Item IV. Hearings

A. The *KIPP Sol Academy, Grades 5-8*: Appeal of a Petition to Renew a Charter Previously Denied by the Los Angeles Unified School District Board of Education (Enclosure)

KIPP Sol Academy has submitted its renewal petition on appeal to the Los Angeles County Office of Education. Education Code (EC) section 47607(b) provides that renewals and material revisions of charters shall be governed by the standards and criteria in Section 47605.

Education Code section 47605(b) provides that within 60 days after receiving a charter petition, the Los Angeles County Board of Education (County Board) shall hold a public hearing for the purpose of determining the level of support for the charter petition by teachers, employees and parents of the charter school.

Within 90 days, the County Board shall review the petition and information provided at the public hearing and either grant or deny the petition, unless a 30-day extension is agreed to by the petitioner and the County Board.

KIPP Sol Academy Renewal Charter Petition

For the term July 1, 2025 – June 30, 2030

Submitted to The Los Angeles Unified School District

October 17, 2024

Table of Contents

Assurances, Affirmations, and Declarations	3
Element 1 – The Educational Program	5
Element 2 – Measurable Pupil Outcomes and	140
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	140
Element 4 – Governance	149
Element 5 – Employee Qualifications	166
Element 6 – Health and Safety Procedures	172
Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learners including Redesignated Fluent English Proficient Pupils Balance	185
Element 8 – Admission Policies and Procedures	189
Element 9 – Annual Financial Audits	196
Element 10 – Suspension and Expulsion Procedures	198
Element 11– Employee Retirement Systems	226
Element 12 – Public School Attendance Alternatives	227
Element 13 – Rights of District Employees	228
Element 14 – Mandatory Dispute Resolution	229
Element 15 – Charter School Closure Procedures	233
Additional Provisions	242

Assurances, Affirmations, and Declarations

KIPP Sol Academy (also referred to herein as "KIPP Sol" and "Charter School") shall:

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

copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

Element 1 - The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option

election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special EducationPolicies and Procedures and Data Systems

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

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

General Information Table

GENERAL INFORMATION	
The name and title of the contact person for the Charter School is:	Karla Davalos School Leader
The contact address for the Charter School is:	4800 E. Cesar E. Chavez Avenue Los Angeles, CA 90022
The contact phone number for the Charter School is:	323-800-5220
The current address of the Charter School is:	4800 E. Cesar E. Chavez Avenue Los Angeles, CA 90022
This location is in the LAUSD Board District:	2
This location is in the LAUSD Region:	East
The grade configuration of the Charter School is:	5th–8th Grade
The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	485

The grade level(s) of the students in the first year will be:	5th–8th Grade
 The Charter school's scheduled first day of instruction in 2025-2026: 	August 14, 2025
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	485
 The type of instructional calendar (e.g., traditional/year round, single track/multi-track, extended day/year) will be: 	Traditional
The regular bell schedule (e.g., daily hours) for the Charter School will be:	Monday 8:00 a.m. to 1:00 p.m Tuesday through Friday from 8:00 am to 3:30 pm
 The term of this Charter for Middle and High performing schools: 	July 1, 2025–June 30, 2030

Community Need For a Charter School

The Los Angeles Unified School District ("LAUSD" or "District") should renew KIPP Sol Academy's ("Sol" or "Charter School") charter for a five-year term.

On March 12, 2024, the California Department of Education ("CDE") categorized Sol as a middle-performing charter school in its annual publication of charter school performance categories. The CDE reached this conclusion on the basis of the law and our school's performance on the California School Dashboard ("Dashboard") in 2022 and 2023.

Education Code Section 47607.2(b) puts forward two criteria for renewing middle-performing charter schools for five years. Under the first criteria, LAUSD must consider the charter school's "schoolwide performance and performance of all [numerically significant student groups]" on the Dashboard's state and local indicators. In doing so, LAUSD must give greater weight to the Dashboard's measurements of academic performance. For our school, these measurements of academic performance include the Dashboard's indicators for English Language Arts ("ELA"), math, and English Learner Progress (commonly referred to as "ELPI").

The Education Code's second criterion requires LAUSD to consider, if provided by the Charter School, "clear and convincing evidence" that the Charter School "achieved measurable increases in academic achievement." In practice, that means LAUSD must consider verified data submitted by the Charter

School demonstrating at least one year's progress. Sources of verified data must come from the list of the assessments approved by California's State Board of Education ("SBE"). This list includes the i-Ready reading and math assessments used at Sol.

After applying these criteria, LAUSD may only deny renewal of a middle-performing charter school if it substantiates its decision in written findings. These findings must establish that the charter school "failed to meet or make sufficient progress toward meeting standards that provide a benefit to [students]. Additionally, the written findings must show that closure is "in the best interest of [students]." In making these determinations, the District must give greater weight to measures of academic performance.

Based on the Education Code's criteria, it is clear that LAUSD should renew Sol's charter for a five-year term. Our school has benefited students in measurable and immeasurable ways. Some particularly compelling successes include:

- Sol was recognized as a California Distinguished School in 2021
- Sol reduced suspensions to zero in 2018–2019 and 2021–2022
- Our school posted lower suspension rates than California in every Dashboard-reporting year of the charter term
- Sol recorded lower suspension rates than LAUSD throughout its charter term
- In 2017–2018 and 2018–2019, Sol had lower chronic absenteeism than California, LAUSD, the East Los Angeles Community of Schools' median, and every one of the district-assigned schools that most of our students would otherwise attend
- Sol topped California on the English Learner Progress Indicator in 2021–2022 and 2022–2023
- Sol outpaced LAUSD on the English Learner Progress Indicator in 2021–2022 and 2022–2023
- Sol's ELPI was higher than the East Los Angeles Community of Schools' median in 2021–2022 and 2022–2023
- From 2017–2018 to 2018–2019, our schoolwide math results were higher than the state's math results
- In math, our Latinx and socioeconomically disadvantaged students outperformed their statewide and LAUSD peers in every year of our charter term for which data is available

- In math, our Students With Disabilities outperformed their statewide peers in 2017–2018, 2018–2019, and 2021–2022
- Our English Learners outperformed their statewide peers in math in 2017–2018 and 2018–2019
- Our school beat LAUSD's math average in 2017–2018, 2018–2019, and 2021–2022
- Our Students With Disabilities and English Learners outperformed their LAUSD peers in math in 2017–2018, 2018–2019, and 2021–2022
- Sol exceeded the median math performance of other schools serving similar grades in the East Los Angeles Community of Schools in 2017–2018, 2018–2019, and 2021–2022
- Sol's math results consistently surpassed the district-assigned schools that most of our students would otherwise attend
- Our schoolwide ELA performance surpassed the statewide average in 2017–2018, 2018–2019, and 2021–2022
- In ELA, our Latinx students, Students With Disabilities, and socioeconomically disadvantaged students outperformed their statewide and LAUSD peers throughout the charter term
- Our English Learners outpaced their statewide peers in ELA in 2017–2018, 2018–2019, and 2021–2022
- Our schoolwide performance in ELA exceeded LAUSD's performance in every Dashboardreporting year of our charter term
- Our English Learners surpassed their LAUSD peers in ELA in 2021–2022 and 2022–2023
- In every Dashboard-reporting year of the charter term, Sol exceeded the median ELA performance of other schools serving similar grades in the East Los Angeles Community of Schools
- By nearly every comparison, Sol held a wide lead in ELA performance over the district-assigned schools that most of our students would otherwise attend
- i-Ready results from 2023–2024 demonstrated that our school and the majority of its student groups made one year of progress in reading

We elaborate on these accomplishments and others in the subsections below. The subsections analyze each Dashboard indicator: suspension rates, chronic absenteeism, the English Learner Progress

Indicator, math, and English Language Arts. In each of these subsections, we compare the performance of Sol and its student groups to the state, LAUSD, public schools serving similar grade levels, and the district-assigned schools that most of our students would otherwise attend. We finish by analyzing Sol's verified data results, highlighting areas of success, and addressing areas of challenge.

The upshot of our analysis is that the community of East Los Angeles needs Sol. It would be an incredible disservice to close our school. It is in the best interest of our students, families, and the community to renew Sol's charter for a five-year term.

Suspension Rates

LAUSD is a well-established leader in keeping suspension rates low. It was the first school district in California to ban suspensions for disruptive behavior and willful defiance. The UCLA Civil Rights Project and the National Center for Youth Law recently reported that LAUSD students lost 0.7 days of instruction per 100 students due to out-of-school suspensions. By way of comparison, in 2021–2022, students in 11 of the 20 largest school districts in California lost 10 or more days of instruction per 100 students due to out-of-school suspensions.¹

Sol is proud to report that it has been able to demonstrate similarly impressive leadership in reducing and eliminating suspensions. The tables below compare our school's suspension rates to the state, LAUSD, the East Los Angeles Community of Schools, and the district-assigned schools that our students would otherwise attend.

Here are the highlights that our school would like to draw attention to:

- In 2018–2019 and 2021–2022, Sol *eliminated* suspensions
- Sol has posted lower suspension rates than California in every year of its charter term
- Throughout our charter term, our school reported lower suspension rates than LAUSD
- Sol has consistently reported lower suspension rates than the district-assigned schools that most of our students would otherwise attend

In the tables below, we take a closer look at Sol's suspension rates:

Suspension Rates: Comparing Sol to California

¹ Ramon T. Flores and Daniel J. Losen, *Lost Instruction Time in California Schools: The Disparate Harm From Post-Pandemic Punitive Suspensions*, National Center for Youth Law (October 2023), https://youthlaw.org/sites/default/files/attachments/2023-10/Lost_Instruction_Time_CA_Schools_October_2023.pdf (accessed on October 10, 2024).

	17–18	18–19	19–20	20–21	21–22	22-23
Sol	0.2% Blue	0.0% Blue	:=1	_	0.0% Very Low	0.2% Blue
California	3.5% Yellow	3.4% Yellow	riin		3.1% Medium	3.5% Orange

In every year of its charter term, Sol has posted lower suspension rates than California. Going back to 2017–2018, the statewide suspension rate has hovered between 3.1% and 3.5%. Over that time period, Sol's suspension rate has not been higher than 0.2%. And, in 2018–2019 and 2021–2022, Sol reported suspension rates of 0%.

Suspension Rates: Comparing Sol to LAUSD

	17–18	18–19	19–20	20–21	21–22	22-23
Sol	0.2% Blue	0.0% Blue	-		0.0% Very Low	0.2% Blue
LAUSD	0.5% Blue	0.4% Blue		-	0.3% Very Low	0.4% Blue

Sol has also posted lower suspension rates than LAUSD. That is a remarkable accomplishment, given LAUSD's leadership among California's large school districts in low suspension rates. As the table above shows, going back to 2017–2018, LAUSD has consistently posted suspension rates of 0.5% or lower. In 2017–2018, Sol was not far behind, with a suspension rate of 0.2%. By 2018–2019 and 2021–2022, however, Sol cut its suspension rates down to 0%, which was even lower than LAUSD's admirable suspension rates of 0.4% and 0.3%. In 2022–2023, Sol once again posted a lower suspension rate than LAUSD, with just 0.2% of students suspended, compared to the District's 0.4%.

The table below takes a narrower view of LAUSD's suspension rates by zooming into its East Los Angeles Community of Schools ("CoS"). The table includes the 20 public schools in the East Los Angeles CoS that serve one or more of the same grade levels as Sol. Similar to LAUSD, the East Los Angeles CoS has consistently posted low suspension rates since 2017–2018.

Suspension Rates: Comparing Sol to the East Los Angeles Community of Schools

	17–18	18–19	19–20	20–21	21–22	22-23
Sol (5–8)	0.2% Blue	0.0% Blue	(=	-	0.0% Very Low	0.2% Blue
Anton Elem. (K–6)	0.0% Blue	0.0% Blue	-	-	0.0% Very Low	0% Blue

Belvedere Middle (6– 8)	0.9% Green	0.0% Blue	ī	1	0.1% Very Low	0% Blue
Belvedere Elem. (K–5)	0.1% Blue	0.0% Blue	2 - -8	1	0.0% Very Low	0% Blue
Marianna Ave. Elem. (K–6)	0.3% Green	0.0% Blue	ī	Ī	0.0% Very Low	0% Blue
Hamasaki Elem. (K–5)	0.2% Blue	0.4% Blue		ī	0.0% Very Low	0% Blue
Brooklyn Ave. (K–8)	0.2% Blue	0.0% Blue	Ι	1	0.0% Very Low	0% Blue
Lane Elem. (K–6)	0.2% Blue	0.0% Blue	_	-	0.0% Very Low	0% Blue
Rowan Ave. Elem. (K–5)	0.0% Blue	0.0% Blue	_		0.0% Very Low	0% Blue
Humphreys Ave. (K–5)	0.0% Blue	0.0% Blue	-	-	0.0% Very Low	0% Blue
Griffith M.S. STEAM Mag. (6–8)	0.3% Green	0.1% Blue	Į.	Ü	0.0% Very Low	0% Blue
Fourth St. Elem. (2–5)	0.2% Blue	0.2% Blue	r—		0.0% Very Low	0% Blue
Ford Blvd. Elem. (K–5)	0.0% Blue	0.0% Blue	-	5	0.0% Very Low	0% Blue
Eastman Ave. Elem. (K–5)	0.0% Blue	0.1% Blue	ī	ī	0.0% Very Low	0% Blue
Alliance CRMA No. 8 (6–8)	1.3% Yellow	3.5% Orange	(- 1	1-1	1.4% Low	2.1% Orange
Animo Ellen Ochoa (6–8)	6.0% Orange	6.6% Orange	E	ī	0.0% Very Low	0% Blue
Arts in Action CC	0.8% Green	0.0% Blue	-	-	0.0% Very Low	0% Blue

(K-5)						
Arts in Action CMS (6–8)	2.1% Green	2.5% Orange	1	ī	0.8% Low	4.5% Orange
Extera PS No. 2 (K-5)	0.4% Blue	0.2% Blue	(A)		0.7% Low	1.8% Orange
KIPP Acad. of Innov. (5– 8)	1.7% Green	0.6% Green	1	Ī	0.8% Low	0% Blue
Median	0.2%	0%	-	1	0%	0%

Sources used to identify schools: LAUSD Maps: Community of Schools (last modified on February 23, 2024), https://achieve.lausd.net/Page/1827 (accessed on June 10, 2024); Charter Schools Directory 2023–2024, https://achieve.lausd.net/Page/1827 (accessed on June 10, 2024).

Sol is pleased to say that it has joined other public schools in the East Los Angeles CoS in eliminating or nearly eliminating suspensions. In 2017–2018 and 2018–2019, our school reported suspension rates that matched the very low median posted by the CoS. Again in 2021–2022 and 2022–2023, our school joined the majority of other public schools in the East Los Angeles CoS in reporting suspension rates between 0% and 1%. Our low suspension rates in these years resulted in a status of "Very Low" in suspension rates in 2021–2022. And, in 2022–2023, our 0.2% suspension rate earned a Dashboard color of Blue.

The table below compares Sol's suspension rates to the district-assigned schools that most of our students would otherwise attend: Griffith STEAM Magnet Middle School, Belvedere Middle School, Brooklyn Avenue School, Robert Louis Stevenson College & Career Preparatory, and Hollenbeck Middle School. Like other public schools across LAUSD and the East Los Angeles CoS, these schools have consistently posted low suspension rates relative to the statewide average.

Suspension Rates: Comparing Sol to Students' District-Assigned Schools

	17–18	18–19	19–20	20–21	21–22	22-23
Sol (5–8)	0.2% Blue	0.0% Blue	ī	f	0.0% Very Low	0.2% Blue
Griffith M.S. STEAM Mag. (6–8)	0.3% Green	0.1% Blue	ī	-	0.0% Very Low	0% Blue
Belvedere Middle (6–8)	0.9% Green	0.0% Blue	ĭ	-	0.1% Very Low	0% Blue
Robert Louis	0.8%	0.8%	<u>=</u>		0.1%	0%

Stevenson College & Career Prep(6-8)	Green	Green			Very Low	Blue
Brooklyn Ave. (K–8)	0.2% Blue	0.0% Blue	_	-	0.0% Very Low	0% Blue
Hollenbeck Middle (6–8)	0.1% Blue	0.1% Blue	I	=	0.2% Very Low	0.5% Green

But, going back to 2017–2018, Sol has consistently posted lower suspension rates than the district-assigned schools that most of our students would otherwise attend. In 2017–2018, Sol's suspension rate of 0.2% was lower than Griffith STEAM Magnet Middle School (0.3%), Belvedere Middle School (0.9%), and Robert Louis Stevenson College & Career Prep (0.8%). In 2018–2019 and 2021–2022, Sol reported back-to-back 0% suspension rates, placing our school among lowest suspension rates of the district-assigned schools that most of our students would otherwise attend. And in 2022–2023, despite posting a slightly higher suspension rate of 0.2%, Sol still earned a Dashboard color of "Blue," which was in line with other district-assigned schools that most of our students would otherwise attend.

Chronic Absenteeism

The California Education Code holds that a student is chronically absent after missing "10 percent or more of the schooldays in the school year." Research shows that chronic absenteeism contributes to lower scores on standardized tests in reading and math. Chronic absenteeism is also predictive of academic performance in high school and, by extension, readiness for college.

Chronic absenteeism exploded after the Covid-19 pandemic. In 2018–2019, the year before the pandemic started, chronic absenteeism was 15% in the United States, 10.1% in California, and 18.2% in LAUSD. By 2021–2022, the year students fully returned to in-person instruction, chronic absenteeism was 28% in the United States, 30.0% in California, and 39.8% in LAUSD.

This troubling trend has been particularly acute in the country's poorest school districts. Prior to the pandemic, the country's poorest school districts had a chronic absenteeism rate of 19%. By 2022–2023, more than a year after returning to in-person instruction, chronic absenteeism in the poorest school districts reached 32%.

16

² California Education Code Section 60901(c)(1).

³ Alan Ginsburg, Phyllis Jordan, and Hedy Chang, *Absences Add Up: How School Attendance Influences Student Success*, Attendance Works, 3–4 (2014), https://www.attendanceworks.org/wp-content/uploads/2017/05/Absenses-Add-Up September-3rd-2014.pdf.

⁴ 5 Key Findings for Middle Grades from Looking Forward to High School and College, University of Chicago Consortium on Chicago School Research, 1–2 (2014), https://www.attendanceworks.org/wp-content/uploads/2017/09/5-Key-Findings-MG-Final.pdf.

The New York Times summed up the crisis this way:

... student absenteeism is a leading factor hindering the nation's recovery from pandemic learning losses . . . Students can't learn if they aren't in school. And a rotating cast of absent classmates can negatively affect the achievement of even students who do show up, because teachers must slow down and adjust their approach to keep everyone on track.⁵

At the beginning of our charter term, our school consistently had lower rates of chronic absenteeism than the state. Unfortunately, following the pandemic, our school's chronic absenteeism rose sharply. In the last few years, our school has trailed slightly behind California.

The table below compares the chronic absenteeism rates of Sol and California:

Chronic Absenteeism: Comparing Sol to California

	17–18	18–19	19–20	20–21	21–22	22-23
Sol	4.2% Green	3.4% Green	1		37.9% Very High	29.7% Yellow
California	9.0% Yellow	10.1% Orange	Ţ	Ī	30.0% Very High	24.3% Yellow

For half of our charter term, Sol had a lower chronic absenteeism rate than the state. In 2017–2018, our chronic absenteeism stood at 4.2%, about five percentage points lower than the statewide average. The following year, our school cut down chronic absenteeism to 3.4%, which was nearly seven percentage points lower than the state. However, like many other public schools across California and the country, our school's chronic absenteeism dramatically increased after the pandemic. When our students returned to in-person learning in 2021–2022, chronic absenteeism rose to 37.9%, about eight percentage points higher than the state. Then, in 2022–2023, our school's chronic absenteeism decreased to 29.7%, but was still about five percentage points higher than the statewide rate.

The story is a bit different in the table below, where we compare chronic absenteeism rates at Sol and LAUSD:

Chronic Absenteeism: Comparing Sol to LAUSD

17–18 18–19 19–20 20–21 21–22 22-23

⁵ Sarah Mervosh and Francesca Paris, "Why School Absences Have 'Exploded' Almost Everywhere," N.Y. Times, Mar. 29, 2024, https://www.nytimes.com/interactive/2024/03/29/us/chronic-absences.html, citing Michael A. Gottfried, *Chronic Absenteeism in the Classroom Context: Effects on Achievement*, 54 Urban Education 1 (2015), available at https://attendanceworks.org/wp-content/uploads/2017/09/AW-gottfried chronic peers-2.pdf.

Sol	4.2% Green	3.4% Green	I	Î	37.9% Very High	29.7% Yellow
LAUSD	10.3% Orange	18.2% Red	r <u>u</u> n	ĺ	39.8% Very High	31% Yellow

We see Sol's chronic absenteeism rates were lower than LAUSD across the charter term. In 2017–2018, our chronic absenteeism rate was 4.2%, approximately six percentage points lower than LAUSD. The next year, Sol further decreased chronic absenteeism to 3.4%, which was nearly 15 percentage points lower than LAUSD. Unfortunately, in the aftermath of the pandemic, chronic absenteeism surged upward. By 2021–2022, Sol's chronic absenteeism was at 37.9%, while LAUSD's chronic absenteeism was close behind at 39.8%. In the subsequent year, Sol's chronic absenteeism decreased to 29.7%, while LAUSD's chronic absenteeism decreased to 31%.

The table below compares Sol's chronic absenteeism to other schools that serve similar grade levels in the East Los Angeles CoS. Going all the way back to 2017–2018, many of these schools reported higher chronic absenteeism than the state and LAUSD.

Chronic Absenteeism: Comparing Sol to the East Los Angeles Community of Schools

8	17–18	18–19	19–20	20–21	21–22	22-23
Sol (5–8)	4.2% Green	3.4% Green	1	Ī	37.9% Very High	29.7% Yellow
Anton Elem. (K–6)	6.8% Green	15.8% Red	Ē	Ī	55.7% Very High	36.7% Yellow
Belvedere Middle (6– 8)	7.9% Yellow	18.4% Red	Ī	ī	30.5% Very High	30% Orange
Belvedere Elem. (K–5)	7.4% Green	16.2% Red	-	ī	34.2% Very High	29.3% Yellow
Marianna Ave. Elem. (K–6)	8.3% Green	16.1% Red	1	j	52.6% Very High	38.6% Yellow
Hamasaki Elem. (K–5)	18.2% Orange	31.1% Red	::	-	45.7% Very High	31.6% Yellow
Brooklyn Ave. (K–8)	6.2% Orange	14.0% Red	IF.	I	37.9% Very High	19.1% Yellow
Lane Elem.	10.4%	22.0%	9-43	5 — 5	40.8%	29.3%

(K-6) Yellow Red Very High Yellow Rowan Ave. Elem. (K-5) 7.3% 17.1% - - 43.7% 36.1% Fourth St. Elem. (2-5) 10.6% 17.1% - - 48.9% 32.3% Very High Very High Yellow Very High Very High Yellow Fourth St. Elem. (2-5) 5.5% 15.8% - - 39.7% 28.2% Very High Yellow Yellow Yellow Yellow Yellow
Elem. (K-5) Green Red Very High Yellow Humphreys Ave. (K-5) 10.6% Orange 17.1% Red - - 48.9% Yellow 32.3% Yellow Griffith M.S. STEAM Mag. (6-8) 9.3% Orange 16.5% Red - - 35.3% Yellow 30.4% Yellow Fourth St. 5.5% 15.8% - - 39.7% 28.2%
Ave. (K-5) Orange Red Very High Yellow Griffith M.S. STEAM Mag. (6-8) 9.3% Orange 16.5% Red - - 35.3% Yellow 30.4% Yellow Fourth St. 5.5% 15.8% - - 39.7% 28.2%
STEAM Mag. (6–8) Orange Med Very High Yellow Fourth St. 5.5% 15.8% - - 39.7% 28.2%
The state of the s
Ford Blvd. Elem. (K–5)
Eastman Ave. Elem. (K–5) 8.5% Orange Red 19.7% - 47.0% Very High Very High
Alliance CRMA No. 8 (6–8) 8.5% Orange 8.5% Yellow - 34.0% Very High Very High
Animo Ellen Ochoa (6–8)
Arts in Action CC (K-5) Arts in Action CC (K-5)
Arts in Action CMS (6–8) 9.7% 8.0% Green - 26.0% Very High Blue
Extera PS
KIPP Acad. of Innov. (5– Green Orange Orange Orange S) 7.6% – – 32.9% Very High Orange
Median 8.1% 16% - - 37.9% 29.5%

Sources used to identify schools: LAUSD Maps: Community of Schools (last modified on February 23, 2024), https://achieve.lausd.net/site/default.aspx?PageType=3&ModuleInstanceID=22580&ViewID=C9E0416E-F0E7-4626-AA7B-C14D59F72F85&RenderLoc=0&FlexDataID=117095&PageID=8654&Comments=true (accessed on June 10, 2024); Charter Schools Directory 2023–2024, https://achieve.lausd.net/Page/1827 (accessed on June 10, 2024).

In 2017–2018 and 2018–2019, Sol had the lowest chronic absenteeism rates in the East Los Angeles CoS. Our school's chronic absenteeism rates of 4.2% and 3.4% in those years were ahead of the CoS medians of 8.1% and 16%. But these trends didn't withstand the pandemic. Of the 20 East Los Angeles CoS serving students in grades 5–8, only three schools were able to keep chronic absenteeism below 30% in 2021–2022. The other 17 schools posted chronic absenteeism rates between 30.5% and 55.7%. Sol's chronic absenteeism rate that year was 37.9%, landing squarely at the CoS median. In 2022–2023, our school's chronic absenteeism rate was 29.7%, just behind the CoS median of 29.5%.

It is also instructive to compare Sol's record on chronic absenteeism to the district-assigned schools that most of our students would otherwise attend. It is worth noting that approximately 21.1% of our students would otherwise attend Griffith STEAM Magnet Middle School; approximately 10.6% of our students would otherwise attend Belvedere Middle School; approximately 9.2% of our students would otherwise attend Robert Louis Stevenson College & Career Prep; approximately 7.3% of our students would otherwise attend Brooklyn Avenue School; and approximately 3.8% of our students would otherwise attend Hollenbeck Middle School. The table below compares their chronic absenteeism rates to Sol:

Chronic Absenteeism: Comparing Sol to Students' District-Assigned Schools

	17–18	18–19	19–20	20–21	21–22	22–23
Sol (5–8)	4.2% Green	3.4% Green	ľ	578)	37.9% Very High	29.7% Yellow
Griffith M.S. STEAM Mag. (6–8)	9.3% Orange	The state of the s		-	35.3% 30.4% Yellow	
Belvedere Middle (6–8)	7.9% Yellow	18.4% Red	Т	-	30.5% Very High	30% Orange
Robert Louis Stevenson College & Career Prep(6–8)	9% Green	14.9% Red	1	-	40.1% Very High	32.6% Yellow
Brooklyn Ave. (K–8)	6.2% Orange	14.0% Red	I	-	37.9% Very High	19.1% Yellow
Hollenbeck Middle (6–8)	10% Green	18.9% Red	_	-	31.9% Very High	27.8% Yellow

When compared to the district-assigned schools that most of its students would otherwise attend, Sol shows some relative strength in combating chronic absenteeism. In 2017–2018 and 2018–2019, for example, Sol had the lowest rates of chronic absenteeism among these district-assigned schools.

Following the pandemic, however, Sol slipped into chronic absenteeism rates that were similar to the district-assigned schools that most of our students would otherwise attend. In 2021–2022, for example, our school's chronic absenteeism reached 37.9%, which was slightly higher than Griffith STEAM Magnet Middle School (35.3%), Belvedere Middle School (30.5%), and Hollenbeck Middle (31.9%), and slightly lower than Robert Louis Stevenson College & Career Prep (40.1%). By 2022–2023, Sol started to pull ahead of the pack again. Our school's chronic absenteeism decreased to 29.7%, a tick lower than Griffith STEAM Magnet Middle School (30.4%), Belvedere Middle School (30%), and Robert Louis Stevenson College & Career Prep (32.6%).

But no matter how the data is sliced, it is clear that chronic absenteeism has emerged as a challenge at Sol. We know that attendance is crucial to sustaining a joyful and academically excellent school. Our team will not be satisfied until our school's chronic absenteeism is below the pre-pandemic statewide average. We provide our plan to reduce chronic absenteeism in the "Challenges" section below.

English Learner Progress Indicator

Beginning in 2016, California's State Board of Education ("SBE") refined its methodology for calculating the Dashboard's ELPI.⁶ What makes ELPI unique is its focus on year-over-year *progress* toward Englishlanguage proficiency. More particularly, ELPI measures the percentage of students who either (1) increased one or more ELPI levels from the previous year's ELPAC to the current year's ELPAC, or (2) maintained the English-language proficient ("ELP") criterion (i.e., Level 4) from the previous year's ELPAC to the current year's ELPAC. This approach is rooted in academic research by Kenji Hakuta, Yuko Goto Butler, and Daria Witt, who found that "policies [assuming] rapid acquisition of English . . . are wildly unrealistic."⁷ That is because "even in districts that are considered the most successful in teaching English to EL students, oral proficiency takes 3 to 5 years to develop, and academic English proficiency can take 4 to 7 years." Simply stated, since the road to English proficiency is a multi-year process, the Dashboard's ELPI is a far better gauge of a school's success in serving ELs than any single-year reclassification rate.

On the whole, Sol's ELPI has kept pace with the state, Los Angeles Unified School District, and nearby schools. Some highlights include:

21

⁶ California State Board of Education, November 2019 Agenda, Item #04, available at https://www.cde.ca.gov/be/ag/ag/yr19/agenda201911.asp.

⁷ Kenji Hakuta, Yuko Goto Butler, and Daria Witt, *How Long Does It Take English Learners to Attain Proficiency?*, The University of California Linguistic Minority Research Institute, Jan. 2000, at 13, https://web.stanford.edu/~hakuta/Publications/(2000)%20-

<u>%20HOW%20LONG%20DOES%20IT%20TAKE%20ENGLISH%20LEARNERS%20TO%20ATTAIN%20PR.pdf</u>; see also California State Board of Education, November 2019 Agenda, Item #04, available at https://www.cde.ca.gov/be/ag/ag/yr19/agenda201911.asp, citing Hakuta, Butler, and Witt.

Here are the highlights that our school would like to draw attention to:

- In the two most recent years of the charter term, Sol reported higher ELPI rates than California
- In the two most recent years of the charter term, Sol reported higher ELPI rates than LAUSD
- Sol achieved higher ELPI rates than the East Los Angeles Community of Schools' median in 2021– 2022 and 2022–2023 as well

The table below compares Sol to California on the ELPI:

English Learner Progress Indicator: Comparing Sol to California

	17–18	18–19	19–20	20–21	21–22	22-23
Sol	-	44.3% Low	.—:	-	63.0% High	52.9% Orange
California	d a	48.3% Medium	100	K=20	50.3% Medium	48.7% Yellow

Sol surpassed the state's ELPI in two of the three Dashboard-reporting years. In 2018–2019, California reached an ELPI of 48.3%, with Sol not too far behind at 44.3%. But Sol's ELPI increased by 18.7 percentage points in 2021–2022, boosting our school's ELPI to 63.0%, nearly 13 percentage points higher than the state. Sol surpassed the state again in 2022–2023, posting an ELPI of 52.9%, which was about four percentage points higher than the state.

When comparing Sol to LAUSD, a similar story plays out in the ELPI data:

English Learner Progress Indicator: Comparing Sol to LAUSD

	17–18	18–19	19–20	20–21	21–22	22-23
Sol	-	44.3% Low	8 — 8	_	63.0% High	52.9% Orange
LAUSD		45.0% Medium	Ι	, =	51.4% Medium	48.4% Orange

As shown in the table above, Sol posted higher ELPI rates than LAUSD for the majority of its charter term. In 2018–2019, Sol's ELPI of 44.3% was a hair lower than LAUSD's ELPI of 45.0%. In 2021–2022, however, Sol's ELPI increased to 63%, outpacing LAUSD's 51.4%. Sol posted a higher ELPI again in 2022–2023, this time reaching 52.9%, more than four percentage points ahead of LAUSD's 48.4%.

In the table below, we put Sol's ELPI data alongside schools serving similar grades in the East Los Angeles CoS:

English Learner Progress Indicator: Comparing Sol to the East Los Angeles Community of Schools

k	17–18	18–19	19–20	20–21	21–22	22-23
Sol (5–8)	-	44.3% Low	120	_	63.0% High	52.9% Orange
Anton Elem. (K–6)	I	36.6% Low	E	_	51.7% Medium	45.6% Orange
Belvedere Middle (6– 8)	ı	54.3% Medium	ī		67% Very High	43.4% Red
Belvedere Elem. (K–5)	1	34.8% Very Low	I	_	63.8% High	31% Red
Marianna Ave. Elem. (K–6)		49.1% Medium			56.3% High	47.5% Red
Hamasaki Elem. (K–5)	-	38.7% Low	<u> </u>	_	45.2% Medium	58.7% Blue
Brooklyn Ave. (K–8)	-	59.1% High	t—ti	_	51.1% Medium	61.4% Blue
Lane Elem. (K–6)	-	41.7% Low	r=r	-	50.3% Medium	42.4% No Color
Rowan Ave. Elem. (K–5)	-	62.9% High	8. 8:	_	50.9% Medium	31.1% Red
Humphreys Ave. (K–5)	-	58.6% High	1-1	_=	50.9% Medium	45.8% Orange
Griffith M.S. STEAM Mag. (6–8)	-	37.7% Low		-		58.6% Green
Fourth St. Elem. (2–5)	=	74.4% Very High	н		52.7% Medium	39% Red
Ford Blvd. Elem. (K–5)	=	50.4% Medium			55.8% High	51.9% Orange

Eastman Ave. Elem. (K–5)	-	46.0% Medium	-		54.0% Medium	60.1% Green
Alliance CRMA No. 8 (6–8)	ı	54.4% Medium	Ī	Ī	59.3% High	40.2% Red
Animo Ellen Ochoa (6–8)	2 S	44.8% Low	I	I	69.4% Low	66.7% Blue
Arts in Action CC (K-5)	ı	28.1% Very Low	ī	ī	38.5% Low	52.5% Green
Arts in Action CMS (6–8)	-	50.0% Medium	Ī		45.6% Medium	52.2% Green
Extera PS No. 2 (K-5)	I	52.1% Medium	N . T il	 8	64.1% High	47.7% Orange
KIPP Acad. of Innov. (5– 8)	1	52% Medium	2		50.6% Medium	62.9% Blue
Median	-	49.6%	·—	: -	53.4%	49.8%

Sources used to identify schools: LAUSD Maps: Community of Schools (last modified on February 23, 2024), https://achieve.lausd.net/Page/1827 (accessed on June 10, 2024); Charter Schools Directory 2023–2024, https://achieve.lausd.net/Page/1827 (accessed on June 10, 2024).

Over the charter term, Sol's ELPI results have been right around or surpassing the East Los Angeles CoS's median. In relative terms, our school's best ELPI performance came in 2021–2022, when 63% of our English Learners made progress. That was about 10 percentage points better than the East Los Angeles CoS's median. In 2022–2023, our school's ELPI stood at 52.9%, which was higher than the East Los Angeles CoS's median of 49.8%.

The table below compares our school's ELPI performance with the district-assigned schools that over half of our students would otherwise attend. Like Sol, many of these district-assigned schools are outperforming the state and LAUSD on the ELPI.

English Learner Progress Indicator: Comparing Sol to Students' District-Assigned Schools

	17–18	18–19	19–20	20–21	21–22	22-23
Sol (5-8)	W_W	44.3%	<u> </u>		63.0%	52.9%

		Low			High	Orange
Griffith M.S. STEAM Mag. (6–8)	Ī	37.7% Low	-	-	60% High	58.6% Green
Belvedere Middle (6–8)	Ĩ	54.3% Medium	1000		67% Very High	43.4% Red
Robert Louis Stevenson College & Career Prep(6–8)	Ĩ	53.2% Medium	-	-	54.7% Medium	61.1% Green
Brooklyn Ave. (K–8)	Ī	59.1% High	ī	-	51.1% Medium	61.4% Blue
Hollenbeck Middle (6–8)		41.9% Low	=	-	61.2% High	55.3% Yellow
Median	_	48.8%		-	60.6%	57%

Despite Sol's relatively high ELPI performance, our school trailed slightly behind the median of these district-assigned schools in two of the three Dashboard-reporting years. In 2018–2019, our school landed behind the median, with an ELPI of 42.3%. But our English Learners were still ahead of their peers at Griffith Middle School (37.7%) and Hollenbeck Middle (41.9%). We are proud to report that, in 2021–2022, Sol's ELPI surged ahead of the district-assigned schools listed in the table. That year, our English Learners registered a 63% ELPI, while English Learners at the median district-assigned school hit 60.6%. Then, in 2022–2023, Sol's ELPI decreased to 52.9%, a bit behind the 57% median of the district-assigned schools that most of our students would otherwise attend.

On the whole, however, Sol has established a solid record of accomplishment on the ELPI. It has surpassed the state's ELPI achievement on the two most recent Dashboards. It has surpassed LAUSD's ELPI achievement on the two most recent Dashboards. And it has surpassed the East Los Angeles CoS median ELPI on the two most recent Dashboards. For all of these reasons, Sol is one of East Los Angeles' most attractive educational options for the families of English Learners.

Math

Math proficiency is essential to giving every child the freedom to create the future they want for themselves and their community. The National Mathematics Advisory Panel found that success in math

opens "college and career options, and it increases prospects for future income." The Bureau of Labor Statistics agrees. It projects that math occupations will "grow much faster than the average for all occupations from 2022 to 2023," with "about 33,500 openings projected each year." And these are good-paying jobs. The median annual wage in math occupations was \$101,460 in May 2023, far higher than the median annual wage for all occupations, which stood at \$48,060.9

While Sol still has some room for improvement in math, our school also racked up a strong record of comparative accomplishments:

- Our schoolwide math performance was better than the statewide average in 2017–2018 and 2018–2019
- Sol's Latinx and socioeconomically disadvantaged students outperformed their statewide peers in math in all Dashboard-reporting years of the charter term
- Our Students With Disabilities outperformed their statewide peers in 2017–2018, 2018–2019, and 2021–2022
- Our English Learners outperformed their statewide peers in math in 2017–2018 and 2018–2019
- Sol's schoolwide math performance was better than the LAUSD average in 2017–2018, 2018– 2019, and 2021–2022
- In every year for which data is available, our Latinx and socioeconomically disadvantaged students outperformed their LAUSD peers in math
- Our Students With Disabilities and English Learners outperformed their LAUSD peers in 2017– 2018, 2018–2019, and 2021–2022
- Sol matched exceeded the median math performance of other schools serving similar grades in the East Los Angeles Community of Schools in 2017–2018, 2018–2019, and 2021–2022
- Sol consistently posted better math results than the majority of the district-assigned schools that most of our students would otherwise attend

Taken together, our school's math performance makes a compelling case for renewing our charter for another five years. The data makes clear that it is in the best interest of students to keep Sol open.

⁸ U.S. Dep't of Education, National Mathematics Advisory Panel: Final Report (2008) at xii, https://files.eric.ed.gov/fulltext/ED500486.pdf.

⁹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: Math Occupations, https://www.bls.gov/ooh/math/.

Indeed, if LAUSD were to close our school, most of our students would be assigned to schools with weaker records of math performance.

In the tables below, we lay out detailed comparisons of Sol's math performance to the state, LAUSD, the East Los Angeles Community of Schools, and the district-assigned schools that most of our students would otherwise attend.

The table below begins with a closer look at how Sol's math performance compares to the state:

Math: Comparing Sol to California

	17–18	18–19	19–20	20–21	21–22	22-23
Sol	-2.5 Yellow	+5.5 Green	1	6770	-65.0 Low	-73.4 Orange
California	-36.4 Orange	-33.5 Orange	· 1	1	-51.7 Low	-49.1 Orange

Sol began its charter term with a promising start in math achievement. In 2017–2018, Sol had a distance from standard ("DFS") of -2.5, putting it 34 DFS points above the state's DFS of -36.4. Our students' math performance improved in 2018–2019 to a DFS of 5.5, a striking 39 DFS points higher than the state's DFS of -33.5. Unfortunately, the pandemic disrupted our upward trajectory. When our students returned to in-person instruction, we saw math achievement decrease to -65 DFS in 2021–2022 and -73.4 DFS in 2022–2023. Similarly, the state's math performance decreased to -51.7 DFS in 2021–2022 and -49.1 in 2022–2023.

As shown in the table below, however, the math performance of Sol's student groups frequently outshined their statewide peers:

Math: Comparing Sol's Student Groups to California's Student Groups

Student Group	Jurisdictio n	17–18	18–19	19–20	20–21	21–22	22-23
Latinx	Sol	-1.7 Yellow	+6.8 Green	<u> </u>	1	-65.1 Low	-73.2 Orange
	California	-65.8 Orange	-62.2 Yellow	1	1-1	-83.4 Low	-80.8 Orange
English	Sol	-27.5 Orange	-11.0 Green	_	15 <u>—</u> 10	-101.2 Very Low	-113.7 Red

Learners	California	-69.9 Orange	-68.6 Orange	-	1-1	-92.0 Low	-93.4 Orange
Students	Sol	-118.8 Red	-89.7 Yellow	ī	Į	-126.6 Very Low	-143.6 Red
With Disabilities	California	-125.3 Red	-119.4 Orange	1	-	-130.8 Very Low	-127.3 Orange
Socioecon.	Sol	-8.9 Yellow	+0.5 Green	-	F—8	-71.2 Low	-76.5 Orange
Disadvant.	California	-67.4 Orange	-63.7 Yellow	-	8 - 8	-84.0 Low	-80.8 Yellow

In all four years for which data is available, our Latinx students outperformed their statewide peers in math. At the start of the charter term, their average DFS was -1.7, more than 64 DFS points ahead of their statewide counterparts. They made a year-to-year improvement of about nine DFS points in 2018—2019 to reach an average DFS of 6.8 in math, exactly 69 DFS points ahead of their California peers. Distance learning and the pandemic negatively impacted math achievement in 2021—2022. But, even with that negative impact, our Latinx students posted an average DFS of -65.1 in 2021—2022, which was about 18 DFS points better than Latinx students across the state. In 2022—2023, Sol's Latinx students posted a DFS of -73.2, which was about eight points ahead of their statewide peers.

Our socioeconomically disadvantaged students also outperformed their statewide peers in math for all of the four years for which data is available. At the beginning of the charter term, they reached an average DFS of -8.9, about 59 points ahead of their counterparts across California. In 2018–2019, Sol's socioeconomically disadvantaged students achieved a DFS of 0.5, outpacing their statewide peers by about 64 DFS points. After coming back to in-person learning in 2021–2022, they recorded an average DFS of -71.2, about 13 DFS points ahead of their statewide counterparts. And, in 2022–2023, Sol's socioeconomically disadvantaged students posted a DFS of -76.5, which was about four points ahead of their statewide peers.

A similar story played out for Sol's Students With Disabilities ("SWD"). They outperformed their statewide peers in math in three of the four years for which data is available. In 2017–2018, their average DFS was -118.8, about seven DFS points ahead of their statewide peers. In 2018–2019, their average DFS improved to -89.7, nearly 30 DFS points ahead of their statewide peers. And, in 2021–2022, their average DFS of -126.6 was a bit higher than their statewide peers, who averaged -130.8.

Sol's English Learners surpassed their statewide peers in math in two out of four Dashboard-reporting years. They started the charter with an average DFS of -27.5 in math, about 42 DFS points ahead of all English Learners in California. The next year, they improved to an average DFS of -11 in math, widening their advantage on their statewide counterparts to about 80 DFS points.

All together, these school-to-state comparisons of math performance make a compelling case for renewing Sol's charter. In both 2017–2018 and 2018–2019, our school demonstrated its ability to surpass the state in math achievement. And, in the years following the pandemic the majority of our student groups continued to outperform their statewide peers. This success, in comparison to the state, makes Sol a promising option for East Los Angeles families. It is additional evidence that keeping our school open is in the best interest of students.

The tables below drill deeper down into the math data to compare our school to LAUSD, the East Los Angeles Community of Schools, and the district-assigned schools that many of our students would otherwise attend. We begin by drawing comparisons to LAUSD:

Math: Comparing Sol to LAUSD

	17–18	18–19	19–20	20–21	21–22	22-23
Sol	-2.5 Yellow	+5.5 Green	1.70	6730	-65.0 Low	-73.4 Orange
LAUSD	-59.4 Yellow	-54.1 Yellow	::		-71.5 Low	-67.3 Yellow

The table above shows that Sol outperformed LAUSD in math throughout the majority of its charter term. In 2017–2018, Sol achieved a DFS of -2.5. That put our students about 57 DFS points ahead of LAUSD. The subsequent year, Sol improved its DFS to 5.5, approximately 60 points ahead of LAUSD. Although the pandemic led to declines in math achievement, our school maintained its lead through 2021–2022, posting a DFS of -65.0, which was about seven DFS points ahead of LAUSD.

The table below compares the math performance of our student groups to their LAUSD peers. It shows that the majority of our student groups outscored their LAUSD peers in math year after year.

Math: Comparing Sol's Student Groups to LAUSD's Student Groups

Student Group	Jurisdiction	17–18	18–19	19–20	20–21	21–22	22-23
Latinx	Sol	-1.7 Yellow	+6.8 Green	-	-	-65.1 Low	-73.2 Orange
	LAUSD	-69.6	-64.3	_	2—I	-83.2	-78.9

		Yellow	Yellow			Low	Yellow
			3	•	8		
English	Sol	-27.5 Orange	-11.0 Green	I	I	-101.2 Very Low	-113.7 Red
Learners	LAUSD	-86.2 Yellow	-83.2 Yellow	E	Į	-108.5 Very Low	-106 Red
			9	•			
Students	Sol	-118.8 Red	-89.7 Yellow	1		-126.6 Very Low	-143.6 Red
With Disabilities	LAUSD	-150.0 Orange	-133.7 Orange	ı	-	-146.5 Very Low	-140.3 Orange
i i		*		:	\$ #		
Socioecon.	Sol	-8.9 Yellow	+0.5 Green	=	8 - 8	-71.2 Low	-76.5 Orange
Disadvant.	LAUSD	-69.6 Orange	-64.2 Yellow	_	87—8	-83.1 Low	-78.4 Yellow

Sol's Latinx students outperformed their LAUSD peers in every Dashboard-reporting year of the charter term. In 2017–2018, our Latinx students recorded a DFS of -1.7, about 70 DFS points ahead of their LAUSD peers. The following year, our Latinx students achieved a DFS of 6.8, about 71 points higher than their LAUSD peers. Although the pandemic led to a decline in math achievement, Sol's Latinx students still managed to outperform their LAUSD peers. In 2021–2022, Sol's Latinx students were 18 DFS points ahead of their LAUSD peers, with a DFS of -65.1. In 2022–2023, Sol's Latinx students maintained their lead by recording a DFS of -73.2, about six DFS points ahead of their LAUSD peers.

Sol's socioeconomically disadvantaged students also surpassed their LAUSD peers in math in every Dashboard-reporting year of the charter term. In 2017–2018, Sol's socioeconomically disadvantaged students earned a DFS of -8.9, whereas their LAUSD peers earned a DFS of -69.6. In 2018–2019, our socioeconomically disadvantaged students' DFS climbed up to 0.5, passing their LAUSD peers by about 65 DFS points. The 2021–2022 Dashboard recorded a DFS of -71.2 for Sol's socioeconomically disadvantaged students, about 12 DFS points in front of their LAUSD counterparts. And in 2022–2023, Sol's socioeconomically disadvantaged students posted a DFS of -76.5, a few ticks ahead of LAUSD's average DFS of -78.4.

Sol's English Learners outperformed their LAUSD peers for the majority of their charter term. In 2017–2018, Sol's English Learners posted a DFS of -27.5. In contrast, their LAUSD peers posted a DFS of -86.2. The following year, Sol's English Learners increased their average DFS to -11, about 72 DFS points ahead of their LAUSD peers. More recently, in 2021–2022, their average math DFS clocked in at -101.2. As disappointing as that decline was, it still put their math scores nearly seven DFS points ahead of LAUSD's English Learners.

Throughout our charter term, our SWD surpassed or matched their LAUSD peers in math. At the beginning of our term, our SWD had an average DFS of -118.8, about 31 points in front of their LAUSD peers. The next year, our SWD's DFS soared up by about 29 DFS points. As a result, in 2018–2019, Sol's SWD earned an average DFS of -89.7, surpassing their LAUSD peers by 44 DFS points. Sol's lead continued following the pandemic. In 2021–2022, Sol recorded a DFS of -126.6, about 20 points ahead of their LAUSD peers. By 2022–2023, Sol's SWD and their LAUSD peers were roughly even, with a DFS of -143.6 and -140.3, respectively.

To be clear, there is more improvement to be made in math. Our team will never settle for average DFS figures that are below grade-level achievement.

The point we are trying to make is a relative one: our school's overall math results were better than the LAUSD average for the majority of the charter term. That's not just true in our schoolwide data; it's also true when we compare our Latinx students, English Learners, Students With Disabilities, and socioeconomically disadvantaged students to their LAUSD peers. In essence, Sol makes a better-than-average LAUSD public school option available to East Los Angeles and its surrounding communities. So, while there is still more work left to do, these Sol-to-LAUSD comparisons make clear that it is in our students' best interests to keep our school open.

In addition to drawing comparisons to the state and LAUSD, we also think it is worth comparing Sol's math performance to other public schools serving similar grades in the East Los Angeles CoS. The table below lays out each school's performance and calculates the CoS median:

Math: Comparing Sol to the East Los Angeles Community of Schools

	17–18	18–19	19–20	20–21	21–22	22-23
Sol (5–8)	-2.5 Yellow	5.5 Green	Ĺ	E	-65.0 Low	-73.4 Orange
Anton Elem. (K–6)	-55.0 Yellow	-53.5 Orange	1-0		-76.1 Low	-78 Orange
Belvedere Middle (6– 8)	-89.7 Yellow	-82.4 Yellow	Ī	Ĭ	-100.8 Very Low	-91.2 Yellow

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Belvedere Elem. (K–5)	-60.8 Yellow	-53.2 Yellow	i—	1-0	-67.5 Low	-63.8 Yellow
Marianna Ave. Elem. (K–6)	-25.4 Yellow	-24.1 Yellow	j	ĵ	-46.6 Low	-41.2 Yellow
Hamasaki Elem. (K–5)	-53.3 Yellow	-24.0 Green	1	ĺ	-31.2 Low	-5 Green
Brooklyn Ave. (K–8)	3.8 Green	11.5 Green	Ī	I.	-59.5 Low	-52.2 Yellow
Lane Elem. (K–6)	4.5 Green	0.7 Green	1	ĺ	-7.3 Medium	-7 Yellow
Rowan Ave. Elem. (K–5)	-61.4 Orange	-52.2 Yellow	Ī	Ĭ	-77.5 Low	-68.2 Yellow
Humphreys Ave. (K–5)	-27.0 Yellow	-39.3 Orange	1		-50.5 Low	-43.9 Yellow
Griffith M.S. STEAM Mag. (6–8)	-80.2 Yellow	-74.7 Yellow	Ī	Î	-96.2 Very Low	-94.1 Orange
Fourth St. Elem. (2–5)	-53.5 Orange	-56.7 Orange	T.	Ī	-77.7 Low	-70 Yellow
Ford Blvd. Elem. (K–5)	-45.8 Yellow	-36.4 Yellow	1	ĺ	-56.3 Low	-64.1 Orange
Eastman Ave. Elem. (K–5)	-67.9 Yellow	-55.1 Yellow	Ē	E	-93.2 Low	-84.9 Yellow
Alliance CRMA No. 8 (6–8)	-76.5 Orange	-83.7 Orange	1	Ĩ	-90.9 Low	-102.1 Red
Animo Ellen Ochoa (6–8)	-117.4 Orange	-101.0 Orange	PER	-1	-117.1 Very Low	-81.9 Yellow
Arts in Action CC (K–5)	-53.0 Orange	-32.4 Yellow	Ĩ	-	-87.3 Low	-68.2 Yellow
Arts in	-130.1	-87.4	0+3	Н	-117.3	-116.8

Action CMS (6–8)	Red	Yellow			Very Low	Red
Extera PS No. 2 (K-5)	-27.6 Yellow	-26.0 Orange	1	ĵ	-54.5 Low	-45.4 Yellow
KIPP Acad. of Innov. (5– 8)	-3.3 Yellow	-9.2 Yellow	Ī	Ī	-56.7 Low	-63.2 Orange
Median	-53.4	-45.8	.—.	-	-71.8	-68.2

Sources used to identify schools: LAUSD Maps: Community of Schools (last modified on February 23, 2024), https://achieve.lausd.net/Page/1827 (accessed on June 10, 2024); Charter Schools Directory 2023–2024, https://achieve.lausd.net/Page/1827 (accessed on June 10, 2024).

Sol surpassed the East Los Angeles CoS median in math in three of four Dashboard-reporting years. In 2017–2018, the East Los Angeles CoS median was -53.4, about 51 points behind Sol's DFS of -2.5. The 2018–2019 Dashboard reported our school's average DFS as 5.5 on the math indicator, placing our students about 51 DFS points ahead of the East Los Angeles CoS median. Following the challenges of the pandemic, our school's average DFS declined to -65, which placed our students about seven DFS points ahead of the East Los Angeles CoS median. More recently, in 2022–2023, the East Los Angeles CoS median was -68.2, slightly higher than our school's DFS of -73.4.

The table below zooms in on math performance of public schools that most of Sol's students would otherwise attend. It is arguably the most important comparison in this entire section, because it compares our school to the actual educational options of our students.

Math: Comparing Sol to Students' District-Assigned Schools

	17–18	18–19	19–20	20–21	21–22	22-23
Sol (5–8)	-2.5 Yellow	5.5 Green	ī	П	-65.0 Low	-73.4 Orange
Griffith M.S. STEAM Mag. (6–8)	-80.2 Yellow	-74.7 Yellow	1	-	-96.2 Very Low	-94.1 Orange
Belvedere Middle (6–8)	-89.7 Yellow	-82.4 Yellow	1	ī	-100.8 Very Low	-91.2 Yellow
Robert Louis Stevenson College & Career	-100.9 Red	-90.2 Yellow	T	ī	-113.7 Very Low	-103.1 Orange

Prep(6-8)						ie.
Brooklyn Ave. (K–8)	3.8 Green	11.5 Green	I	-	-59.5 Low	-52.2 Yellow
Hollenbeck Middle (6–8)	-61 Yellow	-60.7 Orange	3		-66.8 Low	-73.2 Orange

This table makes a clear and decisive point: if Sol were closed, the District would assign most of our students to schools with worse math performance.

As illustrated above, Sol's record on math achievement compares favorably to district-assigned schools that most of our students would otherwise attend. In all Dashboard-reporting years of our charter term, Sol outperformed Griffith STEAM Magnet Middle School, Belvedere Middle School, and Robert Louis Stevenson middle school. In three of the four dashboard reporting years, Sol's math performance surpassed Hollenbeck Middle School and in 2022–2023 both schools were on par with each other in math performance.

More than any other comparison in math performance, these comparisons to district-assigned schools underscore the community's need for Sol. After all, these are the options for public education that our students have right in front of them. And, to be fair, some families might determine that one of these district-assigned schools is the best option for their child's public education. But, here in LAUSD, we do not — and should not — consign families to one option for their child's public education. Charter schools like Sol are here to provide LAUSD's families with "expanded choices in the types of educational opportunities that are available within the public education system." We are also here to work side-by-side with LAUSD to "accelerate gains in student achievement," which is exactly what we have done. Our school's math performance has been consistently ahead of the district-assigned schools that many of our students would otherwise attend.

Of course, there is still work to be done. At the beginning of our charter term, our school was far ahead of the state, LAUSD, and other nearby public schools in math achievement. Following the pandemic, however, our math achievement has declined, even if it is still ahead of state- and District-wide student groups and nearby schools. We know our school has the potential to return to our pre-pandemic math achievement. In the "Challenges" section below, we outline our plan to recover lost ground in the years ahead.

English Language Arts

11 Id. at 2.

¹⁰ Los Angeles Unified School District, *Policy and Procedures for Charter Schools* (2023) 1, https://www.lausd.org/site/handlers/filedownload.ashx?moduleinstanceid=87369&dataid=159176&FileName=LAUSD%20Policy%20and%20Procedures%20for%20Charter%20Schools%20Amended%2006-20-2023.pdf.

ELA is the foundation of a child's reading skills and college readiness. After third grade, children read to learn. They use their reading skills "to gain more information in subjects such as math and science, to solve problems, to think critically about what they are learning, and to act upon and share that knowledge in the world around them." By eighth grade, if a student is far behind in reading proficiency, their chances of reaching college readiness are 10% in reading, 6% in science, and 3% in mathematics. That makes ELA achievement critically important to Sol's mission of preparing students with the skills and confidence to pursue the paths they choose — college, career, and beyond — so they can lead fulfilling lives and create a more just world.

In the paragraphs below, we compare Sol's ELA performance to the state, LAUSD, the East Los Angeles Community of Schools, and the public schools that most of our students would otherwise attend. The following highlights emerge from our analysis:

- Our schoolwide ELA performance surpassed the statewide average in 2017–2018, 2018–2019, and 2021–2022
- Sol's Latinx students, socioeconomically disadvantaged students, and Students With Disabilities outperformed their statewide peers in ELA across the charter term.
- Our English Learners outpaced their statewide peers in ELA in 2017–2018, 2018–2019, and 2021–2022
- Sol's schoolwide ELA performance was better than the LAUSD average in every year of the charter term
- In every year of the charter term, the ELA performance of Sol's Latinx students, socioeconomically disadvantaged students, and Students With Disabilities topped their LAUSD peers
- Our English Learners' ELA performance was higher their LAUSD peers in 2021–2022 and 2022–2023
- Sol exceeded the median ELA performance of other schools serving similar grades in the East Los Angeles Community of Schools in every year of the charter term
- By nearly every comparison, Sol held a wide lead in ELA performance over the district-assigned schools that most of our students would otherwise attend

35

¹² Early Warning! Why Reading by the End of Third Grade Matters, Annie E. Casey Foundation, 9 (2010), https://assets.aecf.org/m/resourcedoc/AECF-Early Warning Full Report-2010.pdf.

¹³ Chrys Dougherty, *College and Career Readiness: The Importance of Early Learning*, ACT Research & Policy, 2 (2013), https://www.act.org/content/dam/act/unsecured/documents/ImportanceofEarlyLearning.pdf.

These highlights make a compelling case for renewing Sol's charter for another five years. With such a comparatively strong record of ELA performance, keeping our school open is in the best interest of students.

Let's first take a closer look at how Sol's ELA performance stacks up against the state:

ELA: Comparing Sol to California

	17–18	18–19	19–20	20–21	21–22	22-23
Sol	+29.5 Green	+28.6 Green	1-0	1-1	-9.4 Low	-21.4 Orange
California	-6.0 Orange	-2.5 Green	Ι	_	-12.2 Low	-13.6 Orange

For most of its charter term, Sol exceeded the state's ELA performance. In 2017–2018, Sol achieved a DFS of 29.5, about 36 points ahead of the state's DFS of -6. The subsequent year, Sol posted a DFS of 28.6, surpassing the state's DFS by 31.1 points. Both the state and Sol experience setbacks of ELA performance in 2021–2022. However, Sol maintained its lead by posting a DFS -9.4, whereas the state posted a DFS of -13.6. In 2022–2023, Sol recorded a DFS of -21.4, not too far behind the state's DFS of -13.6.

As shown in the table below, however, the ELA performance of Sol's student groups consistently outshined their statewide peers across the charter term:

ELA: Comparing Sol's Student Groups to California's Student Groups

Student Group	Jurisdiction	17–18	18–19	19–20	20–21	21–22	22-23
Latinx	Sol	+29.7 Green	+29.1 Green	ı	I	-9.3 Low	-20.9 Orange
	California	-31.3 Yellow	-26.6 Yellow	-		-38.6 Low	-40.2 Orange
	a 2			,			
English	Sol	+4.0 Yellow	+4.3 Yellow	-	1-1	-51.4 Low	-68.5 Orange
Learners	California	-47.1 Yellow	-45.1 Yellow		-	-61.2 Low	-67.7 Orange

Students	Sol	-79.6 Red	-72.4 Orange	ı	1	-76.6 Very Low	-87.7 Red
With Disabilities	California	-95.5 Red	-88.1 Orange	I	1	-97.3 Very Low	-96.3 Red
			2		8 4		
Socioecon.	Sol	+24.2 Green	+24.4 Green	-		-16.2 Low	-25.3 Orange
Disadvant.	California	-34.7 Yellow	-30.1 Yellow	ı	8°—8	-41.4 Low	-42.6 Orange

For the entire charter term, Sol's Latinx students established wide leads over their statewide peers in ELA. In 2017–2018, Sol's Latinx students achieved a DFS of 29.7, surpassing their peers statewide by 61 DFS points. Similarly, in 2018–2019, our Latinx students posted a DFS of 29.1, leading their statewide peers by about 56 DFS points. As devastating as the pandemic was to student achievement, Sol's Latinx students continued to maintain their lead in ELA. In 2021–2022, Sol's Latinx students recorded a DFS of 9.3, about 29 points higher than their statewide peers. Again in 2022–2023, Sol's Latinx maintained their lead by posting a DFS of -20.9, about 19 DFS points in front of their statewide peers.

In every Dashboard-reporting year of charter term, Sol's SWD outpaced their statewide peers. Starting in 2017–2018, Sol's SWD had a DFS of -79.6, leading their statewide peers by about 16 DFS points. The following year, our SWD improved their DFS to -72.4, about 16 points ahead of their statewide peers. The 2021–2022 Dashboard showed SWD at Sol and across the state experienced declines in ELA achievement due to the Covid-19 pandemic. Despite these declines, our school's SWD continued to lead the state by about 21 DFS points. And, in 2022–2023, our SWD maintained a 9-DFS-point lead over their statewide peers.

A similar story unfolded with Sol's socioeconomically disadvantaged students. They, too, outperformed their statewide peers in ELA in all years for which data is available. In 2017–2018, their average DFS was 24.2, more than 58 DFS points ahead of their statewide peers. In 2018–2019, their average DFS inched up to 24.4, nearly 55 DFS points ahead of their statewide peers. The first Dashboard after pandemic-related school closures showed that Sol's socioeconomically disadvantaged students were able to maintain their lead. That year, Sol's socioeconomically disadvantaged students' DFS of -16.2 was 25 DFS points higher than their statewide peers, who averaged -41.4. Subsequently, in 2022–2023, Sol's DFS of -25.3 was more than 17 DFS points higher than the state's -42.6.

In three of the four years for which data is available, Sol's English Learners established leads over their statewide peers in ELA. In 2017–2018, Sol's English Learners registered a DFS of 4, surpassing their

statewide peers by about 51 DFS points. Again in 2018–2019, Sol's English Learners outpaced their statewide peers by posting a DFS 4.3, a lead of about 49 DFS points. As with other student groups, the pandemic led to an unfortunate decline in English Learners' ELA achievement. But, despite the dip in achievement, they held tight to their relative lead. In 2021–2022, Sol logged a DFS of -51.4, which was about ten DFS points ahead of their statewide peers. Most recently, in 2022–2023, the state and Sol's English Learners were about even in ELA achievement. The state's English Learners posted a DFS of -67.7 and Sol's English Learners were close behind with a DFS of -68.5.

The headline in this data is Sol has repeatedly achieved better ELA results for Latinx students, socioeconomically disadvantaged students, English Learners, and Students With Disabilities than the state of California. Our school's track record of success, when measured against the state, is precisely why the community needs our charter school.

When we compare our students' ELA performance to their LAUSD peers, the community's need for Sol is even clearer. The table below lavs out the data:

ELA: Comparing Sol to LAUSD

	17–18	18–19	19–20	20–21	21–22	22-23
Sol	+29.5 Green	+28.6 Green	1.70	6530	-9.4 Low	-21.4 Orange
LAUSD	-29.2 Orange	-23.7 Yellow	:=:		-30.8 Low	-32.4 Orange

In every Dashboard-reporting year of the charter term, our school has posted higher ELA scores than LAUSD. In 2017–2018 our students achieved an average DFS of 29.5, with LAUSD was nearly 59 DFS points behind at -29.2. In 2018–2019, Sol posted a DFS of 28.6, about 52 points ahead of LAUSD's DFS of -23.7. Sol carried its lead over LAUSD through the pandemic. In 2021–2022, our school recorded an average DFS of -9.4, about 21 points higher than LAUSD's DFS of -30.8. And, in 2022–2023, our students posted a DFS of -21.4, which was 11 DFS points ahead of LAUSD.

The table below shows that our student groups also established wide leads over their LAUSD peers:

ELA: Comparing Sol's Student Groups to LAUSD's Student Groups

Student Group	Jurisdiction	17–18	18–19	19–20	20–21	21–22	22-23
Latinx	Sol	+29.7 Green	+29.1 Green	-	-	-9.3 Low	-20.9 Orange
	LAUSD	-38.5	-32.5	_	2—I	-41.3	-43.1

		Yellow	Yellow		2	Low	Orange
		A					
English Learners	Sol	-79.6 Red	-72.4 Orange	ı	Ī	-76.6 Very Low	-68.5 Orange
	LAUSD	-65.9 Yellow	-62.4 Yellow	ı	1	-83.9 Very Low	-87.8 Red
Students	Sol	-79.6 Red	-72.4 Orange		Ι	-76.6 Very Low	-87.7 Red
With Disabilities	LAUSD	-122.5 Orange	-106.4 Orange	ī	Ī	-115.3 Very Low	-111.8 Orange
Socioecon.	Sol	+24.2 Green	+24.4 Green	=	-	-16.2 Low	-25.3 Orange
Disadvant.	LAUSD	-39.2 Yellow	-33.5 Yellow	-	:	-42.1 Low	-46.1 Orange

Our Latinx students outperformed their LAUSD peers in every year of the charter term. Beginning in 2017–2018, our Latinx students' DFS of 29.7 was 68 points higher than their LAUSD peers' -38.5. The subsequent year, Sol's Latinx students earned a DFS of 29.1, nearly 62 points higher than the -32.5 posted by their LAUSD peers. In 2021–2022, Sol's Latinx students led their LAUSD peers by 32 DFS points. And in 2022–2023, Sol's Latinx students continued to maintain a 22-DFS-point lead.

Our SWD also topped their LAUSD peers in ELA in every Dashboard-reporting year. Their 2017–2018 ELA results came in at an average DFS of -79.6, about 43 DFS points ahead of all SWD in LAUSD. In 2018–2019, our SWD improved their DFS to -72.4, which was 34 points ahead of their LAUSD peers. As with other student groups, the pandemic contributed to a drop in SWD achievement in 2021–2022, and they saw their DFS dip to -33.1. As frustrating as that was, our SWD were still about 39 DFS points ahead of their District peers. The following year, in 2022–2023, their average DFS in ELA stood at -87.7, putting them 24.1 DFS points in front.

A similar pattern emerged for our socioeconomically disadvantaged students in comparison to their LAUSD peers. In 2017–2018, the SBAC measured our socioeconomically disadvantaged students' DFS as 24.2, about 63 DFS points ahead of their LAUSD peers. In 2018–2019, their DFS inched upward to 24.4,

maintaining a wide lead of about 58 DFS points as compared to their District-wide peers. Although Sol was disappointed to see socioeconomically disadvantaged students decline in ELA achievement following the pandemic, they still maintained a relative lead. In 2021–2022, Sol's economically disadvantaged students posted a DFS of -16.2, about 26 DFS points in front of their LAUSD peers. Their lead in ELA continued in 2022–2023 with a DFS of -25.3, which was about 21 DFS points higher than their LAUSD peers, who posted a DFS of -46.1.

Although our English Learners started the term trailing their LAUSD peers in ELA, they established leads over their LAUSD peers in 2021–2022 and 2022–2023. At the start of our charter term, Sol's English Learners recorded a DFS of -79.6, whereas their LAUSD counterparts recorded a DFS of -65.9. In 2018–2019, Sol's English Learners improved by 7 DFS points in ELA, carrying them to an average of -72.4, which was still a bit behind their LAUSD peers, who registered a -62.4. Following the pandemic, in 2021–2022, our English Learners started to pull ahead, posting a DFS of -76.6, which was about 7 DFS higher than their LAUSD peers. They continued making gains in 2022–2023, with a year-to-year improvement of nearly 8 DFS points, which put their DFS at -68.5. That put them over 19 DFS points ahead of their LAUSD peers.

These comparisons of Sol's ELA performance with LAUSD show why our school must remain open for years to come. Our community needs — and deserves — a school that beats the LAUSD average in ELA. Sol has not only accomplished that feat in its schoolwide results, but also in its student group results.

The same is true when we compare Sol's ELA performance to other public schools serving similar grades in the East Los Angeles CoS. The table below lays out the year-by-year data:

ELA: Comparing Sol to the East Los Angeles Community of Schools

	17–18	18–19	19–20	20–21	21–22	22-23
Sol (5–8)	+29.5 Green	+28.6 Green	I	1	-9.4 Low	-21.4 Orange
Anton Elem. (K–6)	-42.8 Yellow	-40.9 Orange	I	Ī	-63.1 Low	-65.3 Orange
Belvedere Middle (6– 8)	-48.5 Yellow	-42.0 Yellow	E	I	-39.0 Low	-51.9 Orange
Belvedere Elem. (K–5)	-57.4 Yellow	-60.0 Orange	1-1	-	-46.3 Low	-59.6 Orange
Marianna Ave. Elem. (K–6)	+0.8 Green	-5.6 Orange	1-2	-	-24.3 Low	-23.9 Orange

Hamasaki Elem. (K–5)	-29.8 Yellow	-18.5 Yellow		1-0	-12.4 Low	-0.6 Green
Brooklyn Ave. (K–8)	+6.9 Yellow	+13.9 Green	1	-	-18.7 Low	-17.2 Orange
Lane Elem. (K–6)	+25.1 Green	+30.7 Green	Ĩ	I	+12.3 High	+8.7 Yellow
Rowan Ave. Elem. (K–5)	-33.8 Yellow	-36.1 Orange	1	ī	-60.7 Low	-59.5 Orange
Humphreys Ave. (K–5)	-24.3 Yellow	-27.9 Orange	Ĕ	I	-40.3 Low	-31.8 Yellow
Griffith M.S. STEAM Mag. (6–8)	-28.8 Yellow	-24.1 Yellow	Ī	ĵ.	-12.8 Low	-31.2 Orange
Fourth St. Elem. (2–5)	-22.4 Yellow	-30.3 Orange	I	-	-50.0 Low	-44.8 Yellow
Ford Blvd. Elem. (K–5)	-36.7 Yellow	-20.1 Yellow	I	Ι	-43.4 Low	-58.1 Orange
Eastman Ave. Elem. (K–5)	-51.6 Yellow	-36.6 Yellow	Ī	ı	-72.6 Very Low	-69.5 Yellow
Alliance CRMA No. 8 (6–8)	-14.2 Yellow	-12.6 Orange	Ĩ	Ī	-37.4 Low	-51.1 Orange
Animo Ellen Ochoa (6–8)	-54.9 Yellow	-37.6 Yellow	Ē	E	-47.9 Low	-25.2 Yellow
Arts in Action CC (K-5)	-46.7 Yellow	-36.6 Yellow	ī	ĵ	-63.4 Low	-62.9 Orange
Arts in Action CMS (6–8)	-77.0 Orange	-58.7 Yellow	Ī	î	-67.5 Low	-66.9 Orange
Extera PS No. 2 (K–5)	-33.7 Yellow	-25.6 Yellow	L=R	-	-23.9 Low	-38.2 Orange
KIPP Acad. of Innov. (5–	+16.2 Green	-1.1 Yellow	(-)	1-1	-9.6 Low	-31.1 Orange

8)						
Median	-31.8	-26.8	-	Î	-39.7	-41.5

Sources used to identify schools: LAUSD Maps: Community of Schools (last modified on February 23, 2024), https://achieve.lausd.net/Page/1827 (accessed on June 10, 2024); Charter Schools Directory 2023–2024, https://achieve.lausd.net/Page/1827 (accessed on June 10, 2024).

The table above shows that Sol's ELA performance exceeded the East Los Angeles CoS median in every year of the charter term. Sol started its charter term with a DFS of 29.5, about 61 points ahead of the East Los Angeles CoS median of -31.8. The following year, in 2018–2019, Sol's DFS was 28.6, while the CoS median was over 55 DFS points behind at -26.8. After the Covid-19 pandemic's devastating impact, all schools in the CoS experienced declines in ELA achievement. Nevertheless, Sol held onto its leads. In 2021–2022, Sol posted a DFS of -9.4, over 30 points ahead of the CoS median. Then, in 2022–2023, Sol recorded a DFS of -21.4, nearly 20 DFS points ahead of the CoS median.

The table below compares Sol's ELA performance to the district-assigned schools that most of its students would otherwise attend. It is arguably the most important comparison in this entire section, because it compares our school to the actual educational options of our students.

ELA: Comparing Sol to Students' District-Assigned Schools

	17–18	18–19	19–20	20–21	21–22	22-23
Sol (5–8)	+29.5 Green	+28.6 Green	1	1	-9.4 Low	-21.4 Orange
Griffith M.S. STEAM Mag. (6–8)	-28.8 Yellow	-24.1 Yellow	F	E	-12.8 Low	-31.2 Orange
Belvedere Middle (6–8)	-48.5 Yellow	-42.0 Yellow	1	1	-39.0 Low	-51.9 Orange
Robert Louis Stevenson College & Career Prep (6–8)	-41.1 Yellow	-37.7 Yellow	I	I	-45 Low	-44.8 Orange
Brooklyn Ave. (K–8)	+6.9 Yellow	+13.9 Green	=	=	-18.7 Low	-17.2 Orange
Hollenbeck Middle (6–8)	-30 Orange	-15.5 Yellow	I	ī	-24.9 Low	-41.9 Orange

This table captures the stakes of this renewal petition for Sol's students, families, and community. It shows that, if Sol were closed, the District would assign many of our students to schools with lower ELA performance. That would be indefensible.

Throughout our charter term, Sol consistently performed better in ELA than the district-assigned schools that most of our students would otherwise attend. In 2017–2018, Sol's DFS of 29.5 was more than 70 DFS points better than Belvedere Middle School and Robert Louis Stevenson College & Career Prep. That same year, Sol outpaced Griffith STEAM Magnet Middle School and Hollenbeck Middle School by more than 58 DFS points. And Sol outperformed Brooklyn Avenue School by about 23 DFS points. Our strong ELA performance continued in 2018–2019, when our school posted an average DFS of 28.6 in ELA. That was more than 65 DFS points ahead of Belvedere Middle and Robert Louis Stevenson College & Career Prep; more than 52 DFS points ahead of Griffith STEAM Magnet Middle School; more than 44 points ahead of Hollenbeck Middle School; and more than 14 points more than Brooklyn Avenue School.

After returning to in-person instruction, Sol continued to lead in ELA performance when compared to schools that most of our students would otherwise attend. The first year back, in 2021–2022, our students averaged -9.4 DFS in ELA. That put them more than 29 DFS points ahead of Belvedere Middle School and Robert Louis Stevenson College & Career Prep; more than 15 DFS points ahead of Hollenbeck Middle School; more than 9 DFS points ahead of Brooklyn Avenue School; and a few ticks ahead of Griffith STEAM Magnet Middle School. The following year, in 2022–2023, our students trailed slightly behind Brooklyn Avenue School in ELA but stayed ahead of the other schools that most of our students would otherwise attend. Our average DFS of -21.4 was more than 30 DFS points ahead of Belvedere Middle School; more than 20 DFS points ahead of Hollenbeck Middle School and Robert Louis Stevenson College & Career Prep; and about 10 DFS points ahead of Griffith STEAM Magnet Middle School.

The upshot of our analysis is clear: our community needs Sol. Make no mistake, there are some strong-performing public schools in East Los Angeles and surrounding areas. But not all families are fortunate enough to be assigned to them. Many families live in neighborhoods where the District assigns their children to schools that lag far behind the statewide and LAUSD averages in ELA performance. A family's street address shouldn't determine their child's educational opportunities. Sol provides these families — and their children — a vital alternative.

While Sol is proud of its relative success in ELA performance, we also know our students can achieve even more. In three out of the four Dashboard reporting years, Sol surpassed the state and LAUSD in ELA performance. In 2022–2023, Sol trailed slightly behind the state but outperformed LAUSD. The next step is for our students to consistently surpass the state. We outline our plan to get there in the "Challenges" section below.

Verified Data

Verified data is another measure of a charter school's academic performance. Verified data must come from one or more of the reading and math assessments identified by the State Board of Education as

reliable in demonstrating whether students made one year's progress. These assessments include i-Ready, Measures of Academic Performance ("MAP"), and Star, which are commonly used by KIPP SoCal schools. To qualify as verified data, the assessment must also "include the results of at least 95 percent of eligible students."

In 2023–2024, Sol implemented i-Ready assessments in reading and math. In the subsections below, we examine the results. The highlights are as simple as they are compelling:

- Last year's i-Ready results show that our schoolwide population made more than one year of progress in reading
- Last year's i-Ready results show that the majority of Sol's student groups made one year of progress in reading

These results merit renewing Sol's charter for another five-year term.

i-Ready Reading Growth

In 2023–2024, Sol implemented fall and spring i-Ready assessments to measure reading growth. i-Ready uses "typical growth" as the yardstick of students' annual progress. Typical growth "provides a comparative — or normative — view of growth, answering how students are growing relative to comparable peers." If the aggregation of students has a median percent progress toward typical growth of 100% or greater, then students have demonstrated one year of progress. 15

The table below summarizes our school's participation rates and median percent progress toward annual typical growth on our 2023–2024 i-Ready reading assessments:

Sol's Schoolwide and Student Group Performance on 2023–2024 i-Ready Reading Assessments

Student Group	Participation Rate	Median Percent Progress Toward Annual Typical Growth
Schoolwide	99.6%	100%
Latinx	99.6%	100%
Students With	100%	156%

¹⁴ California State Board of Education, May 2023 Agenda, Item #02, 30 https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx. ¹⁵ *Id.*

Disabilities		
English Learners	100%	112%
Economically Disadvantaged	99.5%	93%

Sol' 2023–2024 i-Ready assessments show that our school made one year of progress in reading. With 99.6% of students participating, our schoolwide median percent progress toward annual typical growth in reading was 100% — meeting the threshold for demonstrating one year of progress.

Even more impressively, the majority of our student groups made one year of progress in reading. 99.6% of Latinx students participated in i-Ready reading assessments, and their median percent progress toward annual typical growth was 100%. 100% of Students With Disabilities participated in i-Ready reading assessment, and their median percent progress toward annual typical growth was 156%. 100% of English Learners participated in i-Ready reading assessments., and their median percent progress toward annual typical growth was 112%. And 99.5% of economically disadvantaged students participated in i-Ready reading assessments, and their median percent progress toward annual typical growth was 93%, very close to achieving one year's progress.

Last year's i-Ready reading results are an encouraging sign that our school's ELA achievement is trending upward. As detailed in the "Challenges" section below, our school has been working very hard to improve ELA outcomes across student groups. This i-Ready data shows that Sol is beginning to reap the hard-won fruits of our labor.

i-Ready Math Growth

In 2023–2024, Sol also implemented fall and spring i-Ready assessments to measure math growth. Just like its reading assessment, i-Ready uses "typical growth" as the yardstick of students' annual progress. And, here again, if the aggregation of students has a median percent progress toward typical growth of 100% or greater, then students have demonstrated one year of progress.

The table below summarizes our school's participation rates and median percent progress toward annual typical growth on our 2023–2024 i-Ready math assessments:

Sol's Schoolwide and Student Group Performance on 2023–2024 i-Ready Math Assessments

Student Group	Participation Rate	Median Percent Progress Toward Annual Typical Growth
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Schoolwide	99.4%	44%
Latinx	99.4%	44%
Students With Disabilities	100%	60%
English Learners	100%	21%
Economically Disadvantaged	99.3%	33%

Unfortunately, Sol's schoolwide population did not meet i-Ready's standard for "one year's progress" in math. With 99.4% of students participating, our schoolwide median percent progress toward annual typical growth in reading was 44% — falling short of the threshold for demonstrating one year of progress.

Our student groups also did not meet i-Ready's standard for one year's progress. 99.4% of Latinx students participated in i-Ready math assessments, and their median percent progress toward annual typical growth was 44%. 100% of Students With Disabilities participated in i-Ready math assessment, and their median percent progress toward annual typical growth was 60%. 100% of English Learners participated in i-Ready math assessments, and their median percent progress toward annual typical growth was 21%. And 99.3% of economically disadvantaged students participated in i-Ready reading assessments, and their median percent progress toward annual typical growth was 33%.

On the whole, Sol is proud of the growth our students made in ELA, but we know more work lies ahead to improve our students' math results. The California Dashboard highlights that Sol has an overall track record of exemplary ELA and math achievement. We know that we have what it takes to get our students to grade-level and beyond. In the "Challenges" section below, we outline our strategy to boost our students' ELA and math outcomes.

Annual Oversight Ratings

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

Sol's Oversight Ratings

Oversight Category	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
Governance	4	3	4	4	4	4	3
Student Achievement	4	3	3	4	No Rating	3	2
Organizational Management, Programs, & Operations	3	3	4	4	4	4	3
Fiscal	3	3	2	3	4	3	4

It is worth noting the observations underlying Sol's accomplished and proficient ratings in governance. In all but one year of our charter term, our school has received a 4 in governance, which signals that KIPP SoCal's Board of Directors has "fully implemented the organizational structure set forth in [the] approved charter." In other words, our strong governance record is proof that our school has systems of accountability, responsiveness, transparency, due process, and fiscal management.

Throughout most of our charter term, CSD has given Sol ratings of 4 or 3 in student achievement. In Sol's most recent oversight report we received a 2 ("Developing"). However, as discussed elsewhere in this charter petition, Sol has developed a comprehensive improvement plan to meet the needs of our students and improve academic performance.

Likewise, when it comes to organizational management, we have consistently demonstrated that we have what it takes to serve our students and families well. Sol has maintained high ratings over our charter term. These high marks indicate that Sol has effective mechanisms in place to meet the needs of a diverse student population and engage the community through ELAC, family leadership opportunities, and community resources.

Overall, CSD has also given Sol high marks in fiscal operations. Here again, throughout Sol's charter term CSD has consistently rated our school as 4 or 3. Our school received a rating of 2 ("Developing") in fiscal operations in 2019–2020. But, as demonstrated by our subsequent high ratings in fiscal operations, organizational management, and governance, our school and KIPP SoCal responded swiftly to CSD's feedback. Our overall record of high fiscal ratings shows that our school and KIPP SoCal are trustworthy stewards of public funds.

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

Areas of Success

In addition to the successes noted in the "Community Need for a Charter School" section, we want to highlight the following areas of success during our charter term:

- Earning Recognition as a California Distinguished School
- Staying Committed to Anti-Racism
- Expanding KIPP Forward
- Launching our Mariachi Program
- Forging Partnerships with Advocacy & Community Engagement

In the subsections below, we describe these areas of success in more detail and how they make Sol a valuable asset to the East Los Angeles community.

Earning Recognition as a California Distinguished School

On March 18, 2021 the California Department of Education ("CDE") identified Sol as a California Distinguished School. Sol received this recognition as a testament to our exceptional performance across key indicators such as test scores, suspension rates, and chronic absenteeism. State Superintendent of Public Instruction Tony Thurmond praised schools such as Sol as shining examples of California's dedication to delivering high-quality public education. According to Superintendent Thurmond, the data-driven efforts of these exemplary public schools "have helped ensure that their students leave with the tools and skills they need to be successful after graduation." This recognition is a direct result of our successful implementation of the following key features of our educational program:

• <u>Developing Highly Skilled Teachers and Leaders</u> - Throughout our charter term, Sol invested in targeted professional development and coaching for our teachers. This investment included a differentiated approach for newer and more seasoned teachers. For example, newer teachers received professional development on honing their lesson planning and deconstructing standards. Meanwhile, our more experienced teachers and leaders received professional development aimed at sharpening their ability to analyze assessment data and act on the results. Our teachers and leaders also benefited from professional development tied to KIPP SoCal's Standards for Excellent Teaching, which enumerate specific competencies and practices aimed at increasing academic rigor and student engagement. Our school leadership team regularly observed classrooms to provide teacher feedback on specific competencies within these standards such as lesson pacing, checks for understanding, and guided practice. All

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¹⁶ California State Board of Education, "State Superintendent Tony Thurmond Announces 2021 California Distinguished Schools," (March 18, 2021), https://www.cde.ca.gov/nr/ne/yr21/yr21rel20.asp.

teachers and leaders had regular one-on-one check-ins with their managers, where they received feedback and support on classroom instruction. Our comprehensive approach to professional development and coaching was crucial in cultivating highly skilled educators and leaders that drive student outcomes.

- Building a Safe, Structured, and Nurturing environment We have successfully built a safe, structured, and nurturing environment that actively promotes academic engagement. This accomplishment stems from equipping every teacher with KIPP SoCal's Standards For Excellent Teaching and targeted professional development focused on effective classroom structures. Our professional development program emphasized three core practices: (1) prominently displaying schoolwide expectations and values, (2) positively articulating and reinforcing desired student behaviors, and (3) clearly outlining classroom expectations. We then used a schoolwide six-week strong start initiative to ensure that our staff used common language, shared professional practices, and consistently adhere to schoolwide practices. These efforts provided stability and consistency two crucial ingredients of academic success to our classrooms and schoolwide environment.
- Focus on Character Sol successfully implemented character education to empower our students to think critically, act responsibly, and collaborate with their peers. We zeroed in on five core values: advocacy, love, excellence, reflection, and ganas. Teachers prominently displayed these values in their classrooms to serve as a consistent visual reminder to students. We also embedded these values into our daily routine, using community time and assemblies to illustrate and reinforce their importance. Throughout the year, we celebrated students who embodied these values with award assemblies. This dedication to character education played a crucial role in nurturing a positive and collaborative school environment.

We are proud that Sol's successful implementation of key features culminated in recognition as a California Distinguished School. Sol's relentless commitment to these key features will continue to propel Sol forward in the years to come.

Staying Committed to Anti-Racism

To achieve our goal of creating joyful and academically excellent schools, KIPP SoCal and Sol have been steadfast in their commitment to becoming an anti-racist organization that champions equity and inclusion in all spaces. In pursuit of this mission, we rolled out our Anti-Racist Policy & Standards during the 2022–2023 school year. The policy outlined the specific actions our staff must take to advance educational justice in our classrooms and across the organization.

Anti-racism in the classroom was essential for guaranteeing that every student had equal access to opportunities. This approach went beyond just academic support — it also involved addressing the socioemotional needs of our students to help them truly thrive. Our strategy hinged on leveraging a network of resources, including family engagement, targeted interventions, counseling, and community

partnerships, to provide comprehensive support. Additionally, we adopted a restorative approach to student behavior, focusing on building meaningful relationships and fostering open dialogue among students. This holistic method ensured that we were not just addressing immediate needs but also cultivating an environment where all students could succeed.

Another cornerstone of our anti-racist strategy was designing academic programming that went beyond rigor to actively empower students with the tools needed to critically engage with content. In social studies, for instance, we didn't just teach facts; we encouraged students to critically analyze historical narratives, scrutinize biases, and challenge oppressive systems. This approach was aimed at helping students identify and confront anti-Blackness, not just within themselves, but also within the school and the broader community. By equipping students with these analytical skills, we are fostering a deeper understanding and commitment to dismantling systemic inequalities.

We also embedded anti-racism into our approach to teaching. At Sol, we emphasized a belief in the unlimited potential of every single student. Our training program was designed to be holistic, ensuring that teachers not only recognize systemic oppression but are also equipped to confront it. During the summer, our staff engaged in intensive anti-racism training that deepened their understanding of how systemic inequities impact the communities we serve and clarified our collective responsibility in addressing these issues.

Our commitment to anti-racism extended well beyond the classroom; it permeated every facet of our organization. For instance, everyone involved in the hiring process underwent anti-racist training to ensure that our recruitment practices were equitable and inclusive. At KIPP SoCal, we implemented policies and practices that prioritized the overall well-being of our team members. We consistently provided culturally relevant, values-aligned professional development that was accessible, equitable, and designed to foster collaboration and ongoing improvement. Achieving educational justice required us to work collectively to create environments where both students and staff felt safe and supported.

Expanding KIPP Forward

Throughout our charter term, KIPP Forward significantly expanded its services to support students and alumni on their path to and through college, career and beyond. Starting in middle school, our KIPP Forward team guided students in choosing high school options. Upon graduation, KIPP Forward counselors provided individualized support to our students as they explored college and career pathways. In 2017–2018, KIPP Forward served 3,500 students and alumni. By the 2023–2024 school year, we had grown to support 10,300 KIPP SoCal students and alumni.

KIPP Forward's individualized support has resulted in increased college access for our students. 73% of KIPP SoCal's 2023 graduates enrolled in postsecondary education — whether a Bachelor's, Associate's

degree, or CTE/Military program — whereas the statewide average hovers around 60%.¹⁷ We are also proud of the vast array of colleges our Sol alumni have attended. Our graduates have enrolled at esteemed institutions such as: Columbia University, Dartmouth College, Barnard College, Pitzer College, Boston College, University of California Berkeley, University of California Los Angeles, California State University Fullerton, and Oregon State University.

Our KIPP Forward program not only broadened college access but also played a crucial role in securing financial support for our students. Every year, the KIPP Forward Scholarship Fund awarded thousands of dollars in scholarships to KIPP SoCal alumni entering their first year of college. These scholarships, ranging from \$500 to \$1,000, helped offset college expenses and support their educational journeys. KIPP Forward also guided our students in applying for external scholarships. Our external scholarship partners included: Amplify Scholars program, Dreamscape Scholars, Goldberg Scholars, Ruth and Norman Rales Scholars, Webb Scholars Program, and Dell Scholars program. Here at Sol, we were especially proud to celebrate Sol two alums, who each earned a \$60,000 scholarship from the Dave Goldberg Scholars Program for their exceptional leadership, resilience, and academic achievement. We were also proud to celebrate an alumnus who earned a full-tuition scholarship to Hobart & William Smith from the Posse Foundation for his exceptional leadership and academic achievement.

Once our students are in college, KIPP Forward continues to provide support to our alumni so they can graduate from college. In the 2023–2024 school year, KIPP Forward assigned a postsecondary success counselor to all alumni enrolled in a postsecondary program from the high school graduating classes of 2020 through 2023. Our counselors connected with alumni to ensure they had the resources needed to thrive and tackled any barriers they faced. For example, in the 2023–2024 school year, KIPP Forward provided over \$38,000 in micro-grant support to 103 alumni, covering expenses such as: tuition, textbooks, housing, technology, transportation expenses, and groceries. As of May 31, 2024, 85% of alumni enrolled in a postsecondary education program were either persisting towards their degree or had already completed it. This achievement underscored KIPP Forward's unwavering commitment to equipping our students with the resources they need to succeed.

KIPP Forward was founded to provide our students with access to opportunities and resources. Sol, which is located in East Los Angeles, faces stark disparities: only 10.4% of residents hold a college degree; over 16.6% of residents live in poverty; and the median income is roughly \$65,142.¹⁹ By contrast, 37% of Californians have a college degree, 12% of Californians live in poverty, and the median income of Californians is \$91,551.²⁰ In the face of these economic disparities, a college education is crucial for breaking cycles of poverty and driving systemic change in our community. KIPP Forward is

51

¹⁷ Iwunze Ugo, "College Access in California," *Public Policy Institute of California* (December 2023), https://www.ppic.org/publication/college-access-in-california/.

¹⁸"Two scholars earn \$60,000 in assistance" *The Eastsider,* (June 25, 2024)

¹⁹See United States Census Bureau, Zip Code Tabulation Area: ZCTA5 90022, https://data.census.gov/profile/ZCTA5 90022?g=860XX00US90022#education.

²⁰See United States Census Bureau, Zip Code Tabulation Area: ZCTA5 90002, https://data.census.gov/profile/ZCTA5 90002?g=860XX00US90002

playing a game-changing role in addressing these barriers and opening the doors of opportunity for our students, their families, and our community.

Launching our Mariachi Program

KIPP Sol is also proud of the progress we made in launching our mariachi program. Sol is located in a community that is over 95% Latinx²¹ and we believe it is crucial that our enrichments reflect our students' culture.

Sol started the mariachi program to celebrate and deepen students' connections to their cultural heritage. Over the course of our charter term, Sol's students have participated in numerous showcases for families and a variety of community events such as the East LA Independence Day Parade and the LA Dodger Foundation's Diamond Gala. Our students also performed in the annual Mariachi Festival at Mariachi Plaza in Boyle Heights and wore mariachi suits known as "trajes de charro" created by Boyle Heights' renowned tailor Jorge Tello. In 2019, our mariachi students were featured in a *Great Big Story*²² a documentary spotlighting Tello's exquisite suits and celebrating youth mariachis. More recently, on October 6, 2023, our students performed live on *Good Morning America* as part of their Latinx Heritage Month programming.²³ The mariachi program has not only provided a platform for our students to shine, but has also fostered a deep sense of community and pride. We eagerly anticipate the continued growth and impact of this program in the years ahead.

Forging Partnerships with Advocacy and Community Engagement

Advocacy and Community Engagement is an innovative component of Sol. We describe the goal and purpose of our Advocacy and Community Engagement efforts in greater detail in the "Innovative Components" section below. In short, though, KIPP SoCal's Advocacy and Community Engagement team partners with Sol and other KIPP SoCal schools to be active and trusted community partners who work to advance quality education and quality of life in our neighborhoods.

Over the charter term, our school's Advocacy and Community Engagement efforts have notched some notable successes. Highlights include:

52

²¹ See United States Census Bureau, Zip Code Tabulation Area: ZCTA5 90022, https://data.census.gov/profile/ZCTA5 90022?g=860XX00US90022#education.

²² Great Big Story, "The Tailor to Mariachis," https://www.youtube.com/watch?v=nXV7RWyegrc.

²³ Jilian Fama, Danielle Librizzo, Kandis Mascall, and Laura Machuca Pacheco, "Celebrating Hispanic Heritage Month: Mariachi is the New Marching Band at Some Schools," *Good Morning America* (Oct. 6, 2023), https://www.goodmorningamerica.com/living/story/celebrating-hispanic-heritage-month-mariachi-new-marching-band-103753687.

- Partnering Up for Community Events Sol has maintained partnerships with East LA Farmers Market and Belvedere Park. In 2024, we forged a partnership with Eastmont Community Center to join their East LA Farmers Market to engage with our community. Throughout the summer, our school staff hosted a series of arts and crafts activities, creating spaces for children and families to connect while also sharing insights into our educational programs. We are also active partners with Belvedere Park, ensuring we are always sharing the park's resources with our school community and participating in their monthly programming.
- <u>Providing Free Dental Screenings to Students</u> Over the charter term, our school also brought
 dental services and resources directly to our families. We partnered with AltaMed to provide
 free dental screening and treatment onsite for students. In the future, we plan to open these
 dental clinics to the wider East LA community.
- Boosting Civic Engagement To boost civic engagement in East LA, we partnered with the LA County Registrar-Recorder office to host an on-site flex vote center during the March 2024 primaries. This initiative reflected our commitment to fostering an informed and active electorate. Looking ahead, we are eager to continue this partnership and will host another flex center for the upcoming general election in November 2024. We always look forward to our East LA neighbors visiting our campus, engaging with the electoral process, and staying informed as we work together to strengthen our democracy.
- Connecting Families to Community Resources Sol has also been steadfastly committed to integrating community partners into our family programming to inform our school community of the resources available to them. For example, we included our community partners during summer programming, such as our open-house and back-to-school night, which allowed our community partners to engage directly with our families. Our community partners have included: the LA County Department of Mental Health, East LA Women's Center, Whittier Community Center, LA Care Community Center, East LA Library, Alma Family Services, AltaMed, Chase Bank, and various high-school partners.

- Celebrating Mexican Independence with the East LA Community Sol is proud to be an active participant of the annual East LA Mexican Independence Parade. In 2023, we returned to the parade with a team of 30 students and staff, marching alongside our fellow KIPP SoCal schools in East LA and Boyle Heights. This tradition highlights our commitment to strengthening community bonds and celebrating the rich culture of our city. This year, in 2024, we were excited to expand our involvement by hosting a civic ceremony with the Mexican Civic Patriotic Committee Inc. before the parade started. Following the ceremony, our staff and students from across East LA and Boyle Heights joined the parade, continuing our tradition of community engagement. The event also typically features a notable array of civic leaders, including L.A. County Supervisor Hilda Solis, diplomats from Mexico, Japan, and Spain, and officials from the California Highway Patrol, Los Angeles County Sheriff, and the Los Angeles Police Department, and LAUSD School Board Member Rocío Rivas, alongside other local, state, and federal representatives.
- <u>Securing Community Schools Implementation Grant</u> Thanks in part to the community engagement work highlighted above, the CDE awarded a Community Schools Implementation Grant to KIPP Sol Academy. The grant will provide \$1.425 million over the course of five years, approximately \$300,000 annually, to organize community resources and improve student outcomes. In the years ahead, our school will leverage existing community resources and expand our efforts by: (1) strengthening family and community engagement; (2) hiring additional staff to provide intervention and increase community services; (3) increasing enrichment opportunities; and (4) building a school-based advisory committee to oversee implementation and effectiveness.

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

- Berenice Nuñez Constant, AltaMed Health Services, Senior Vice President, Government Relations and Civic Engagement
- Carlos Vaquerano, Chief Executive Officer, Clínica Monseñor Oscar A. Romero
- Linda Quilizapa, Education Liaison, Los Angeles County Department of Public Health
- Maritza Contreras, Community Outreach Liaison, Kids Dental Place
- Iris Gomez, Manager, Community Resource Center (East L.A.)
- Adrian Mancilla, Director of Youth Development Services, Alma Family Services

All of the local organizations and leaders listed above have signed letters of support that our school can provide to LAUSD upon request.

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

Areas of Challenge

Every public school faces areas of challenge, and Sol is no exception. Over the last charter term, which stretches back to 2017–2018, our school has contended with:

- Weathering the Impact of Covid-19
- Reducing Chronic Absenteeism
- Improving Math Achievement
- Improving ELA Achievement

In the subsections below, we describe these areas of challenge and how our school has improved or will improve in the years ahead:

Weathering the Impact of Covid-19

On Friday, March 13, 2020, KIPP SoCal followed LAUSD in announcing the shutdown of all school sites due to the public health emergency of Covid-19. The following Monday, all KIPP SoCal school sites transitioned to distance learning. Sol and other KIPP SoCal schools moved swiftly to distribute food, Chromebooks, hotspots, and other resources our students needed for remote instruction.

The pivot to remote instruction was unprecedented, and public schools were forced to learn and adapt, rather than relying on tried-and-true pedagogical practices. It took time for us to fully understand what families and students needed for optimal remote learning. Parents needed advice on creating an athome learning environment for students. Teachers came to realize that students needed proper headphones to maintain their focus. And, as to be expected when distributing technology at mass scale, students sometimes needed laptop and hotspot repairs and replacements.

Remote instruction also made it challenging for our teachers to target their students' needs. In a normal classroom setting, teachers can easily pull students for small-group or one-on-one instruction. But Zoom instruction was mostly whole-group, with few opportunities for small-group instruction. When it came to remote literacy instruction, students missed the frequent feedback, high-quality guided reading, and well-stocked libraries that come with in-person instruction. Similarly, in math, students lost the multiple at-bats for skill development that occur in a traditional classroom. Remote learning also forced us to pare down synchronous (i.e., live) reading and math lessons to 40 minutes (with additional instruction delivered asynchronously).

Then, there were instances where instruction collided with the pandemic head on. The communities surrounding Sol were some of the hardest hit by Covid-19. Infection rates across East Los Angeles

exceeded 600 infections per 100,000 people, the highest rates in all of Los Angeles County.²⁴ Residents of low-income communities in East Los Angeles had a Covid-19 mortality twice as high as Angelenos in wealthier areas.²⁵

Families in our community bore the brunt of Covid-19. Many of our families hold jobs that required them to work in person, where they risked exposure to the virus. Many of our families also live in neighborhoods with more overcrowding which had the highest Covid-19 death rates. ²⁶ This meant when family members got sick, the virus rippled through the household, impacting our students' ability to get to school, and ultimately making our students sick themselves.

When public schools reopened in 2021–2022, KIPP SoCal and Sol developed strict protocols to keep our students safe. We required face masks and daily Covid-19 testing. We installed plexiglass at students' desks and created cohorts of students in each homeroom to limit in-person contact. But despite our best efforts, Sol had to contend with repeated resurgences of Covid-19. By December 1, 2021, Southern California had the highest rates of Covid-19 cases in California, recording 10,103 coronavirus cases per 100,000 people.²⁷

Our team never backed down from these challenges. We called absent students every day; we held problem-solving conversations with families; we provided links to recordings of live instructional sessions; and we made virtual home visits. But, no matter how hard we tried, it could never be enough to sustain typical growth in such an atypical year. With so many families getting sick, and with so much learning left unfinished, we feared that our school — and public schools across the nation — would see dramatic declines in academic performance.

Sadly, these declines began taking shape in 2021. That summer, McKinsey & Company analyzed 2020–2021 i-Ready assessments from across the country. Their analysis found that the average student fell five months behind in math and four months behind in reading. Even worse, their analysis showed that the pandemic pushed the average Black and Latinx student six months behind in math, and five-to-six

56

²⁴ Tony Barboza, Ben Poston and Ryan Menezes, "Coronavirus ravages poorer L.A. communities while slowing in wealthier ones, data show," *Los Angeles Times* (May 28, 2020), https://www.latimes.com/california/story/2020-05-28/coronavirus-surge-in-poor-l-a-county-neighborhoods-reveals-two-americas.

²⁵Jacqueline Garcia, "People in poor areas of L.A. are infected and dying at twice the rate of wealthier neighborhoods," *CalMatters* (Sept. 29, 2021), https://calmatters.org/california-divide/2020/05/poor-los-angeles-are-infected-and-dying-at-twice-the-rate/.

²⁶ See Karen Kaplan, "Coronavirus Today: How L.A.'s sprawl fueled COVID deaths," Los Angeles Times (Nov. 1, 2022), https://www.latimes.com/science/newsletter/2022-11-01/coronavirus-today-los-angeles-overcrowding-covid-deaths-coronavirus-today; Brittny Mejia, Liam Dillon, Gabrielle LaMarr LeMee, and Sandhya Kambhampati, "L.A.'s Love of Sprawl Made It America's Most Overcrowded Plance. Poor People Pay a Deadly Price," Los Angeles Times (Oct. 19, 2022), https://www.latimes.com/california/story/2022-10-19/los-angeles-history-overcrowding-united-states; Tim Arango, "We Are Forced to Live in These Conditions': In Los Angeles, Virus Ravages Overcrowded Homes," New York Times (Jan. 23, 2021), https://www.nytimes.com/2021/01/23/us/los-angeles-crowded-covid.html.

²⁷ Luke Money, Sean Greene, "Omicron deaths and cases hit Southern California harder than rest of state," *Los Angeles Times* (March 18, 2022), https://www.latimes.com/california/story/2022-03-18/omicron-deaths-cases-hit-southern-california-hardest-in-state.

months behind in reading.²⁸ Around the same time, NWEA, whose MAP assessments are widely used across the country, released a similarly distressing report. It found that: (1) spring 2021 student achievement was lower than spring 2019 student achievement; (2) the largest dips in student achievement came in math; and (3) students from historically marginalized communities had larger declines in math and reading than their more advantaged peers.²⁹ The National Assessment for Educational Progress ("NAEP") brought more bad news in the fall of 2002. It revealed that, over the course of the pandemic, the average eighth grader dipped three points in reading and eight points in math. It was the lowest reading performance that eighth graders had posted since 1992, and the lowest math performance that they had posted since 2002.³⁰

This data foreshadowed our school's declines on the 2021–2022 Dashboard. Our schoolwide DFS in math fell sharply from 5.5 to -65, and in ELA, it dropped from 28.6 to -9.4. The pandemic didn't just disrupt student learning; it delivered a profound setback to student achievement.

It also changed the culture of school attendance. Even with the worst of the pandemic behind us, reports from across the country suggest that "[more] than ever, children and parents have been deciding it's OK to stay home." As we discuss below, our school — and public schools across the country — have seen unprecedented rates of chronic absenteeism. In 2021–2022, the year students returned to classrooms, our chronic absenteeism reached 37.9%. And, in 2022–2023, our chronic absenteeism stood at 29.7%, which was slightly better than previous year, but relatively high historically. This surge in absences has made it even harder for students to recover academically. 32

Four years into the pandemic, our school is still dealing with the blowback. In the subsections below, Sol provides its plans for meeting the challenges that emerged from Covid-19: reducing chronic absenteeism, improving ELA achievement, and improving math achievement.

Reducing Chronic Absenteeism

At the beginning of our charter term, Sol consistently had lower rates of chronic absenteeism than the state. Starting in 2017–2018, Sol's had a chronic absenteeism rate of 4.2%. Even more impressively, the following year, our school decreased chronic absenteeism further to 3.4%.

57

²⁸ Emma Dorn, Bryan Hancock, Jimmy Sarakatsannis, and Ellen Viruleg, "Covid-19 and education: The lingering effects of unfinished learning," *McKinsey & Company* (July 27, 2021), https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning.

²⁹ Karyn Lewis, Megan Kuhfeld, Erik Ruzek, and Andrew McEachin, "Learning During Covid-19: Reading and math achievement in the 2020–21 school year," NWEA Research (July 2021), 3–6, https://www.nwea.org/content/uploads/2021/07/Learning-during-COVID-19-Reading-and-math-achievement-in-the-2020-2021-school-year.research-brief-1.pdf.

The Nation's Report Card, "Reading Highlights," https://www.nationsreportcard.gov/highlights/reading/2022/; The Nation's Report Card, "Mathematics Highlights," https://www.nationsreportcard.gov/highlights/mathematics/2022/; The Nation's Report Card, "Mathematics Highlights," https://www.nationsreportcard.gov/highlights/mathematics/2022/; The Nation's Report Card, "Mathematics Highlights," https://www.nationsreportcard.gov/highlights/mathematics/2022/; The Nation's Report Card, "Mathematics Highlights," https://www.nationsreportcard.gov/highlights/mathematics/2022/.

³¹ Jocelyn Gecker, Veronica Roseborough and Howard Blume, "1.45 million California students are chronically absent. Can recess and cash get them back?," *Los Angeles Times* (Aug. 15, 2024), https://www.latimes.com/california/story/2024-08-15/1-4-million-california-students-are-chronically-absent-could-recess-and-cash-bring-them-in.

³² See Nat Malkus, "Long Covid for Public Schools: Chronic Absenteeism Before and After the Pandemic," American Enterprise Institute (Jan. 2024), 3, available at https://www.aei.org/research-products/report/long-covid-for-public-schools-chronic-absenteeism-before-and-after-the-pandemic/.

Unfortunately, our school's chronic absenteeism increased dramatically in the midst of the pandemic. In 2021–2022, our chronic absenteeism peaked at 37.9%. The subsequent year, our chronic absenteeism rate decreased to 29.7%, which is still higher than our pre-pandemic averages. These levels of chronic absenteeism are incompatible with our mission.

Simply put, to make meaningful gains in math and reading, we need students to be in attendance. Therefore, in collaboration with KIPP SoCal, Sol adopted an attendance improvement plan with four key strategies:

- Start Strong The first strategy will be to start strong with all families and students. Starting the school year with clear planning, expectations, and procedures in place for all stakeholders will promote successful implementation of this attendance strategy throughout the school year. This will mean touching base with families over the summer; having conversations with families about attendance during beginning-of-year meetings; relaying the importance of attendance in family communications; winning team investment through beginning-of-year professional development on attendance; identifying students at risk of chronic absenteeism in month one; and incentivizing good attendance.
- Prevention & Investment The second strategy will be prevention and investment. Prevention efforts will be geared toward all students and encourage strong attendance and prevent students from becoming chronically absent. To this end, Sol will implement schoolwide incentives and events (e.g., random drawings for prizes, pizza party, holiday treat bags, attendance awards, grade-level and homeroom competitions) for students that meet their attendance targets. Sol will partner with families by communicating information about attendance in meetings and family bulletins. Sol will also meet with families approaching or atrisk for chronic absenteeism to identify root causes and develop a plan of action.
- Attendance Support Team The third strategy will be our Attendance Support Team ("AST"). The AST will be a cross-functional team that meets biweekly to review attendance systems, monitor attendance data outcomes, assign action steps such as tiered outreach, and generally ensure that student attendance is prioritized. The AST will include the school leader, a member of the school's leadership team, business operations manager, registrar, and counselor.
- <u>Targeted Outreach</u> The fourth strategy will be targeted outreach. Our team will use the following tiered intervention approach to target students approaching chronic absenteeism and chronically absent students:
 - O <u>Tier-I Interventions</u> Tier-I interventions will be universal and ongoing schoolwide efforts to support students' attendance. At this stage, our registrar will focus on building relationships with families and introducing themselves as the attendance point person. The registrar will make daily personalized phone calls to students and their families, with the primary goal of noting the reason for absence and encouraging return to school

as soon as possible. Teachers will back up the registrar's efforts with text messages or phone calls to check in on students who are 3–5% absent from their homeroom on a weekly basis.

- O <u>Tier-II Interventions</u> Tier-II interventions will target students who have: (1) three consecutive absences; (2) five total absences; or (3) three or more absences within the first four-to-six weeks of school. At this stage, an Ops team member, counselor, or preferably a teacher will make an exploratory phone call to the family. The primary goal of that call will be to determine the root cause of absences and have an open discussion on challenges and next steps. The team member may conduct additional outreach by sending a letter to the family via ParentSquare or postal mail, with the primary goal of increasing the family's understanding of how absences are impacting the student and the school. If necessary, the AST will also loop in a SpEd program specialist, 504 liaison, or school counselor if a referral or additional support is needed.
- O <u>Tier-III Interventions</u> Tier-III interventions will be applied to students who have received Tier-I and Tier-II interventions and reached eight or more total absences. Tier-III will be intended to be a menu of options, rather than prescribed steps that must be followed in sequential order. The outreach strategy selected from this menu of options should be based on the root cause(s) for absences. These strategies will include:
 - Multi-Family Attendance Meeting In cases where no specific or consistent root cause can be identified but absences persist, it may be appropriate for the School Leader or another leadership team member to conduct a multi-family attendance meeting. The primary focus for these families will be on investment and re-commitment to student attendance. The meeting will not be intended to publicly shame families but rather to bring families together who have potentially similar challenges.
 - <u>Single Team Member Approach</u> In some cases, the root cause may require a single team member meeting with the family. If so, this meeting should be led by a member of the AST (or other assigned team member). The primary goal will be to further explore the root cause of absences, identify the specific barriers in getting to school, and provide concrete support/resources to the family.
 - <u>Team Approach</u> In other cases, the root cause may require a team approach. So another option for Tier-III intervention will be a small group of team members meeting with the family. The primary goal of the team approach will be to bring together the 'wrap around' team for support and implementation of accommodations and interventions.

- Referral to Student Support & Progress Team ("SSPT") Another option for Tier-III intervention will be referral to the SSPT. In the context of improving attendance, students will be prioritized for SSPT if: (1) there are multiple root causes that require a team approach; (2) there are no specific or consistent root causes and the student's attendance did not improve following the multi-family attendance meeting; or (3) the student is at-risk of grade-level retention due to the impact absences on academic performance. The SSPT will aim to identify a goal and specific interventions to support the student. An assigned AST member will join the SSPT meeting(s) to provide the attendance data, post outreach efforts, and document action and next steps in the AST agenda.
- O <u>Tier-IV Interventions</u> Tier-IV interventions will be implemented when: (1) students have missed more than 10 days of school and received Tier-I through Tier-III interventions; or (2) students have been absent and unresponsive to attempts to make contact for five consecutive school days. Tier-IV intervention will take the form of an attendance check in which members of the AST (or another school team member) conduct a visit with the family outside of school. The primary goal is to build trust and rapport with families from a family-centered, strengths-based perspective in a location that is safe and comfortable for the family to reconnect with students in a meaningful way.

Internal data shows that these strategies are making headway. Last year, our chronic absenteeism decreased to 25.7%, a year-to-year improvement of four percentage points. Progress is always welcome, but our team knows that more progress is required. Our big goal is to reduce chronic absenteeism to the pre-pandemic statewide averages.

Improving ELA Achievement

Another challenge has been the pandemic's disruption to ELA achievement. Prior to the pandemic, Sol posted exemplary ELA results, with a DFS of 29.5 in 2017–2018 and 28.6 in 2018–2019. The year our students returned from distance learning, however, our schoolwide ELA achievement dipped to a DFS of -9.4. Then, in 2022–2023, ELA achievement dipped again, with our school posting a DFS of -21.4.

In response, our team immediately began laying plans to improve ELA achievement. On June 21, 2024, KIPP SoCal's governing board formally approved the latest iteration of our plan to improve performance. The plan provides a detailed outline of actions that our school has taken or will take to improve ELA achievement across student groups. These actions include:

Responding Effectively and Intentionally to Data - Since the 2022–2023 school year, Sol has
been working to reestablish data collection systems that were thrown off course by the
pandemic and the staffing changes that came with it. During the 2024-2025 school year, Sol will
respond effectively and intentionally to data in four ways. First, school leadership will set clear
expectations for strategic groupings in our daily 30-minute intervention block to ensure that all

students with below-grade-level proficiency (as measured by i-Ready data) have regular access to small-group ELA instruction. Second, teachers will use i-Ready's skill-based lessons to target student needs in an individualized and strategic way. As part of this effort, Sol will fully train and support teachers in the skills needed to leverage formative-assessment data to assign targeted lessons. Third, Sol will create consistent structures within teacher content-team meetings, grade-level team meetings, and leadership team meetings for data analysis and response planning. And fourth, Sol will add the DIBELS assessment for 5th graders in order to create more targeted, data-driven intervention plans for students with significant gaps in early literacy skills.

- <u>Strengthening Consistency and Quality of Instructional Coaching</u> Sol will also take the following steps to strengthen consistency and quality of instructional coaching:
 - Applying Learnings From Research For Better Teaching In 2022–2023, Sol's instructional coaches began receiving professional development from Research For Better Teaching ("RBT") to refine their skills in (1) helping teachers understand what is and isn't working in their classrooms, and (2) focusing feedback on improving student outcomes. By the end of 2023–2024, all of Sol's instructional coaches had received professional development on RBT, which means that 2024–2025 will be the first year that all instructional coaches share this foundation. In ELA, we are hoping that RBT will lead to an aligned approach to instructional coaching that is grounded in research-based best practices focused on the highest leverage instructional coaching moves. Our instructional coaches will continue receiving support from RBT through 2025–2026. At that point, KIPP SoCal will determine if the partnership with RBT is effectively driving outcomes.
 - Observing Teachers and Providing Feedback In the past, Sol had a longstanding practice of observing teachers once or twice per week. In the 2024–2025 school year, the school leadership team will restore this practice, with a renewed focus on using student outcomes to adjust instruction. As part of this effort, beginning in the 2024–2025 school year, instructional leaders will create a unified instructional coaching schedule to ensure that instructional coaching time is protected. In addition, a school leadership team member will work with the ELA lead to develop an aligned content-area vision, structures for the ELA content team, and protocols for analyzing i-Ready diagnostic data to identify students' conceptual gaps. The school leadership team member will conduct walkthroughs of ELA classrooms in support of those efforts. The school leadership team member will also receive support from KIPP SoCal's Teaching & Learning team in launching school-based ELA content teams where teachers can work together in implementing feedback.
- <u>Building ELA and EL Content Expertise Among Teachers and Leaders</u> Sol has taken and will
 continue to take steps to build ELA and English Learner ("ELs") content expertise among
 teachers and leaders:

- o <u>Implementing a Standardized Internalization Protocol</u> In 2023–2024, our school collaborated with KIPP SoCal's Teaching & Learning team to implement a standardized internalization protocol across the school. As part of this effort, school leadership and teachers participated in foundational development in objectives and criteria for success. This year, the updated internalization protocol will include specific space for thinking through targeted ELA support for ELs. To further support this effort, school leadership will receive professional development and coaching in the lesson cycle, feedback, questioning, and differentiation all with the aim of clear alignment on expectations. Faithful implementation of a standardized internalization protocol will be integral to accomplishing our five-year goals for ELA achievement.
- o <u>Implementing a Year-Long Teacher Development Scope and Sequence</u> In 2024–2025, school leadership will create and enact a year-long teacher development scope and sequence, including whole-school professional development, school-based content team meetings, and individual coaching to develop teachers' planning and preparation in lesson cycles, feedback, questioning, and differentiation. Sol's leadership team will continue this practice through 2028.
- O <u>Leveraging Support From KIPP SoCal's Teaching & Learning Team</u> KIPP SoCal's Teaching & Learning team including ELD Specialist Marianne Perez will continue supporting Sol's school leadership by co-observing ELA classrooms and co-planning professional development. KIPP SoCal's Teaching & Learning team will also observe school leadership in preparation meetings, coaching, and professional-development sessions. Their feedback will be aligned to Sol's internalization protocol. These targeted supports will continue to be in place until outcomes improve.
- O Participating in KIPP SoCal's Regional ELA Content Team Sol's school leadership and teachers will continue participating in KIPP SoCal's regional content team, where they: (1) deconstruct standards and assessments, (2) determine the content and skills students need to know and do, and (3) analyze student work within a grade level to plan instruction. In addition to ELA Content Team meetings, KIPP SoCal will continue leading content team meetings for designated ELD. The skills and practices learned in these meetings will build transferable skills in teaching standards, upholding rigor, and aligning lessons to unit goals.
- Leveraging ELA Content Expertise on Staff In addition to leveraging KIPP SoCal's ELA expertise, Sol will leverage the ELA expertise of its own staff. In 2023–2024, our school hired an ELA intervention teacher. We also began the work of strengthening accountability systems for independent reading and reestablishing Accelerated Reader as our way of tracking and measuring words read by students. Starting in 2024–2025, we will turn our attention to improving collaboration between our ELA intervention teacher and our ELA classroom teachers,

with a specific focus on addressing fifth- and sixth-grade students' foundational reading needs. We will also aim to make accountability systems for independent reading consistent across grade levels.

- Increasing Student Attendance Sol is striving to increase student attendance. In 2023–2024, Sol instituted an Attendance Support Team ("AST") consisting of school leadership, operations team members, and counselors. They will continue meeting biweekly to analyze attendance data and create an individualized approach for every student who is at-risk of becoming chronically absent. After identifying students in need of comprehensive attendance support, the AST will reach out to families to inform them about the negative academic impact of low attendance, discuss barriers to regular attendance, and identify next steps to support regular attendance. This work will be especially urgent for supporting SWD. In 2022–2023, 40.3% of them were chronically absent, nearly 11 percentage points higher than the schoolwide average. The AST's work will continue and adapt as necessary through 2028. Sol expects that improved attendance will lead to improved outcomes in ELA.
- Developing Teachers in Designated ELD Curriculum As discussed above, in 2023–2024, teachers who teach designated ELD started participating in ELD content team meetings that support effective implementation of the English 3D curriculum. Teachers also began collaborating with KIPP SoCal's ELD Specialist and Sol's EL Coordinator in strategically grouping students for designated ELD by proficiency level, with the aim of ensuring that students received support aligned to their needs in language development. Starting in 2024–2025, school leadership will conduct walkthroughs of designated ELD instruction to monitor progress and provide feedback that will inform teachers' practice. This practice will continue over the course of the next charter term.

We are proud to say that our plan to improve ELA performance is making headway. As discussed in the "Verified Data" section above, our 2023–2024 i-Ready reading results show that our whole school and the majority of student groups made more than one year of progress. Here are our topline results:

- Our schoolwide median percent progress toward annual typical growth was 100%
- Latinx students posted a median percent progress toward annual typical growth of 100%
- Students With Disabilities attained a median percent progress toward annual typical growth of 156%
- English Learners secured a median percent progress toward annual typical growth of 112%

These i-Ready reading results present a compelling case for renewing Sol's charter for another five-year term. More to the point, these results show that our team has what it takes to make to get strong year-to-year growth.

Improving Math Achievement

The pandemic also disrupted math achievement. As the tables above show, math achievement declined in the pandemic's wake. Our schoolwide average DFS dropped to -145.7 in 2021–2022. By 2022–2023, our schoolwide average DFS in math improved to -136.4, which is still behind our pre-pandemic averages.

As with ELA, our team moved swiftly to correct course. Our school's plan to improve performance — which was formally approved by KIPP SoCal's governing board — dedicated an entire section to improving math achievement across student groups. Some of these actions were put in motion as early as 2021–2022, while others have been put in motion in response to more recent data. These actions include:

- Responding Effectively and Intentionally to Data As with ELA, Sol will take a multi-pronged approach to responding effectively and intentionally to math achievement data. First, just as we will do in ELA, school leadership will set clear expectations for strategic groupings in a daily 30minute intervention block to ensure that all students with below-grade-level proficiency have regular access to small-group math instruction. Second, Sol's teachers will use i-Ready's skillbased lessons to target student needs in math in an individualized and strategic way. To support their efforts, our school will provide training and support to teachers in the skills needed to leverage formative-assessment data to assign targeted lessons. And third, Sol will create consistent structures within math content-team meetings, grade-level meetings, and leadership team meetings for data analysis and response planning. Our team anticipates that responding effectively and intentionally to data will be especially impactful in math. Unlike in ELA, where literacy skills are tightly intertwined and sequentially built upon, many math skills are often more isolated from one another. In other words, it is often the case that students don't understand a specific math topic, but they understand other math topics that come before and after. Therefore, timely responses to gaps in their math knowledge can make a big impact quickly.
- <u>Strengthening Consistency and Quality of Instructional Coaching</u> Sol will continue strengthening consistency and quality of instructional coaching in math. Here are the specific actions that we have taken and will take:
 - Applying Learnings From Research For Better Teaching As discussed above, Sol's instructional coaches began receiving professional development from Research For Better Teaching ("RBT") in 2022–2023. In 2023–2024 and the years ahead, RBT will continue being a valuable resource for helping our teachers refine their skills in (1) understanding what is and isn't working in their classrooms, and (2) focusing feedback on improving student outcomes. In math specifically, RBT will push our teams to identify high-impact instructional levers, with a focus on strong lesson objectives and

differentiated coaching that meets the needs of newer teachers learning to improve instructional clarity. Our instructional coaches will continue receiving support from RBT through 2025–2026. At that point, KIPP SoCal will determine if the partnership with RBT is effectively driving outcomes.

- Observing Teachers and Providing Feedback As discussed above, Sol previously had a longstanding practice of observing teachers once per week. In the 2024–2025 school year, the school leadership team will restore this practice not just in ELA, but in math as well. The school leadership team will bring a renewed focus to using student outcomes to adjust instruction. Similar to the approach in ELA, instructional leaders will create a unified instructional coaching schedule for math. Our School Leader who is an experienced math teacher herself will work with our math content lead to develop an aligned math vision, structures for the math content team, and protocols for analyzing *i-Ready* diagnostic data to identify students' conceptual gaps. She will conduct walkthroughs of math classrooms in support of these goals. And she will conduct walkthroughs of pull-out and push-in special-education instruction, where 28 of our 64 Students With Disabilities are also identified as ELs.
- <u>Building Math and EL Content Expertise Among Teachers and Leaders</u> Similar to our action
 plan in ELA, Sol must also build content and EL expertise among teachers and leaders in math.
 This action is also necessary because of the significant overlap between our EL and SWD
 populations. Therefore, our action plan includes:
 - <u>Implementing a Standardized Internalization Protocol</u> In 2023–2024, our school collaborated with KIPP SoCal's Teaching & Learning team to implement a standardized internalization protocol that took into account the needs of SWD. As part of this effort, school leadership and teachers participated in foundational development in objectives and criteria for success. Next year, the updated internalization protocol will include specific space for thinking through targeted math support for ELs. To further support this effort, school leadership will receive professional development and coaching in the lesson cycle, feedback, questioning, and differentiation — all with the aim of clear alignment on expectations. Faithful implementation of a standardized internalization protocol will be integral to accomplishing our five-year goals for math achievement. Due to the newness of Sol's math teaching team, internalization of the new curriculum will be especially important. The internalization protocol not only supports effective implementation of Tier-1 academic supports that are often novel to new teachers, but also supports teachers in identifying needs for individual student groups and creating intervention plans for those student groups. Sol's standardized internalization protocol will continue to be in place over the next charter term.
 - o <u>Implementing a Year-Long Teacher Development Scope and Sequence</u> As with ELA, in 2024–2025, school leadership will create and enact a year-long teacher development

scope and sequence in math, including whole-school professional development, school-based content team meetings, and individual coaching to develop teachers' planning and preparation in lesson cycles, feedback, questioning, and differentiation. Sol's leadership team will continue this practice through 2028.

- <u>Leveraging Support From KIPP SoCal's Teaching & Learning Team</u> KIPP SoCal's Teaching & Learning team will support Sol's school leadership by co-observing math classrooms and co-planning professional development. Similar to our approach in ELA, KIPP SoCal's Teaching & Learning team will also observe school leadership in preparation meetings, coaching, and professional-development sessions for math instruction. Their feedback will be aligned to Sol's internalization protocol. These targeted supports will continue to be in place until outcomes improve.
- O Participating in KIPP SoCal's Regional Math Content Team As mentioned above, Sol's school leadership and teachers will continue participating in KIPP SoCal's regional content team, where they: (1) deconstruct standards and assessments, (2) determine the content and skills students need to know and do, and (3) analyze student work within a grade level to plan instruction. We anticipate that this work in regional content team meetings will continue for the duration of our next charter term. Additionally, KIPP SoCal's Teaching & Learning team will assist Sol in launching school-level math content teams aligned to their internalization protocol. The Teaching & Learning team's support will include helping Sol re-establish math content team meetings and model content team meetings. We Teaching & Learning team's support with launching school-level content teams will likely continue through 2026.
- Planning Strategically to Address Staffing Needs Sol has experienced challenges in hiring credentialed math and science teachers due to the teacher shortage. To address these staffing shortages, Sol will continue to core fifth grade in order to expand the talent pool to include teachers with multiple-subject credentials. This will allow for flexibility in hiring to find the highest quality teacher possible, while also creating a more fluid transition for our fifth-grade students and families, who are transitioning from one self-contained teacher in fourth grade. We will continue this practice of coring as long as necessary to meet the needs of students.
- <u>Increasing Student Attendance</u> As discussed above, Sol is striving to increase student attendance. In 2023–2024, Sol instituted an Attendance Support Team ("AST") consisting of school leadership, operations team members, and counselors. They will meet biweekly to analyze attendance data and create an individualized approach for every student who is at-risk of becoming chronically absent. After identifying students in need of comprehensive attendance support, the AST will reach out to families to inform them about the negative academic impact of low attendance, discuss barriers to regular attendance, and identify next steps to support regular attendance. This work will be especially urgent for supporting SWD. In 2022–2023, 40.3% of them were chronically absent, nearly 11 percentage points higher than the schoolwide

average. The AST's work will continue and adapt as necessary through 2028. Sol expects that improved attendance will lead to improved outcomes in math.

- Strategically Leveraging EL Curricular Resources We want to ensure that our ELs are accessing the math curriculum. Therefore, beginning in 2024–2025, Sol will support teachers and leaders in developing their knowledge of language resources embedded in the Ready Mathematics curriculum. To that end, instructional team members will participate in a combination of regionally led content team meetings, instructional coaching, and school-based professional development sessions that focus on implementation of lesson internalization structures, use of integrated ELD strategies, and use of specific curricular tools that support mathematical discourse. School leadership will conduct walkthroughs focused on integrated ELD supports in math and provide feedback to inform teacher practice. These EL-focused walkthroughs will take place at least once a quarter alongside individualized coaching that supports teachers with planning and executing strategies that will occur at least monthly. Sol anticipates that these walkthroughs will continue through 2028.
- Strengthening GenEd Classroom Push-in Support for Students With Disabilities In 2024–2025, the SpEd team will strengthen its push-in support for SWD to ensure they can access the math curriculum. First, our SpEd teachers will lesson plan for math push-in services a week prior and ensure they follow the general-education ("GenEd") scope and sequence for the push-in/pull-out model. Then SpEd teachers and GenEd teachers will co-internalize upcoming lessons to ensure appropriate IEP accommodations, scaffolds, and supports during math lesson delivery. To further these efforts, SpEd and GenEd teachers will analyze math assessment data during common planning time. The SpEd program specialist and school administrator will conduct walkthroughs to monitor RSP math push-in services and provide feedback. Our school anticipates that these supports will continue through 2028.

Student Population to Be Served

The subsections below describe Sol's target population and provide an enrollment rollout plan for the proposed charter term.

Target Student Population

Sol will enroll 485 students in grades 5–8. Given our location, we anticipate that our school will primarily serve students in East Los Angeles and surrounding communities.

Sol will be located in the 90022 zip code. The U.S. Census Bureau reports that 64,517 people live in the area. 95.7% of residents identify as Hispanic or Latino. 16.6% of residents live in poverty, which is about

five percentage points higher than California's poverty rate. 10.4% of residents hold a bachelor's degree or higher, as compared to 37.5% of Californians.³³

As a public school, Sol will be tuition-free and admit any student in grades 5–8, regardless of disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, or any other characteristics of any protected class, including immigration status. While our school will be open to any and all of the aforementioned students, we will target academically underserved students within the Los Angeles Unified School District. As we discuss in Element 8, we will not wait for motivated students and families to find our school. Our team will participate in active outreach and recruitment efforts, going to homes door-to-door, community centers, salons, and grocery stores to seek out families who might otherwise become aware of the educational opportunities that their children will have at Sol.

Enrollment Rollout Plan

The table below provides an enrollment rollout plan that shows the number of students per grade and the total number of students that the school plans to serve in each year of the charter term:

Sol	Five-	Voar	Torm	Enrol	lment	Dlan
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Grade	2025–2026	2026–2027	2027–2028	2028–2029	2029–2030
5	125	125	125	125	125
6	125	125	125	125	125
7	120	120	120	120	120
8	115	115	115	115	115
Total	485	485	485	485	485

Goals and Philosophy

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

Sol will be part of KIPP SoCal's network of 15 charter schools authorized by LAUSD, and 17 total charter schools authorized across Southern California. Together, these KIPP SoCal schools educate more than 9,800 students in grades TK–8, and support more than 6,800 alumni to and through college.

68

³³ See United States Census Bureau, Zip Code Tabulation Area: ZCTA5 90022, https://data.census.gov/profile/ZCTA5 90022?g=860XX00US90022#education.

Approximately 98% of our students are Black or Latinx, 21% are English Learners, 16% are Students With Disabilities, and 90% qualify for free-or-reduced-price meals.

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

In the subsections below, we briefly describe:

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

Our Mission

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

Our Vision

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

The Characteristics of an Educated Person in the 21st Century

Each KIPP SoCal school's goal will be to ensure that its students are on the path to and through college. By focusing on college starting in TK/Kindergarten and preparing our students to be successful in high school, college, and beyond, Sol will achieve our goal. To be college ready, our students must be able to:

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

Implementing the highest-quality instructional program will be paramount to the success of KIPP SoCal and Sol. Research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement.³⁴ The Charter School's high-quality instruction will be standards-based, with an emphasis on character and academic skills, and explicitly tied to our mission of preparing students for success in college and in life. Technology will be infused into the curriculum, allowing teachers to deliver more individualized content and feedback to each student, while also equipping students with the technological skills necessary in the 21st century academic world and workforce. Adaptive educational software will enable students to learn at their own pace, helping them get farther, faster. A one-to-one ratio of Chromebook computers will ensure that all students have access to individualized learning software to build their technology literacy.

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

- 1. Critical Thinking and Problem Solving
- 2. Collaboration Across Networks and Leading by Influence
- 3. Agility and Adaptability
- 4. Initiative and Entrepreneurialism
- 5. Effective Oral and Written Communication
- 6. Accessing and Analyzing Information
- 7. Curiosity and Imagination³⁵

At their core, these seven survival skills for becoming 21st century educated persons are academic and character skills, which is why KIPP schools have always been founded with the purpose of cultivating both in students. In the words of David Levin, co-founder of KIPP, reflecting on the first two KIPP schools: "The experiences of KIPP Academy New York and KIPP Academy Houston have taught us that academics without character are useless; students will have the skills but lack the motivation to use them. Character without academics is hollow; students will have the motivation but not the ability to use it. Together, they have the power to transform lives." By teaching academic and character skills in tandem, the Charter School will develop self-motivated, competent, and lifelong learners who are well-equipped for the challenges ahead of us in the 21st century.

When they leave our school, our students will be described as pursuing lives filled with passion and personal responsibility. They will focus on goals and approach work with curiosity, best effort, and zest,

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³⁴ Robert J. Marzano and Jana S. Marzano, "The Key to Classroom Management," ASCD (Sept. 13, 2003), https://www.ascd.org/el/articles/the-key-to-classroom-management.

³⁵ See Tony Wagner, Ph.D., 21st Century Schools, https://www.21stcenturyschools.com/tony-wagner.html.

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

How Learning Best Occurs

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

- 1. Quality Instruction Sets High Expectations. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student's zone of proximal development will be "problem-solving under adult guidance or in collaboration with more capable peers." When students are expected to meet challenges and supported in doing so, they will succeed. In order to help all students meet our high expectations, we will clearly communicate those expectations, and then provide appropriate individualized support to achieve the goals that we have for our students, as well as the goals that they set for themselves. Students will be given challenging work that requires critical thinking and the ability to articulate their ideas. When students struggle, teachers will not lower their expectations, instead they will find creative new ways to teach and differentiate instruction, and work with colleagues to develop intervention plans for specific students within our Multi-Tiered System of Supports.
- 2. Quality Instruction is Standards Based. The Charter School will correlate its curriculum objectives to the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), and remaining applicable content standards adopted by the California State Board of Education. Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum. The Charter School's expectation will be to accelerate student learning to ensure that mastery of the state standards is achieved at a faster pace necessary to prepare students for the rigorous and challenging curriculum they will encounter in middle- and high-school honors and advanced placement programs.

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³⁶Lev Vygotsky, *Mind and Society*, http://www.unilibre.edu.co/bogota/pdfs/2016/mc16.pdf.

- 3. Quality Instruction is Data-Driven. All instructional decisions at the Charter School will be anchored in student data (online/offline, formative, and summative). Sophisticated online platforms such as Infinite Campus and KIPP SoCal's Analytics System to Leverage Excellence ("KASTLE"), will allow regional leaders, school leaders, and teachers to continuously gather and analyze individual and group student achievement data. Teachers will begin by using diagnostic and beginning-of-year assessment data to adjust pacing guides and differentiate instruction. During lesson planning, teachers will meet frequently to identify and internalize formal and informal ways to collect data about student understanding; teachers will also meet frequently in grade-level and content-team meetings to adjust scaffolds, pacing and student grouping. Similarly, the School Leader will use student data to drive observations, feedback, and teacher development.
- **4. Quality Instruction is Differentiated.** Students process material in a variety of ways. Therefore, teachers will continuously work together to enhance student learning by sharing, developing, and refining effective teaching strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students whose needs have not been met through traditional teaching methods will benefit from supplemental, direct instruction, small-group work, workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques.
- 5. Quality Instruction is Culturally Relevant and Responsive to Students. If we want students to master learning standards, then our teachers must offer culturally relevant and responsive instruction. It will be incumbent upon our school leaders, teachers, and staff to understand the cultural values, beliefs, customs, and ideas of the students who attend our school. Our team will also embrace the responsibility of trauma-informed instruction because we want our students to thrive in a safe and nurturing learning environment. That will mean tapping social-emotional learning ("SEL") strategies that "heal the heart so the brain can learn." Culturally relevant and responsive pedagogy will show students that we value their communities, and help them build a positive self-concept. We will want our students to know themselves so they can better understand how their goals and dreams impact their communities.
- 6. Quality Instruction Requires a Safe, Nurturing, and Supportive Environment. We know and research has shown that when students are connected to the adults in their school community, they are more likely to be engaged in school and see greater academic success. Therefore, an important role of the Charter School will be to create a sense of "belonging" for each member of our school community.
- 7. Quality Instruction Supports Students To and Through College and Career. We recognize that most public high schools in California lack sufficient college and guidance counseling staff, and that the needs, particularly in large urban high schools that many of our alumni attend, will be significant. The KIPP Forward program will be designed to help meet these needs and support

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

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

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

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

Values	Definition
Advocacy	Advocacy is the ability to define ourselves, name ourselves, create, think, and speak for ourselves so we never risk being defined, named, created, or spoken for by others. We will harness the power of our mind, our body, and our heart (soul) to change our world and the world around us.
Love	Love means that we commit to our team by helping others as we help ourselves. We will "lift others as they climb." The strength of our team is the combined effort, commitment, and ability of each individual working in harmony toward a common goal. To get there, we must listen deeply, seek to understand others' thoughts and feelings. We will show compassion and forgiveness when necessary. We will publicly demonstrate gratitude and specific praise to others.
Excellence	Excellence means we have the courage to take risks in pursuit of our truth, our goals, and our passions. We will use our loftiest dreams as the goals and the benchmark of our success. We will not settle. We will grow. We will push ourselves further than we ever thought possible as we pursue our goals. We will remain curious. We embrace failure as a driver for discovery. We will take risks and think critically. We will encourage others in our pursuit of excellence and be good teammates. Together, we will achieve.

Reflection	Reflection means that we take the time to examine our actions, thoughts, and choices in order to make us proud. We will think about the choices we make – both positive and negative. We will take the time to ask, "why?" and "what could I do the same or differently next time to get a better result?" We will learn from mistakes and find strategies to consistently improve.			
Ganas	Ganas is the desire to approach all situations, particularly challenging ones, with determination and enthusiasm. We will have the ability and strength to name and overcome fears and challenges. We will find solutions, or make them, in pursuit of our goals. We will ask for help. We will never, never give up. Good humor and spirit will help us triumph through challenges. We say, "I can" and "I will."			

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

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

Our LCFF State and Local Priorities

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

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)	
GOAL #1	

Related State Priorities: All students will achieve. x 4 **17** \square 2 □ 5 □8 □ 3 □ 6 **Local Priorities:** □: N/A □: N/A Specific Annual Actions to Achieve Goal Data-Driven Instruction: Teachers and Admin engage in regular data analysis sessions to tailor instruction and provide targeted support, ensuring that instructional practices are responsive to student needs.

- student needs.
 Intentional Professional Development and on-going coaching for teachers using Research for Better Teaching training framework.
- English Learner Differentiated Support: Instruction tailored specifically to the needs of English Learner students, including the implementation of an English Learner specific curriculum designed to address and enhance language acquisition and academic skills.
- Students With Disabilities Differentiated Support: Thorough service implementation to meet the needs of Students With Disabilities including compliance with IEP timelines, offering Free Appropriate Public Education (FAPE) aligned to the requirement to prove the Least Restrictive Environment (LRE).

Expected Annual Measurable Outcomes

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

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

Applicable Student Groups	Baseline (2022-2023)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (School-wide)	39.96%	45%	50%	55%	60%	65%
English Learners	8.14%	15%	20%	25%	30%	35%
Socioecon. Disadv./Low Income Students	38.13%	45%	50%	55%	60%	65%
Foster Youth	**	45%	50%	55%	60%	65%
Students With Disabilities	9.84%	15%	20%	25%	30%	35%

African American Students	**	45%	50%	55%	60%	65%
Latino Students	40.29%	45%	50%	55%	60%	65%

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

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

Applicable Student Groups	Baseline (Based on most recent data available)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	22.30%	30%	35%	40%	45%	50%
English Learners	6.98%	15%	20%	25%	30%	35%
Socioecon. Disadv./Low Income Students	21.83%	30%	35%	40%	45%	50%
Foster Youth	**	30%	35%	40%	45%	50%
Students With Disabilities	6.56%	15%	20%	25%	30%	35%
African American Students	**	30%	35%	40%	45%	50%
Latino Students	22.27%	30%	35%	40%	45%	50%

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

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

Applicable Student Groups	Baseline (Based on most recent data available)	2025-26	2026-27	2027-28	2028-29	2029-30
English Learners	52.9%	55%	60%	65%	70%	75%

^{* =} Data not available at this time

GOAL #2			
	Г	91	
		Relate	ed State Priorities:
Support student, family, and school engagement.		4	□ 7
	□2	x 5	□ 8
	X 3	X 6	

^{** =} Not numerically sufficient at this time

Local Priorities:
□: N/A
□: N/A

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #1: The Charter School will provide one back to school night, two week-long parent-teacher conference opportunities, at least three family engagement meetings, and parent leadership opportunities.

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

				24.		
Applicable Student Groups	Baseline (2022-2023)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (School-wide)	Met	Met	Met	Met	Met	Met
English Learners	Met	Met	Met	Met	Met	Met
Socioecon. Disadv./Low Income Students	Met	Met	Met	Met	Met	Met
Foster Youth	Met	Met	Met	Met	Met	Met

Students With Disabilities	Met	Met	Met	Met	Met	Met
African American Students	Met	Met	Met	Met	Met	Met
atino Students	Met	Met	Met	Met	Met	Met
Outcome #2: Suspension rat Metric/Method for Measuri	ng: Suspensio	n Rate.	2026 27	2027 20	2020 20	2020.20
Applicable Student Groups	Baseline (Based on most recent data available)	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	Met	Met	Met	Met	Met	Met
English Learners	Met	Met	Met	Met	Met	Met
Socioecon. Disadv./Low Income Students	Met	Met	Met	Met	Met	Met
Foster Youth	Met	Met	Met	Met	Met	Met
Students With Disabilities	Met	Met	Met	Met	Met	Met
African American Students	Met	Met	Met	Met	Met	Met
Latino Students	Met	Met	Met	Met	Met	Met
Outcome #3: Expulsion rate Metric/Method for measuri Applicable Student Groups			2026-27	2027-28	2028-29	2029-30
All Students (School-wide)	Met	Met	Met	Met	Met	Met
English Learners	Met	Met	Met	Met	Met	Met
Socioecon. Disadv./Low Income Students	Met	Met	Met	Met	Met	Met
Foster Youth	Met	Met	Met	Met	Met	Met
Students With Disabilities	Met	Met	Met	Met	Met	Met
African American Students	Met	Met	Met	Met	Met	Met
Latino Students	Met	Met	Met	Met	Met	Met

Instructional Design

In this section, the Charter School outlines its educational programming. We begin by laying out our school's overall curricular and instructional design. Then, we describe our educational program's innovative components. And we close with a description of our educational program's key features.

Overall Curricular and instructional Design

The Charter School will offer a rigorous standards-based instructional program that creates a strong academic foundation on which all students can build to be successful in the future. Our teachers will create and implement a wide variety of curricular resources to ensure that our students have access to the most rigorous content available. The Charter School's program will nurture well-rounded critical thinkers who love learning, while preparing them to master the NGSS, state content standards, and CCSS through engaging, authentic work. Beyond focusing on student performance at or above grade-level in reading and mathematics, the Charter School students will prepare to be artists, scientists, authors, athletes, and agents of change who develop projects that will impact the local and global community.

The Charter School's curriculum will be designed specifically to meet the needs of our students, ensure that they are at or above grade level in all core subject areas and help them ultimately reach the goal of college graduation. To do so, our team researches the best curricular programs we can find and picks and chooses the best aspects of those programs to infuse into our academic program.

Our teachers will engage in a long-term planning process starting in May prior to each school year. They will start by creating grade- level visions and subject visions in teams; this will allow us to brainstorm and distill our goals for our students. Once we have a vision of what we want to accomplish academically, we will study a pacing guide built on the mastery of state content standards in our curriculum, Next Generation Science Standards, and Common Core State Standards. After we study this scope and sequence, we will study assessments, outline daily objectives, and start lesson internalization. All teachers are expected to use the selected curriculum as a foundation for instruction and use engaging pedagogical techniques to lift the material off of the page and into standards-based lesson plans.

When planning, teachers will first consider how their instruction will meet the individual needs of all students. Their lesson plans — primarily the modeling, guided practice and independent practice components — will incorporate the different learning modalities and multiple intelligences informed by the work of Howard Gardner, psychologist and author of *Multiple Intelligences*. It will also incorporate different social and emotional intelligences based on the work of Daniel Goleman, psychologist and author of *Emotional Intelligence*. Further, the teachers will use a mixture of groupings during their instruction, including whole-class instruction and collaborative learning groups. Teachers will be cognizant of the importance of movement and rotate groups of students among locations throughout the room in accordance with their attention span and what is developmentally appropriate.

Teachers will further differentiate instruction through modifications to the content, process, or product while ensuring they are providing the needed scaffolding to set up their students for success. The

Charter School will use the work of Carol Ann Tomlinson, author of *The Differentiated Classroom:* Responding to the Needs of All Learners, to inform our differentiated instruction.

Another key approach to our instruction will be academic language development as proposed by the Focused Approach. The Focused Approach is a research-based approach that builds language skills and fluency and provides scaffolded support for rigorous language outputs across content areas.

By utilizing the above teaching methodologies and building a professional library and resource base to inform professional development, our teachers will address the varied needs of students and targeted student population to ensure that they meet and exceed both our internal and state-specified goals.

Innovative Components

Sol's educational program will have several innovative components: (1) KIPP Trips; (2) Advocacy and Community Engagement; (3) KIPP Forward; and (4) Enrichments That Reflect Our Community's Culture. We describe each innovative component in more detail below:

KIPP Trips

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

These trips will serve several purposes:

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

KIPP Trips will be crucial for students because this innovative component will provide real-world experiences that complement classroom learning. It will offer hands-on opportunities to apply theoretical knowledge, stimulate curiosity, foster critical thinking, and enhance social skills through

interaction with peers and professionals in various fields. And it will ignite a passion for learning by making subjects more engaging and relevant to students' lives.

Advocacy and Community Engagement

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

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

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

KIPP Forward

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

Enrichments That Reflect Our Community's Culture

Sol will use visual and performing arts to celebrate students' culture and community. To that end, our school will offer Folklórico and Mariachi to our students, which will give them the opportunity to celebrate their culture and the wider culture of the East Los Angeles community. Our Mariachi program will give students the opportunity to learn violin, guitar, trumpet, piano, or bass. Meanwhile, in Folklórico, our students will learn the dance's history and its roots across different regions of Mexico. Our students will then bring that history to life as they learn and practice Folklórico dance routines. Our Mariachi band and Folklórico class will perform at community events and showcases.

Key Features

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

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

We outline notable successes of our key features in the "Areas of Success" section above.

Curriculum and Instruction

This section offers an overview of Sol's curriculum and instruction. It starts off by identifying and describing the integral features of our school's educational program by subject area. It goes on to discuss our school's intervention, enrichment, independent study programs, and curricular and instructional materials. It also provides a comprehensive course list, outlines instructional methods and strategies, and explains how the instructional program will support student development of technology-related skills.

Integral Features

English Language Arts and Writing (Core)

At Sol, literacy instruction from fifth through eighth grade will integrate the foundational principles of the Science of Reading with the expectations outlined in the California Common Core State Standards for English Language Arts. Our instructional framework will incorporate rigorous expectations for reading literature and informational texts, writing, speaking and listening, and language usage. In literacy instruction, students will engage with high-quality texts, artifacts and digital media to develop comprehension, active listening, and discussion skills. Students are equipped to be effective communicators who purposefully read, write, and speak across multiple disciplines and express ideas and knowledge through a variety of modalities. Within literacy instruction, our students exercise critical thinking, identify problems, find solutions, and analyze outcomes in service of becoming productive citizens.

Critical elements of the instructional program for ELA include:

- <u>Curriculum Integration</u> Our school will use the following research-based, culturally relevant, and high-quality instructional materials for ELA:
 - Reading Reconsidered This curriculum will focus on close reading, text-dependent questioning, and complex text analysis. This curriculum will also emphasize deep comprehension skills and aligns with CCSS ELA standards for reading literature, reading informational texts, and speaking and listening.
- Scope and Sequence Development, Professional Development, and Internalization Tools School teams will develop a coherent scope and sequence for Reading Reconsidered that will
 ensure all grade-level standards are meaningfully mapped out and addressed in instruction
 across the school year. The scope and sequence will also incorporate windows for curricular and
 state assessments. Teachers will engage in ongoing professional development focused on the

Science of Reading principles and effective planning and internalization of curricular materials. In addition, teachers will engage in collaborative planning sessions to facilitate sharing of best practices and resources.

- <u>Instructional Strategies</u> Our curricular resources will embed key instructional strategies to support literacy development, such as:
 - <u>Close Reading and Analysis</u> Close reading strategies will deepen comprehension and critical thinking skills. Students use text-dependent questions and discussions to extract meaning from complex texts.
 - <u>Explicit Phonics Instruction</u> Systematic phonics lessons will support decoding and word recognition skills explicitly and incorporate multisensory activities and phonemic awareness exercises to reinforce learning.
 - <u>Vocabulary Development</u> Students will learn about the meaningful relationships between words, including how they sound, how they're spelled, and their morphological structure. Additionally, students will use morphology, context clues, word study activities, and vocabulary strategies to expand academic and domain-specific vocabulary.
 - <u>Writing Integration</u> Students will engage in writing across genres (expository, persuasive, narrative) and across disciplines. They will also connect reading and writing by responding to texts through structured writing tasks with a focus on fluency, organization, and coherence while incorporating grammar and language conventions.
- Assessment and Differentiation Teachers will use formative and summative assessments aligned with the CCSS to monitor student progress in reading comprehension, writing proficiency, and foundational literacy skills. In particular, teachers will leverage either i-Ready diagnostics, My Learning Path, or Star reading assessments to differentiate instruction based on assessment data and provide targeted interventions and enrichment activities. In some cases, teachers will also leverage Dynamic Indicators of Basic Early Literacy Skills ("DIBELS") assessment to assess the acquisition of literacy skills. DIBELS will provide short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in grades 5–8. The measures will be consistent with many of the Common Core State Standards in Reading, especially those for Foundational Skills. When implemented as recommended, DIBELS results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.
- <u>Family and Community Engagement</u> Sol will engage families and community stakeholders in supporting literacy development at home. In addition, our school will provide resources,

workshops, and strategies for families to reinforce reading and writing skills and encourage a culture of literacy outside of school.

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

English Language Development (Non-Core)

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

English Learners in integrated and designated ELD will:

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

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

Math (Core)

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

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

Science (Core)

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

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

- Grade 5: Four 4–6 week science units
- Grades 6–8: Six 4–5 week science units

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

The Charter School will also use Amplify Science, an NGSS-aligned K–8 curriculum that received high marks from *EdReports*. The curriculum will offer an inquiry-based approach to science that allows students to conceptualize questions and work to find a possible explanation that responds to that

question. Students will be guided through meaning and concept construction through various engaging activities that are both learner-centered and hands-on. Amplify Science was developed by the Lawrence Hall of Science at the University of California, Berkeley.

Social Studies (Core)

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

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

To help our students become agents of change who positively impact the community, our social studies classes will aim to develop a strong sense of history and social, economic, and political trends. During their time at the Charter School, students will develop their historical and social-science analysis skills by developing the following intellectual, reasoning, reflection, and research skills: chronological and spatial thinking, research, evidence, point of view, and historical interpretation. Lesson plans will be developed with an eye towards mastery of the Common Core State Standards and California Content Standards for History-Social Science.

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

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

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

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

Physical Education (Core)

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

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

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

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

Electives (Non-Core)

The Charter School will offer a number of elective courses throughout the school day and year. Elective courses will be available to all students. These courses will include foreign language, music, and values-based lessons. We elaborate on these non-core subjects below:

Foreign Language (Non-Core)

The Charter School believes we should educate students who are equipped linguistically and culturally to communicate and thrive in their community and abroad. Therefore, the Charter School will provide students with instruction in foreign languages and literacy on a rotational basis. Our foreign language program will be based upon a set of principles about language education. These tenets are based on language education research and are supported by experience:

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

Performing Arts (Non-Core)

A robust performing arts program will also be central to the Charter School's whole-child approach to education. Instruction will be organized to target artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. In addition, literacy skills will be woven into the music curriculum.

Our students will develop an appreciation of music, a love of experimentation and fun, and the knowledge that anyone can make music. During music class, students will refine their rhythmic reading skills and will expand their knowledge of music notation. We will incorporate new instruments in order to build stronger musicianship. Students will take ownership of their musical skills through creative composition and expression and will value performance as an outlet to demonstrate these skills.

Our students will have the opportunity to focus on a single instrument. By seventh and eighth grade, our students will grow from beginning musicians to intermediate and advanced musicians. Instruction will include musical theory, music appreciation, and a number of performance routines and procedures.

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

Values-Based Lessons (Non-Core)

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

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

Teachers will measure students' development and growth in each value through rubrics and grade level outcomes they will pre-determine at the beginning of each school year during summer professional development. Rubrics will provide teachers, parents and students with a common understanding of how values are linked to developmentally appropriate behaviors at each grade level. Along with rubrics and outcomes, teachers will make anecdotal notes about each child's progress in embodying and demonstrating each value. Teachers will use data collected from the rubrics, outcomes, and anecdotal notes to score each child on the five values at every quarterly grading period (the Charter School has developed standards-based report cards that include a values section) and share student progress with parents during parent/teacher conferences.

Expanded Learning

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

- <u>Academic and Literacy Support</u> Expanded Learning Academic Instructors will focus on supporting students based on their grade level, aligned with lessons being taught during the school day. The program will also incorporate one-on-one, high-dosage tutoring, DEAR ("Drop Everything and Read"), and individual and small-group support with homework.
- <u>Healthy Supper and Snacks</u> Through the Charter School's participation with USDA child nutrition programs, the program will provide healthy meals and snacks that meet the nutritional requirements established by local, state, and federal statutes and regulations.

<u>Enrichment Opportunities</u> - Enrichment activities in our Expanded Learning Program will be
explicitly designed by our team to support academic mastery, layer academic skills, and
celebrate academic growth. The program will offer a multitude of enrichment activities from
year to year, such as art, robotics, dance, sports, science, and debate, to name a few examples.

The Expanded Learning program will run weekdays, Monday through Friday, until 6:00 p.m.

Intervention

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

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

For all content areas, teachers will gain a deep understanding of individual student needs and create a roadmap to differentiate instruction. If a student is not making the expected academic gains, an "All Students Can Learn" meeting will be scheduled. In this meeting, multiple stakeholders will come together to review concerns, strategies to implement, and brainstorm further interventions.

Independent Study

In keeping with California Education Code Sections 51745–51749.3, independent study will be "provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written agreement, and under the general supervision of a credentialed teacher or teachers. While independent study students follow the district-adopted curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning."³⁷

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

91

³⁷California Department of Education, "Independent Study Program Summary," https://www.cde.ca.gov/sp/eo/is/isprogramsummary.asp.

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

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

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

Curricular and Instructional Materials

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

Instructional Programs

English Language Arts (core)	Reading Reconsidered - grounded in the science of reading in order to build student fluency, comprehension, critical thinking, and writing skills
English Language Development	English 3D - in alignment with California recommendations for differentiated supports for multilingual learners
Math (core)	Ready Mathematics
Science (core)	Amplify Science
History (core)	School created units aligned to California state standards, Common Core State Standards for non-fiction and writing
Physical Education (core)	School created units aligned to California state standards
Visual Arts & Music (core)	School created units aligned to California state standards

Supplemental Instructional Resources

Program/Supplemental Resource	Related Standard(s)
i-Ready My Path	5-8 Math standards and interventions for previous grade math

	standards
Accelerated Reader	Reinforcement of ELA standards

Course-List Table

Subject Area	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
English Language Arts	ELA 5	ELA 6	ELA 7	ELA 8
History - Social Studies	Social Studies 5	Social Studies 6	Social Studies 7	Social Studies 8
Mathematics	Math 5	Math 6	Math 7	Math 8
Science	Science 5	Science 6	Science 7	Science 8
Physical Education	PE 5	PE 6	PE 7	PE 8
Electives	Folklórico, Spanish, & Music	Folklórico, Spanish, & Music	Folklórico, Spanish, & Music	Folklórico, Spanish, & Music

Course Descriptions

Fifth-Grade English Language Arts

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

Sixth-Grade English Language Arts

In sixth-grade English Language Arts, students will dive into the intricacies of language with an emphasis on mastering grammar, spelling, and punctuation while honing their ability to craft precise and impactful writing. Through reading novels (e.g., *The Outsiders, The Giver, One Crazy Summer, etc.*), students will explore figurative language and interpret figures of speech within texts. Students will learn to support their analyses with textual evidence and integrate information from various media to build a cohesive understanding of topics. The course will encourage critical evaluation of arguments and comparisons of different authors' perspectives, aiming to develop students' skills in reading, writing, and speaking with clarity and nuance. By the end of the year, students will proficiently engage with complex texts, write compelling arguments and narratives, and communicate effectively across diverse contexts, all within a scaffolded framework designed to cater to varying levels of proficiency.

Seventh-Grade English Language Arts

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

Eighth-Grade English Language Arts

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

Fifth-Grade Mathematics

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

Sixth-Grade Mathematics

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

Seventh-Grade Mathematics

In seventh-grade mathematics, students will explore key concepts such as: proportional relationships, rational number operations, algebraic thinking, geometric concepts, and probability. The course will kick off with proportional relationships, where students will apply scale factors to relate areas in scale drawings, simplify complex fractions, and tackle circumference and area problems involving circles. From there, students will master arithmetic operations (i.e., addition, subtraction, multiplication, and division) of rational numbers, including positive and negative integers, fractions, and decimals. Students will enhance their algebraic thinking by generating equivalent expressions, solving multi-step equations,

and interpreting inequalities in various contexts. Additionally, students will solve problems with real-world applications such as simple interest and comparisons of population data. Geometric concepts are also covered. Specifically, students will solve problems related to surface area, angle relationships, and the construction of triangles and other plane figures. Finally, the course will end with probability, challenging students to solve problems involving theoretical and experimental probability, design simulations, and representing event likelihood on a number line. By the end of the year, students will develop a comprehensive mathematical toolkit to solve complex problems and make informed predictions with precision.

Eighth-Grade Mathematics

In eighth-grade mathematics, students will delve into topics that blend geometric transformations, linear and nonlinear relationships, and real-world applications to deepen their mathematical insight. The course begins with students exploring rigid transformations and congruence, as well as learning to identify and apply sequences of rotations, reflections, and translations to demonstrate figure congruence. This concept will be extended to learning the effects of dilations, translations, and rotations, while also tackling angle relationships in triangles. Students will then focus on linear relationships, solving and graphing equations with variables on both sides and writing systems of equations to model real-world problems. Additionally, students will learn to analyze both linear and nonlinear relationships, comparing function representations and writing equations from verbal descriptions. The next unit will shift to covering integer exponents and scientific notation, simplifying expressions, and performing operations with exponents. Once students have mastered those concepts, they will move on to applying the Pythagorean Theorem to solve real-world problems and exploring rational and irrational numbers. Finally, students will expand their knowledge of statistical analysis by constructing and interpreting scatter plots, fitting linear models to data, and analyzing two-variable data relationships. By the end of the year, students will master a range of mathematical concepts and techniques, preparing them to approach complex problems with confidence and precision.

Fifth-Grade Science

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

environmental resources and promote sustainability. This comprehensive approach will foster a deep understanding of scientific processes and their impact on the world.

Sixth-Grade Science

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

Seventh-Grade Science

In seventh-grade science, students will immerse themselves in understanding Earth's dynamic systems and the principles of environmental science through a series of hands-on investigations and models. The course will kick off with an analysis of plate tectonics, using fossil and rock data to trace historical plate movements. Students will then delve into rock transformations, exploring how Earth's materials cycle and how geoscience processes shape the planet over time. They will develop models to predict phase changes of substances under varying thermal conditions and investigate chemical reactions by examining molecular structures and substance interactions. A focus on ecosystems will highlight the impact of resource availability on populations and the intricate flow of matter and energy. A mock "engineering internship" will push students to tackle real-world design challenges by defining problems, evaluating solutions, and forecasting natural hazards to inform technology development. Additionally, the course will include a unit on sexual health education, guiding students through identity exploration, bodily awareness, and relationship skills. This comprehensive curriculum will foster a deep understanding of scientific principles and their real-world applications, while supporting students' personal growth and environmental stewardship.

Eighth-Grade Science

In eighth-grade science, students will embark on a dynamic exploration of physical forces, energy, and biological evolution through a series of hands-on investigations and models. They will start by examining how kinetic energy transfer impacts objects and how this principle can be harnessed to solve real-world problems. From there students will delve into light waves, learning how wave properties like amplitude

relate to energy and how waves interact with different materials. They will explore the fundamentals of force and motion, using Newton's Third Law to design solutions for colliding objects and graphing the relationships between kinetic energy, mass, and speed. Investigations into magnetic fields will reveal how forces act at a distance and how changing object arrangements affect potential energy. The course will then shift to cosmic patterns, modeling the Earth-sun-moon system to understand lunar phases, eclipses, and seasonal changes, while examining gravity's role in celestial motions. In the realm of biology, students will explore natural selection and evolutionary history, analyzing genetic mutations and fossil records to understand life's diversity and extinction over Earth's 4.6-billion-year history. The course will culminate in a mock "engineering project" where students design a container to protect an egg from a fall, integrating their knowledge of force and motion into practical problem-solving. This comprehensive approach will encourage a deep understanding of scientific principles and their real-world applications, while fostering critical thinking and innovation.

Fifth-Grade Social Studies

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

Sixth-Grade Social Studies

In sixth-grade social studies, students will embark on a comprehensive journey through early civilizations and their legacies. First, students will explore the transition from Paleolithic societies to agricultural communities, focusing on the development of tools and the impact of climatic changes. They will then delve into the Kingdoms of Egypt and Kush. In this unit, students will analyze the rise of complex societies along major river systems, the significance of Hammurabi's Code and early writing systems. The course will continue with a section on the Ancient Hebrews where students examine the

geographical and historical context of Hebrew settlements and the profound significance of the Exodus. As they explore Ancient India, they will investigate the Aryan migrations, the evolution of Brahmanism into Hinduism, and the intricacies of the caste system. The study of ancient China will cover the origins of Chinese civilization, the impact of Confucianism and Taoism, the achievements of Shi Huangdi and the Han Dynasty, and the significance of the Silk Roads. In ancient Greece, students will analyze the influence of geography on Greek city-states, the evolution of democracy, Greek mythology, and the enduring contributions of figures like Socrates and Alexander the Great. The course will conclude with ancient Rome, detailing the rise of the Roman Republic and Empire, the spread of Christianity, and the lasting legacies of Roman innovations in governance, culture, and infrastructure. Through these units, students will gain a rich understanding of how ancient civilizations have shaped the modern world.

Seventh-Grade Social Studies

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

Eighth-Grade Social Studies

In eighth-grade social studies, students will embark on an in-depth exploration of the pivotal moments and transformative forces that shaped modern America. The curriculum will begin with an analysis of the Civil War and Reconstruction, examining the profound causes and far-reaching effects of the conflict, including the debates over slavery, state and federal authority, and the enduring legacy of key figures like Abraham Lincoln. From there, students will traverse the era of Westward Expansion, scrutinizing the implications of Manifest Destiny, the Texas War for Independence, and the Mexican-American War. The course will then delve into the Industrial Revolution, exploring its economic and social upheavals, the rise of industrial giants, and the responses of labor movements and immigration. As students progress to the era of imperialism and World War I, they will analyze American motives for expansion, the impacts of industrialization on warfare, and the repercussions of U.S. involvement in global conflicts. The curriculum will continue with an examination of the Great Depression and World War II, evaluating the New Deal's effects, the rise of totalitarian regimes, and the complex moral

questions surrounding wartime decisions. Finally, students will explore the Civil Rights Movement, tracing the struggle for racial equality through key events, influential leaders, and landmark legislation. This comprehensive study will not only deepen students' understanding of historical events but will also encourage them to critically engage with the forces that continue to shape contemporary society.

Instructional Methods and Strategies

Students will learn best when there is rigorous, standards-based teaching where students do the heavy lift, engage in tasks that require critical thinking, and actively process content through reading, writing, analyzing, and discussing. KIPP SoCal's Standards for Excellent Teaching will set the key instructional methods and strategies for the Charter School's teachers: (1) hold high beliefs and high expectations for students; (2) maintain consistent and predictive routines; (3) come into the classroom internalized and prepared; (3) execute a clear lesson cycle; and (4) use data to review, reteach, and extend as needed. All academic experiences will be in pursuit of students thriving in middle school, high school, college, and beyond. These instructional methods and strategies are discussed elsewhere throughout this charter petition.

Ensuring Student Mastery of California Content and Performance Standards

The Charter School — and all KIPP SoCal schools — will fully implement Common Core State Standards ("CCSS") with CCSS-aligned curriculum. Science instruction will implement the three dimensions of California's Next Generation Science Standards, which include science and engineering practices, disciplinary core ideas, and crosscutting concepts. Our science instruction will also weave in the CCSS reading standards for literacy in science and technical subjects. Social studies and history instruction will implement these science standards as well. As discussed elsewhere in the charter, our teachers will integrate ELD standards across all content areas.

To ensure that students master these standards, the Charter School's teachers will receive regular professional development and support from KIPP SoCal's Teaching and Learning team, school leadership, and their colleagues. As discussed elsewhere in the charter, this ongoing professional development and support will focus on lesson planning, internalization, scope and sequencing, assessment creation, assessment calendaring and monitoring, coaching instructional leaders, student achievement goal setting, data analysis, and observations of classroom practice.

Technology-Related Skills

The Charter School will ensure that all students attain technological literacy and fluency by providing access to one-to-one technology — all of which will be SBAC ready. The Charter School will also implement online instruction throughout the school day. Our instructional program will offer opportunities for students to effectively use technology to communicate, collect information, solve problems, and collaborate across all content areas. We will use programs that personalize and tailor

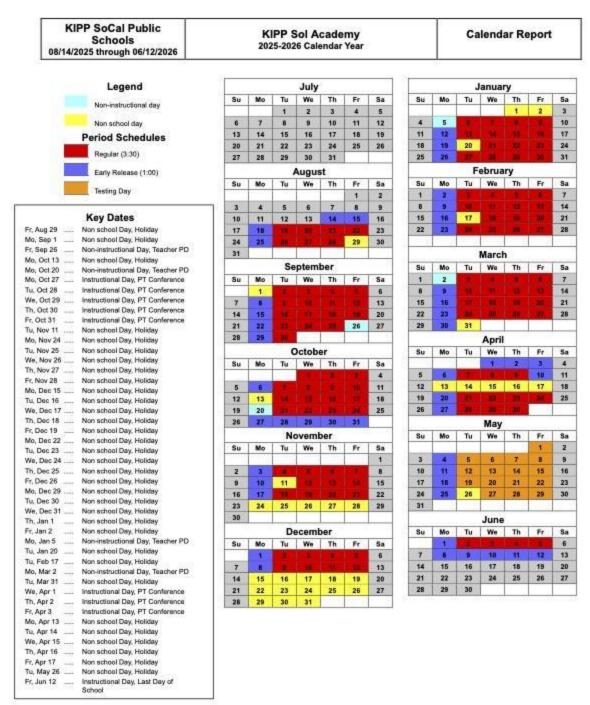
learning to each student to meet their needs. Students will use technology regularly to take assessments, access research online, and access instructional materials and assignments.

Academic Calendar and Schedules

This section provides an overview of the Charter School's academic calendar and schedules. In the subsections below, we include an academic calendar for the first year of the new charter term. We put forward a comprehensive set of sample daily schedules. And we detail the instructional days and minutes for each grade level served.

Academic Calendar for the First Year of Charter Term

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



Total number of instructional days this year: 180

Sample Daily Schedules

The Charter School's sample daily schedules are outlined below:

		Fif	th Grade Mo	onday - Early	Dismissal (1:00pm)		
Start Time	End Time	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructiona I (I) or Non- instructiona I (N)?	Total # Instruction al Min
8:00 AM	8:15 AM		HR/	DEAR		15	1	
8:15 AM	8:18 AM		Tran	sition	Fe .	3	N	
8:18 AM	8:58 AM	PE	ELA	PE	ELA	40	1	
8:58 AM	9:01 AM		Tran	sition		3	N	
9:01 AM	9:36 AM		Commu	nity Time	35	1		
9:36 AM	9:39 AM		Tran	sition	3	N		
9:39 AM	10:19 AM	Math	Social Studies	Math	Social Studies	40	1	
10:19 AM	10:21 AM		Tran	sition		2	N	
10:21 AM	10:51 AM		Lui	nch		30	N	
10:51 AM	10:54 AM		Tran	sition		3	N	
10:54 AM	11:34 AM	Science	PE	Science	PE	40	1	
11:34 AM	11:37 AM		Tran	sition		3	N	
11:37 AM	12:17 PM	ELA	Math	ELA	Math	40	1	
12:17 PM	12:20 PM		Tran	sition	3	N		
12:20 PM	1:00 PM	Social Studies	Science	Social Studies	Science	40	1	
					le.			250

Fifth Grade - Tuesday, Thursday, and Friday (Regular Days 3:30pm)									
Start	End	HR 1	HR 2	HR 3	HR 4		Instructiona I (I) or Non- instructiona I (N)?	lotal#	

8:00 AM	8:35 AM		DEAR	/ ELD		35	1	
8:35 AM	8:38 AM		Trans	sition	32. Ca	3	N	
8:38 AM	8:53 AM	F	Recess + Seco	ond Breakfas	t	15	N	
8:53 AM	8:56 AM		Trans	sition		3	N	
8:56 AM	9:58 AM	Elective	ELA	Math	ELA	62	1	
9:58 AM	10:01 AM		Trans	sition	3	N		
10:01 AM	11:03 AM	Math	Elective	Science	Social Studies	62	1	
11:03 AM	11:06 AM		Trans	sition		3	N	
11:06 AM	11:36 AM		Interv	ention		30	1	
11:36 AM	11:38 AM		Trans	sition		2	N	
11:38 AM	12:08 PM	35 26	Lur	nch	60	30	N	
12:08 PM	12:11 PM		Trans	sition		3	N	
12:11 PM	12:16 PM		Calm Cla	assroom		5	1	
12:16 PM	1:18 PM	Science	Social Studies	ELA	Math	62	1	
1:18 PM	1:21 PM	2,	Trans	sition		3	N	
1:21 PM	2:23 PM	ELA	Math	Social Studies	Elective	62	1	
2:23 PM	2:26 PM		Trans	sition		3	N	
2:26 PM	3:30 PM	Social Studies	Science	Elective	Science	64	1	
								382

te:	Fifth Grade - Wednesday (Regular Days 3:30pm)										
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructiona I (I) or Non- instructiona I (N)?	lotal #			
8:00 AM	8:35 AM		DEAR	/ ELD	35	1					
8:35 AM	8:38 AM		Trans	sition		3	N				

8:38 AM	8:53 AM	R	Recess + Seco	ond Breakfas	t	15	N	
8:53 AM	8:56 AM		Trans	sition		3	N	
8:56 AM	9:58 AM	PE	ELA	PE	ELA	62	1	
9:58 AM	10:01 AM		Trans	sition	3	N		
10:01 AM	11:03 AM	Math	Social Studies	Math	Social Studies	62	1	
11:03 AM	11:06 AM		Trans	sition		3	N	
11:06 AM	11:36 AM		Interve	ention	30	1		
11:36 AM	11:38 AM		Trans	sition		2	N	
11:38 AM	12:08 PM		Lur	nch		30	N	
12:08 PM	12:11 PM		Trans	sition		3	N	
12:11 PM	12:16 PM		Calm Cla	assroom		5	1	
12:16 PM	1:18 PM	Science	PE	Science	PE	62	1	
1:18 PM	1:21 PM	2,	Trans	sition		3	N	
1:21 PM	2:23 PM	ELA	Math	ELA	Math	62	1	
2:23 PM	2:26 PM		Trans	ition	3	N		
2:26 PM	3:30 PM	Social Studies	Social Science Social Science			64	1	
								382

o.	Sixth Grade Monday - Early Dismissal (1:00pm)										
Start Time	End Time	HR 1	HR 2	HR 3	MINUTES	Instructiona I (I) or Non- instructiona I (N)?	Total # Instruction al Min				
8:00 AM	8:15 AM		HR/ I	DEAR	15	1					
8:15 AM	8:18 AM		Trans	sition	64	3	N				
8:18 AM	8:58 AM	Math	PE	Social Studies	ELA	40	1				
8:58 AM	9:01 AM		Trans	sition	3	N					

9:01 AM	9:36 AM		Commun	nity Time		35	1	
9:36 AM	9:39 AM		Trans	sition		3	N	
9:39 AM	10:19 AM	Science	ELA	PE	Social Studies	40	1	
10:19 AM	10:22 AM	of and	Trans	sition		3	N	
10:22 AM	11:02 AM	ELA	Social Studies	Science	Math	40	1	
11:02 AM	11:05 AM		Trans	sition	3	N		
11:05 AM	11:45 AM	PE	Math	ELA	Science	40	1	
11:45 AM	11:47 AM		Trans	sition		2	N	
11:47 AM	12:17 PM		Lur	nch		30	N	
12:17 PM	12:20 PM		Trans	sition		3	N	
12:20 PM	1:00 PM	Social Studies	Science Math PF				ĺ	
								250

	Si	ixth Grade -	Tuesday, Th	ursday, and	Friday (Reg	ular Days 3	3:30pm)	
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructiona I (I) or Non- instructiona I (N)?	Total # Instruction al Min
8:00 AM	8:36 AM		DEAR	/ ELD		36	J	
8:36 AM	8:39 AM		Trans	sition		3	N	
8:39 AM	8:54 AM	Indo	or Recess + :	Second Break	fast	15	N	
8:54 AM	8:57 AM		Trans	sition		3	N	
8:57 AM	9:59 AM	Math	Elective	Social Studies	ELA	62	1	
9:59 AM	10:02 AM		Trans	sition		3	N	
10:02 AM	11:04 AM	Science	ELA	Elective	Social Studies	62	1	
11:04 AM	11:07 AM		Trans	sition		3	N	

11:07 AM	11:37 AM		Lur	nch		30	N	
11:37 AM	11:40 AM		Trans	sition		3	N	
11:40 AM	11:44 AM		Calm Cla	assroom		4	1	
11:44 AM	12:14 PM		Interv	ention		30	1	
12:14 PM	12:17 PM		Trans	sition	3	N		
12:17 PM	1:19 PM	ELA	Social Studies	Science	Math	62	Ī	
200.000.000	1:22 PM	58	C CONTRACTOR A	sition		3	N	
1:22 PM	2:25 PM	Elective	Math	ELA	Science	63	1	
2:25 PM	2:28 PM		Trans	sition		3	N	
2:28 PM	3:30 PM	Social Studies	I Science I Math I Elective			62	1	
								381

Sixth Grade - Wednesday (Regular Days 3:30pm)								
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructiona I (I) or Non- instructiona I (N)?	Total # Instruction al Min
8:00 AM	8:36 AM	DEAR/ ELD				36	1	
8:36 AM	8:39 AM	Transition				3	N	
8:39 AM	8:54 AM	Indoor Recess + Second Breakfast				15	N	
8:54 AM	8:57 AM	Transition				3	N	
8:57 AM	9:59 AM	Math	PE	Social Studies	ELA	62	1	
9:59 AM	10:02 AM	Transition				3	N	
10:02 AM	11:04 AM	Science	ELA	PE	Social Studies	62	1	
11:04 AM	11:07 AM	Transition				3	N	
11:07 AM	11:37 AM	Lunch				30	N	
11:37 AM	11:40 AM	Transition				3	N	

11:40 AM	11:44 AM		Calm Cla	issroom		4	1	
11:44 AM	12:14 PM		Interve	ention		30	1	
12:14 PM	12:17 PM		Trans	ition		3	N	
12:17 PM	1:19 PM	ELA	Social Studies	Science	Math	62	1	
1:19 PM	1:22 PM	US.	Trans	ition		3	N	
1:22 PM	2:25 PM	PE	Math	ELA	Science	63	1	
2:25 PM	2:28 PM		Trans	ition		3	N	
2:28 PM	3:30 PM	Social Studies	Science	Math	PE	62	1	
,								381

		Seve	nth Grade N	londay - Ear	ly Dismissal	(1:00pm)		
Start Time	End Time	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructiona I (I) or Non- instructiona I (N)?	Total # Instruction al Min
8:00 AM	8:10 AM		HR/	DEAR	10	1		
8:10 AM	8:13 AM		Trans	sition		3	N	
8:13 AM	8:53 AM	Math	Science	Social Studies	ELA	40	1	
8:53 AM	8:56 AM		Trans	sition	3	N		
8:56 AM	9:31 AM		Commun	nity Time		35	1	
9:31 AM	9:34 AM		Trans	sition		3	N	
9:34 AM	10:14 AM	Science	Elective	ELA	Math	40	I	
10:14 AM	10:17 AM		Trans	sition	Ee.	3	N	
10:17 AM	10:57 AM	ELA	Social Studies	Science	40	1		
10:57 AM	11:00 AM		Trans	sition	3	N		
11:00 AM	11:30 AM		Lui	nch		30	N	
11:30 AM	11:33 AM		Trans	sition		3	N	

11:33 AM	12:13 PM	Elective	ELA	Math	Social Studies	40	1	
12:13 PM	12:16 PM		Tran	sition	3	N		
12:16 PM	1:00 PM	Social Studies	Math	Elective	Science	44	1	
								249

	Seventh Grade - Tuesday, Thursday, and Friday (Regular Days 3:30pm)												
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructiona I (I) or Non- instructiona I (N)?	Total # Instruction al Min					
8:00 AM	8:32 AM		DEAR	/ ELD		32	ì						
8:32 AM	8:35 AM		Trans	sition		3	N						
8:35 AM	9:37 AM	Math	Science	Social Studies	ELA	62	ì						
9:37 AM	9:40 AM		Trans	sition		3	N						
9:40 AM	9:55 AM	Indo	or Recess + :	Second Break	fast	15	N						
9:55 AM	9:58 AM		Trans	sition		3	N						
9:58 AM	11:00 AM	Science	PE	PE ELA Math		62	j						
11:00 AM	11:03 AM		Trans	sition		3	N						
11:03 AM	12:05 PM	ELA	Social Studies	Science	PE	62	ī						
12:05 PM	12:08 PM		Trans	sition		3	N						
12:08 PM	12:38 PM		Lui	nch		30	N						
12:38 PM	12:41 PM		Trans	sition		3	N						
12:41 PM	12:45 PM		Calm Cla	assroom		4	1						
12:45 PM	1:15 PM		Interv	ention		30	ì						
1:15 PM	1:18 PM	38	Trans	sition		3	N						
1:18 PM	2:20 PM	PE	ELA	Math	Social Studies	62	ı						

2:20 PM	2:23 PM		Trans	sition	3	N		
2:23 PM	3:30 PM	Social Studies	Math	PE	67	1		
								381

	Seventh Grade - Wednesday (Regular Days 3:30pm)												
Start	End	HR 1	HR 2	HR 3 HR 4		MINUTES	Instructiona I (I) or Non- instructiona I (N)?	Total # Instruction al Min					
8:00 AM	8:32 AM		DEAR	/ ELD		32	1						
8:32 AM	8:35 AM		Trans	sition		3	N						
8:35 AM	9:37 AM	Math	Science	Social Studies	ELA	62	1						
9:37 AM	9:40 AM		Trans	sition		3	N						
9:40 AM	9:55 AM	Indo	or Recess + S	Second Break	fast	15	N						
9:55 AM	9:58 AM		Trans	sition		3	N						
9:58 AM	11:00 AM	Science	Elective ELA Math		62	1							
11:00 AM	11:03 AM		Trans	sition		3	N						
11:03 AM	12:05 PM	ELA	Social Studies	Science	Elective	62	1						
12:05 PM	12:08 PM		Trans	sition		3	N						
12:08 PM	12:38 PM		Lur	nch		30	N						
12:38 PM	12:41 PM		Trans	sition		3	N						
12:41 PM	12:45 PM		Calm Cla	assroom		4	Ţ						
12:45 PM	1:15 PM		Interv	ention		30	1						
1:15 PM	1:18 PM	500	Trans	sition	3	N							
1:18 PM	2:20 PM	Elective	ELA	ELA Math Social Studies		62	1						
2:20 PM	2:23 PM		Transition				N						
2:23 PM	3:30 PM	Social Studies	Math	Elective	Science	67	1						

				381
				201

16		Eigh	nth Grade M	onday - Earl	y Dismissal	(1:00pm)		
Start Time	End Time	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructiona I (I) or Non- instructiona I (N)?	Total # Instruction al Min
8:00 AM	8:15 AM		HR/	DEAR		15	ĵ	
8:15 AM	8:18 AM		Trans	sition		3	N	
8:18 AM	8:58 AM	Science	Math	Social Studies	ELA	40	1	
8:58 AM	9:01 AM		Trans	sition	3	N		
9:01 AM	9:36 AM		Commun	nity Time	35	1		
9:36 AM	9:39 AM		Trans	sition		3	N	
9:39 AM	10:19 AM	Social Studies	Science	ELA	Elective	40	1	
10:19 AM	10:22 AM		Trans	sition		3	N	
10:22 AM	11:02 AM	Math	Social Studies	Elective	Science	40	1	
11:02 AM	11:05 AM	3	Trans	sition		3	N	
11:05 AM	11:45 AM	ELA	Elective	Science	Math	40	1	
11:45 AM	11:47 AM		Trans	sition		2	N	
11:47 AM	12:27 PM	Elective	ELA	Math	Social Studies	40	ì	
12:27 PM	12:30 PM		Trans	sition		3	N	
12:30 PM	1:00 PM		Lui	nch		30	N	
								250

Eighth Grade - Tuesday, Thursday, and Friday (Regular Days 3:30pm)

Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructiona I (I) or Non- instructiona I (N)?	Total # Instruction al Min
8:00 AM	8:37 AM		DEAR	/ ELD		37	1	
8:37 AM	8:40 AM		Trans	sition		3	N	
8:40 AM	9:43 AM	Science	Math	Social Studies	ELA	63	1	
9:43 AM	9:45 AM		Trans	sition	2	N		
9:45 AM	10:00 AM	Indo	or Recess + S	Second Break	fast	15	N	
10:00 AM	10:04 AM		Trans	sition	4	N		
10:04 AM	11:07 AM	Social Studies	Science	ELA	PE	63	1	
11:07 AM	11:10 AM		Trans	sition	pa a	3	N	
11:10 AM	12:13 PM	Math	Social Studies	PE	Science	63	1	
12:13 PM	12:16 PM		Trans	sition		3	N	
12:16 PM	12:46 PM		Interve	ention		30	1	
12:46 PM	12:49 PM		Trans	sition		3	N	
12:49 PM	1:19 PM		Lur	nch		30	N	
1:19 PM	1:22 PM		Trans	sition		3	N	
1:20 PM	1:23 PM		Calm Cla	assroom	3	1		
1:23 PM	2:25 PM	ELA	ELA PE Science Math				1	
2:25 PM	2:28 PM	Transition				3	N	
2:28 PM	3:30 PM	PE	ELA	Math	Social Studies	62	1	
								380

	Eighth Grade - Wednesday (Regular Days 3:30pm)										
Start	End	HR 1	HR 2	HR 3	HR 4	MINUTES	Instructiona I (I) or Non- instructiona I (N)?	Total #			

8:00 AM	8:37 AM		DEAR	/ ELD		37	1	
8:37 AM	8:40 AM		Trans	sition		3	N	
8:40 AM	9:43 AM	Science	Math	Social Studies	ELA	63	1	
9:43 AM	9:45 AM		Trans	sition	2	N		
9:45 AM	10:00 AM	Indo	or Recess + :	Second Breal	15	N		
10:00 AM	10:04 AM		Trans	sition		4	N	
10:04 AM	11:07 AM	Social Studies	Science	ELA	63	1		
11:07 AM	11:10 AM		Trans	sition		3	N	
11:10 AM	12:13 PM	Math	Social Studies	Elective	Science	63	1	
12:13 PM	12:16 PM		Trans	sition		3	N	
12:16 PM	12:46 PM		Interv	ention		30	1	
12:46 PM	12:49 PM		Trans	sition		3	N	
12:49 PM	1:19 PM		Lui	nch	30	N		
1:19 PM	1:22 PM	2,	Trans	sition		3	N	
1:20 PM	1:23 PM		Calm Cla	assroom	_	3	1	
1:23 PM	2:25 PM	ELA	Elective	Science	Math	62	1	
2:25 PM	2:28 PM		Trans	sition	3	N		
2:28 PM	3:30 PM	Elective	ELA	Math	Social Studies	62	1	
4.								380

Instructional Days and Minutes Table

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

			Number of		Number of			Total	Number
			Instr.		Instr.		Minutes	Numbe	of Instr.
		Number	Minutes	Number	Minutes		Req'd	r of	Minutes
		of	Per	of Early	Per Early	Total	Per	Instr.	Above/
	Grades	Regular	Regular	Dismissal	Dismissal	Number of	State	Minute	Below
Grades	Offered	Days	Day	Days	Day	Instr. Days	Law	s	State

									Req't.
5	Yes	137	382	43	250	180	54000	63084	9084
6	Yes	137	381	43	250	180	54000	62947	8947
7	Yes	137	381	43	249	180	54000	62904	8904
8	Yes	137	380	43	250	180	54000	62810	8810

Professional Development

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

Professional Development Plan for First Year of Charter

Our team will ground itself in our mission by beginning and ending each year as a whole team reflecting on the degree to which Sol has realized our mission. We will break down each phrase of our mission and thoroughly dig into its meaning and reflection in our actions and priorities. Each year, the list of "what needs to be improved" will decrease as the list of "what is working well" grows.

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

Sample Professional Development Schedule

Month	Topic
September	 Unit and lesson internalization processes Planning with the End in Mind Administering DIBELS & i-Ready Benchmark Assessments Great Shake Preparation Counseling 101

	 Home Visits Leadership Team Meeting SSPT Lead Training Research For Better Teaching Special Education Teacher Cohort Multilingual Learner Coordinator Training
October	 Registrar Professional Development Executing a Clear Lesson Opening and Model Digging Deeper into Unit and Lesson Internalization Responding to BOY Data and Strategically Planning for Small Groups Trauma-Informed Classrooms Leadership Team Meeting Research For Better Teaching Special Education Teacher Cohort PBIS Training School Counselor Meeting Registrar Professional Development
November	 Executing an Impactful Guided Practice and Gathering Formative Data Small Group Best Practices Unit Assessment Data Analysis and Reteach Approach SSPT Lead Training Leadership Team Meeting Training for SBAC Coordinators Research For Better Teaching Special Education Teacher Cohort School Counselor Meeting Registrar Professional Development
December	 Executing an Impactful Guided Practice and Gathering Formative Data Unit Assessment Data Analysis and Reteach Approach Culturally Relevant Pedagogy Leadership Team Meeting Special Education Teacher Cohort School Counselor Meeting Registrar Professional Development
January	 Responding to MOY Data and Strategically Planning for Small Groups Additional Training for i-Ready Coordinators Research For Better Teaching Leadership Team Meeting PBIS Training Additional Training for DIBELS Coordinators Special Education Teacher Cohort School Counselor Meeting Multilingual Learner Coordinator Training Registrar Professional Development

February	 Looking at Student Work Protocol SSPT Lead Training School Counselor Meeting Leadership Team Meeting Research For Better Teaching Special Education Teacher Cohort Registrar Professional Development
March	 Responding to SBAC Interim Data and Planning for Reteach School Counselor Meeting Leadership Team Meeting Research For Better Teaching Special Education Teacher Cohort Registrar Professional Development
April	 Responding to Data and Planning for Reteach Special Education Teacher Cohort School Counselor Meeting PBIS Training Multilingual Learner Coordinator Training
May	 Long Term Planning Special Education Teacher Cohort School Counselor Meeting DIBELS Coordinator Training Registrar Professional Development
June	 Analyzing EOY Data and Reflections for the Following School Year School Counselor Meeting Special Education Teacher Cohort i-Ready Coordinator Training Registrar Professional Development Closeout: Ending the School Year
Summer Professional Development	 Onboarding New Team Members Mission, Character Strengths, and Values Start Strong Conference (featuring sessions on content-specific best practices, student engagement, data-driven instruction, classroom management, and cultural sensitivity) Family Engagement Performance Management (i.e., instructional coaching, beginning-of-year reflections, and goal setting)

Recruiting Credentialed Teachers and Supporting New Teachers

Team member selection will be one of the most critical aspects of Sol's success. This process will help us find driven candidates and hire team members who exhibit both the key character strengths and the

outstanding past results that will make them successful in delivering our instructional program. Our teachers must be data-driven, student-focused, innovative and creative in the classroom, collaborative, persistent, and exceptionally caring for all students. They must have strong and positive professional recommendations, be team players, embody and exemplify the values of Sol, and be committed to the school's vision and mission.

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

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

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

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

Our new teachers will attend Big KIPPSter Kickoff, where they will engage in curriculum training with KIPP SoCal's Teaching & Learning team. They will also engage in a strand of training focused on

foundational teaching skills based on the Get Better Faster Rubric. This strand will be led by our Associate Director of New Teacher Development. In addition, new teachers will be observed on a frequent cadence and participate in one-on-one meetings with an instructional coach from their school to develop their teacher practice to ensure student outcomes.

Meeting the Needs of All Students

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

English Learners

The Charter School will adhere to KIPP SoCal's EL Master Plan and comply with all federal, state, and judicial mandates for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners. Given the demographics of LAUSD, with a 22.6% English Learner student population in the 2022–2023 school year, the Charter School expects that a significant number of students will be classified as English Learners. The Charter School will be dedicated to providing these students with an exceptional education and transitioning them into English-language proficiency through the use of the Charter School's services and teaching methods. The Charter School is committed to reclassifying all English Learners who enroll as TK/Kindergarteners by fourth grade. For students enrolling in fifth grade or later, we are committed to implementing more individualized supports and reclassification goals to account for greater diversity in proficiency gaps. The Charter School will recognize the importance of valuing students' native languages and reinforcing an appreciation for the cultures, customs, and languages of all students through the school's core curriculum, enrichment programs, elective course offerings, and character-building curriculum.

Process for Identifying English Learners

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

Language Proficiency Assessments

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

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

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

http://www.cde.ca.gov/ta/tg/ep/elpacqpld.asp

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

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

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

Educational Programs

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

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

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

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

3) Metacognition and Authentic Assessment

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

4) Explicit Instruction

- i) Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.
- 5) Meaning-Based Context and Universal Themes
 - i) Teachers will incorporate meaningful references from the students' everyday lives and use them as springboards to interest them in academic concepts.
 - ii) Teachers will create classroom environments that provide authentic opportunities for use of academic language.
 - iii) Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.
- 6) Modeling, Graphic Organizers, and Visuals
 - Teachers will regularly utilize a variety of visual aids, graphic organizers (such as "Thinking Maps"), pictures, diagrams, summaries, and charts to help English Learners easily recognize essential information and its relationship to supporting ideas.

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

- In grades TK-4, teachers will implement the Reading Wonders curriculum
- In grades 5–8, teachers will utilize the English 3D curriculum

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

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

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

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

- Referring teacher (required)
- Parent or guardian (required)
- Support services providers
- Counselors
- Discipline administrator
- Registrar
- Section 405 designee
- Regional behaviorist

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

The Charter School will employ teachers with proper authorization or certifications to serve English Learners, with instructional assistants and after-school instructors providing additional support. Our goal will be to ensure quality services that enable English Learners to attain English-language

proficiency and to have full access to the range of educational opportunities afforded all students. Faculty will receive professional development and coaching in working with English Learners to support with effective implementation of services. A Dean or other school leadership team member will serve as the EL Coordinator and will lead and organize teacher development focused on supporting English Learners.

Reclassification

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

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

- 1. Demonstrate academic English proficiency on Summative ELPAC with an overall score of 4 or on Summative Alternate ELPAC with an overall score of 3.
- 2. Demonstrate ELA proficiency:
 - a. A score showing at least basic grade level performance in English Language Arts as measured by SBAC, i-Ready Reading, MAP Reading, or Star assessment.
- 3. Teacher Recommendation
 - a. Recommendation by ELA classroom teacher
- 4. Parent Recommendation
 - a. The final criterion is approval by the parent or guardian to exit from the English Learner program after the student has met the first 3 criteria.

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

Progress Monitoring of ELs and RFEP Students

As required by ESSA, RFEP students will be monitored for four years following reclassification. Teachers will monitor individual student performance for all students in their class(es) with attention to EL and RFEP performance. In instances where reclassified students experience challenges with access or achievement on grade-level instruction, leadership, teachers, and parents will convene to determine

interventions that will get students back on track toward language proficiency. Ongoing monitoring occurs during every unit assessment, diagnostic assessment, or other forms of formative assessment happening as early as the first few weeks of the school year. More comprehensive checkpoints for RFEP student performance occur during fall and spring parent conferences when teachers and parents look at performance in all content areas and make a plan together to support student growth as needed.

Periodic Assessment of EL Program

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

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

KIPP SoCal's governing board and School Leaders will annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPP, benchmark tests, and teacher feedback. If 21 or more English Learners are enrolled, then the Charter School will establish an English Learner Advisory Committee ("ELAC") comprised of parents of English Learners, who will meet quarterly with the School Leader (or the School Leader's designee) during the school year to review the EL program and outcomes. In response to the results achieved on these assessments and feedback, the Charter School will identify program areas of improvement. These areas will be addressed through professional development at both the whole-school and grade level, and through one-to-one teacher coaching. As needed, curricular resources will be revised to best meet student needs. Additionally, individual student needs will be identified through the analysis of these assessments and are addressed through targeted intervention.

Monitoring Progress and Effectiveness of Supports for LTELs

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

Our approach to supporting LTELs and students at risk of becoming LTELs will be based on each individual student's unique needs. The EL Coordinator will work with ELA teachers to monitor LTELs' progress by tracking their reading levels and page-read goals in *Accelerated Reader*. Acting in their capacity as part of the Core SSPT, the EL Coordinator will review LTEL progress at least once each quarter, analyzing both the effectiveness of supports provided and the student's readiness to reclassify.

The Charter School will prioritize resources (e.g., curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

Gifted and Talented ("GATE") Students and Students Achieving Above Grade Level

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

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

By using assessment information and classroom observations to monitor students' progress, teachers will be able to make the necessary modifications and adjustments to best support students. All students at the Charter School will be valued for their individualism, and their interests and passions will be cultivated. Furthermore, the teachers will work together to develop plans to best support students in driving forward their academic achievement and pursuits in relation to the students' learning profiles and specific talents. In order to ensure that the needs of all students are being met, the team will utilize the SSPT process for students who have been identified as consistently achieving well above norms (as measured by formative, summative, and standardized testing) just as they would use the process for identifying students who struggle.

Due to the fact that we do not offer a separate gifted program, the Charter School will not

automatically offer testing for giftedness. However, if (1) a parent/guardian requests testing for giftedness, (2) the student's achievement data gives reason to believe the student is gifted, and (3) the test results will be used for the purpose of enrolling in an outside school enrichment program, then the Charter School will refer the student to District psychologists (or comparable/appropriate personnel within the District) and testing will be paid by the Charter School.

Students Achieving Below Grade Level

Students who are performing below grade level in any of the content areas as measured by informal and formal classroom assessments will receive individual and small-group instruction to target their individual needs. During whole-class instruction, the teacher will differentiate instruction based upon students' needs, interests, readiness, and learning profile. In addition, the Charter School will use other types of instructional support for students achieving below grade level, such as:

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

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

assignments, environment changes, testing accommodations and more.

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

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

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

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

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

As with all other statistically significant student groups and individual students, the School Leader and classroom teacher(s) will monitor the progress of all students achieving below grade level. Parents will be notified of their student's academic progress every six weeks through either

progress reports or parent conferences. Parents/guardians may also request a meeting to review progress at any time.

Socioeconomically Disadvantaged/Low-Income Students

The Charter School will seek to serve underserved student populations. To put students on the path to and through college, the mission, vision, and instructional programs of the Charter School will be designed to provide and ensure equal access for all students, particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index and other factors. We anticipate that students from this population will constitute a significant portion of the Charter School's student body, and the Charter School's program is based upon the successful practices already in practice at KIPP SoCal's existing schools. At its core, the Charter School will be founded on a belief in high expectations for each of our students regardless of background.

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

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

Students With Disabilities

Overview

The Charter School will comply with all applicable state and federal laws in serving Students With Disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the

Americans With Disabilities Act ("ADA") and the Individuals With Disabilities in Education Improvement Act ("IDEA").

The Charter School is currently a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School may consider membership in the following SELPAs: LAUSD, Los Angeles County SELPA, and El Dorado County Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the SELPA (LAUSD, LACOE, the EDCOE) and the California Department of Education before June 30th of the year before services are to commence.

The Charter School will comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School will be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all Students With Disabilities.

Section 504 of the Rehabilitation Act

The Charter School will recognize 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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the School Leader and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. 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, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any

conditions and/or 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 including 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 will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with 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 have a disability 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 Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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 site administrator 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.

Services for Students IDEA

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special-education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School will agree to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all County obligations under this Agreement or imposed by law.

Staffing

All special-education services at the Charter School will be delivered by individuals or agencies qualified to provide special-education services as required by the California Education Code and the IDEA. Charter School team members shall participate in County or SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special-education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special-education eligibility and special-education and related services in the case that general-education interventions do not provide a free appropriate public education to the student in question.

Assessments

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 will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program ("IEP") meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the School Leader and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special-education teacher; the student's general-education teacher if the student is or may be in a regular-education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular-education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School will understand that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

IEP Implementation

The Charter School shall be responsible for all school-site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's

non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

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. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the state, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district-operated program under the same SELPA of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of 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 that is consistent with federal and state law. In short, when students with an out-of-state IEP transfer to the Charter School, the Charter School will provide an IEP meeting within 30 days.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and nonpublic agencies used to serve special education students.

Non-discrimination

It will be understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special-education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School will understand that it shall represent itself at all SELPA meetings.

Funding

The Charter School will understand that it will be subject to the allocation plan of the SELPA.

Students in Other Student Groups: Foster and Homeless Youth

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

Role of the Homeless and Foster Youth Liaison

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

 Homeless children and youths are identified by school personnel through outreach and coordination with other agencies

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

Case Management Services

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

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

The Regional Homeless and Foster Youth Task Force

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

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

Foster youth struggling in school may receive poor grades, have difficulty understanding the content, and often do not complete assignments. These students will be referred to the SSPT process to determine the individual supports and interventions needed to help them succeed in their classes. The Charter School will also adhere to all state and federal policies related to foster youth.

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

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

A Typical Day

It's Tuesday morning and Sol's students are beginning to arrive in carpools or accompanied hand-in-hand by a family member who has made the neighborhood walk to school. It is 7:45 a.m. and sixth-grade KIPPster Jennifer arrives at Sol. She stops to shake Ms. Davalos' hand and say good morning, and then joins her classmates in the lunch area, where she always eats her breakfast — a bowl of cereal, fruit, and milk. When she sits down, she pulls out the novel *Divergent*, which she has been dying to finish.

At 8:00 a.m., the students enter the building and head to their homerooms for community meeting. On the way to homeroom, Jennifer glances up at the school's values prominently displayed on the hallway walls: advocacy, love, excellence, reflection, and ganas. Jennifer finally arrives to her UCLA-themed homeroom. The UCLA decor makes her think of her brother, David, a Sol alum who now attends UCLA, thanks in large part to the individualized support he received from KIPP Forward throughout the college application process.

Jennifer and her classmates in the UCLA homeroom begin the day with Drop Everything and Read ("DEAR"). Jennifer has been reading *Holes*, she loves mystery books. She almost can't even put the book down when her teacher says it is time to transition to recess.

During recess, Jennifer grabs a healthy snack and meets up with her friends. One of her friends, Magdelena, shares about her experience marching with her classmates and KIPP SoCal's Advocacy and Community Engagement team in last weekend's East Los Angeles Mexican Independence Day Parade. Jennifer asks Magdelena if she and her family plan to watch the Sol Mariachi band perform at the annual Mariachi Festival in Boyle Heights. "Of course," says Magdelena, "I'll see you there!"

After recess, Jennifer transitions to math, her favorite subject. Her teacher, Mr. Morales, is leading a lesson on using a number line to subtract positive and negative numbers. Jennifer and her classmates use strategies taught by Mr. Morales to solve real-life mathematical problems. As the class makes its way through the lesson, Mr. Morales models problem-solving strategies, re-emphasizes key points, and uses data that he has gathered over the school year to drive instruction. He wraps up the lesson with a homework assignment that requires students to take on additional practice problems in subtracting positive and negative numbers.

Next, Jennifer heads to science class where she and her classmates are learning about plate motion and continental drift. Her teacher, Ms. Sheinbaum, developed today's lesson using the NGSS-aligned Amplify Science curriculum. The lesson introduces an investigative question asking how plate motion might explain why fossils of the Mesosauras — a crocodile-like reptile that lived more than 200 million years ago — are found on separate continents. Ms. Sheinbaum and the class move into reading an article about Alfred Wegner, the scientist who developed the theory of continental drift. Ms. Sheinbaum models active reading for the class, paying close attention to the article's title, "A Continental Puzzle," and adding annotations to what she's reading, like "What does puzzle mean here?" Jennifer and her classmates read the remainder of the article independently, make their own annotations, and then pair up with partners to discuss how fossils support the theory of continental drift and plate motion.

Jennifer excitedly heads to lunch for a healthy, well-balanced meal. She runs into her friends on the way, and they head to a table together. They swap book recommendations and have lively conversations about Katniss Everdeen and Tris, their favorite heroines from the dystopian novels *The Hunger Games* and *Divergent*. Jennifer then takes advantage of some recess time, practicing the latest folklórico moves that she is learning in her elective class.

Once lunch is over, she heads back to her homeroom for Calm Classroom. Her teacher starts Calm Classroom with a deep breathing exercise. She instructs the class to feel their feet flat on the floor, straighten their backs, and close their eyes. She then asks the class to relax their shoulders, rest their hands on their laps, and sit perfectly still.

"Remember," she says, "breathe smooth, slow, and deep — fill your lungs completely."

"Now breathe in and hold your breath as I count 1 . . . 2 . . . 3 . . . Breathe out as I count 1 . . . 2 . . . 3 . . . "

They repeat this exercise a few more times. "Now, class, breathe normally and relax. Feel the air come in and out of your nose. Take a few moments to recognize how you feel."

Once the class finishes Calm Classroom, they begin Intervention. Jennifer uses this time to get more practice with math. She opens her laptop and spends about 20 minutes working on an adaptive i-Ready lesson assigned by her teacher based on class data. Her i-Ready lesson gives her additional practice with mastering algebraic expressions.

After intervention, she heads to ELA where they are reading the *Outsiders*. Everyone in the class has been captivated by the story. Today, the teacher is finishing off the chapter they started yesterday. The class is absorbed by the story and they wish they could keep reading when the chapter is done. However, it is time to move into a discussion of the book's themes. The teacher tells the students to turn and talk to their partners about what they think the theme of the last chapter was. Jennifer tells her partner Rose she thinks the theme of the chapter was friendship. After a few minutes the teacher says "One, two, three, eyes on me" and the class responds "One, two, eyes on you." The teacher begins to facilitate a classroom discussion where multiple pairs of students share the themes they discussed with their partner. The themes are written on the board and the class is encouraged to agree or disagree with them as well as elaborate on their opinions. The students become so passionate about their discussion that they begin to lead it without too much guidance from their teacher. The excitement of ELA begins to transfer over to the next class the students have. Jennifer excitedly lines up for her elective class: folklórico.

During folklórico, Jennifer and her classmates are excited for their upcoming performance at Sol's Latinx Heritage month celebration. Before they practice for their upcoming performance their teacher takes some time to teach them about the history of folklórico. Today they are learning about the dance's origins in Jalisco, Guadalajara and how folklórico from Jalisco differs from other cities in Mexico. Jennifer always enjoys these lessons and she especially likes to see how the dancers dress differently in different regions of Mexico. Once they are done going over today's lesson the class gets into their places to begin practicing their dance until it is time for their next class.

Finally, Jennifer heads to Early Civilizations with Ms. Huerta. Even though it's a social studies class, Ms. Huerta weaves in writing instruction. Today, in a lesson on Egypt and the Nile River, Ms. Huerta is teaching the class how to use informational texts to cite factual evidence in their own written paragraphs. Ms. Huerta models these skills for the class before asking them to independently practice and share out their own paragraphs.

By 3:30 p.m., the administration is helping to organize dismissal by closing the doors on carpools and waving goodbye to Jennifer's classmates who are walking home. As the administration handles the dismissal, teachers ensure that the rooms are prepared for the next day's lessons.

Meanwhile, Jennifer and many of her classmates head to the Expanded Learning program, where they receive quality academic and literacy support, healthy supper and snacks, and a variety of enrichment activities. While she is there, she and other students get help with their math homework on subtracting positive and negative numbers. After Jennifer finishes her math homework, she gets additional practice with folklórico as an enrichment activity.

The Expanded Learning program wraps up at 6:00 p.m., Jennifer's dad picks her up, and they head home for the night. Jennifer still needs to finish packing for her class's first KIPP Trip. She is excited because it will be her first overnight trip to a new place with friends. KIPP Trips give students hands-on opportunities to apply their theoretical knowledge, stimulate their curiosity, foster their critical thinking, and enhance their social skills through interaction with peers and professionals in various fields. This year, they are going to a science camp in the San Gabriel Mountains, where geologists will teach them even more about how plate motion transforms the world around them over millions of years.

At the dinner table, Jennifer tells her mom and dad, "I'm so glad I go to KIPP Sol Academy. My teachers care about me, and they make learning fun and interesting."

Element 2 - Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

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

Measurable Pupil Outcomes: Summative Assessment Performance Targets

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

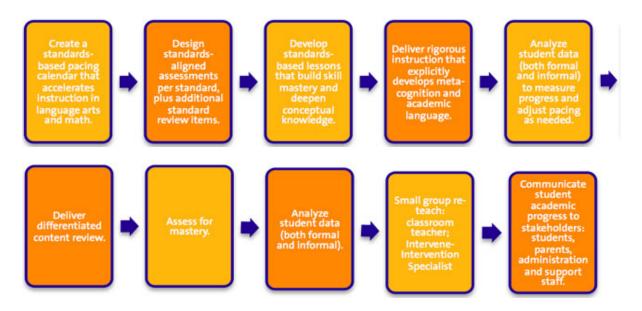
Methods for Measuring Pupil Progress Toward Outcomes

Instructional Cycle and Assessment

All of the Charter School's teachers use an instructional cycle driven by standards mastery and student data in language arts and mathematics. Other core content areas such as Social Studies and Science follow an adapted version of this cycle. This method of instruction focuses on the goal of fostering lifelong readers and writers. Professional development, grade-level planning, and one-on-one check-ins between leadership team and teachers support the implementation and execution of each of the instructional cycle's ten steps. The cycle is a framework for teachers to use as a tool in their instructional design and delivery and is meant to provide alignment both across and between grade-levels.

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

Charter School Steps of Instructional Cycle



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

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

Each year, the Charter School disaggregates school-wide MAP, i-Ready, DIBELS, Star, or other norm-referenced equivalent data by gender, race, English-Learner status, special-education status, socioeconomic status, and other relevant student groups and analyze that data to make any needed adjustments to the instructional program. This data for individual students is reported to each student's family during parent conferences at the beginning of the year and at the end of the year. Additionally, report cards are provided to families four times a year. Progress reports are also sent home intermittently as students take assessments weekly. Teachers adjust or enhance instructional strategies based upon the results for each individual student and class. Any substantial disparities in improvement across student groups may result in modifications to curriculum, schedule, school staffing, or provision of support services.

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

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

Standardized Testing

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

Formative Assessments

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

Initial Assessments

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

Exit Tickets and Unit Assessments

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

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

These formative assessments are often administered online, allowing for immediate collection of responses and easier analysis using the Charter School's current student data system, Illuminate. Teachers analyze the data to identify topics that need to be retaught the following week, assess the effectiveness of student groupings, highlight students who continue to struggle and those who are ready for more challenging work, and shine a light on instructional techniques that did not work. Similarly, unit

assessments reinforce successful teaching techniques and help to identify teachers who are excelling and can be tapped for professional development or best practice sharing.

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

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

The Charter School's Performance Expectations

ELA	
Unit Assessments	ELA: All students will show proficiency on at least 55% of standards
Math	
Unit Assessments	Math: All students will show proficiency on at least 50% of standards

Data Analysis and Reporting

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

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

- Student demographics
- Student National School Lunch Program ("NSLP") eligibility
- Student participation in special education
- Student English learner status
- Student attendance

- Student behavioral infractions
- Student scores and proficiency levels on state assessments
- Student scores and proficiency levels on MAP
- Student report card grades
- Individual item responses on internal assessments created through Illuminate
- Other student-level data as necessary

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

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

practices employed are appropriate and supportive of the outcomes and overall design of the academic program.

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

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

Grading Policy and Progress Reporting

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

Report Card

KIPP SoCal Public Schools

Address

School Phone Numbers

Student Name

KIPP SoCal Report Card

Grade: Student ID: Homeroom Teacher:

GPA Summa					
Cumulative GPA	Term GPA Weighted	Q1	Q2	Q3	Q4

Q	Q1		Q2		Q3		Q4		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy	
		Absent Tardy			-		-			

ourse	Task	Q1	Q2	Q3	Q4
	Quarter 1				
	%				
Term 1 Comments:					
	Quarter 2				
	%				
Term 2 Comments:	~				
	-				
	Quarter 3				
Term 3 Comments:	%				
Term 3 Comments.					
	Quarter 4				
	%				
Term 4 Comments:					

Promotion and Retention Policies and Procedures

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

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

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

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

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

Retention of Students With Disabilities are determined on a case-by-case basis and addressed through the IEP process.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

Governance Structure

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

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the

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

The KIPP SoCal Public Schools Board of Directors ("Board") is subject to (1) the Brown Act; (2) the California Public Records Act; (3) Sections 1090-1099 of the Government Code, as applicable per Education Code Section 47604.1; and (4) the Political Reform Act of 1974. The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Organizational Chart

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

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

- 1. The first objective is promoting the success of the Charter School and its students through community-based support, involvement, and local responsibility. The Board seeks to accomplish this objective by: (a) establishing local ties to the sectors of education, non-profits, entrepreneurial growth companies, law, real estate, community service, philanthropy, media, and policy; and (b) strictly complying with the Brown Act's requirements.
- 2. The second objective is to ensure adherence to the proven success of the KIPP educational philosophy that has been demonstrated in public charter schools across the nation.

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



Role of Governing Board



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

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

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

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

Major Roles and Responsibilities of Chief Administrative Employees

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

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

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

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

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

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

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

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

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

Governing Board Composition and Member Selection

Composition of KIPP SoCal Schools Board of Directors

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

The KIPP SoCal Board seeks to add new members as needed. Our current Board provides the organization with adequate committee members, a range of professional expertise and representation of a cross-section of Southern California. The mission of the Board 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.

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

Qualifications of KIPP SoCal Public Schools Board Members

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

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

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

Board Recruiting and Selection Process

It is important that every member of the 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. With these aims in mind, KIPP SoCal implements the following Board recruiting process:

- 1. **Initial Conversation.** A Board or staff member who knows the prospect has an initial conversation with the prospect to gauge interest and dedication to KIPP SoCal's mission.
- 2. Ensuring Alignment. A Board or staff member then ensures alignment between the needs and expectations of KIPP SoCal and the needs and expectations of the individual. This is achieved by: investing candidates in the mission of KIPP SoCal; setting expectations for prospective board members; and creating a vision for how Board membership meets the needs of both the individual and the organization.
- 3. **Recommendation.** Next, a Board or staff member who knows the prospect recommends the prospect to a Governance Committee member or the Chief Executive Officer.
- 4. **Review.** The Board's Governance Committee reviews the prospective board member qualifications, fit, and desire to serve.
- 5. **Cultivation.** The Chief Executive Officer and Board Governance Committee cultivates the prospective Board member in the following ways:

- a. The prospective Board member receives information about the history and future plans of KIPP SoCal Public Schools, including the KIPP SoCal's Board Handbook and Annual Report.
- b. The prospective Board member visits one or more KIPP SoCal schools.
- c. The prospective Board member meets with the Chief Executive Officer.
- d. The prospective Board member interviews with member(s) of the Governance Committee and reviews the requirements and responsibilities of the KIPP SoCal Board.
- 6. **Formal Recommendation to the Board.** As a final step, the Board Governance Committee presents a formal recommendation to the full Board of KIPP SoCal Schools, and the Board votes on seating the prospective candidate.

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
 - a. Understand and support KIPP SoCal's mission as a unique community resource in Southern California, as well as its role in the larger KIPP movement
 - b. Serve as ambassadors and advocates for KIPP SoCal by promoting the mission within personal networks and the broader community

2. Influence strategy

- a. Review and provide feedback on both the short- and long-term goals and strategic plans of KIPP SoCal to help the organization further its mission and achieve its vision
- b. Develop the strength of the board through assessment, recruitment, self-assessment, and training

3. Lead & Govern

a. Be an informed and engaged stakeholder, which includes reliable attendance at Board of Directors meetings and committee meetings

- b. Understand and comply with the regulatory and legal requirements required of a director of a public agency
- c. Ensure that KIPP SoCal complies with state and federal regulations and upholds the mission of the charter
- d. Approve operational policies that support the mission and goals of KIPP SoCal
- e. Review, advise, support, and hold accountable the Chief Executive Officer of KIPP SoCal Schools

4. Oversee administration

- a. Approve the budget and all financial commitments over \$250,000 or any incurrence of debt
- b. Provide fiscal oversight and develop and monitor the organization's programs and services
- c. Review and approve the Charter School's SARC and LCAP
- d. Ensure that KIPP SoCal and the Charter School are compliant with internal policies and procedures
- e. Comply with all meeting requirements and administrative functions as outlined in the charters and bylaws
- f. Review and understand KIPP SoCal Schools academic performance results as compared with stated goals and similar schools
- g. Review and approve resolutions, applications and compliance report submittals as necessary to operations

5. Participate in fundraising

a. Actively participate in fundraising to ensure that KIPP SoCal has adequate resources to achieve its goals

Board Professional Development

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

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

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

- Annual mandatory Brown Act training
- Annual ethics 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 Chief of Staff).

Governance Procedures and Operations

Meetings of KIPP SoCal Public Schools Board of Directors

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

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

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

Abstention Process

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

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

Telephone and Video Meetings

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

- At least a quorum of the legislative body must participate from locations within the geographic boundaries of the county in which the greatest number of students enrolled in KIPP SoCal's charter schools reside
- Additional teleconference locations may be made available for the public, for example at a school site
- Each teleconference location must be specifically identified in the notice and agenda of the meeting, including a full address, as may be applicable

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

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

Stakeholder Involvement

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

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

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

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

Role of Parents

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

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

The Charter School has a parent leadership group that meets once a month, in conjunction with other parent groups to provide the Charter School with feedback and to organize volunteering efforts. This will include the option for parents to join KIPP SoCal's region-wide parent groups such as the Family Ambassadors group already in existence.

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

Local Control and Accountability Plan

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

Via the LCAP meeting for parents, the Charter School's LCAP shows parents how our annual goals are tied to our budget. In accordance with California Education Code 52064.1, the Charter School's LCAP attaches an annual budget overview for parents that uses understandable and accessible language. The Charter School shall present a report on the annual update to the LCAP and the local control funding

formula budget overview for parents on or before February 28th of each year as part of a nonconsent item at a regularly scheduled Board meeting.

School-Based Advisory Council and English Learner Advisory Committee

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

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

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

Element 5 - Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Employee Positions and Qualifications

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

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

School Leadership Team (Administration)

School Leader

A School Leader sets and enforces rigorous standards for student achievement that are aligned to the goals of KIPP SoCal Schools. A School Leader provides organizational, instructional, and operational leadership, along with recruiting and hiring instructional and support staff. A School Leader also serves as a liaison between teachers, parents, and the community.

Assistant School Leader/Dean

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

School Business Operations Manager

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

Qualifications

- BA required; MA preferred
- For School Leader and Assistant School Leader/Dean, minimum of three years of successful, full-time, lead-teaching experience required
- Master's degree preferred for School Business Operations Manager
- . Minimum two years of administrative or leadership experience in a school setting required
- Demonstrated success working with students from educationally underserved areas
- · Self-aware with a strong commitment to continuous learning
- Strong written and oral communication skills
- Unquestioned integrity and commitment to the mission and values of KIPP SoCal Schools

Classified Staff

School Operations Coordinator

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

Registrar

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

Operations Aide

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

Qualifications

- · A bachelor's degree from an accredited college or university required
- High School Diploma for Operations Aide
- Minimum two years of experience; four years preferred
- Spanish language skills are a plus
- Prior school or nonprofit experience preferred
- Ability to work in a Windows and Apple environment
 - O Experience managing data
 - The ability to work autonomously
 - O Demonstrated initiative, leadership, and tenacity
 - Strong commitment and passion for KIPP SoCal's mission and values

Certificated Staff

Core Teacher

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

Special Education Teacher

The Special Education Teacher will provide individualized instruction and support to students with special needs at one or more of our elementary and middle schools. The Special Education Teacher will report to the School Leader and be supported by the Program Specialist from the Special Education team.

Elective Teacher

KIPP SoCal seeks dynamic educators to teach our students in electives such as Art, Music, Musical Theater, dance, creative writing, and Spanish. The Elective Teacher plans, implements, and reflects

upon classroom instruction in order to realize the mission of the school. The Elective Teacher reports to and is evaluated by the School Leader.

Qualifications

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

Instructional Support Staff

Instructional Assistant

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

Qualifications

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

Regional Support: The School Success Team

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

- Chief Executive Officer
- Chief Academics Officer

- Chief Talent & Equity Officer
- Chief of Schools
- Chief of Staff
- Chief Financial Officer
- Chief of Operations
- Registered In-House Counsel
- Controller
- Managing Director of Student Services
- Managing Director of Public Affairs
- Director of Schools
- Director of Community & Donor Relations
- Director of KIPP Forward
- Director of Real Estate
- Director of Information Technology
- Director of Finance
- Director of Data & Analytics
- Director of Mental Health and Support Services
- Director of Special Education
- Director of Human Resources Operations
- Director of Special Education
- Director of Mental Health
- Director of Regional Operations
- Director of Talent Acquisition
- Director of Talent Development
- Director of Workforce Analytics
- Director of Teaching and Learning
- Director of Equity
- Director of Leadership Development
- Director of Policy & Authorizer Relations
- Director of Advocacy & Community Engagement
- Director of Public Programs & Community Schools

At the SST, all roles of Director and above have the minimum requirements:

- Minimum of 3–10 years of related work experience, preferably in a growing and dynamic multisite organization with at least 300 employees
- Bachelor's degree required; master's degree or equivalent in a related field or equivalent professional certification preferred
- Demonstrated ability to lead multiple high-profile and complex projects simultaneously
- Collaborative team player; comfortable leading and executing projects as required
- Track record of identifiable and measurable successes in managing a complex organization and implementing operational change

- Outstanding organizational skills and high attention to detail
- Outstanding written and oral communication skills
- Articulate, professional demeanor with strong self-confidence and initiative
- Demonstrated ability to work in a fast-paced, high-energy environment with a proven ability to meet and complete multiple deadlines and tasks
- Unquestioned commitment to KIPP SoCal's mission and values

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff.

These procedures shall require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address

the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

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

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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

Medication in School

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

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and

other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

HUMAN TRAFFICKING PREVENTION RESOURCES

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

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

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

LGBTQ RESOURCES TRAINING

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

TRANSPORTATION SAFETY PLAN

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

Health and Safety

In order to provide safety for all students and staff, KIPP SoCal has adopted and implemented full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the 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 are 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. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. 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 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 are mandated child abuse reporters and 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, are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction are 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 seventh-grade students are immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School adheres to Education Code Section 49414 regarding epinephrine autoinjectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

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

Diabetes

The Charter School provides an information sheet regarding type-2 diabetes to the parent or guardian of incoming seventh-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

Suicide Prevention Policy

The Charter School has adopted a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School is also committed to informing our students' parents and guardians about ways to prevent human trafficking. To that end, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

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

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

As of the 2024–2025 school year, and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School complies with the requirements of the California Healthy Youth Act, *51930* et seq.. Thus, all students in grades 7–8 receive a comprehensive sexual health education and HIV prevention education. A comprehensive sexual health education includes, but is not limited to, giving students the knowledge and skills needed to protect themselves from HIV and other STIs.

Mental Health Education

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

Mental Health Information

The Charter School shall create and display a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year. At least twice every school year, the Charter School notifies parents and students about how to access mental health services on campus or in the community.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)–(L):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

- A safe and orderly environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605.
- Procedures for conducting tactical responses to criminal incidents
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that
 is being conducted or threatened to be conducted at the school, at an activity sponsored by the
 school, or on a schoolbus serving the school
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for Students With Disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Leader and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly

Workplace Violence Prevention Plan

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

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis-B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment

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

Facilities

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 other basis protected by federal, state, local law, ordinance, or regulation. The Charter School has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Preventing Bullying

The Charter School does not tolerate behavior that infringes on the safety of any student. Therefore, in accordance with Education Code Section 234.4, the Charter School shall adopt procedures for preventing acts of bullying and cyberbullying. In addition, as required by Education Code Section 32283.5(a), the Charter School annually makes available the California Department of Education's online training module to assist all certificated school staff and all other schoolsite employees who have regular interaction with children, in increasing their knowledge of the dynamics of bullying and cyberbullying.

Supporting LGBTQ Students

Commencing with the 2025–2026 school year and ending with completion of the 2029–2030 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

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

Gun Safety Notice

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

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

Immigration Policy

The Charter School complies with the requirements of AB 699. The Charter School has adopted policies that align with guidance issued by the California Attorney General.

Custodian of Records

The Director of Human Resources Operations and the Human Resources Generalist serve as the custodians of records for the Charter School.

Transportation Services

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

<u>Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learners, Including Redesignated Fluent English Proficient Pupils Balance</u>

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

Court-Ordered Integration

The Charter School partners with KIPP SoCal's Student Recruitment team to develop and implement an annual comprehensive student recruitment plan rooted in national and local best practices for recruiting students to achieve a balance of racial and ethnic balance that is reflective of the general population residing within LAUSD's territorial jurisdiction, as well as a balance of special education students and English learner students, including redesignated fluent English proficient students. During the interest and enrollment periods, the Charter School provides relevant enrollment information to inquiring families through its website, telephone hotline, and by assisting families in person, via email, or over the phone as they navigate the process and requirements.

Plan for Achieving LAUSD's Racial and Ethnic, Special Education, and English Learners Balance

The Charter School's outreach plan has been designed to ensure that outreach is targeted towards racially and ethnically, ability, and linguistically diverse students in the Charter School's surrounding communities. Every year, the Charter School implements a multi-pronged recruitment strategy that cuts across the four key areas of student recruitment that have proven to yield optimal outcomes: (1) leveraging families and KIPP SoCal Public Schools partners; (2) community engagement; (3) creating partnerships with feeder programs; and (4) marketing, advertising, flyering, and neighborhood canvassing. Beginning in the year preceding our opening, we will implement the marketing tactics listed below from September through mid-February. The Charter School's plan to achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio may include, but not be limited to, the following recruitment efforts, outreach, and activities:

- Enlisting support from current KIPP SoCal Public Schools families to provide referrals
- Conducting open houses and providing information about enrollment at education exhibitions, community events, resource fairs, and public housing development council meetings
- Targeting the siblings of current KIPP SoCal students to enroll in the Charter School these are families who already know the expectations and culture of KIPP and could become a base for further student recruitment
- Targeting fourth-grade students to support matriculation to our middle schools
- Connecting with the California Department of Developmental Services' regional centers to create partnerships to identify potential families and students
- Providing opportunities for families to meet with Charter School staff and learn more about the academic program (including services for English Learners and Students With Disabilities), school schedule, and other expectations
- Contacting local community leaders and businesses to assist in the recruitment effort by posting information and advertisements about the Charter School geared toward student recruitment
- Targeting community events (e.g., the East Los Angeles Mexican Independence Day Parade and South Los Angeles' Kingdom Day Parade) and community organizations to build relationships and spread information about the Charter School, such as local festivals and celebrations
- Walking the community and knocking on doors to distribute information about the Charter School; such community visibility is essential to community members meeting the Charter School's School leader and understanding the mission of the Charter School

- Circulating bilingual and school-specific marketing materials in the nearby community
- Purchasing bilingual media advertisements
- Placing bilingual community outdoor advertisements (e.g., Latinx grocers, posters, junior billboards, pole banners, and public transit)
- Leveraging Spanish-only paid search on online print and streaming platforms (e.g., La Opinión, Spotify)
- Making the websites of KIPP SoCal and the Charter School available in English, Spanish, Chinese, Filipino, and Japanese
- Providing bilingual lottery interest form access online for families to expand the Charter School's applicant pool

Outreach Materials

Recruitment materials and outreach information are made available in English and any other predominant language in the community (e.g., Spanish, Korean, and Vietnamese) to best spread the word to our communities. Those conducting outreach and recruitment speak the language used by families and community members. Recruitment materials include information about the Charter School (e.g. the mission statement of the Charter School, pictures of KIPP students, information about the KIPP network of schools, and contact information for the Charter School) in both English and Spanish. The Charter School's website is linked to the KIPP SoCal Public Schools website and provides extensive information about the Charter School's instructional vision, mission, goals, and values along with additional information about the KIPP national network of public charter schools. Interest forms are available online.

In addition, our outreach materials highlight KIPP SoCal's diversity and support for students with a wide array of needs. For example, a recent one-pager used by the Charter School emphasized that, across all KIPP SoCal schools, 81% of students identify as Latinx and 16% of students identify as Black. The one-pager also called attention to "meeting every student's needs" by "providing personalized support that responds to the needs of each student so they can thrive in school and life." The one-pager went on to specifically list key support initiatives for homeless and foster youth, LGBTQ youth, special education, trauma-informed classrooms, and suicide-and-bullying prevention. The Charter School and KIPP SoCal will continue using similar outreach materials in the future.

Maintaining Racial and Ethnic, Special Education, and English Learner Balance

Recruiting students from the immediately surrounding community ensures that the Charter School maintains the required racial and ethnic balance. The community surrounding our school site is

exceptionally diverse and rich in history. We are proud to serve this community and strongly believe students with a variety of life experiences add to the learning experiences of all. Through the community we build at the Charter School, students and families will learn from each other to respect different viewpoints and find commonalities in all people. The Charter School is committed to ensuring that all students and families involved with our recruitment and outreach process feel welcome and respected. This will create the foundation for a thriving school team and family.

Following the conclusion of the open enrollment/lottery application period each year (see Element 8), the Board and KIPP SoCal staff will review data regarding the efficacy of our outreach efforts and any necessary changes to ensure an appropriate racial/ethnic balance of students.

Element 8 - Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

The Charter School is nonsectarian in its programs, admission policies, and all other operations, and it does not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. In accordance with Education Code Section 47605(e)(4)(A), the Charter School does not discourage pupils from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free-or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, immigration status or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School does not encourage pupils currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to their academic performance exhibiting any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School admits all pupils who wish to attend the Charter School. No test or assessment is administered to students prior to acceptance and enrollment into the Charter School. Although the Charter School encourages parental involvement, it also notifies parents and guardians of applicant students that, in accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences do not require mandatory parental volunteer hours as a criterion for admission, or continued enrollment at, the Charter School. The Charter School complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state.

The Charter School requires students who wish to attend the Charter School to complete an interest form. After admission, students are required to submit an enrollment packet, ³⁸ which includes the following:

- Registration Packet
- Home Language Survey
- Emergency Card
- Migrant Student Questionnaire
- Health Packet
- Special Meal Accommodation Form

191

³⁸ The Charter School does not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

- Statewide Test Notification
- All-In Covered California Flyer

Homeless and Foster Youth

The Charter School adheres to the provisions of the federal McKinney-Vento Homeless Assistance Act to ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School provides specific information in its outreach materials, websites, community meetings, open forums, and regional center meetings that notifies parents that Charter School is open to enroll and provides services for all students. The Charter School also provides a standard District contact number for access to additional information regarding enrollment.

The Charter School complies with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. The Charter School extends its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

Student Recruitment

Generally, student recruitment activities for the Charter School start in October. Throughout the student recruitment process, interested families and parents complete student interest forms and, once the interest form period has ended, applications for enrollment. When distributing interest forms, staff and volunteers clearly explain the goals and expectations of the Charter School to families, parents and students. Follow-up meetings are scheduled and staff respond to phone calls and emails from interested parents as quickly as possible. The Charter School's outreach efforts target students with a history of low academic performance, socioeconomically disadvantaged students, and Students With Disabilities, as described in Element 7. Other activities may include:

- Hosting open house events
- Setting canvassing dates
- Attending community events
- Doing community presentations
- Hosting enrollment workshops

The Charter School's recruitment efforts are concentrated within a three-mile radius of our location.

Lottery Preferences and Procedures

The Charter School implements an admissions process that includes an interest period, public random drawing ("lottery") if necessary, and official enrollment process. The process and procedures, as well as

timeline, are made available to all families and community members on the Charter School's website and in hard copy at the Charter School office. Additionally, this information is distributed, as appropriate, during the recruitment efforts described here and in Element 7.

Admission Preferences

The Charter School's admission preferences are consistent with Education Code Section 47605(e). Preference in the lottery will be given to the following categories of students:

- Students whose address of residence lies within the published boundaries of the District
- Siblings of students admitted or attending at the Charter School
- Children of KIPP SoCal Public Schools regular employees (not to exceed 10% of total Charter School enrollment)
- Students currently enrolled in and attending KIPP Iluminar as fourth graders who seek to enroll at KIPP Sol in the following academic year as fifth graders

If the number of students who wish to attend the Charter School exceeds the openings available, then entrance shall be determined by a lottery in accordance with Education Code Section 47605(e)(2) and as set forth below. Students currently attending the Charter School are exempt from the lottery per Education Code Section 47605(e)(2)(B).

Open Enrollment Period

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

Foster youth and homeless students are allowed to enroll in accordance with Charter School admission and enrollment policies even if a parent/guardian is unable to provide the Charter School with the records normally required for enrollment, such as proof of minimum age requirements, proof of residency, or other documentation. The Charter School staff shall immediately contact the school last attended by the student, if applicable, to obtain the relevant records. In the instances where a foster youth/homeless student needs to obtain immunizations or does not possess necessary immunization and other relevant medical records, the Charter School staff assists the parent/guardian(s) in obtaining

the necessary immunizations and medical records for the student. Charter School staff shall assist any unaccompanied youth in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if the youth is unable to provide the Charter School with the records legally required for enrollment, and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by a supervising adult.

Lottery Proceedings

The date and time of the lottery is established each year once it is determined that a lottery is required. The Charter School seeks locations either in or near the location of the Charter School facility and in a space large enough to ensure all interested parties may observe the lottery. Families who submit interest forms (on paper or online) receive information about the date, time, and location of the lottery from the Charter School in advance via email. The lottery is conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying interest forms receive preference in the automated lottery system, per the preferences outlined above.

The Board of Directors takes all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Chief Academic Officer). Separate lotteries are conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries take place on the same day in a single location.

Post-Lottery

All families who submitted an interest form, including both those who did and did not attend the lottery event, are notified in writing about the results of the lottery by the Charter School within one week of the lottery via a letter sent to the address on the interest form. The letters state whether the child was admitted or waitlisted, and, if waitlisted, the number the child is on the waiting list. For students who are admitted to the Charter School, the letter will include steps the family must take and a timeline (typically 2–3 weeks) to return paperwork to enroll the child in the Charter School. If the necessary paperwork is not returned to the Charter School by person or by mail, complete by the designated deadline, then admission for that student is forfeited, and an admission offer is made to the next student on the waiting list.

When a space is open during the school year that is not filled by a foster youth or homeless student, families are contacted by the Charter School staff through a call and email in the order of the waitlist and will be given at least 48 hours to decide whether or not to accept a space at the Charter School. Families can respond via phone, in writing, or by accepting the seat through an online enrollment system. In the event that there is no waitlist, enrollment will be made available to any interested family at the appropriate grade level. The Charter School maintains physical records documenting the fair execution of the lottery including the names placed into the lottery, the name of the automated online

system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list, on the Charter School campus for inspection upon request. The information is maintained according to applicable state and county document retention requirements.

Waitlist Procedures

If a lottery is required, a numbered waiting list is created at the time of the lottery and is randomized, accounting for the preferences listed above, by the automated lottery system. After the lottery, the waiting list only changes to accommodate the sibling preference, meaning if a family has two students on the waiting list and one is called off the waitlist and enrolls in the Charter School, the sibling's wait list number may move up as a result of the sibling now being a current student. No other changes to the waitlist occur. Interest forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), are held in abeyance for a subsequent lottery, should the original waitlist be exhausted. Should a vacancy occur, admission is offered to the next applicant at the top of the waiting list. The Charter School determines the timeline for wait-listed students to accept admission annually. The waiting list expires annually the day before the lottery for the upcoming year, and in no circumstance will a waitlist carry over to the following school year; applicants must reapply annually if the Charter School is unable to offer them admission for the current year. The above process will also be followed to fill vacant seats for all grades as seats become available each year due to student attrition at the discretion of the School Leaders.

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

Annual Audit Procedures

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

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

The annual audit is completed and forwarded to the District, the 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's Chief Financial Officer and Senior Controller ensure that the auditor sends the completed audit to all required agencies.

The KIPP SoCal Board's Audit & Risk Committee reviews any audit exceptions or deficiencies with the Chief Financial Officer and the Chief Executive Officer and reports to the Charter School Board of Directors with recommendations on how to resolve them. The Board of Directors submits a report to the District explaining how these findings have been or will be resolved to the satisfaction of the District and the anticipated timeline for doing so. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 - Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
- (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
- (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

The Charter School's Student Discipline Policy has been established to promote learning while providing a positive and safe learning environment throughout the Charter School. The Charter School is always

committed to alternatives to handling student discipline besides suspensions and expulsions when at all possible.

In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. However, alternatives to suspensions and expulsions will always be considered and implemented when possible. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. All Charter School team members shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed, available in electronic form, and distributed annually as part of the Family Handbook. It will clearly describe student discipline policy, procedures, and expectations.

The Charter School's administration shall ensure that students and their parents/guardians³⁹ are notified in writing upon enrollment of all student discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Charter School Leadership Team's office. The Charter School will ensure that the Policy in the Family Handbook and the Policy in the School Leadership Team's office are consistent with provisions in this petition, the District's policies/School Climate Bill of Rights and all applicable law.

Suspended or expelled students shall be excluded from all 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 IDEA or who is qualified for services under 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 requires

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³⁹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

additional or different procedures. The Charter School will follow all applicable federal and state laws including, but not limited to, the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities 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.

School-Wide Positive Behavior Intervention and Support

Throughout the country, KIPP schools have been successful in teaching and overseeing healthy and safe student behavior. The Charter School is committed to creating a positive, nurturing, and safe learning environment for all students. The Charter School's Positive Behavioral Interventions and Supports ("PBIS") program plays a key role in this commitment. PBIS is an evidence-based framework designed to improve school climate, promote positive behavior, and increase academic achievement. By teaching and reinforcing clear behavioral expectations, PBIS helps students develop essential social and emotional skills that will benefit them throughout their lives. From initially setting expectations for behavior to consistently discussing and reinforcing what safe and healthy behavior looks like, students are constantly exposed to the Charter School's values and expectations.

By acknowledging positive and healthy behavior in the classroom and encouraging students to do the same with their peers, the Charter School's teachers teach students the importance of modeling and embodying positive and healthy behavior. As a result, the Charter School's students will be able to identify and explain times when they are not meeting behavior expectations. This allows for self-correction and reflection. Each teacher at the Charter School employs a multi-step disciplinary system, which clearly conveys to students the consequences of unsafe and unhealthy behavior and provides opportunities for improvement. The consistency of this system across classrooms and grade levels ensures uniformity of expectations for all students, with the goal of creating and maintaining a positive school environment. On an annual basis, teachers will attend extensive training during the summer before the school year and throughout the school year, provided by the School Leader(s) on school culture and climate.

Tiered Behavior Intervention

By using a range of progressive disciplinary options, the Charter School curtails misconduct before there is a need for more serious interventions. The Charter School is dedicated to working with students and families to address behavior challenges effectively. Potential options include (but are not limited to):

- Additional assignments to be completed at home and/or at school, overseen by teachers and/or grade-level leaders
- Parent meetings with teachers and/or grade-level leaders to discuss and develop safe and healthy behavior interventions to support the student and encourage future healthy decisionmaking
- Loss of incentives or privileges, such as "Fun Friday"

- Daily conduct log in which a student is required to get teacher acknowledgement of safe and healthy behavior after each class
- A behavior reflection sheet, which documents, in real time, student decisions in relation to the values of the school so that problematic choices can quickly be identified and addressed
- Study teams, resource panel teams, or other assessment-related teams
- Peer presentations of something that the student learned after making a non-healthy, safe decision
- Referral to school counselor, psychologist, child-welfare attendance personnel, or other school support service team members
- Based upon the specific facts and/or issues involved in a situation with a student, intervention from a child welfare attendance specialist may need to be involved (the school shall use this resource to serve the best interest of students when necessary)

Corporal punishment, which includes the willful infliction of, or willfully causing the infliction of, physical pain on a student, will not, under any circumstances, ever be used as a disciplinary measure with any student. This commitment by the Charter School does not limit the rights of the Charter School team member to use force that is reasonable and necessary to protect the team member, student(s), team members, other persons, or to prevent damage to school property.

A member of the School's Leadership Team (School Leader, Assistant School Leader, or Dean) or Designee (other school Administrative team member) manages all discipline referrals; and based on the severity of the action, handles each referral on a case-by-case basis in the best interest of students. The facts of every discipline case are always different. The policy shall be implemented uniformly, and the Charter School's leadership takes the individual facts of each case into consideration while determining the best course of action for students. A member of the Charter School's Leadership Team or Designee documents on the disciplinary referral how the action was handled. The discipline referral is sent home to be signed by the student's parent or guardian and must be returned the following day. A copy of the referral is then given to the classroom teacher and another copy is kept on file with a member of the School's Leadership Team or Designee. Additionally, all referrals are logged into Illuminate, our student information system for data monitoring.

Restorative Justice Practices

The Charter School will also use restorative-justice practices to repair harm done to relationships. In our view, restorative-justice practices take accountability in the school community to a higher level, because students and teachers are engaged in collaborative conversations around choices, actions, and behaviors that foster true personal growth and change. The restorative-justice approach cycle requires the school community to: (1) consider the why; (2) identify needs; (3) address harm; (4) reflect; and (5) heal. Our restorative-justice practices include, but are not limited to:

- Relationship building
- Calm corners

- Student check-ins
- Community circles
- Positive reinforcement
- Reflection sheets
- Restorative conversations
- Harm circles
- Logical consequences

These practices aim to:

- Address and discuss the needs of the school community
- Build healthy relationships between educators and students
- Reduce, prevent, and improve harmful behavior
- Repair harm and restore positive relationships
- Resolve conflict and hold individuals and groups accountable

Our restorative-justice practices require ongoing work to build relationships with students and create a safe learning environment. The growth and change that come from restorative-justice practice takes time, and some students will need more time to respond than others.

Alternatives to Suspension

The school-wide positive behavior intervention and support system, tiered behavior intervention, and restorative-justice practices described above aim to provide alternatives to suspension that address and correct a student's specific misconduct. Additional alternatives to suspension include, but are not limited to, the following (and the Charter School may consider other alternatives not listed based on the specific circumstances):

- Attending family group conferences
- Completing an age-appropriate student statement reflecting on behavior
- Completing age-appropriate reflection packets targeting specific misconduct (e.g., bullying, fighting, racism, safety)

Starting on the first day of the school year, the Charter School also leverages the Student Support and Progress Team ("SSPT") as another alternative to suspension. The SSPT is typically composed of a school leadership team member, referring teacher, student-support personnel (e.g., counselor, EL coordinator), and other team members (e.g., an intervention teacher) as determined by the SSPT designee. The SSPT uses a collaborative model to identify interventions and support for students who are struggling academically, linguistically, and/or behaviorally in the general-education setting. The SSPT uses data to monitor and evaluate the effectiveness of Tier-1, Tier-2, and Tier-3 support for the student.

The Charter School provides professional development on all of these interventions, supports, and practices. At the beginning of the year, the Charter School implements a Six-Week Strong Start that includes monitoring implementation of the school-wide positive behavior intervention and support. In addition, the Charter School describes and models restorative-justice practices in an annual professional development session.

Using Data

The Charter School monitors student behavior in KIPP SoCal's Analytics System to Leverage Excellence, a data analytics platform that is commonly referred to as "KASTLE" for short. The KASTLE platform includes a dashboard on behavioral incident reports. The dashboard allows the Charter School to disaggregate incidents by month, time, location (e.g., classroom, playground, hallway), day of the week, student group), and type of behavior. This data allows the Charter School to identify problem areas, brainstorm interventions, and communicate findings to staff, students, and parents.

In addition, KIPP SoCal and the Charter School gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements. Such data is readily available to the District upon request.

Grounds for Suspension and Expulsion

The Charter School's Student Suspension and Expulsion Policy promotes learning and protects the safety and well-being of all students and team members. Team members shall enforce disciplinary rules and procedures fairly and consistently among all students. The Charter School's administrators ensure that students and their parents or guardians are notified in writing upon enrollment of all discipline policies and procedures. The Policy and its Procedures are set forth in the Family Handbook.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. If a student's parent/guardian requests a hearing, the Charter School shall initiate the following procedures before the effective date of the action to involuntarily remove the student:

- The Charter School is to provide timely, written notice of the offenses against the student and an explanation of the student's rights at least ten (10) calendar days before the date of the hearing.
- 2. The Charter School is to provide a hearing to be audio and/or video recorded and adjudicated by a separate hearing officer (i.e., this is a neutral officer who will facilitate, but will not be a member of the "Administrative Panel" described below) within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. A reasonably accurate and complete record of the hearing will be maintained.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring 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; or d) during, going to, or returning from a school-sponsored activity.

All Offenses For Which Students Must Be Suspended

Category 1 Offenses – Student Offenses with NO School Leader Discretion (except as otherwise precluded by law) *Education Code Section ("EC") 48915(c)*.

Category 1 offenses require that the School Leader shall immediately suspend and recommend expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence. *EC* 48915(c)(1) and (c)(5); 48900(b).
- b) Brandished a knife at another person. EC 48915(c)(2); 48900(a)(1); and 48900(b).
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq. EC 48915(c)(3); 48900(c).
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, 289 or former 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4. and EC 48915(c)(4); and 48900(n).

If it is determined by a neutral and impartial hearing officer or neutral and impartial Administrative Panel and/or Board of Directors that a student has brought a firearm 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 destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

All Offenses For Which Students May Be Suspended

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion (EC 48915(a)).

Category 2 offenses require that the School Leader suspend and must recommend expulsion when it is determined that the student committed any of the offenses listed below, unless the School Leader determines that expulsion is inappropriate:

- a) Causing serious physical injury to another person, except in self-defense. *EC* 48915(a)(1); 48900(a)(1).
- b) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. *EC* 48915(a)(2); 48900(b).
- c) Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication). EC 48915(a)(3); 48900(c)
- d) Robbery or extortion. EC 48915(a)(4); 48900(e).
- e) Assault or battery (or attempt thereof) upon any school employee. EC 48915(a)(5); 48900(a)(1); and 48900(a)(2).

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

Category 3 offenses require that the School Leader may suspend and recommend expulsion when it is determined the student committed any of the offenses listed below:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of "caused," the injury is serious). *EC* 48900(a)(1); 48915(b).
- b) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- c) Sold, furnished, or offered a substitute substance represented as a controlled substance. *EC* 48900(d); 48915(b).
- d) Caused or attempted to cause damage to school or private property. EC 48900(f); 48915(e).
- e) Stole or attempted to steal school or private property. EC 48900(g); 48915(e).
- f) Possessed or used tobacco. EC 48900(h); 48915(e).
- g) Committed an obscene act or engaged in habitual profanity or vulgarity. EC 48900(i); 48915(e).
- h) Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. *EC 48900(j);* 48915(e).
- i) Knowingly received stolen school or private property. EC 48900(I); 48915(e).
- j) Possessed an imitation firearm. EC 48900(m); 48915(e).
- k) Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. *EC 48900.4; 48915(e) (Grades four through eight inclusive)*.
- l) Engaged in sexual harassment. EC 48900.2; 48915(e) (Grades four through eight inclusive).
- m) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. *EC* 48900.3; 48915(e) (Grades four through eight inclusive).
- n) Made terrorist threats against school officials or school property, or both. EC 48900.7; 48915(e).
- o) Willfully used force or violence upon the person of another, except in self-defense. *EC* 48900(a)(2); 48915(b).
- p) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. EC 48900(o); 48915(e).
- q) Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. *EC 48915(b)*.
- r) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. *EC* 48900(p); 48915(e).
- s) Engaged in, or attempted to engage in, hazing, as defined in Section 32050. EC 48900(q); 48915(e).
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. EC 48900(r); 48915(e).
- u) Aided or abetted the infliction of physical injury to another person (suspension only). EC 48900(t); 48915(e).

For Categories 2 and 3, the Charter School must provide evidence of one or both of the following additional findings: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and (2) due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

All Offenses For Which Students Must Be Recommended For Expulsion

Category 1 Offenses – Student Offenses with NO School Leader Discretion (except as otherwise precluded by law)

Category 1 offenses require that the School Leader shall immediately suspend and recommend expulsion when it is determined the student:

- a) Possessing, selling, or furnishing a firearm. EC 48915(c)(1); 48900(b).
- b) Brandishing a knife at another person. EC 48915(c)(2); 48900(a)(1); and 48900(b).
- c) Unlawfully selling a controlled substance. EC 48915(c)(3); 48900(c).
- d) Committing or attempt to commit a sexual assault or committing a sexual battery (as defined in EC 48900(n); 48915(c)(4); and 48900(n)).
- e) Possession of an explosive. EC 48915(c)(5); 48900(b).

All Offenses For Which Students May Be Recommended For Expulsion

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion

Category 2 offenses require that the School Leader suspend and must recommend expulsion when it is determined the student did any of the following, unless the School Leader determines that the expulsion is inappropriate:

- a) Causing serious physical injury to another person, except in self-defense. *EC* 48915(a)(1); 48900(a)(1).
- b) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. *EC* 48915(a)(2); 48900(b).
- c) Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication). EC 48915(a)(3); 48900(c)
- d) Robbery or extortion. EC 48915(a)(4); 48900(e).
- e) Assault or battery (or attempt thereof) upon any school employee. EC 48915(a)(5); 48900(a)(1); and 48900(a)(2).

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

Category 3 offenses require that the School Leader may suspend and recommend expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of "caused," the injury is serious). EC 48900(a)(1); 48915(b).
- b) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- c) Sold, furnished, or offered a substitute substance represented as a controlled substance. *EC* 48900(d); 48915(b).

- d) Caused or attempted to cause damage to school or private property. EC 48900(f); 48915(e).
- e) Stole or attempted to steal school or private property. EC 48900(g); 48915(e).
- f) Possessed or used tobacco. *EC 48900(h); 48915(e)*.
- g) Committed an obscene act or engaged in habitual profanity or vulgarity. EC 48900(i); 48915(e).
- h) Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. *EC 48900(j);* 48915(e).
- i) Knowingly received stolen school or private property. EC 48900(1); 48915(e).
- j) Possessed an imitation firearm. EC 48900(m); 48915(e).
- k) Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. *EC* 48900.4; 48915(e) (Grades 4 through 8 inclusive).
- l) Engaged in sexual harassment. EC 48900.2; 48915(e) (Grades 4 through 8 inclusive).
- m) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. *EC* 48900.3; 48915(e) (Grades 4 through 8 inclusive).
- n) Made terrorist threats against school officials or school property, or both. EC 48900.7; 48915(e).
- o) Willfully used force or violence upon the person of another, except in self-defense. EC 48900(a)(2); 48915(b).
- p) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. EC 48900(o); 48915(e).
- q) Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. *EC 48915(b)*.
- r) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. *EC* 48900(p); 48915(e).
- s) Engaged in, or attempted to engage in, hazing, as defined in Section 32050. EC 48900(q); 48915(e).
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. EC 48900(r); 48915(e).
- u) Aided or abetted the infliction of physical injury to another person (suspension only). EC 48900(t); 48915(e).

For Categories 2 and 3, the school must provide evidence of one or both of the following additional findings: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and (2) due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

Potential Disciplinary Actions

In general, a suspension may be imposed only when other means of correction fail to bring about the proper conduct. However, prior corrective action is not a prerequisite if a student's presence would cause a danger to persons or property. With respect to the violations set forth in Education Code Section 48900(a)-(e), — i.e., the first five enumerated offenses under Category 3 listed above and the first offense under Category 1 — an out-of-school suspension may be authorized for a first offense.

Additionally, pursuant to Education Code Section 48900.5(a), a suspension for any of the above-listed offenses is permissible if a student's presence causes a danger to persons or property or threatens to disrupt the instructional process. Expulsion for offenses enumerated under Category 3 subsections (a)—(I) or an offense enumerated under Category 1 subsection (a), is permitted based upon the recommendation of the School Leader and a finding by a neutral and impartial hearing officer or neutral and impartial administrative panel appointed by the KIPP SoCal Public Schools Board (or a designee thereof) that the student committed the offense and that either: (a) other means of correction are not feasible or have repeatedly failed to bring about the proper conduct; or (b) due to the nature of the act, the student's presence would cause a continuing danger to the physical safety of the student or others. Education Code Section 48915(e).

An appeal of an expulsion finding would go before the full KIPP SoCal Public Schools Board.

In-School Suspension

The Charter School provides an in-school suspension program to avoid any loss of instructional time. A student suspended from a school for any of the enumerated offenses may be assigned, by the School Leader or Designee, to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or team members, or if an action to expel the student has not been initiated. The Charter School follows the same notice and conference requirements for in-school suspension as for out-of-school suspension. In-school suspension is supervised by a credentialed teacher responsible for gathering assignments from the student's teachers of record and providing a small-group environment with close supervision and assistance in completing the work. The credentialed teacher remains in the room to monitor on-task behavior and provide tutoring when needed. The in-school suspension program includes a physical education component. On the rare occasion of a student with an IEP participating in the in-school suspension program, an itinerant RSP teacher visits the individual student to provide the assigned daily minutes prescribed in the IEP, and the student goes to all other DIS services as scheduled. The maximum number of days of in-school suspension does not exceed twenty (20) days per school year.

The following offenses are included above as Category-3 offenses for which the School Leader has broad discretion to determine appropriate discipline: (1) causing, attempting to cause, threatening to cause, or participating in act of hate violence; (2) engaging in harassment, threats, or intimidating against a pupil or group of pupils or school district personnel; and (3) making terrorist threats against school officials or school property, or both. The School Leader will have discretion as to whether in-school or out-of-school suspension (or no suspension) is appropriate for these offenses. However, in-school suspensions must receive final approval from the Director of Schools or designee for the Charter School along with guidance on exactly how the in-school suspension will be administered. In exercising discretion, the School Leader, along with the Director of Schools or designee, will consider which determined course of action adequately provides safety for students, team members, and visitors to the Charter School and serves the best interests of the Charter School. It will also be determined if an in-school suspension would better support the student in learning and growing from the incident.

Out-of-School Suspension Procedures

Assurances

The policies and procedures for suspension are periodically reviewed and the list of offenses for which students are subject to suspension and expulsion are modified as necessary. Such modifications are in compliance with the law and shall be submitted to the District for review. The Charter School accounts for suspended or expelled students in its average daily attendance accounting as provided by law. All suspension procedures comply with federal and state constitutional, procedural, and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. The Charter School's process for investigating incidents and collecting evidence is fair and thorough.

Authority

The School Leader or Designee determines if a suspension is to be imposed and, if so, the appropriate length.

Informal Conference With Student

Suspension shall be preceded, if possible, by an informal conference conducted by the School Leader or Designee with the student and the student's parent/guardian and, whenever practicable, the teacher, supervisor or school team member who referred the student to the School Leader. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student; the student shall be given the opportunity to present their version of events and supporting evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). EC 48911(b).

This conference may be omitted if the School Leader or Designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two (2) school days, unless the student/parent/guardian waives this right or is physically unable to attend for any reason, including but not limited to, incarceration or hospitalization. In such cases, the conference shall be held as soon as the student is physically able to return to school. EC 48911.

Notice to Parents/Guardians

At the time of the suspension, the School Leader or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension in the native language of the student or the student's parent/guardian and the date of return following the suspension. EC 48911.

This notice shall state the specific offense(s) committed by the student (EC 48900.8), as well as the date the student may return to school following the suspension. If Charter School administrators wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Parent/Guardian Conference

Whenever a student is suspended, Charter School administrators may meet with the parent/guardian to discuss the causes and duration of the suspension, the Charter School policy involved, and any other pertinent matters. EC 48914. To ensure a fair and thorough process for investigating incidents and collecting evidence, the Charter School follows all suspension regulations outlined in the Education Code, as further elaborated below.

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, penalties shall not be imposed on the student for the failure of the student's parent/guardian to attend a conference with Charter School administrators. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference. EC 48911.

Time Limits

Absent a recommendation for expulsion, a student's single suspension period (whether in or out of school) shall not exceed five (5) school days. Pursuant to Education Code Section 48903(a), the total number of days for which a student may be suspended from school shall not exceed twenty (20) school days in any school year. For students with an IEP and students with a Section 504 Plan, the total number of days the student may be suspended from school shall not exceed ten (10) school days in any year.

Upon a recommendation of expulsion by the Chief Executive Officer, School Leader, or Designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student's parents/guardian, unless the student and the student's parents/guardian fail to attend the conference. This determination will be made by the Chief Executive Officer, School Leader, or Designee upon either of the following: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing, fifteen (15) days, unless the parent/guardian requests to postpone the expulsion hearing for up to thirty (30) calendar days. The student will have the opportunity to complete instructional activities missed due to their suspension and will be able to communicate with designated school team members for any questions and for evaluation of work.

Suspension Appeals

Within ten (10) days of receiving the notice of suspension, the parent/guardian may submit a written appeal to the Student Discipline Committee of KIPP SoCal, which is a subcommittee of the KIPP SoCal's Board of Directors. The Student Discipline Committee will then conduct the suspension appeal review. The Student Discipline Committee decision is final. If the parent/guardian objects to the Committee's decision, the parent/guardian may submit a written objection which should be included in the student's discipline records if the parent/guardian so requests.

Access to Educational Materials

During the period of the suspension, the Charter School ensures that the student has access to the necessary educational materials by ensuring that classwork, homework, and other resources are made available to the student on a daily basis. The School Leader and/or Designee, oversees the process in which these materials are distributed to students during suspension.

Expulsion Procedures

Definition

Expulsion is the involuntary removal of a student from all schools and programs of KIPP SoCal for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature and mandatory grounds for expulsion, expulsion is used only when the School Leader determines that all other behavior supports, plans, and interventions have failed to bring about proper conduct, and/or the student's presence causes a continuing danger to other students. All expulsion procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. The policies and procedures for expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary and required by law.

Authority

The KIPP SoCal's Chief Executive Officer, Chief Academic Officer, School Leader and/or Designee have the authority to make expulsion recommendations. Final action is only taken by vote after the hearing of the designated school discipline committee of the KIPP SoCal's Board of Directors.

Notice of Hearing

In the event that the Chief Executive Officer, the Chief Academic Officer, or the School Leader recommend a student for expulsion from the Charter School, written notice to the student and parents/guardians in the native language of the student or the student's parent/guardian shall be

promptly provided at least ten (10) calendar days before the date of the expulsion hearing. The notification shall include:

- A statement of facts, charges, and offense(s) upon which the proposed expulsion is based
- The date, time, and location of the expulsion hearing
- A copy of the Charter School's disciplinary rules which relate to the alleged violation
- Guidance around the opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
- Notice of the student's right to obtain and inspect all copies of documents to be used at the hearing, and confront and question all witnesses who testify at the hearing, and question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses
- Notice of the obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment, if expelled
- Information regarding reasonable accommodations and language support

Hearing

The expulsion hearing must occur within thirty (30) school days of the offense, unless the student and parent/guardian requests a postponement. Likewise, the hearing shall not be held fewer than ten (10) days following the written notification of due process rights unless the student and parent/guardian waive their rights to ten (10) days' notice. EC 48918.

Once the School Leader has determined that a student has committed an expellable offense, an expulsion hearing is held, in closed session (complying with all student confidentiality rules under FERPA). The hearing is adjudicated by a separate hearing officer (i.e., this is a neutral officer who will facilitate, but will not be a member of the "Administrative Panel") before a neutral and impartial Administrative Panel of KIPP SoCal or a neutral and impartial hearing officer that will make the recommendation regarding expulsion.

In connection with such a hearing and to effectuate an unbiased process, no School Leader or other Charter School personnel who were involved in the underlying disciplinary action shall participate in any vote by the Administrative Panel. KIPP SoCal Public School's Administrative Panel shall consist of three members. The members will include either, Charter School administrators, Charter School support team members (i.e., non-certificated team members), and/or Charter School operations personnel within the KIPP SoCal region. Each entity shall be presided over by a designated separate hearing officer who will facilitate but will not be on the Administrative Panel. The Hearing Officer (if Administrative Panel is not used) or Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Student Discipline Committee of the KIPP SoCal Board shall decide whether to approve the recommendation. The expulsion finding can be appealed to the KIPP SoCal Board. Upon request, the Charter School shall provide reasonable accommodations and language support for the hearing.

The student's advocate can be any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing. The student and the advocate may present evidence and arguments, question witnesses, call witnesses, and present materials to the board for consideration. An audio record of the hearing will be made and, if necessary, a translator will be present at the hearing. The student's parent/guardian will be given access to this record.

Record of Hearing

Pursuant to EC 48918, a record of the hearing shall be made either by electronic audio and/or video recording and/or stenography. A reasonably accurate and complete record of the hearing will be maintained. All documents and/or evidence presented at the hearing shall be maintained at the Charter School and school support office (which, to be clear, is not a separate entity from the Charter School office). Upon request, records may be released to the student, the student's advocate with parental authorization, or parent/guardian within a reasonable time frame. Said records shall also be provided to the KIPP SoCal Public Schools Board in the event of an appeal proceeding.

Procedures for Expulsion Hearing Involving Sexual Assault and Battery Offenses

In certain expulsion cases, the Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. In such cases, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School 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 student. The following outlines procedures to be followed for all cases involving sexual assault and/or battery:

- 1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2. The Charter School must also provide the victim with a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- 4. The 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 the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

- 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel 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 the complaining witness to the witness stand.
- 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The 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 their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.
- 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session, when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Presentation of Evidence

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

Expulsion Decision and Post-Hearing Procedures

Within ten (10) school days after the hearing, the Hearing Officer or Administrative Panel shall submit their findings to the KIPP SoCal Public Schools Board's Student Discipline Committee. The committee shall consist of members of the KIPP SoCal Public Schools Board. The Student Discipline Committee shall decide whether or not to approve the recommendation to expel. In connection with such a decision, no School Leader or other Charter School personnel who were involved in the underlying disciplinary action shall participate in any vote by the Student Discipline Committee thereof. Any decision made by the Student Discipline Committee to accept the recommendation to expel must be based upon a finding of facts derived from the evidence presented to the Hearing Officer or Administrative Panel. Any decision made by the Student Discipline Committee to expel must be based upon substantial evidence relevant to the charges adduced at the expulsion hearing.

The Student Discipline Committee of the KIPP SoCal Public Schools Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year and may, as a condition of the suspension of enforcement, assign the student to another school or class for the rehabilitation of the pupil. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The rehabilitation program to which the student is assigned may provide for the involvement of the student's parent/guardian in the child's education in ways that are specified in the rehabilitation program. A parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the KIPP SoCal Public Schools Board's determination as to whether the student has satisfactorily completed the rehabilitation program. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Notification to Parent(s)/Guardians(s)

Upon the KIPP SoCal Public Schools Board's Student Discipline Committee's issuance of a decision, the Chief Executive Officer or Designee, will make contact with the parent(s)/guardian(s) or in the case of foster students, the educational rights holder, attorney and social worker via telephone, email, and/or postal mail advising them of the committee's decision and rehabilitation plan. The Chief Executive Officer or Designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian or in the case of foster students, the educational rights holder, attorney and social worker, in the native language of the student or the student's parent/guardian. The written notice shall include the following: (a) notice of the specific offense committed by the student; (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (c) the details of a rehabilitation plan. The notice shall advise the parent(s)/guardian(s) or in the case of foster students, the educational rights holder, attorney and social worker of their right to appeal and access to records of the proceedings.

Notification to the District

The School Leader, Hearing Officer, or Designee shall send a copy of the written notice of the decision to expel to the chartering authority and the school district of residence. This notice shall include the following: (a) the student's name; (b) the specific expellable offense committed by the student.

Right to Appeal

Parents/guardians have the right to appeal expulsions to the full board of KIPP SoCal Public Schools. Members of the Student Discipline Committee will not participate with the full board for the appeal. A parent must submit a written appeal within ten (10) school days of being informed of the expulsion decision by the Board's committee on school discipline. The appeal must include a statement briefly describing the reason why the Student Discipline Committee's decision should be reversed. The appeal must be hand delivered, sent by email, or postal mail to the Administrative Panel, Hearing Officer or Designee.

KIPP SoCal Public Schools Board's review is limited to the record of proceedings held before the Administrative Panel and recommendations presented to the Student Discipline Committee. Unless evidence was improperly excluded or, in the exercise of reasonable diligence, could not be produced at the time of the expulsion hearing, no evidence other than that contained in the record of proceeding may be heard. The full Board of KIPP SoCal Public Schools, excluding the members of the Student Discipline Committee, shall review the expulsion record and make a determination as to whether the expulsion should be sustained. The timeline for review is within ten (10) school days of the receipt of the request for appeal.

KIPP SoCal Public Schools Chief Executive Officer or Designee will notify the parent(s)/guardian(s) of the date, time, and location of the appeal hearing in writing. The notice shall include language advising the parent(s)/guardian(s) or in the case of foster students, the educational rights holder, attorney and social

worker, that failure to appear at the hearing may be deemed an abandonment of the appeal by the Board. Unless otherwise excused by the KIPP SoCal Public Schools Board, failure of the appellant or parent/guardian or in the case of foster students, the educational rights holder, attorney and social worker, to appear at the scheduled hearings or to pursue the appeal with diligence within the time frames established above, may be deemed an abandonment of the appeal and the KIPP SoCal Public Schools Board may dismiss the appeal.

KIPP SoCal Public Schools Chief Executive Officer or Designee will notify the parent(s)/guardian(s) or in the case of foster students, the educational rights holder, attorney and social worker, of the Board's decision within three (3) days of decision by telephone, email, and/or postal mail. The decision of the full Board is final.

Students with Disabilities

Special procedures for the consideration of suspension and expulsion of Students with Disabilities include:

Notification of the Special Education Local Plan Area (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 that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

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.

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/guardian, 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/guardians 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/guardian, 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/guardian, 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/guardian 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/guardian, 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.

Due Process Appeals

The parent/guardian 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/guardian 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, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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 Chief Executive Officer 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 U.S.C Section 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 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA 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/guardian 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 IDEA-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/guardians; 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 that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Post-Expulsion Support

As discussed above, the Student Discipline Committee of the KIPP SoCal Public Schools Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, require a student to complete a rehabilitation plan. The general criteria for the rehabilitation plan is based on the specific incident that caused the expulsion order and the circumstances of the individual student. The plan generally includes recommendations, if needed, for improved academic performance, regular timely attendance at school, special education assessments, counseling, community service, and other

rehabilitative programs. A parent/guardian's initial refusal to have the student complete the rehabilitation plan shall not be considered in the KIPP SoCal Public Schools Board's determination as to whether the student has satisfactorily completed the rehabilitation plan. EC 48917. If the expulsion is upheld, the Chief Executive Officer or Designee will facilitate and support the family by referring the parents/guardians and student to the school district located in the city they live in.

Readmission

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or the Charter School who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors. The student's request for readmission along with proof of completion of the rehabilitation plan and any other supporting documentation from the student and parent/guardian or representative and any information and documents from the School Leader will be reviewed by the Board of Directors. The Board of Directors will determine whether the student has successfully completed the rehabilitation plan and determine whether the student poses a threat to others or will be disruptive to the school environment. The Board shall make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Element 11 – Employee Retirement Systems

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

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

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

Certificated, Classified, and Other Staff Members

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

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

Element 12 - Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

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

The Charter School informs parents and students of their public-school attendance alternatives by publicizing the District's open enrollment period. The Charter School supports 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.

<u>Element 13 – Rights of District Employees</u>

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

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

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 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017

Angella Martinez KIPP Sol Academy 1933 S. Broadway St., Suite 1144 Los Angeles, CA 90007

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Angella Martinez KIPP Sol Academy 1933 S. Broadway St., Suite 1144 Los Angeles, CA 90007

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

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

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

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

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

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

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

- 1. Information on how to enroll or transfer the student to an appropriate school
- A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
- 3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

- 1. The effective date of the closure of Charter School
- 2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

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

- 6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
- 7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
- 8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
- Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate

funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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

The Charter School will promptly notify parents and students of the Charter School, the District, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., 401(k), 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 it will provide to the entity responsible for closure-related activities.

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

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

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

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

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

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

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

As specified by the Budget in Folder 5, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Colocation Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities

Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- <u>Use</u>: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- <u>Furnishings and Equipment</u>: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- <u>Leasing</u>; <u>Licensing</u>: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the

instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) <u>Pro Rata Share</u>: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) <u>Taxes</u>; <u>Assessments</u>: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to
 perform any of the operation and maintenance services, the District shall have the right to inspect
 the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) <u>Co-Location</u>: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) <u>Sole Occupant</u>: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall <u>not</u> have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum,

insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

- 1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
- Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- 3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- 4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
- 5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
- 6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

- 7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
- 8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
- Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

CERTIFICATION OF COMPLETENESS Renewal Charter School

Charter School Name:	KIPP Sol Academy			-
Lead Petitioner Name/s:	Angella Martinez	Submission Date:	10/17/2024	-
I hereby certify that thi 47605(b).	s submitted petition is comp	plete pursuant to E	ducation Code section	1
Signature of Lead Petiti	oner/s:		Date: 10/15/2024	8:49:12 AM P -
Print Name/s: Angell	a Martinez		_	-
Address: 1933 S. Broa	adway St. Suite 1144, Los Ang	geles, CA 90007		-
Phone: 323-835-4165	Email/s: amart	inez@kippsocal.org		-



Board of Directors

VOTING ITEM: 4J

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Submission of KIPP Sol Academy's Petition for Charter Renewal

BACKGROUND

KIPP Sol Academy's current charter is authorized by the Los Angeles Unified School District ("LAUSD") through June 30, 2025. To continue operating after that date, KIPP Sol Academy must submit a petition for charter renewal to LAUSD. The petition will ask LAUSD to renew KIPP Sol Academy's charter for a five-year term, beginning on July 1, 2025 and ending on June 30, 2030. KIPP SoCal's Chief Executive Officer, Angella Martinez, will be designated as lead petitioner for KIPP Sol Academy. Karla Davalos will be designated as School Leader of KIPP Sol Academy. And Kyle Salyer will be designated as the on-site financial manager of KIPP Sol Academy.

RECOMMENDATION

Authorize KIPP SoCal to submit KIPP Sol Academy's petition for charter renewal.

APPROVAL:

6/21/2024 | 3:30:13 PM PDT

DATE

SIGNATURE Randy Bishop, Board Secretary

SIXTH AMENDED AND RESTATED BYLAWS OF KIPP SOCAL PUBLIC SCHOOLS

A California Nonprofit Public Benefit Corporation

ARTICLE I NAME AND OFFICE

Section 1.1 <u>Name and Office</u>. The name of this organization is KIPP SoCal Public Schools (the "<u>Corporation</u>"). The Corporation's principal office shall be located at 1933 S. Broadway St., Suite 1144, Los Angeles, CA 90007. The Board (as defined in Section 4.1 below) may change the location of the Corporation's principal office from time to time.

ARTICLE II PURPOSE

Section 2.1 <u>Purpose</u>. The Corporation has been organized as set forth in the Amended and Restated Articles of Incorporation (the "<u>Articles of Incorporation</u>"). The Corporation will take no action that is inconsistent with the Articles of Incorporation or these Bylaws.

ARTICLE III NO MEMBERS

Section 3.1 No Members. The Corporation shall have no members.

ARTICLE IV BOARD OF DIRECTORS

Section 4.1 <u>Powers</u>. Subject to the provisions of the California Nonprofit Public Benefit Corporation Law, as amended (the "<u>Nonprofit Corporation Law</u>") and any limitations in the Articles of Incorporation, all powers and activities of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors of the Corporation (the "<u>Board</u>"). The Board may delegate the management of the activities of the Corporation to any person or persons, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Directors shall have no power as individual directors and shall act only as members of the Board.

Section 4.2 <u>Number of Directors</u>. The authorized number of directors who shall constitute the Board shall be 15, or such other number as may be fixed by the Board from time to time, provided, however, that the authorized number shall not be less than three and shall not be greater than 20.

Section 4.3 <u>Qualifications of Directors</u>. Each director shall be at least 18 years of age. All persons serving on the Board shall comply with the requirements of California Government Code

Sections 1090 and 81000 et seq. and the charter authorizers policy. No director (x) may be a paid officer or employee of the Corporation or (y) have any other prohibited financial interest as defined by California Government Code Section 1090 et seq.

Section 4.4 <u>Election and Term of Office</u>. Directors shall hold office for terms of three (3) years and until their successors are appointed, or until their earlier death or resignation. Notwithstanding the foregoing, new Board members may be elected at any time to fill vacancies in accordance with <u>Section 4.7</u>. If a Board member is elected at a time other than the annual meeting, his or her three-year term shall be calculated starting from the date of the most recent annual meeting. Directors, officers, employees and committee members of the Corporation shall comply with federal and state laws, nonprofit integrity standards and the policies and regulations of its charter authorizers regarding ethics and conflicts of interest.

Section 4.5 <u>Resignation</u>. A director may resign at any time by giving written notice to the Chair of the Board, the Chief Executive Officer or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when th resignation become effective.

Section 4.6 <u>Removal</u>. A director (other than a director designated pursuant to Section 4.8 of these Bylaws) may be removed from office at any time with or without cause by a vote of a majority of the directors then in office.

Section 4.7 <u>Vacancies</u>. A vacancy in the Board shall be deemed to exist in the event that the actual number of directors is less than the authorized number for any reason. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court; has been convicted of a felony; has been found by final order or judgment of any court to have breached any duty under the Nonprofit Corporation Law; or who has been removed pursuant to Section 4.6 of these Bylaws. Vacancies on the Board may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) unanimous written consent of the directors then in office, (2) a vote of a majority of the directors then in office at a meeting called in accordance with Article V, or (3) a sole remaining director. Each director elected or appointed to fill a vacancy shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 4.8 <u>Representatives of School Districts or Other Government Bodies</u>. Notwithstanding any other provisions of these bylaws, (i) the authorized number of directors shall be changed as needed if a school district or other government body entitled to designate a representative on the Board so chooses to designate such a representative; (ii) representatives of school districts or other government bodies entitled to designate a member of the Board may join the Board at any time; and (iii) the term, removal and replacement of such designated directors shall be governed by applicable provisions of the Nonprofit Corporation Law and the policies and regulations of the

school district or other government body entitled to designate such representative.

Section 4.9 <u>Compensation of Directors</u>. Directors shall not receive any compensation for their services as directors or for their service on any Committee of the Board. Subject to the Corporation's conflict of interest policies, the Corporation's Articles of Incorporation, these Bylaws and applicable law, the Board may authorize the advance or reimbursement to a director of actual reasonable expenses incurred in carrying out his or her duties as a director.

Section 4.10 Board Committees. The Board may create one or more Board Committees, each consisting of one or more directors, and no person who is not a Director, to serve at the discretion of the Board. The Chair of the Board shall appoint the chairperson of each committee. Such committees shall have all the powers delegated by the Board except that no committee shall have the power (a) to fill vacancies on the Board or in any committee which has the authority of the Board; (b) to fix the compensation of the Directors for serving on the Board or any committee; (c) to amend or repeal the Bylaws or adopt new Bylaws; (d) to amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (e) to appoint any other committees of the Board or the members thereof; (f) to expend corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected; or (g) to approve any transaction (i) between the Corporation and one or more if its Directors or (ii) between the Corporation and any entity in which one or more of its Directors have a material financial interest. The Board shall create an audit committee if required by the California Nonprofit Integrity Act of 2004 (the "Nonprofit Integrity Act"). Meetings of each standing committee shall be called, noticed and held in accordance with the procedures set forth in Article V concerning meetings of Directors, with such changes in the context of Article V as are necessary to substitute the Committee and its members for the Board and its members. Provided that if less than a quorum of the Board is in attendance at a meeting of an ad hoc committee, meetings of an ad hoc committee shall not be subject to the rules set forth in these Bylaws for notice and posting of the agenda in compliance with the Brown Act. No quorum of a standing committee should be in attendance. Minutes shall be kept of each meeting of any Committee and shall be filed with the corporate records. The Committee shall report to the Board from time to time as the Board may require. The Board may adopt rules for the governance of any Committee not inconsistent with the provisions of these Bylaws. In the absence of rules adopted by the Board, the Committee may adopt such rules.

Section 4.11 Nonprofit Integrity Act/Audit Committee. In any fiscal year in which the Corporation receives or accrues gross revenues of two million dollars or more (excluding grants from, and contracts for services with, governmental entities for which the governmental entity requires an accounting of the funds received), the Board shall (i) prepare annual financial statements using generally accepted accounting principles that are audited by an independent certified public accountant ("CPA") in conformity with generally accepted auditing standards; (ii) make the audit available to the Attorney General and to the public on the same basis that the Internal Revenue Service Form 990 is required to be made available; and (iii) appoint an Audit Committee. The Audit Committee shall not include paid or unpaid staff or employees of the Corporation, including, if staff

members or employees, the president or chief executive officer or the treasurer or chief financial officer (if any). If there is a finance committee, members of the finance committee shall constitute less than 50% of the membership of the Audit Committee and the chairperson of the Audit Committee shall not be a member of the finance committee. Subject to the supervision of the Board, the Audit Committee shall: (a) make recommendations to the Board on the hiring and firing of the CPA; (b) confer with the CPA to satisfy Audit Committee members that the financial affairs of the Corporation are in order; (c) approve non-audit services by the CPA and ensure such services conform to standards in the Yellow Book issued by the United States Comptroller General; and (d) if requested by the Board, negotiate the CPA's compensation on behalf of the Board.

Section 4.12 <u>Advisory Committees</u>. The Board may create one or more Advisory Committees, each consisting of two or more directors, non-directors or a combination of directors and non-directors. Appointments to any Advisory Committee shall be by approval of the Board of Directors. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Section 4.13 <u>Advisory Board</u>. The Board may create an advisory board, consisting of persons who are not officers of the Corporation or members of the Board of Directors, to carry on activities on subjects of interest to the Board in which the members of such an advisory board have a particular expertise or capability. Any such advisory board, to the extent provided in the resolution of the Board of Directors, shall act only in an advisory capacity to the Board of Directors, shall have no legal authority to act for the Corporation and shall be clearly titled and held out as the "advisory board."

ARTICLE V MEETINGS

Section 5.1 <u>Open Meeting Laws</u>. All meetings of the Directors, including standing committee meetings, shall be called, noticed, and held in accordance with the Ralph Brown Act (Cal. Gov. Code §§54950-54963). All meetings of the Board and standing committee meetings will be held within the boundaries of the Corporation's jurisdiction ("<u>Corporation's Jurisdiction</u>"). For these purposes, the Corporation's Jurisdiction means the geographic boundaries of each school district in which the Corporation's charter schools are located.

Section 5.2 <u>Annual Meeting</u>. An annual meeting of the Board shall be held each year on a date to be specified by the Board and will coincide with one of the regular meetings.

Section 5.3 <u>Regular Meetings</u>. Regular meetings of the Board and each standing committee shall be held at a date, time, and place to be fixed from time to time by resolution of the Board or the applicable Committee within the boundaries of the Corporation's Jurisdiction.

Section 5.4 <u>Special Meetings</u>. Special meetings of the Board may be called by the Chair of the Board, the Chief Executive Officer, or any two directors. The meeting shall be held at the place within the boundaries of the Corporation's Jurisdiction, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

Section 5.5 Notice of Meetings. Agenda for regular meetings must be posted at least seventy-two (72) hours prior to the scheduled meeting times. The agenda shall specify the time and location of the meeting and shall be posted in a location that is freely accessible to the public. Notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent possible a written agenda stating all matters upon which action is proposed to be taken shall be given to each Director at least four (4) days before the meeting is held. Notice of a meeting need not be given to any Director who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her.

Section 5.6 <u>Emergency Meetings</u>. If there is an "emergency situation," as defined in Section 54956.5 of the Brown Act, involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with either the 24 hour posting requirement of Section 54956 of the Brown Act or both of the notice and posting requirements. The emergency meeting must be noticed and held in compliance with Section 54956.5 of the Brown Act.

Section 5.7 Waiver of Notice. Notice of a meeting need not be given to any Director who, either before or after the meeting, signs a written waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent does not need to specify the purpose of the meeting. All waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Also, notice of a meeting is not required to be given to any Director who attends the meeting without protesting before or at its commencement about the lack of adequate notice. Directors can protest the lack of notice only by presenting a written protest to the Secretary either in person, by first-class mail addressed to the Secretary at the principal office of the Corporation as contained on the records of the Corporation as of the date of the protest, or by facsimile addressed to the facsimile number of the Corporation as contained on the records of the Corporation as of the date of the protest. Notwithstanding the foregoing, the public notice of a meeting required by these Bylaws can never be waived.

Section 5.8 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.

Section 5.9 <u>Adjournment</u>. A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than 24 hours, in which case personal notice of the time and place shall be given before the time of the adjourned meeting to the Directors who were not present at the time of the adjournment. Notice of any adjournment shall be given in accordance with Section 54955 of the Brown Act.

Section 5.10 <u>Conduct of Meetings</u>. Meetings of the Board shall be presided over by the Chair of the Board, or, if there is no Chair or the Chair is absent, the Chief Executive Officer or, if the Chief Executive Officer and the Chair of the Board are both absent, by a chairperson of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure as may be determined by the Board from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles, or with any provisions of law applicable to the Corporation. Per the Brown Act, the Board must publicly report any action taken and the vote or abstention on that action of each member present for the action and this information should also be noted in the minutes of each meeting.

Section 5.11 Meeting by Telephone or Similar Communications Equipment. 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 Section 54953(b) of the Brown Act, including without limitation the following: (a) At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations within the boundaries of the Corporation's Jurisdiction; (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.

ARTICLE VI CONFLICTS OF INTEREST

Section 6.1 <u>Purpose</u>. The purpose of this conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 6.2 <u>Definitions</u>.

<u>Interested Person</u>. Any Director, officer, manager, or member of a committee with Board- delegated powers is an interested person.

<u>Disqualified Person</u>. Any person who was in a position to exercise substantial influence over the affairs of the Corporation at any time during the five years prior to an excess benefit transaction occurring.

<u>Excess Benefit Transaction</u>. A transaction in which an economic benefit is provided by the Corporation, directly or indirectly, to or for the use of a disqualified person, and the value of the economic benefit provided by the Corporation exceeds the value of the consideration received by the Corporation.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature

Section 6.3 <u>Transactions with Directors and Officers</u>. All Directors and the Officers, managers and employees of the Corporation and any committees of the Corporation shall comply with Government Code Sections 1090 and 81000 et seq. ("<u>Political Reform Act</u>"), federal and state laws, nonprofit integrity standards and any applicable charter authorizer policies and regulations regarding ethics and conflict of interest. Therefore, the Corporation shall not be a party to any transaction: (a) in which one or more of its Directors or Officers has a material financial interest, or (b) with any corporation, firm, association, or other entity in which one or more Directors or Officers has a material financial interest. Nothing contained in this Article VI shall be construed to override or amend the provisions contained in this Section 6.3, the Political Reform Act and federal and state laws, nonprofit integrity standards and any applicable charter authorizer policies and regulations regarding ethics and conflict of interest.

Section 6.4 Procedures.

<u>Duty to Disclose</u>. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors.

<u>Determining Whether a Conflict of Interest Exists</u>. After disclosure of the financial interest and all

material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists.

Procedures for Addressing a Conflict of Interest or Excess-Benefit Transaction.

- (1) An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement being evaluated.
- (2) The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (3) After exercising due diligence, the Board of Directors shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest or excess-benefit.
- (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
- (5) Notwithstanding the foregoing and regardless of whether a more Advantageous transaction or arrangement is available or whether the Board determined the transaction is fair and reasonable to the Corporation, the Board shall not authorize any transaction that is not permitted by Section 6.3 of these Bylaws.

<u>Violations of the Conflicts of Interest Policy</u>.

- (1) If the Board of Directors has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 6.5 Records of Proceedings. The minutes of the Board of Directors and all

committees with Board-delegated powers shall contain:

<u>Names of Persons with Financial Interest</u>. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed.

<u>Names of Persons Present</u>. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 6.6 <u>Annual Disclosure and Statements</u>. Each Director, principal officer and member of a committee with Board-delegated powers shall annually disclose substantial material interests including, but not limited to:

Family members.

Substantial business or investment holdings.

Other transactions or affiliations with businesses and other organizations.

Each Director, principal officer and member of a committee with Board-delegated powers shall also annually sign a statement, which affirms that such person:

Receipt. Has received a copy of the conflicts of interest policy.

Read and Understands. Has read and understands the policy.

Agrees to Comply. Has agreed to comply with the policy.

<u>Tax Exemption</u>. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 6.7 <u>Periodic Reviews</u>. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews. The periodic reviews, shall, at a minimum, include the following subjects:

Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further

charitable purposes and do not result in impermissible private benefit.

When conducting the periodic reviews as provided for in Article VI, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

ARTICLE VII CERTAIN MATTERS

Section 7.1 <u>Board-Approved Policies</u>. The Board may adopt additional governance and management policies as it deems appropriate.

Section 7.2 <u>Executive Compensation Review</u>. The Board (or a Board Committee) shall review any compensation packages (including all benefits) of the Chief Executive Officer and the Treasurer, and shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of the Corporation.

ARTICLE VIII OFFICERS

Section 8.1 Officers. The officers of the Corporation shall be a Chair of the Board, a Chief Executive Officer and President (the "Chief Executive Officer"), a Secretary and a Chief Financial Officer who shall be designated the Treasurer (the "Treasurer"). The Chair of the Board must be a director. The Corporation may also have such other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board or the Chief Executive Officer. Subject to the authority of the Board, the officers shall have the authority and responsibilities provided for in these Bylaws and as generally pertain to their respective offices.

- Section 8.2 <u>Election and Term</u>. The officers of the Corporation shall be elected annually by the Board at the annual meeting and shall serve at the discretion of the Board, subject to the rights, if any, of an officer under any contract of employment.
- Section 8.3 <u>Chair of the Board</u>. The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.
- Section 8.4 <u>Chief Executive Officer</u>. The Chief Executive Officer shall be the chief executive officer of the Corporation. The Chief Executive Officer shall generally supervise, direct

and control the activities and affairs of the Corporation, and shall see that all orders and resolutions of the Board are carried into effect. The Chief Executive Officer shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.5 <u>Secretary</u>. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.6 <u>Treasurer</u>. The Treasurer shall be the Chief Financial Officer of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any director upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as directed by the Board, shall render to the Chief Executive Officer and Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.7 <u>Resignation</u>. An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 8.8 Removal. An officer may be removed from office with or without cause by the Board or by an officer on whom such power of removal may be conferred by the Board.

Section 8.9 <u>Vacancies</u>. A vacancy in any office for any reason shall be filled by the Board.

Section 8.10 Employees and Other Agents. The Board may from time to time appoint such employees and other agents as it shall deem necessary, each of whom shall have such authority and perform such duties as the Board may from time to time determine. To the fullest extent allowed by law, the Board may delegate to any employee or agent any powers possessed by the Board and may prescribe their respective title, terms of office, authorities, and duties.

ARTICLE IX INDEMNIFICATION

Section 9.1 <u>Definitions</u>. For purposes of this Article, "Agent" means any person who is or

was a director, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a director, officer, employee or agent of a predecessor corporation of the corporation or another enterprise at the request of such predecessor corporation; "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "Expenses" includes, without limitation, attorneys' fees and any expenses incurred in establishing a right to indemnification under <u>Section 9.2</u> of this Article.

Section 9.2 <u>Right to Indemnity</u>. The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against Expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with the Proceeding.

Section 9.3 <u>Approval of Indemnity</u>. On written request to the Board by any Agent seeking indemnification, to the extent that the Agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with Section 5238(d) of the Nonprofit Corporation Law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the Proceeding, whether, in the specific case, the Agent has met the applicable standard of conduct stated in Section 5238(b) or Section 5238(c) of the Nonprofit Corporation Law, and, if so, may authorize indemnification to the extent permitted thereby.

Section 9.4 <u>Advancing Expenses</u>. The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that:

the requested advances are reasonable in amount under the circumstances; and

before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

Section 9.5 <u>Insurance</u>. The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article; provided, however, that the Corporation shall not have the power to purchase and maintain such insurance to indemnify any Agent of the Corporation for a violation of Section 5233 of the Nonprofit Corporation Law.

ARTICLE X FISCAL YEAR AND REPORTING OBLIGATIONS

Section 10.1 <u>Fiscal Year</u>. The fiscal year of the Corporation shall begin on July 1 and end on June 30. The Board may change the fiscal year of the Corporation as it deems appropriate.

Section 10.2 <u>Financial Reporting</u>. The Corporation shall produce and provide to the Board the financial and other reports required by the Nonprofit Corporation Law, including, without limitation, the annual report required by Section 6321 and the statement of transactions or indemnification required by Section 6322, and if required produce and make publicly available the financial statements required by the Nonprofit Integrity Act.

ARTICLE XI GIFTS, GRANTS, CONTRACTS, INVESTMENTS

Section 11.1 <u>Gifts</u>. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

Section 11.2 <u>Grants</u>. The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

Section 11.3 <u>Contracts</u>. The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any instrument. Any such authority may be general or confined to specific instances, or otherwise limited. In the absence of any action by the Board to the contrary, the Chair of the Board and the Chief Executive Officer are authorized to execute such instruments on behalf of the Corporation. Any contract in excess of \$100,000 per year shall require board approval.

Section 11.4 <u>Payment of Money</u>. The Board shall adopt a policy specifying the authority of the officers of the Corporation to approve expenditures by the Corporation and sign related documents on behalf of the Corporation. Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation must be signed on behalf of the Corporation by the Chief Executive Officer or Treasurer or, in their absence, by the Chair of the Board of Directors. Any payment in excess of \$10,000 shall require two signatures.

Section 11.5 <u>Deposits</u>. The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 11.6 <u>Investments</u>. In investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments, other than assets which are directly related to the

Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. No investment violates this Section 11.6 where it conforms to provisions authorizing the investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

ARTICLE XII OTHER PROVISIONS

Section 12.1 <u>Rights of Inspection</u>. Every director shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

Section 12.2 <u>Electronic Transmissions</u>. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the corporation, the corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the corporation, the corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

Section 12.3 <u>Electronic Signatures</u>. Wherever a written instrument is required to be executed hereunder, an electronic signature, to the extent permitted by applicable law, shall be deemed to be a written signature.

ARTICLE XIII AMENDMENTS

Section 13.1 <u>Amendment of Bylaws</u>. Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board.

ARTICLE XIV NON-DISCRIMINATION

Section 14.1 In all of its dealings, neither the Corporation nor its duly authorized agents shall discriminate against any individual or group for reasons of race, color, creed, sex, age, culture, national origin, marital status, sexual preference, mental or physical handicap, or any category protected by state or federal law.

ARTICLE XV REFERENCE TO ARTICLES OF INCORPORATION

Section 15.1 References in these Bylaws to the Articles of Incorporation shall include all amendments thereto or changes thereof unless specifically excepted by these Bylaws. In the event of a conflict between the Articles of Incorporation and these Bylaws, the Articles of Incorporation shall govern.

* * * * * * * *

Amended and restated as of June 16, 2022.

BOARD OF DIRECTORS

VOTING ITEM: 4h

SUBJECT

Sixth Amended and Restated Bylaws of KIPP SoCal Public Schools

BACKGROUND

KIPP SoCal Public Schools updated its bylaws to reflect the following:

- Changes to Article I: Name and Office
 - The Corporation's Principal Office changed from 3601 E. 1st St, Los Angeles, CA 90063 to 1933 S. Broadway, Suite #1144, Los Angeles, CA 90007.

A new Statement of Information with the new address was filed with the California Secretary of State on May 13, 2022.

RECOMMENDATION

Approve the sixth Amended and Restated Dylaws of Riff Socal Fubile School	h Amended and Restated Bylaws of KIPP :	SoCal Public Schools
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APPROVAL:

6/20/2022

DATE

SIGNATURE Heather Lord, Board Secretary

I hereby certify that the foregoing transcript of ______ page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

MAR 2:5 2019 🥕

Date:____

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ALEX PADILLA, Secretary of State

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Secretary of State
State of California

RESTATED ARTICLES OF INCORPORATION OF KIPP LA SCHOOLS

14 MAR 22 2019 05

The undersigned certify that:

- 1. They are the president and the secretary, respectively, of KIPP LA Schools, a California nonprofit public benefit corporation.
- 2. The Articles of Incorporation of this corporation are amended and restated to read as follows:

AMENDED AND RESTATED ARTICLES OF INCORPORATION OF KIPP SOCAL PUBLIC SCHOOLS

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The name of the corporation is KIPP SoCal Public Schools.

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- A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.
- B. This corporation is organized and to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, but without limitation thereon:
 - (i) To operate, oversee, advise, and support public schools implementing the Knowledge Is Power Program (KIPP) educational program in the State of California pursuant to charters or contracts;
 - (ii) To exercise all rights and powers conferred by the laws of the State of California upon nonprofit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and
 - (iii) To engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501 (c)(3) of the Code, provided, the powers of the corporation shall never be inconsistent with the purposes of the corporation stated above or the Constitution of the United States or the State of California.

This corporation is organized and operated exclusively for the purposes set forth in Article II and shall have the status of a corporation that is exempt from federal income taxation under Section 501(a) of the Code as an organization described in Section 501 (c)(3) of the Code, and that is other than a private foundation by reason of being described in Section 509(a) of the Code. The property of this corporation is irrevocably dedicated to charitable and educational purposes and no part of the net income or assets of the corporation shall inure to the benefit of, or be distributable to any director, officer, or member of the corporation, or any other private person, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to or for the corporation and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501 of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

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Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws, the management and affairs of the corporation shall be conducted and all powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election and term of office of the directors.

V

The corporation shall have no members.

VI

Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable and educational purposes and that has established its tax exempt status under Section 501(c)(3) of the Code.

VII

To the fullest extent permitted by the California Corporations Code, as now in effect or as may hereafter be amended, no director of the corporation shall be personally liable to the corporation, or to its members, for monetary damages for any breach of fiduciary duty as a director.

If the California Corporations Code is amended to authorize action further eliminating or limiting the personal liability of directors, then the liability of a director of the corporation shall be eliminated or limited to the fullest extent permitted by such statutes, as so amended. Any repeal or amendment of such statutes or of this Article VI shall not adversely affect any right of protection of a director of the corporation existing at the time of such repeal or amendment.

VIII

These Articles of Incorporation may be amended by the affirmative vote of a majority of the members of the board of directors then in office.

* * * * * * *

- 3. The foregoing amendment and restatement of Articles of Incorporation has been duly approved by the board of directors.
- 4. The foregoing amendment and restatement of Articles of Incorporation has been duly approved by the required vote of the members. There is only one class of members and the total number of members of the corporation entitled to vote on the amendment and restatement of Articles of Incorporation is one. The number of members voting in favor of the amendment and restatement of Articles of Incorporation was one and the number of members voting against the amendment and restatement of Articles of Incorporation was zero.

Verification

Each of the undersigned declares under penalty of perjury under the laws of the State of California that the statements in the foregoing certificate are true and correct of his or her own knowledge, and that this declaration was executed on March $\frac{2\nu}{2}$, 2019.

Name: Marcia Aaron

Title: President

Name: Julie Miller Title: Secretary

State of California Secretary of State



I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of _____ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

SEP 1 9 2007

DERRA ROWEN

DEBRA BOWEN Secretary of State

ARTICLES OF INCORPORATION

KIPP LA Schools

ENDORSED - FILED in the office of the Secretary of State of the State of California

Ι

The name of the corporation is KIPP LA Schools.

SEP 1 8 2007

Π

- A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.
- B. This corporation is organized and to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, but without limitation thereon:
 - (i) To operate, oversee, advise, and support public schools implementing the Knowledge Is Power Program (KIPP) educational program in the State of California pursuant to charters or contracts;
 - (ii) To exercise all rights and powers conferred by the laws of the State of California upon nonprofit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and,
 - (iii) To engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the corporation shall never be inconsistent with the purposes of the corporation stated above or the Constitution of the United States or the State of California.

III

The name and address in the State of California of this corporation's initial agent for service of process is Arielle Rittvo, 1855 N. Main Street, Los Angeles, CA 90031.

IV

It is intended that the corporation shall have the status of a corporation that is exempt from federal income taxation under Section 501(a) of the Code as an organization described in

Articles of Incorporation KIPP LA Schools

Page 1 of 3

Section 501(c)(3) of the Code, and that is other than a private foundation by reason of being described in Section 509(a) of the Code. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to any director, officer, or member of the corporation, or any other private person, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to or for the corporation and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

V

The corporation shall have a sole member, the KIPP Foundation, a California nonprofit, public benefit corporation exempt under Section 501(c)(3) of the Code. Notwithstanding any other provision herein, this member of the corporation shall have the exclusive right to approve any amendments to the corporation's articles and bylaws, as well as to remove and replace any member of the corporation's board of directors subject to sections 5221 through 5223 of California Corporations Code.

The property of this corporation is irrevocably dedicated to charitable and educational purposes. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to the KIPP Foundation, or if it is not in existence, another nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable and educational purposes and that has established its tax exempt status under Section 501(c)(3) of the Code.

VI

To the fullest extent permitted by the California Corporations Code, as now in effect or as may hereafter be amended, no director of the corporation shall be personally liable to the corporation, or to its members, for monetary damages for any breach of fiduciary duty as a director.

If the California Corporations Code is amended to authorize action further eliminating or limiting the personal liability of directors, then the liability of a director of the corporation shall be eliminated or limited to the fullest extent permitted by such statutes, as so amended. Any repeal or amendment of such statutes or of this Article VI shall not adversely affect any right of protection of a director of the corporation existing at the time of such repeal or amendment.

These Articles of Incorporation may be amended by the affirmative vote of a majority of the members of the board of directors then in office; however, any such amendment shall also require the approval of the sole member of this corporation.

Nolan Highbayigh, Incorporator

September <u>18</u>, 2007



CONFLICT OF INTEREST CODE FOR THE

KIPP SoCal Public Schools

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Section 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices designating positions and establishing disclosure categories shall constitute the conflict of interest code of the KIPP SoCal Public Schools (KIPP SoCal).

Individuals holding designated positions shall file their statements of economic interest with KIPP SoCal, which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by KIPP SoCal.

APPENDIX "A"

DESIGNATED PERSONS

Designated Positions	Disclosure Category
Members of the Board of Directors	1, 2, 4
Chief Executive Officer/Executive Director	1, 2, 4
Chief Academic Officer	1, 2
Chief Financial Officer	1, 2, 4
Chief of Innovation and Technology	1, 2
Chief Operating Officer	1, 2
Chief of External Impact	3
Managing Director of KIPP Through College	3
Chief People Officer	1, 2
Chief of Staff	1, 2
In-House Counsel	1, 2, 4
Director of Real Estate	1, 3
Associate Director of Real Estate and Construction	1, 3
Director of Technology	3
Director of Operations	3
Senior Facilities Manager	3
Director of Finance	3, 4
Director of Human Resources	3
Director of Marketing and Communication	3
Director of Talent Acquisition	3
Managing Director of Student Support Services	3
Director of Special Education	3
Director of Mental Health and Student Services	3
Managing Director of Schools	3
Director of Teaching and Learning	3
School Leaders	3

Consultant/New Position

*A consultant or new position is not required to report under the disclosure categories unless the Chief Executive Officer determines in writing that the consultant or new position is a "designated position." Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code.

The following positions are NOT covered by the conflict-of-interest code because they must file under Government Code Section 87200 and, therefore, are listed for informational purposes only:

Consultants who manage public investments

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe that their position has been categorized incorrectly. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code Section 87200.

APPENDIX "B"

DISCLOSURE CATEGORIES

Category 1. Designated positions assigned to this category must report:

Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by KIPP.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles, of the type utilized by the designated position's department.

Category 4. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that provide financial accounting and/or auditing services.

This is the last page of the conflict of interest code for the KIPP SoCal Public Schools.



CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the KIPP SoCal Public Schools was approved on ______2020. This code will become effective on ______2020.

John M. Feser, Jr.

Senior Commission Counsel

Fair Political Practices Commission

KIPP SOCAL PUBLIC SCHOOLS

CONFLICT OF INTEREST POLICY

I. ADOPTION

In compliance with the Political Reform Act of 1974 (Government Code Section 81000, et seq.) (the "Act"), KIPP SoCal Public Schools hereby adopts this Conflict of Interest Policy ("Policy"), which shall apply to all members of the board of Directors, candidates for election/appointment to the board of Directors, and all other designated employees of KIPP SoCal Public Schools, as provided for below.

II. KIPP SOCAL PUBLIC SCHOOLS CONFLICT OF INTEREST CODE; Compliance with Government Code Section 1090-1099, et seq.

The Act requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code Regs. § 18730) (the "Regulations") which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the FPPC to conform to amendments in the Act. The Fifth Amended and Restated Bylaws of KIPP SoCal Public Schools (as further amended subsequent to the date of the adoption of this Conflict of Interest Policy, the "Bylaws") provides that the terms of California Code of Regulations, Title 2, Section 18730 and any amendments to it duly adopted by the FPPC are incorporated into the KIPP SoCal Public Schools' Conflict of Interest Code (the "Code").

Further, KIPP SoCal Public Schools is subject to Government Code §§ 1090-1099 and the Act and pursuant to the Bylaws will comply with the requirements of these statutory provisions.

This Policy is intended to supplement, but not replace, (i) any applicable state and federal law governing conflicts of interest applicable to California public charter schools and (ii) the Code.

III. DEFINITIONS

As applicable to a California public charter school, the definitions contained in the Act and the Regulations, and any amendments or modifications to the Act and the Regulations are incorporated by reference into this Policy.

IV. DESIGNATED EMPLOYEES

Each designated employee, including board members and candidates for election and/or appointment to the board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by the Code, disclosing reportable investments, interests in real property, business positions, income and other matters required to be reported under the category or

KIPP SoCal Public Schools Conflict of Interest Code – Appendix A

PAGE 1 OF 5

categories to which the employee's position is assigned in "Exhibit A." The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

All Statements shall be filed with KIPP SoCal Public Schools, whose filing officer shall retain the Statement and forward a copy or original to the charter authorizer, if applicable.

III. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any KIPP SoCal Public Schools' decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

IV. MANNER OF DISQUALIFICATION

Designated Employees Who are not Members of the Board of Directors

When a designated employee that is not a member of the Board of Directors determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the school leader of the applicable school, if the employee is employed at a school, or the Chief Executive Officer or his/her designee, if the employee is not employed at a school, who shall record the employee's disqualification.

Members of the Board of Directors

Members of the board of directors shall disclose a disqualifying interest to the board at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the board's official record. The board member shall refrain from participating in the decision in any way (i.e., the board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during board discussion and when the final vote is taken). KIPP SoCal Public Schools and the board shall refrain from taking any action on a matter in which a member of the board has a disqualifying interest if necessary to comply with any applicable provisions of the Act, Government Code Section 1090-1099 or the Code.

Adopted: June 20, 2019.

APPENDIX A DESIGNATED POSITIONS

DESIGNATED POSITION	DISCLOSURE CATEGORY
Members of the Board of Directors	1, 2, 4
Chief Executive Officer/Executive Director	1, 2, 4
Chief Academic Officer	1, 2
Chief Financial Officer	1, 2, 4
Chief of Innovation and Technology	1, 2
Chief Operating Officer	1, 2
Chief of External Impact	3
Managing Director of KIPP Through College	3
Chief People Officer	1, 2
Chief of Staff	1, 2
In-House Counsel	1, 2, 4
Director of Real Estate	1, 3
Associate Director of Real Estate and Construction	1, 3
Director of Technology	3
Director of Operations	3
Senior Facilities Manager	3
Director of Finance	3, 4
Director of Human Resources	3
Director of Marketing and Communication	3
Director of Talent Acquisition	3
Managing Director of Student Support Services	3

KIPP SoCal Public Schools Conflict of Interest Code – Appendix A

PAGE 3 OF 5

Director of Special Education	3
Director of Mental Health and Student Services	3
Managing Director of Schools	3
Director of Teaching and Learning	3
School Leaders	3
School Business Operations Manager	3
Consultant/ New Position	*

^{*} A consultant or new position is not required to report under the disclosure categories unless the Chief Executive Officer determines in writing that the consultant or new position is a "designated position". Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code.

APPENDIX B

DISCLOSURE CATEGORIES

CATEGORY 1 – Designated positions assigned to this category must report:

Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction.

CATEGORY 2 - Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles, of the type utilized by KIPP.

CATEGORY 3 – Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles, of the type utilized by the designated position's department.

CATEGORY 4 – Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans and travel payments) from sources of the type that provide financial accounting and/or auditing services.

KIPP Sol Academy

Other - Local Revenue

Financial Report As of June 1, 2024

KSol

9	Income Statement	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
		Projected	Projected	Projected	Projected	Projected	Projected
	REVENUE						
	General Purpose Funding	. === =	4 000 = 44	4 000 000	= .= o=o	= 0=0 100	==+0.004
1	LCFF State Aid - Current Year	4,550,544	4,839,541	4,996,286	5,171,353	5,353,166	5,540,331
12	Education Protection Account State Aid - Current Year	87,420	90,220	90,220	90,220	90,220	90,220
9	Revenue Limit State Aid - PY (LCFF, EPA)	-	-	-	-	-	-
96	In Lieu of Property Tax (CY)	1,550,498	1,645,924	1,692,174	1,740,401	1,790,003	1,841,018
8	In Lieu of Property Tax (PY)		-	-	-	-	
R	Total General Purpose Funding	6,188,462	6,575,685	6,778,680	7,001,974	7,233,389	7,471,569
	Federal Revenue						
31	Special Education - Entitlement	68,460	65,800	67,900	67,900	67,900	67,900
32	Special Education - Discretionary Grants	-	-	-	-	-	-
33	SPED - IDEA (PY)	-	-	-	-	-	-
20	Child Nutrition Programs-Federal	281,779	299,294	308,509	318,689	329,208	340,072
21	Donated Food Commodities	-	-	-	-	-	-
35	Interagency Contracts Between LEAs (Federal SPED)	-	-	-	-	-	-
37	Pass-Through Revenues from Federal Sources	-	-	-	-	-	-
90	All Other Federal Revenue	55,000	-	-	-	-	-
91	Title I, Part A Basic Low Income	187,572	193,578	193,578	193,578	193,578	193,578
93	Title II, Part A Improving Teacher Quality	19,204	19,819	19,819	19,819	19,819	19,819
95	Title III Language Instruction for English Learners	11,270	11,642	11,642	11,642	11,642	11,642
96	Title IV, Part A, Student Support and Academic Enrichment	-	-	-	-	-	-
97	Title IV, 21st Century CLCP	-	-	-	-	-	-
₹	Total Federal Revenue	623,285	590,133	601,448	611,628	622,147	633,011
	Other State Revenue						
10	Other State Apportionments - Current Year	-	-	-	-	-	-
11	Special Education: AB602 -Current Year	400,820	416,441	429,268	443,434	458,067	473,183
2	Special Education: AB602 -Prior Year	-	-	-	-	-	-
13	Special Education - Option 3 Grants: STEP, PD Grant, etc.	10,000	10,000	10,000	10,000	10,000	10,000
19	Other State Apportionments - Prior Years	-	-	-	-	-	-
20	Child Nutrition-State	49,930	53,037	54,671	56,473	58,337	60,265
15	Charter School Facility Grants - SB740 State	507,000	507,000	507,000	507,000	507,000	507,000
0	Mandate Block Grant	8,932	9,026	9,602	9,919	10,246	10,585
0	State Lottery (CY)	121,540	119,328	123,150	123,150	123,150	123,150
1	State Lottery (PY)	-	-	-	-	-	-
90	Other State Revenue (CY)	2,020,881	1,109,948	1,145,198	1,147,274	1,074,370	851,487
8	Other State Revenue (PY)	<u>-</u>	<u>-</u>		-	_	
SR	Total Other State Revenue	3,119,103	2,224,780	2,278,889	2,297,250	2,241,170	2,035,670

Page 1 of 33

								1
8660	Interest Income	-	-	-	-	-	-	
8662	Net Increase (Decrease) in the Fair Value of Investments	-	-	-	-	-	-	
	Donations and Grants	-	-	-	-	-	-	
8980	Foundation and Corporate Grants	-	-	-	-	-	-	
8981	Individual Donations	-	-	-	-	-	-	
8982	Fundraising Event Revenue	-	-	-	-	-	-	
8983	Donations thru SST (Schools)	-	-	-	-	-	-	
8988	Donations thru SST (SST)	-	-	-	-	-	-	
8989	CMO Management Revenue	-	-	-	-	-	-	
8979	KIPP Foundation-CSP Grant	-	-	-	-	-	-	
8632	Uniforms	-	-	-	-	-	-	
8634	Food Service Sales - Students	-	-	-	-	-	-	
8631	Sale of Equipment and Supplies	-	-	-	-	-	-	
8635	Student/Family Donations	_	_	-	-	-	-	
8636	Miscellaneous Revenue	_	_	-	_	_	-	
8650	Rental Income	_	_	_	_	_	_	
8651	Lease Revenue - ASC 842 (Rental Income)	_	_	_	_	_	_	
8677	Interagency Services Between LEAs (for SPED)	_	_	_	_	_	_	
8678	E-rate	15,500	15,944	16,392	16,859	17,339	17,834	
8699	All Other Local Revenue	-	-	-	-	-	-	
8791	Transfers of Apportionments from Districts	_	_	_	_	_	_	
8792	Transfers of Apportionments from County Offices	_	_	_	_	_	_	
8799	Other Transfers In From All Others	_	_	_	_	_	_	
8953	Gain/Loss on Sales of Fixed Assets	_	_	_	_	_	_	
TOLR	Total Other Local Revenue	15,500	15,944	16,392	16,859	17,339	17.834	
TR	TOTAL REVENUE	9,946,350	9,406,542	9,675,409	9,927,711	10,114,045	10,158,084	
	EXPENSE							
	EXPENSE Certificated Salaries Certificated Teacher Salaries							
1101	Certificated Salaries	1,329,503	1,388,559	1,423,634	1,485,194	1,518,795	1,580,881	
1101 1103	Certificated Salaries Certificated Teacher Salaries	1,329,503 45,600	1,388,559 46,100	1,423,634 46,800	1,485,194 48,000	1,518,795 48,700	1,580,881 49,900	
	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers						, ,	
1103	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute	45,600	46,100	46,800	48,000	48,700	49,900	
1103 1105	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers	45,600 330,636	46,100 269,799	46,800 280,424	48,000 296,081	48,700 306,027	49,900 321,556	
1103 1105 1107	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education	45,600 330,636 480,173	46,100 269,799 495,775	46,800 280,424 515,391	48,000 296,081 544,260	48,700 306,027 562,577	49,900 321,556 591,155	
1103 1105 1107 1175	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers	45,600 330,636 480,173 52,000	46,100 269,799 495,775 45,000	46,800 280,424 515,391 45,000	48,000 296,081 544,260 45,000	48,700 306,027 562,577 45,000	49,900 321,556 591,155 45,000	
1103 1105 1107 1175	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers	45,600 330,636 480,173 52,000 10,000	46,100 269,799 495,775 45,000 10,000	46,800 280,424 515,391 45,000 10,000	48,000 296,081 544,260 45,000 10,000	48,700 306,027 562,577 45,000 10,000	49,900 321,556 591,155 45,000	
1103 1105 1107 1175 1199	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support	45,600 330,636 480,173 52,000 10,000	46,100 269,799 495,775 45,000 10,000	46,800 280,424 515,391 45,000 10,000	48,000 296,081 544,260 45,000 10,000	48,700 306,027 562,577 45,000 10,000	49,900 321,556 591,155 45,000 10,000	
1103 1105 1107 1175 1199	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor	45,600 330,636 480,173 52,000 10,000	46,100 269,799 495,775 45,000 10,000	46,800 280,424 515,391 45,000 10,000	48,000 296,081 544,260 45,000 10,000	48,700 306,027 562,577 45,000 10,000	49,900 321,556 591,155 45,000 10,000	
1103 1105 1107 1175 1199	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor Certificated Administrators	45,600 330,636 480,173 52,000 10,000 - 223,929	46,100 269,799 495,775 45,000 10,000 - 227,355	46,800 280,424 515,391 45,000 10,000 - 232,884	48,000 296,081 544,260 45,000 10,000 - 242,747	48,700 306,027 562,577 45,000 10,000 - 248,036	49,900 321,556 591,155 45,000 10,000 - 257,976	
1103 1105 1107 1175 1199 1201	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor Certificated Administrators School Leader	45,600 330,636 480,173 52,000 10,000 - 223,929 - 136,881 103,734	46,100 269,799 495,775 45,000 10,000 - 227,355 - 145,094 109,958	46,800 280,424 515,391 45,000 10,000 - 232,884 - 149,447 113,257	48,000 296,081 544,260 45,000 10,000 - 242,747 - 156,919 118,920	48,700 306,027 562,577 45,000 10,000 - 248,036 - 161,627 122,488	49,900 321,556 591,155 45,000 10,000 - 257,976 - 169,708 128,612	
1103 1105 1107 1175 1199 1201 1301 1302	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor Certificated Administrators School Leader Assistant School Leader Dean	45,600 330,636 480,173 52,000 10,000 - 223,929 - 136,881	46,100 269,799 495,775 45,000 10,000 - 227,355 - 145,094	46,800 280,424 515,391 45,000 10,000 - 232,884 - 149,447	48,000 296,081 544,260 45,000 10,000 - 242,747 - 156,919	48,700 306,027 562,577 45,000 10,000 - 248,036 - 161,627	49,900 321,556 591,155 45,000 10,000 - 257,976 - 169,708	
1103 1105 1107 1175 1199 1201 1301 1302 1303	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor Certificated Administrators School Leader Assistant School Leader	45,600 330,636 480,173 52,000 10,000 - 223,929 - 136,881 103,734	46,100 269,799 495,775 45,000 10,000 - 227,355 - 145,094 109,958	46,800 280,424 515,391 45,000 10,000 - 232,884 - 149,447 113,257	48,000 296,081 544,260 45,000 10,000 - 242,747 - 156,919 118,920 108,021	48,700 306,027 562,577 45,000 10,000 - 248,036 - 161,627 122,488	49,900 321,556 591,155 45,000 10,000 - 257,976 - 169,708 128,612	
1103 1105 1107 1175 1199 1201 1301 1302 1303 1304	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor Certificated Administrators School Leader Assistant School Leader Dean Leader-in-Residence Total Certificated Salaries	45,600 330,636 480,173 52,000 10,000 - 223,929 - 136,881 103,734 188,455	46,100 269,799 495,775 45,000 10,000 - 227,355 - 145,094 109,958 99,881	46,800 280,424 515,391 45,000 10,000 - 232,884 - 149,447 113,257 102,877	48,000 296,081 544,260 45,000 10,000 - 242,747 - 156,919 118,920 108,021	48,700 306,027 562,577 45,000 10,000 - 248,036 - 161,627 122,488 111,262	49,900 321,556 591,155 45,000 10,000 - 257,976 - 169,708 128,612 116,825	
1103 1105 1107 1175 1199 1201 1301 1302 1303 1304	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor Certificated Administrators School Leader Assistant School Leader Dean Leader-in-Residence Total Certificated Salaries Classified Salaries	45,600 330,636 480,173 52,000 10,000 - 223,929 - 136,881 103,734 188,455	46,100 269,799 495,775 45,000 10,000 - 227,355 - 145,094 109,958 99,881	46,800 280,424 515,391 45,000 10,000 - 232,884 - 149,447 113,257 102,877	48,000 296,081 544,260 45,000 10,000 - 242,747 - 156,919 118,920 108,021	48,700 306,027 562,577 45,000 10,000 - 248,036 - 161,627 122,488 111,262	49,900 321,556 591,155 45,000 10,000 - 257,976 - 169,708 128,612 116,825	
1103 1105 1107 1175 1199 1201 1301 1302 1303 1304 Tcert	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor Certificated Administrators School Leader Assistant School Leader Dean Leader-in-Residence Total Certificated Salaries Classified Salaries Non-Certificated Instructional Aides	45,600 330,636 480,173 52,000 10,000 - 223,929 - 136,881 103,734 188,455	46,100 269,799 495,775 45,000 10,000 - 227,355 - 145,094 109,958 99,881	46,800 280,424 515,391 45,000 10,000 - 232,884 - 149,447 113,257 102,877	48,000 296,081 544,260 45,000 10,000 - 242,747 - 156,919 118,920 108,021	48,700 306,027 562,577 45,000 10,000 - 248,036 - 161,627 122,488 111,262	49,900 321,556 591,155 45,000 10,000 - 257,976 - 169,708 128,612 116,825	
1103 1105 1107 1175 1199 1201 1301 1302 1303 1304 Tcert	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor Certificated Administrators School Leader Assistant School Leader Dean Leader-in-Residence Total Certificated Salaries Classified Salaries Non-Certificated Instructional Aides Non-Certificated Substitutes	45,600 330,636 480,173 52,000 10,000 - 223,929 - 136,881 103,734 188,455 - 2,900,911	46,100 269,799 495,775 45,000 10,000 - 227,355 - 145,094 109,958 99,881	46,800 280,424 515,391 45,000 10,000 - 232,884 - 149,447 113,257 102,877	48,000 296,081 544,260 45,000 10,000 - 242,747 - 156,919 118,920 108,021	48,700 306,027 562,577 45,000 10,000 - 248,036 - 161,627 122,488 111,262	49,900 321,556 591,155 45,000 10,000 - 257,976 - 169,708 128,612 116,825	
1103 1105 1107 1175 1199 1201 1301 1302 1303 1304 Tcert	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor Certificated Administrators School Leader Assistant School Leader Dean Leader-in-Residence Total Certificated Salaries Classified Salaries Non-Certificated Instructional Aides Non-Certificated Instructional Assistants	45,600 330,636 480,173 52,000 10,000 - 223,929 - 136,881 103,734 188,455 - 2,900,911	46,100 269,799 495,775 45,000 10,000 - 227,355 - 145,094 109,958 99,881 - 2,837,521	46,800 280,424 515,391 45,000 10,000 - 232,884 - 149,447 113,257 102,877 - 2,919,714	48,000 296,081 544,260 45,000 10,000 - 242,747 - 156,919 118,920 108,021 - 3,055,142	48,700 306,027 562,577 45,000 10,000 - 248,036 - 161,627 122,488 111,262 - 3,134,512	49,900 321,556 591,155 45,000 10,000 257,976 169,708 128,612 116,825 3,271,613	
1103 1105 1107 1175 1199 1201 1301 1302 1303 1304 Tcert 2101 2102 2103	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor Certificated Administrators School Leader Assistant School Leader Dean Leader-in-Residence Total Certificated Salaries Classified Salaries Non-Certificated Instructional Aides Non-Certificated Instructional Assistants Non-Certificated ELO-P Employees	45,600 330,636 480,173 52,000 10,000 - 223,929 - 136,881 103,734 188,455 - 2,900,911	46,100 269,799 495,775 45,000 10,000 - 227,355 - 145,094 109,958 99,881 - 2,837,521	46,800 280,424 515,391 45,000 10,000 - 232,884 - 149,447 113,257 102,877 - 2,919,714	48,000 296,081 544,260 45,000 10,000 - 242,747 - 156,919 118,920 108,021 - 3,055,142	48,700 306,027 562,577 45,000 10,000 - 248,036 - 161,627 122,488 111,262 - 3,134,512	49,900 321,556 591,155 45,000 10,000 257,976 169,708 128,612 116,825 3,271,613	
1103 1105 1107 1175 1199 1201 1301 1302 1303 1304 Tcert	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor Certificated Administrators School Leader Assistant School Leader Dean Leader-in-Residence Total Certificated Salaries Classified Salaries Non-Certificated Instructional Aides Non-Certificated Instructional Assistants Non-Certificated ELO-P Employees SPED Assistants	45,600 330,636 480,173 52,000 10,000 - 223,929 - 136,881 103,734 188,455 - 2,900,911	46,100 269,799 495,775 45,000 10,000 - 227,355 - 145,094 109,958 99,881 - 2,837,521	46,800 280,424 515,391 45,000 10,000 - 232,884 - 149,447 113,257 102,877 - 2,919,714	48,000 296,081 544,260 45,000 10,000 - 242,747 - 156,919 118,920 108,021 - 3,055,142	48,700 306,027 562,577 45,000 10,000 - 248,036 - 161,627 122,488 111,262 - 3,134,512	49,900 321,556 591,155 45,000 10,000 257,976 169,708 128,612 116,825 3,271,613	
1103 1105 1107 1175 1199 1201 1301 1302 1303 1304 Tcert 2101 2102 2103	Certificated Salaries Certificated Teacher Salaries Certified Regular Teachers In-House Substitute PE & Elective Teachers Special Education Stipend/Extra Duty - Certificated Teachers Bonus - Certificated Teachers Other Certificated Pupil Support Social Worker/Counselor Certificated Administrators School Leader Assistant School Leader Dean Leader-in-Residence Total Certificated Salaries Classified Salaries Non-Certificated Instructional Aides Non-Certificated Instructional Assistants Non-Certificated ELO-P Employees	45,600 330,636 480,173 52,000 10,000 - 223,929 - 136,881 103,734 188,455 - 2,900,911	46,100 269,799 495,775 45,000 10,000 - 227,355 - 145,094 109,958 99,881 - 2,837,521	46,800 280,424 515,391 45,000 10,000 - 232,884 - 149,447 113,257 102,877 - 2,919,714	48,000 296,081 544,260 45,000 10,000 - 242,747 - 156,919 118,920 108,021 - 3,055,142	48,700 306,027 562,577 45,000 10,000 - 248,036 - 161,627 122,488 111,262 - 3,134,512	49,900 321,556 591,155 45,000 10,000 257,976 169,708 128,612 116,825 3,271,613	

Common C	2204	Nurso				_			
Technical, Clerical, Office Staff 127,700 129,000 131,000 131,000 132,000		Nurse	96 000	- 64 600	- 65 200		- 66 400	- 67 000	
Technical, Cleiral, Office Staff Sc. 2576 S3.028 S4.701 S5.795 S6.011		•						-	
2401 Registrar 51,545 52,576 53,028 54,701 55,705 56,011	2200		-	120,000	-	-	-	_	
2402 School Business Operations Manager 91,853 97,364 100,285 105,299 108,488 113,881 24043 Receptionist 31,001 178 42,525 43,478 44,348 45,235 2404 Receptionist 31,001 178 1	2401		51 545	52 576	53 628	54 701	55 795	56 911	
2404 Receptionis 31,001			,		,	,	,	/ -	
Second		,	,			,		,	
SST Salaries				-1,700				-0,200	
Academics Salaries	2-10-1	•		_	_	_	_	_	
Talent Acquisition Salaries	2410		_	_	_	_	_	-	
Advancement Salaries			_	_	_	_	_	_	
Executive Salaries		•	_	_	_	_	_	-	
Advocacy Comm Eng Salaries - - - - - - - - -			_	_	_	_	_	-	
Finance and Accounting Salaries -			_	_	_	_	_	-	
Human Resources Salaries -		,	_	_	_	_	_	-	
Information Technology Salaries -		· · · · · · · · · · · · · · · · · · ·	_	_	_	_	_	-	
APP Comparisons Salaries			_	-	_	_	_	-	
2490 Operations Salaries		· · · · · · · · · · · · · · · · · · ·	_	_	_	_	_	-	
Real Estate Salaries			_	-	_	_	_	-	
2491 SST Salaries -			_	-	_	_	_	-	
Automatical Color			_	-	_	_	_	-	
Totals			_	-	_	_	_	-	
Employee Benefits State Teacher's Retirement System, certificated positions State Teacher's Retirement System, classified State Teacher's Retirement System, classified Positions State Unemployment Insurance, certificated Positions State Unemployment Insurance, Certif	2499		_	-	_	_	_	-	
State Teachers' Retirement System, certificated positions - - - - - - - - -	Tclass	Total Classified Salaries	969,035	839,417	853,081	868,796	882,622	764,484	
Vision Expense - Certificated 3,768 3,716 3,821 3,930 4,042 4,157	3202 3301 3302 3401 3402	Public Employees' Retirement System, classified positions FICA - SS/MED Certificated FICA - SS/MED Classified Medical Expense - Certificated Medical Expense - Classified	74,131 273,385 64,200	64,215 280,501 45,796	65,261 300,136 49,002	66,463 321,145 52,432	67,521 343,625 56,102	58,483 367,679 52,526	
3422 Vision Expense - Classified 1,239 849 873 898 924 831 3431 Life & AD&D Expense - Certificated 2,638 2,601 2,675 2,751 2,829 2,910 3432 Life & AD&D Expense - Classified 867 595 611 629 647 582 3501 State Unemployment Insurance, certificated positions 11,441 11,545 12,091 12,410 12,963 3502 State Unemployment Insurance, classified positions 3,905 3,383 3,438 3,501 3,557 3,081 3601 Workers' Compensation Insurance, classified positions 48,829 48,138 49,846 52,502 54,199 56,934 3602 Workers' Compensation Insurance, classified positions 12,791 11,164 11,431 11,729 12,004 10,473 3901 401(k) ER Contribution - Certificated 70,973 69,563 71,618 75,004 76,988 80,415 3902 401(k) ER Contribution - Classified 14,536 12,591 12,796 </td <td>3412</td> <td>Dental Expense - Classified</td> <td>14,865</td> <td>10,194</td> <td>10,480</td> <td>10,779</td> <td>11,086</td> <td>9,977</td> <td></td>	3412	Dental Expense - Classified	14,865	10,194	10,480	10,779	11,086	9,977	
Life & AD&D Expense - Certificated 2,638 2,601 2,675 2,751 2,829 2,910			,	,	,	,	,	,	
Life & AD&D Expense - Classified 867 595 611 629 647 582			,						
3501 State Unemployment Insurance, certificated positions 11,441 11,214 11,545 12,091 12,410 12,963 3502 State Unemployment Insurance, classified positions 3,905 3,383 3,438 3,501 3,557 3,081 3601 Workers' Compensation Insurance, certificated positions 48,829 48,138 49,846 52,502 54,199 56,934 3602 Workers' Compensation Insurance, classified positions 12,791 11,164 11,431 11,729 12,004 10,473 3901 401(k) ER Contribution - Certificated 70,973 69,563 71,618 75,004 76,988 80,415 3902 401(k) ER Contribution - Classified 14,536 12,591 12,796 13,032 13,239 11,467 3903 Staff Appreciation 20,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 5,000 5,000 5,000 5,000 5,000 5,000 5,000 5,000 5,000 5,000 5		Life & AD&D Expense - Certificated		2,601	2,675		2,829		
3502 State Unemployment Insurance, classified positions 3,905 3,383 3,488 3,501 3,557 3,081 3601 Workers' Compensation Insurance, certificated positions 48,829 48,138 49,846 52,502 54,199 56,934 3602 Workers' Compensation Insurance, classified positions 12,791 11,164 11,431 11,729 12,004 10,473 3901 401(k) ER Contribution - Certificated 70,973 69,563 71,618 75,004 76,988 80,415 3902 401(k) ER Contribution - Classified 14,536 12,591 12,796 13,032 13,239 11,467 3903 Staff Appreciation 20,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 5,		·							
3601 Workers' Compensation Insurance, certificated positions 48,829 48,138 49,846 52,502 54,199 56,934 3602 Workers' Compensation Insurance, classified positions 12,791 11,164 11,431 11,729 12,004 10,473 3901 401(k) ER Contribution - Certificated 70,973 69,563 71,618 75,004 76,988 80,415 3902 401(k) ER Contribution - Classified 14,536 12,591 12,796 13,032 13,239 11,467 3903 Staff Appreciation 20,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 300 5,000 <td< td=""><td></td><td>·</td><td>,</td><td></td><td></td><td>,</td><td>,</td><td>,</td><td></td></td<>		·	,			,	,	,	
3602 Workers' Compensation Insurance, classified positions 12,791 11,164 11,431 11,729 12,004 10,473 3901 401(k) ER Contribution - Certificated 70,973 69,563 71,618 75,004 76,988 80,415 3902 401(k) ER Contribution - Classified 14,536 12,591 12,796 13,032 13,239 11,467 3903 Staff Appreciation 20,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 300 5,00		·						,	
3901 401(k) ER Contribution - Certificated 70,973 69,563 71,618 75,004 76,988 80,415 3902 401(k) ER Contribution - Classified 14,536 12,591 12,796 13,032 13,239 11,467 3903 Staff Appreciation 20,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 24,000 5,000		·	,		,	,	,	,	
3902 401(k) ER Contribution - Classified 14,536 12,591 12,796 13,032 13,239 11,467 3903 Staff Appreciation 20,000 24,000 24,000 24,000 24,000 24,000 3904 All Other Benefits (Relocation, EAP) 5,000 5,000 5,000 5,000 5,000 5,000 Total Employee Benefits Supplies & Materials Textbooks 4101 Curriculum Materials and Books 70,000 72,002 74,025 76,135 78,305 80,537 4201 Class sets/library books 10,000 10,286 10,575 10,876 11,186 11,505		·							
Staff Appreciation 20,000 24,000									
All Other Benefits (Relocation, EAP) 5,000 5,000 5,000 5,000 5,000 5,000 5,000 Total Employee Benefits 866,120 832,398 868,430 912,905 952,048 976,647 Supplies & Materials Textbooks Textbooks 4101 Curriculum Materials and Books 70,000 72,002 74,025 76,135 78,305 80,537 4201 Class sets/library books 10,000 10,286 10,575 10,876 11,186 11,505									
Total Employee Benefits 866,120 832,398 868,430 912,905 952,048 976,647 Supplies & Materials Textbooks 4101 Curriculum Materials and Books 4201 Class sets/library books 70,000 72,002 74,025 76,135 78,305 80,537 10,000 10,286 10,575 10,876 11,186 11,505		• •							
Supplies & Materials Textbooks 4101 Curriculum Materials and Books 70,000 72,002 74,025 76,135 78,305 80,537 4201 Class sets/library books 10,000 10,286 10,575 10,876 11,186 11,505	_								
Textbooks 4101 Curriculum Materials and Books 70,000 72,002 74,025 76,135 78,305 80,537 4201 Class sets/library books 10,000 10,286 10,575 10,876 11,186 11,505	Tben	Total Employee Benefits	866,120	832,398	868,430	912,905	952,048	976,647	
4201 Class sets/library books 10,000 10,286 10,575 10,876 11,186 11,505									
	4101	Curriculum Materials and Books	70,000		74,025	,	78,305	80,537	
Instructional Materials & Supplies	4201	•	10,000	10,286	10,575	10,876	11,186	11,505	
		Instructional Materials & Supplies	-	-	-	-	-	-	

4302	Uniforms	10,000	10,286	10,575	10,876	11,186	11,505	
4303	Health Supplies	10,000	10,286	10,575	10,876	11,186	11,505	
4304	Assessment Materials/Software/Licenses	5,000	5,143	5,288	5,439	5,594	5,753	
4305	Student Recruitment Supplies	10,000	10,286	10,575	10,876	11,186	11,505	
4306	Marketing Outreach Supplies	2,000	2,057	2,115	2,175	2,237	2,301	
4307	Fundraising Event Supplies	-	-	-	-	-	-	
4308	Janitorial Supplies	20,000	21,000	21,000	22,000	23,000	23,000	
4311	Special Education Department	8,000	8,229	8,460	8,701	8,949	9,204	
4312	Instructional Supplies	31,000	32,000	33,000	35,000	38,000	42,000	
4313	Student, Family and Community Support Expenses	-	-	-	-	-	-	
4314	Special Events	13,000	14,000	14,000	15,000	15,000	16,000	
4316	KTC Alumni Assistance	-	-	-	-	-	-	
4319	Music	5,000	5,143	5,288	5,439	5,594	5,753	
4320	Art	-	-	-	-	-	-	
4321	Athletics	10,000	10,286	10,575	10,876	11,186	11,505	
4322	ELO-P Materials & Supplies	35,000	36,000	36,000	36,000	36,000	36,000	
4324	Professional Development Materials	2,000	2,057	2,115	2,175	2,237	2,301	
4351	Non-Instructional Supplies	35,000	37,000	38,000	39,000	40,000	42,000	
4352	Postage & Shipping	2,000	2,057	2,115	2,175	2,237	2,301	
	Non-Capitalized Equipment	· <u>-</u>	-	· <u>-</u>	-	· <u>-</u>	· <u>-</u>	
4401	Student/Classroom Technology	60,000	61,716	63,450	65,258	67,118	69,031	
4402	Student/Classroom Software	48,000	49,000	52,000	57,000	64,000	74,000	
4403	Student/Classroom Furniture/Furnishings/Equipment	80,000	82,288	84,600	10,000	10,285	10,578	
4406	Office Furniture/Furnishings/Equipment	5,000	5,143	5,288	5,439	5,594	5,753	
4404	Staff/Office Technology	17,000	15,000	16,000	16,000	17,000	17,000	
4405	Staff/Office Software	46,000	44,000	45,000	47,000	48,000	48,000	
4408	Network Equipment & Licenses (non-cap)	10,000	10,286	10,575	10,876	11,186	11,505	
	Food Service	, -	-	· -	-	-	, -	
	Meals	-	-	-	_	_	_	
4701	Meals - Student	324,371	351,460	369,032	387,481	406,857	427,203	
4702	Meals - Staff	, -	-	· -	-	-	, -	
4703	Food Supplies and Equipment	2,000	2,000	2,000	2,000	3,000	3,000	
TSM	Total Supplies & Materials	870,371	909,011	942,226	904,673	946,123	990,745	
	• •							
	Operating Services							
	Travel & Conferences							
5204	KSS and KIPP SoCal Start Strong	33,000	30,100	30,900	31,800	32,700	32,900	
5207	Other Travel and Accommodations	500	514	528	543	558	574	
5801	Board Development	-	-	-	-	-	-	
	Insurance	-	-	-	-	-	-	
5450	General Liability Insurance	43,700	45,700	47,000	48,400	49,700	51,100	
	Operations & Housekeeping Services	-	-	-	-	-	-	
5501	Utilities (Gas, Electric, Water)	81,720	84,057	86,419	88,882	91,415	94,020	
5503	Janitorial Services	240,000	244,800	249,696	254,690	259,784	264,980	
5504	Fire/Security	93,854	96,538	99,251	102,080	104,989	107,981	
5603	Moving and Storage Expense	5,884	6,052	6,222	6,399	6,581	6,769	
	Rents, Leases, Repairs & Non-Cap Improvements	-	<i>,</i> -	-	<i>-</i>	<i>-</i>	· -	
5601	Rent	1,152,000	810,000	818,100	826,300	834,600	842,900	
5601-001	Lease Rent Expense - ASC 842	70,228	62,228	54,128	45,928	37,628	29,328	
5601-002	Lease Rent Expense - Non-ASC 842	36,732	41,855	10,431	6,703	6,238	4,232	
5602	Repairs & Maintenance (Non-Cap)	200,000	205,720	211,501	217,529	223,729	230,105	
5606	Equipment Rental And Related Expenses	3,000	3,086	3,173	3,263	3,356	3,452	
5607	Copier Lease and Expenses	25,000	25,715	26,438	27,191	27,966	28,763	
	•							•

	Professional/Consulting Services & Operating Expenditures	-	-	-	-	-	-
802	Auditing/Tax	5,000	5,143	5,288	5,439	5,594	5,753
803	CMO Management Fees	1,289,864	1,299,986	1,336,792	1,374,429	1,409,670	1,438,564
	Instructional Consulting	-	-	-	-	-	-
101	Teacher Residency Program Stipend	-	-	-	-	-	-
106	Substitute Teaching Service	350,000	309,000	249,000	215,000	184,000	172,000
307	Education Instructional Consulting	-	-	-	_	_	-
808	ELO-P Services & Operating Exp	35,000	36,000	36,000	36,000	36,000	36,000
809	All Other Non-Instructional Consulting	15,000	14,000	14,000	15,000	15,000	16,000
B10	Student Recruitment Services	50,000	51,430	52,875	54,382	55,932	57,526
811	Marketing Outreach Services	2,000	2,057	2,115	2,175	2,237	2,301
312	Fundraising Event Services	-	-	-	-,	-	-
301	Dues & Memberships	500	514	528	543	558	574
813	Property Tax	-	-	-	-	-	-
814	KIPP License Fees	30,000	30,000	30,000	30,000	30,000	30,000
815	County Fees	2,875	2,957	3,040	3,127	3,216	
	•			,	,	,	3,308
816	District Oversight Fees	61,900	65,800	67,800	70,000	72,300	74,700
817	Legal Fees	10,000	10,286	10,575	10,876	11,186	11,505
818	Payroll & HR Service Fees	14,000	12,800	13,200	13,600	14,000	14,100
819	Financial Services Fees	2,000	2,057	2,115	2,175	2,237	2,301
320	Special Education Services	90,000	92,574	95,175	97,887	100,677	103,546
850	Special Education Fairshare	14,078	14,467	14,915	15,340	15,779	16,232
321	KTC Alumni Assistance-Services & Other Operating Exp	-	-	-	-	-	-
322	Staff Recruitment	10,000	10,286	10,575	10,876	11,186	11,505
	Professional Development	-	-	-	-	_	-
324	Coaching Expense	-	-	_	_	_	-
825	Other Professional Development	19,000	18,000	20,000	21,000	23,000	25,000
326	Business Meeting Expense	2,000	2,057	2,115	2,175	2,237	2,301
327	Credentialing	17,000	15,000	16,000	16,000	17,000	17,000
831	Field Trips	26,000	28,000	29,000	29,000	30,000	31,000
339	Student Incentives	17,000	19,000	19,000	20,000	20,000	21,000
840	Student Transportation - Non-Field Trips	2,000	2,057	2,115	2,175	2,237	2,301
340 841	·	30,000	30,858	31,725	32,629	33,559	
	End of Year Field Trips						34,515
899	Late Fees/Finance Charges	-	-	-	-	-	-
	Communications	-	-	-	-	-	-
901	Cell Phones	12,000	12,343	12,690	13,052	13,424	13,807
903	Phone	5,000	5,143	5,288	5,439	5,594	5,753
904	Internet	20,000	20,572	21,150	21,753	22,373	23,011
905	Web Hosting & Email	1,000	1,029	1,058	1,088	1,119	1,151
OS	Total Operating Services	4,118,835	3,769,781	3,747,921	3,780,868	3,819,359	3,869,858
	Additional Expenses						
901	Amortization Expense	24,487	24,487	24,487	24,487	24,487	24,487
902	Depreciation Expense	79,501	79,501	79,501	40,998	-	-
010	Other Expense	70,000	70,000	80,000	140,000	150,000	60,000
221	Transfers of Apportionments	-	· -	-	-	-	_
438	Interest Expense	2,114	2,114	2,114	2,114	2,114	2,114
AS -	Total Additional Expenses	176,102	176,102	186,102	207,599	176,601	86,601
	TOTAL EXPENSE	9,901,374	9,364,230	9,517,474	9,729,983	9,911,265	9,959,948
_ =	<u> </u>	-,,	-,,	-,,	×,,	-,,	-,,
-	Change in Net Assets	44,976	42,312	157,935	197,728	202,780	198,136
	g //ot / /oooto	77,010	,	.07,000	.01,120	,,,,,,,,	.00,.00

3	Statement of Cash Flow	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
(CHANGE IN CASH DUE TO:						
	Operating Activities						
CINA-CF	Change in Net Assets - CF	44,976	42,312	157,935	197,728	202,780	198,136
Depr	Depreciation	79,501	79,501	79,501	40,998	-	-
Amort	Amortization	24,487	24,487	24,487	24,487	24,487	24,487
NCE	Other Non-Cash Expense	70,228	62,228	54,128	45,928	37,628	29,328
ARCHG	(Increase) decrease in A/R	(631,168)	241,081	(31,493)	(22,576)	(879)	43,437
APCHG	Increase (decrease) in A/P net of Prepaid exp	(544,102)	(43,658)	(27,001)	(35,480)	(31,390)	(33,485)
_	Total Operating Activities	(956,077)	405,951	257,557	251,085	232,626	261,903
	Investment Activity						
CAPEX	(Capital Expenditures)	(224,980)	_	-	-	-	-
NRCHG	(Notes Receivable)	· -	-	-	-	-	-
_	Total Inverstment Activities	(224,980)	-	-	-	-	-
	Financing Activities						
LP	Loan Proceeds	-	-	-	-	-	-
PMT	(Loan Principal Repayments)	-	-	-	-	-	-
_	Total Financing Activities	-	-	-	-	-	-
7	FOTAL CHANGE IN CASH	(1,181,057)	405,951	257,557	251,085	232,626	261,903
CABY	Beginning Cash	7,299,265	6,118,208	6,524,159	6,781,716	7,032,801	7,265,428
Ē	ENDING CASH	6,118,208	6,524,159	6,781,716	7,032,801	7,265,428	7,527,331

Е	Balance Sheet	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
Α	SSETS						
	Current Assets						
CASH	Cash	6,118,208	6,524,159	6,781,716	7,032,801	7,265,428	7,527,331
UINV	Unrestricted Investments	-	-	-	-	-	-
RCASH	Restricted Cash	-	-	-	-	-	-
AR	Accounts Receivable - Federal & State	1,400,110	1,159,029	1,190,522	1,213,098	1,213,977	1,170,540
ARO	Accounts Receivable - Other	8,240	8,240	8,240	8,240	8,240	8,240
AIR	Accrued Interest Receivable	-	-	-	-	-	-
PE	Prepaid Expenses	1,672	1,672	1,672	1,672	1,672	1,672
OA	Other Assets	(150)	(150)	(150)	(150)	(150)	(150)
NRC	Notes Receivable - Current	=	-	-	-	-	-
ICR	Intercompany Receivable	-	-	-	-	-	-
	Total Current Assets	7,528,080	7,692,950	7,982,001	8,255,662	8,489,167	8,707,633
	Long Term Assets						
ULTI	Unrestricted Long Term Investments	-	-	-	-	-	-
RLTI	Restricted Long Term Investments	-	-	-	-	-	-
LED	Lease & Escrow Deposits	-	-	-	-	-	-
PR	Prepaid Rent	-	-	-	-	-	-

DOLLE	Dight Of Llos Asset ACC 949. Finance	64 475	64 475	61 475	61 475	64 475	64 475	i
ROUF	Right-Of-Use Asset ASC 842 - Finance Right-Of-Use Asset ASC 842 - Operating	61,475 11,639,241	61,475 11,209,773	61,475 10,765,870	61,475 10,306,658	61,475 9,831,221	61,475 9,338,609	
ROUO OLTA	Other Long Term Assets	11,039,241	11,209,773	10,705,670	10,300,030	9,031,221	9,330,009	
DIC	Debt Issuance Costs	-	-	-	-	-	-	
NRLT	Notes Receivable - Long Term	-	-	-	-	-	-	
ICNR	Intercompany Notes Receivable	-	-	-	-	-	-	
LAND	Land	-	-	-	-	-	-	
WIP	Work in Progress	5,981	5,981	5,981	5,981	5,981	5,981	
FABL	Fixed Assets - Buildings	5,961	3,961	5,961	5,901	3,901	3,901	
ADBL	Accumulated Depreciation - Buildings	-	-	-	-	-	-	
FALBI	Fixed Assets - Leasehold & Building Improvements	200,000	200,000	200,000	200,000	200,000	200,000	
ADLBI	Accumulated Depreciation - Leasehold & Building Improvement	200,000	(79,501)	(159,002)	(200,000)	(200,000)	(200,000)	
FAFE	Fixed Assets - Furniture and Equipment	310.600	310.600	310,600	310,600	310.600	310,600	
ADFE	Accumulated Depreciation - Furniture and Equipment	(310,600)	(310,600)	(310,600)	(310,600)	(310,600)	(310,600)	
ADFE	Total Long Term Assets	11,906,697	11,397,728	10,874,325	10,374,114	9,898,677	9,406,065	
	Total Long Term Assets	11,900,097	11,397,720	10,074,325	10,374,114	9,090,077	9,400,005	
TA	TOTAL ASSETS	19,434,777	19,090,678	18,856,325	18,629,776	18,387,844	18,113,699	
	LIABILITIES & NET ASSETS							
	Current Liabilities							
AP	Accounts Payable	364,567	353,396	358,982	356,189	357,586	356,888	
AL	Accrued Liabilities	50	50	50	50	50	50	
PBTP	Payroll, Benefits, & Taxes Payable	48,879	48,879	48,879	48,879	48,879	48,879	
AIP	Accrued Interest Payable							
DR	Deferred Revenue	275,505	275,505	275,505	275,505	275,505	275,505	
LLSTF	Lease Liability ASC 842 - Short Term Finance	24,594	24,594	24,594	24,594	24,594	24,594	
LLSTO	Lease Liability ASC 842 - Short Term Operating	345,645	345,645	345,645	345,645	345,645	345,645	
NPC	Notes Payable - Current	-	-	-	-	-	-	
BPC	Bonds Payable - Current	-	-	-	-	-	-	
ICP	Intercompany Payable			<u>-</u>	<u>-</u>	 	<u> </u>	
	Total Current Liabilities	1,059,241	1,048,070	1,053,656	1,050,863	1,052,260	1,051,562	
	Long Term Liabilities							
RP	Reserves Payable	_	-	-	-	-	-	
LLLTF	Lease Liability ASC 842 - Long Term Finance	38,496	38,496	38,496	38,496	38,496	38,496	
LLLTO	Lease Liability ASC 842 - Long Term Operating	11,993,533	11,618,293	11,220,419	10,798,934	10,352,826	9,881,242	
NPLT	Notes Payable - Long Term	-	-	-	-	-	-	
BPLT	Bonds Payable - Long Term	_	_	-	-	_	-	
ICNP	Intercompany Notes Payable	_	_	-	-	_	-	
	Total Long Term Liabilities	12,032,028	11,656,788	11,258,914	10,837,430	10,391,322	9,919,738	
NABY	Net Assets - Beginning of Year	6,298,532	6,343,508	6,385,820	6,543,755	6,741,483	6,944,263	
CiNA-BS		44,976	42,312	157,935	197,728	202,780	198,136	
	Net Assets - End of Year	6,343,508	6,385,820	6,543,755	6,741,483	6,944,263	7,142,399	
TLNA	TOTAL LIABILITIES & NET ASSETS	19,434,777	19,090,678	18,856,325	18,629,776	18,387,844	18,113,699	
				, , ,			<u> </u>	

Assumptions As of June 1, 2024

	F	Y2025		FY2026		FY2027
GENERAL						
Inflation/COLA						
General Expense Inflation		3.23%		2.86%		2.81%
Medical Expense Inflation		7.00%		7.00%		7.00%
CA Revenue COLA		1.07%		2.93%		3.08%
Annual Pay Increase						
Non-Teacher		3.00%		6.00%		3.00%
Teacher		14.00%		2.00%		3.00%
Hourly		5.00%		2.00%		2.00%
Minimum Wage	\$	16.50	\$	17.00	\$	17.40
Benefits (ER Contribution %)						
3101 STRS Contributions		19.10%		19.10%		19.10%
3202 PERS Contributions		27.05%		27.60%		28.00%
3301 FICA - SS Certificated		7.65%		7.65%		7.65%
3302 FICA - SS Classified		7.65%		7.65%		7.65%
3401 Medical Expense - Certificated	\$	7,490	\$	8,014	\$	8,575
3402 Medical Expense - Classified	\$	5,350	\$	5,725	\$	6,125
3411 Dental Expense - Certificated	\$	723	\$	743	\$	764
3412 Dental Expense - Classified	\$	1,239	\$	1,274	\$	1,310
3421 Vision Expense - Certificated	\$ \$ \$	103	\$	106	\$	109
3422 Vision Expense - Classified	\$	103	\$	106	\$	109
3431 Life & AD&D Expense - Certificated	\$	72	\$	74	\$	76
3432 Life & AD&D Expense - Classified	\$	72	\$	74	\$	76
3501 Certificated SUI		0.403%		0.403%		0.403%
3502 Classified SUI		0.403%		0.403%		0.403%
3601 Certificated Workers Compensation		1.72%		1.73%		1.74%
3602 Classified Workers Compensation		1.32%		1.33%		1.34%
3901 401(k) Contribution - Certificated		2.50%		2.50%		2.50%
3902 401(k) Contribution - Classified		1.50%		1.50%		1.50%
STATE REVENUE		100.00%		100.00%		100.00%
8011 Revenue Limit State Aid	æ	100.00%	Ф	100.00%	Ф	100.00%
KSol	\$	14,158	Φ	14,577	\$	15,027
General Purpose Funding (LCFF Split)	ø	200	C	200	C	200
8012 Prop 30 (greater of) Prop 30 (greater of)	\$	200 48.8%	\$	200 48.8%	\$	200 48.8%
	æ		æ		ď	
8096 LA In Lieu of Property Tax (Local)	\$	3,547	\$	3,649	\$	3,751
Compto In Lieu of Property Tax (Local) SD In Lieu of Property Tax (Local)	\$ \$	1,836	\$	1,889	\$	1,942
1 7 ()	\$ \$	8,647	\$	8,894	\$	9,144
8560 State Lottery	Ф	273	\$	273	\$	273
Special Education	æ	007	Ф	വാ	Ф	052
8311 EDCOE AB 602 LAUSD AB 602	\$	897 1 062	\$ \$	923	\$	952 1 126
8181 EDCOE IDEA (Federal via State)	\$ \$	1,062 140	\$ \$	1,093 140	\$ \$	1,126 140
, ,	\$ \$	245	\$ \$	140 245	\$ \$	245
LAUSD IDEA (Federal via State)	Φ	240	Φ	240	Φ	243

8545 SB 740 and Facility Incentive Grant	\$	1,372	\$	1,372	\$	1,372
8550 Mandate Block Grant	\$	20.06	\$	20.65	\$	21.29
ASES						
MS Grant	\$	203,483	\$	205,518	\$	207,573
ES Grant	\$	152,612	\$	154,138		155,679
	Φ	132,012	Φ	134,136	\$	155,679
Expanded Learning Opportunity Program						
8590 UPP > 75%	\$	2,750	\$	2,750	\$	2,750
UPP < 75%	\$	1,700	\$	1,700	\$	1,700
011 17570	Ψ	1,700	Ψ	1,700	Ψ	1,700
FEDERAL REVENUE						
8291 Title I (a) Basic Low Income						
KSol	\$	462	\$	462	\$	462
1.00i	Ψ	702	Ψ	702	Ψ	702
8293 Title II (a) (Teacher Training)	\$	47	\$	47	\$	47
8295 Title III (Limited English Proficient)	\$	124	\$	124	\$	124
	Ψ		Ψ		Ψ	
8678 E-rate Reimbursement		50%		50%		50%
E-rate Reimbursement (Cell phones reimb red	duc	0%		0%		0%
, , ,						
SST FEES						
5803 CMO Management Fees		15%		15%		15%
NUTRITION						
Expense						
Meal Inflation Rate		5.00%		5.00%		5.00%
Breakfast	\$	3.60	\$	3.78	\$	3.97
		3.60	\$	3.78	\$	3.97
	\$ \$ \$					
	\$	3.60	\$	3.78	\$	3.97
Lunch	\$	5.27	\$	5.53	\$	5.81
	\$	5.27	\$	5.53	\$	5.81
	φ					
	\$	5.27	\$	5.53	\$	5.81
Snack	\$	1.15	\$	1.21	\$	1.27
Federal Reimbursements						
	_		_		_	
Breakfast - Free	\$	2.84	\$	2.92	\$	3.01
Breakfast - Reduced	\$	2.84	\$	2.92	\$	3.01
Breakfast - Paid	\$	2.84	\$	2.92	\$	3.01
Lunch - Free	\$	4.54	\$	4.67		4.82
Lunch - Reduced	\$	4.54	\$	4.67	\$	4.82
Lunch - Paid	\$	4.54	\$	4.67	\$	4.82
	\$		\$			
Snack	Ф	1.18	Ф	1.22	\$	1.25
State Reimbursements						
Breakfast - Free	\$	0.98	\$	1.00	\$	1.04
Breakfast - Reduced	\$	0.98	\$	1.00	\$	1.04
Breakfast - Paid	\$	-	\$	-	\$	-
Lunch - Free	\$ \$ \$	0.98	\$	1.00	\$	1.04
	Ψ					
Lunch - Reduced		0.98	\$	1.00	\$	1.04
Lunch - Paid	\$	-	\$	-	\$	-
	•					
Student Foce						
Student Fees						
Breakfast - Free	\$	-	\$	-	\$	-
Breakfast - Reduced	\$	_	\$	_	\$	_
Breakfast - Paid	œ.		\$		¢.	
	\$ \$	-		-	\$	-
Lunch - Free		-	\$	-	\$	-
Lunch - Reduced	\$	-	\$	-	\$	-
•	,		•		•	

Lunch - Paid Snack	\$ \$	- -	\$ \$	- -	\$ \$	- -
Student Participation %						
Breakfast		20%		20%		20%
		20%		20%		20%
		20%		20%		20%
Lunch		50%		50%		50%
		50%		50%		50%
0 1		50%		50%		50%
Snack		75%		75%		75%
Meal Days						
Breakfast		180		180		180
		180		180		180
		180		180		180
Lunch		180		180		180
		180		180		180
		180		180		180
Snack		100		100		100
FRL%						
Free		89%		89%		89%
Reduced		0%		0%		0%
Paid		11%		11%		11%
Free		89%		89%		89%
Reduced		0%		0%		0%
Paid		11%		11%		11%
Snack		100%		100%		100%
8220 Federal Nutrition Program		599.53		617.10		636.10
8520 State Nutrition Reimbursement		122.98		126.58		130.48
8632 Food Service Sales - Students		-		-		-
4701 Meals - Students		690.15		724.66		760.89
Meal Server Cost						
Hourly Rate	\$	25.20	\$	25.70	\$	26.21
Annual hours		990.00		990.00		990.00
Cost per server	\$	24,948.00	\$	25,443.00	\$	25,948.00

	FY2028		FY2029		FY2030
•	F 1 2020		F12029		F 1 2030
	2.85%		2.85%		2.85%
	7.00% 3.30%		7.00% 3.30%		7.00% 3.30%
			2,227		2.227
	5.00% 5.00%		3.00% 3.00%		5.00% 5.00%
	2.00%		2.00%		2.00%
\$	17.90	\$	18.40	\$	18.90
	19.10%		19.10%		19.10%
	29.20%		29.20%		29.20%
	7.65% 7.65%		7.65% 7.65%		7.65% 7.65%
\$	9,176	\$	9,818	\$	10,505
\$	6,554	\$	7,013	\$	7,504
\$	786	\$	808	\$	831
\$ \$	1,347 112	\$ \$	1,386 115	\$ \$	1,425 119
φ \$	112	φ \$	115	φ \$	119
\$	79	\$	81	\$	83
\$	79	\$	81	\$	83
	0.403% 0.403%		0.403% 0.403%		0.403% 0.403%
	1.75%		1.76%		1.77%
	1.35%		1.36%		1.37%
	2.50%		2.50%		2.50%
	1.50%		1.50%		1.50%
	100.00%	_	100.00%	_	100.00%
\$	15,522	\$	16,035	\$	16,563
\$	200	\$	200	\$	200
\$	48.8% 3,858	Ф	48.8% 3,968	¢	48.8% 4,081
э \$	3,636 1,997	\$ \$	2,054	\$ \$	2,113
\$	9,405	\$	9,673	\$	9,948
\$	273	\$	273	\$	273
\$	983	\$	1,015	\$	1,049
\$	1,164	\$	1,202 140	\$	1,242
\$ \$	140 245	\$ \$	245	\$ \$	140 245
•	_		_		•

\$ \$	1,372 21.99	\$ \$	1,372 22.71	\$ \$	1,372 23.46
\$ \$	209,649 157,236	\$ \$	211,745 158,808	\$ \$	213,862 160,396
\$ \$	2,750 1,700	\$ \$	2,750 1,700	\$ \$	2,750 1,700
\$	462	\$	462	\$	462
\$ \$	47 124 50% 0%	\$	47 124 50% 0%	\$ \$	47 124 50% 0%
	15%		15%		15%
*****	5.00% 4.17 4.17 4.17 6.10 6.10 1.33	\$\$\$\$\$\$\$\$\$\$\$\$\$\$	5.00% 4.38 4.38 4.38 6.41 6.41 1.40	****	5.00% 4.59 4.59 4.59 6.73 6.73 1.47
\$ \$ \$ \$ \$ \$	3.11 4.98 4.98 4.98 1.30	\$ \$ \$ \$ \$	3.22 5.14 5.14 5.14 1.34	\$ \$ \$ \$ \$ \$ \$	3.32 5.31 5.31 5.31 1.38
\$ \$ \$ \$ \$	1.07 1.07 - 1.07 1.07	\$ \$ \$ \$ \$ \$	1.11 1.11 - 1.11 1.11	\$ \$ \$ \$ \$ \$	1.14 1.14 - 1.14 1.14
\$ \$ \$ \$ \$ \$	- - - -	\$ \$ \$ \$	- - - -	\$ \$ \$ \$	- - - -

\$ \$	- -	\$ \$	- -	\$ \$	-
	20%		20%		20%
	20%		20%		20%
	20%		20%		20%
	50%		50%		50%
	50%		50%		50%
	50% 75%		50% 75%		50% 75%
	75%		75%		75%
	180		180		180
	180		180		180
	180		180		180
	180		180		180
	180		180		180
	180		180		180
	100		100		100
	89%		89%		89%
	0%		0%		0%
	11%		11%		11%
	89%		89%		89%
	0%		0%		0%
	11%		11%		11%
	100%		100%		100%
	657.09		678.78		701.18
	134.78 -		139.23 -		143.83
	798.93		838.88		880.83
\$	26.73	\$	27.26	\$	27.81
·	990.00	•	990.00		990.00
\$	26,463.00	\$	26,987.00	\$	27,532.00

Enrollment As of June 1, 2024

			FY2025	FY2026	FY2027
Enroll					
	KSol	KIPP Sol Academy	470	485	485
Avera	ge Dail	y Attendance			
		KIPP Sol Academy	437.1	451.1	451.1
ELO-P					
	KSol	KIPP Sol Academy	193.4	188.8	200.9
KSOL					
	Grade				
KSOL		Transitional Kindergarten			
KSOL		Kindergarten			
KSOL		1st Grade			
KSOL	2nd	2nd Grade			
KSOL		3rd Grade			
KSOL		4th Grade	440	405	405
KSOL		5th Grade	110	125	125
KSOL		6th Grade	125	125	125
KSOL		7th Grade	120	120	120
KSOL KSOL		8th Grade 9th Grade	115	115	115
KSOL	10th	10th Grade			
KSOL	11th	11th Grade			
KSOL	12th	12th Grade			
KSOL		Total Enrollment	470	485	485
KSOL	Total	Retention %	96%	96%	96%
KSOL		reconden //	0070	0070	0070
KSOL		ADA %	93.0%	93.0%	93.0%
KSOL		TK	-	-	-
KSOL		Kinder - 3rd	-	-	-
KSOL		4th - 6th	218.55	232.50	232.50
KSOL		7th - 8th	218.55	218.55	218.55
KSOL		9th - 12th	407.40	454.05	454.05
KSOL	ı otai	Total ADA	437.10	451.05	451.05
KSOL		Unduplicated Count	406	419	419
KSOL	UPP	Unduplicated Percentage	86.4%	86.4%	86.4%
KSOL	•	English Learners	91	94	94
KSOL	ELL	ELL%	19.4%	19.4%	19.4%
		I PENSEC	-	-	-
KSOL					

FY2028	FY2029	FY2030	
485	485	485	
451.1	451.1	451.1	
200.9	200.9	200.9	
			1
125	125	125	
125	125	125	
120 115	120 115	120 115	
113	113	113	
485	485	485	
96%	96%	96%	
93.0%	93.0%	93.0%	
-	-	-	
232.50	232.50	232.50	
218.55	218.55	218.55	
451.05	- 451.05	- 451.05	

419

94

86.4%

19.4%

419 86.4%

94 19.4%

419

94

86.4%

19.4%

LCFF By Year As of June 1, 2024

	FY2025	FY2026	FY2027
Inputs			
Base Target			
TK	\$10,025	\$10,319	\$10,637
Kinder - 3rd	\$10,025	\$10,319	\$10,637
4th - 6th	\$10,177	\$10,475	\$10,798
7th - 8th	\$10,478	\$10,785	\$11,117
9th - 12th	\$12,144	\$12,500	\$12,885
Grade Span Adjustment			
TK	\$4,120	\$4,241	\$4,372
Kinder - 3rd	\$1,043	\$1,074	\$1,107
4th - 6th	\$0	\$0	\$0
7th - 8th	\$0	\$0	\$0
9th - 12th	\$315	\$324	\$334
Annual COLA	1.07%	2.93%	3.08%
LCFF Gap Close Percentage	100.00%	100.00%	100.00%
District Concentration Percentage			
LAUSD	85.67%	85.67%	85.67%
Compton USD	93.64%	93.64%	93.64%
Montebello USD	81.92%	81.92%	81.92%
SDUSD	58.50%	58.50%	58.50%
05005	33.3370	33.3370	33.3370
KSOL_			
KSOL			
KSOL ADA TK	-	-	-
KSOL ADA Kinder - 3rd	-	-	-
KSOL ADA 4th - 6th	218.55	232.50	232.50
KSOL ADA 7th - 8th	218.55	218.55	218.55
KSOL ADA 9th - 12th	-	-	-
KSOL			
KSOL UPP Unduplicated Count	406.00	419.00	419.00
KSOL UPP Enrollment	470.00	485.00	485.00
KSOL UPP 3-yr Average UPP	85.75%	86.36%	86.39%
KSOL			
KSOL LAUSE District Concentration Percentage	85.67%	85.67%	85.67%
KSOL			
KSOL Target Base	4,514,150	4,792,499	4,940,155
KSOL Target Grade Span Adjustment	-	-	-
KSOL Target Supplemental	774,177	827,760	853,560
KSOL Target Concentration	899,918	955,409	984,845
KSOL KSOL Total Target	6,188,245	6,575,668	6,778,560
KSOL Increase/Improve Services %	37.1%	37.2%	37.2%
KSOL Increase/Improve Services %	31.1%	31.∠-⁄0	31.2%
KSOL			

FY2028	FY2029	FY2030
\$10,988	\$11,351	\$11,726
\$10,988	\$11,351	\$11,726
\$11,154	\$11,522	\$11,902
\$11,484	\$11,863	\$12,254
\$13,310	\$13,749	\$14,203
\$4,516	\$4,665	\$4,819
\$1,144	\$1,182	\$1,221
\$0	\$0	\$0
\$0 \$2.45	\$0	\$0
\$345	\$356	\$368
3.30%	3.30%	3.30%
100.00%	100.00%	100.00%
85.67%	85.67%	85.67%
93.64%	93.64%	93.64%
81.92%	81.92%	81.92%
58.50%	58.50%	58.50%
-	-	-
-	-	-
232.50 218.55	232.50 218.55	232.50 218.55
210.55	218.55	210.55
440.00	440.00	440.00
419.00 485.00	419.00 485.00	419.00 485.00
86.39%	86.39%	86.39%
00.5970	00.3970	00.39 //
85.67%	85.67%	85.67%
5,103,133	5,271,524 -	5,445,327 -
881,719	910,814	940,844
1,017,335	1,050,905	1,085,553
7,002,187	7,233,243	7,471,724
37.2%	37.2%	37.2%

Staff Expense As of June 1, 2024

				FY2025	FY2026	FY2027
KSOL	KSOL			• = •	• _ •	• = .
	KSOL					
	KSOL		es			
	KSOL		Certificated Salaries			
	KSOL		Certified Regular Teachers	1,329,503.00	1,388,559.00	1,423,634.00
	KSOL		In-House Substitute	45,600.00	46,100.00	46,800.00
	KSOL		PE & Elective Teachers	330,636.00	269,799.00	280,424.00
	KSOL		Special Education	480,173.00	495,775.00	515,391.00
	KSOL		Social Worker/Counselor	223,929.00	227,355.00	232,884.00
KSOL1	KSOL		School Leader	136,881.00	145,094.00	149,447.00
	KSOL	1302	Assistant School Leader	103,734.00	109,958.00	113,257.00
KSOL1	KSOL		Dean	188,455.00	99,881.00	102,877.00
KSOL1	KSOL	1304	Leader-in-Residence	-	, _	, -
KSOL	KSOL	Tcert	Total Certificated Salaries	2,838,911.00	2,782,521.00	2,864,714.00
KSOL	KSOL					
KSOL	KSOL		Classified Salaries			
KSOL2	KSOL	2102	Non-Certificated Instructional Assistants	82,991.00	-	-
KSOL2	KSOL	2103	Non-Certificated ELO-P Employees	312,426.00	316,332.00	320,183.00
KSOL2	KSOL	2104	SPED Assistants	134,549.00	137,756.00	140,860.00
KSOL2	KSOL	2204	Nurse	-	-	-
KSOL2	KSOL	2205	Operations Aide	96,000.00	64,600.00	65,200.00
KSOL2	KSOL	2206	Community Schools Grant Salaries	127,700.00	129,000.00	130,300.00
KSOL2	KSOL	2401	Registrar	51,545.00	52,576.00	53,628.00
	KSOL		School Business Operations Manager	91,853.00	97,364.00	100,285.00
	KSOL		Ops Coordinator	40,970.00	41,789.00	42,625.00
	KSOL		Receptionist	31,001.00	-	-
	KSOL		Total Classified Salaries	969,035.00	839,417.00	853,081.00
	KSOL	T	Total Salaries	3,807,946.00	3,621,938.00	3,717,795.00
	KSOL					
	KSOL	Perso	nnel Count			
	KSOL		Certificated Personnel			
	KSOL		Certified Regular Teachers	17.50	18.00	18.00
	KSOL		In-House Substitute	1.00	1.00	1.00
	KSOL		PE & Elective Teachers	5.00	4.00	4.00
	KSOL		Special Education	6.40	6.40	6.40
	KSOL		Social Worker/Counselor	2.60	2.60	2.60
	KSOL		School Leader	1.00	1.00	1.00
	KSOL		Assistant School Leader	1.00	1.00	1.00
	KSOL		Dean Leadar in Basidanas	2.00	1.00	1.00
	KSOL		Leader-in-Residence	0.00	0.00	0.00
	KSOL		Total Certificated Personnel	36.50	35.00	35.00
	KSOL			36.50	35.00	35.00
	KSOL KSOL		Classified Personnel Non-Certificated Instructional Assistants	3.00	0.00	0.00
	KSOL			6.62	0.00 6.62	6.62
	KSOL		Non-Certificated ELO-P Employees SPED Assistants	4.00	4.00	4.00
	KSOL		Nurse	0.00	0.00	0.00
	KSOL		Operations Aide	3.00	2.00	2.00
NOULZ	NOOL	2200	Operations Alue	3.00	2.00	2.00

KSOL2	KSOL	2206 Community Schools Grant Salaries	1.00	1.00	1.00
KSOL2	KSOL	2401 Registrar	1.00	1.00	1.00
KSOL2	KSOL		1.00	1.00	1.00
KSOL2	KSOL		1.00	1.00	1.00
KSOL2	KSOL	2404 Receptionist	1.00	0.00	0.00
KSOL	KSOL	Tclass Total Classified Personnel	21.62	16.62	16.62
KSOL	KSOL	T Total Personnel Count	58.12	51.62	51.62
KSOL	KSOL	TclassFT	12.00	8.00	8.00
KSOL	KSOL				
KSOLE	KSOL	Benefits			
KSOL3	KSOL	3101 STRS Contributions	-	-	-
KSOL3	KSOL	3202 PERS Contributions	-	-	-
KSOL3	KSOL	3301 FICA - SS/MED Certificated	217,176.69	212,862.86	219,150.62
KSOL3	KSOL	3302 FICA - SS/MED Classified	74,131.18	64,215.40	65,260.70
KSOL3	KSOL	3401 Medical Expense - Certificated	273,385.00	280,500.50	300,135.54
KSOL3	KSOL	3402 Medical Expense - Classified	64,200.00	45,796.00	49,001.72
KSOL3	KSOL	3411 Dental Expense - Certificated	26,375.27	26,014.68	26,745.70
KSOL3	KSOL	3412 Dental Expense - Classified	14,865.12	10,193.51	10,479.95
KSOL3	KSOL	3421 Vision Expense - Certificated	3,767.90	3,716.38	3,820.81
KSOL3	KSOL	3422 Vision Expense - Classified	1,238.76	849.46	873.33
KSOL3	KSOL	3431 Life & AD&D Expense - Certificated	2,637.53	2,601.47	2,674.57
KSOL3	KSOL	3432 Life & AD&D Expense - Classified	867.13	594.62	611.33
KSOL3	KSOL	3501 Certificated SUI	11,440.81	11,213.56	11,544.80
KSOL3	KSOL	3502 Classified SUI	3,905.21	3,382.85	3,437.92
KSOL3	KSOL	3601 Certificated Workers Compensation	48,829.27	48,137.61	49,846.02
KSOL3	KSOL	3602 Classified Workers Compensation	12,791.26	11,164.25	11,431.29
KSOL3	KSOL	3901 401(k) Contribution - Certificated	70,972.78	69,563.03	71,617.85
KSOL3	KSOL	3902 401(k) Contribution - Classified	14,535.53	12,591.26	12,796.22
KSOL	KSOL	Tben Total Benefits	841,119.42	803,397.43	839,428.34
KSOL	KSOL				

FY2028	FY2029	FY2030	
1,485,194.00	1,518,795.00	1,580,881.00	
48,000.00	48,700.00	49,900.00	
296,081.00	306,027.00	321,556.00	
544,260.00	562,577.00	591,155.00	
242,747.00	248,036.00	257,976.00	
156,919.00	161,627.00	169,708.00	
118,920.00	122,488.00	128,612.00	
108,021.00	111,262.00	116,825.00	
	-	-	
3,000,142.00	3,079,512.00	3,216,613.00	
-	-	-	
324,049.00	327,929.00	331,822.00	
143,869.00	146,792.00	149,635.00	
-	-	-	
65,800.00	66,400.00	67,000.00	
131,600.00	132,900.00	· -	
54,701.00	55,795.00	56,911.00	
105,299.00	108,458.00	113,881.00	
43,478.00	44,348.00	45,235.00	
-	-	-	
868,796.00	882,622.00	764,484.00	
3,868,938.00	3,962,134.00	3,981,097.00	
0,000,000.00	0,002,104.00	0,001,007.00	
40.00	40.00	40.00	
18.00	18.00	18.00	
1.00	1.00	1.00	
4.00	4.00	4.00	
6.40	6.40	6.40	
2.60	2.60	2.60	
1.00	1.00	1.00	
1.00	1.00	1.00	
1.00	1.00	1.00	
0.00	0.00	0.00	
35.00	35.00	35.00	
35.00	35.00	35.00	
0.00	0.00	0.00	
6.62	6.62	6.62	
4.00	4.00	4.00	
0.00	0.00	0.00	
2.00	2.00	2.00	
2.50	2.50	2.00	

1.00	1.00	0.00
1.00	1.00	1.00
1.00	1.00	1.00
1.00	1.00	1.00
0.00	0.00	0.00
16.62	16.62	15.62
51.62	51.62	50.62
8.00	8.00	7.00
-	-	-
-	-	-
229,510.86	235,582.67	246,070.89
66,462.89	67,520.58	58,483.03
321,145.02	343,625.17	367,678.94
52,431.84	56,102.07	52,525.56
27,507.95	28,291.92	29,098.24
10,778.62	11,085.82	9,976.54
3,929.71	4,041.70	4,156.89
898.22	923.82	831.38
2,750.79	2,829.19	2,909.82
628.75	646.67	581.96
12,090.57	12,410.43	12,962.95
3,501.25	3,556.97	3,080.87
52,502.49	54,199.41	56,934.05
11,728.75	12,003.66	10,473.43
75,003.55	76,987.80	80,415.33
13,031.94	13,239.33	11,467.26
883,903.21	923,047.22	947,647.15

bject Code	Income Statement	FY2025 Projected	FY2026 Projected	FY2027 Projected	FY2028 Projected	FY2029 Projected
011	General Purpose Funding LCFF State Aid - Current Year	4,550,544	4.839.541	4.996.286	5,171,353	5.353.166
012	Education Protection Account State Aid - Current Year Revenue Limit State Aid - PY (LCFF, EPA)	87,420	90,220	90,220	90,220	90,220
096 098	In Lieu of Property Tax (CY) In Lieu of Property Tax (PY)	1,550,498	1,645,924	1,692,174	1,740,401	1,790,003
GPR	Total General Purpose Funding	6,188,462	6,575,685	6,778,680	7,001,974	7,233,389
181	Federal Revenue Special Education - Entitlement	68,460	65,800	67,900	67,900	67,900
182	Special Education - Discretionary Grants SPED - IDEA (PY)	-	-	-	-	-
220 221 285	Child Nutrition Programs-Federal Donated Food Commodities Interagency Contracts Between LEAs (Federal SPED)	281,779	299,294	308,509	318,689	329,208
3287 3290	Pass-Through Revenues from Federal Sources All Other Federal Revenue	55,000	-	-	-	
3291 3293	Tille I, Part A Basic Low Income Tille II, Part A Improving Teacher Quality	187,572 19.204	193,578 19.819	193,578 19.819	193,578 19.819	193,578
3295 3296	Ti le III Language Instruction for English Learners Ti le IV, Part A, Student Support and Academic Enrichment	11,270	11,642	11,642	11,642	11,642
3297 TFR	Ti le IV, 21st Century CLCP Total Federal Revenue	623,285	590,133	601,448	611,628	622,147
310	Other State Revenue O her State Apportionments - Current Year					
311	Special Education: AB602 -Current Year Special Education: AB602 -Prior Year	400,820	416,441	429,268	443,434	458,067
313	Special Education - Option 3 Grants: STEP, PD Grant, etc. O her State Apportionments - Prior Years	10,000	10,000	10,000	10,000	10,000
520 545	Child Nutrition-State Charter School Facility Grants - SB740 State	49,930 507,000	53,037 507,000	54,671 507,000	56,473 507,000	58,337 507,000
3550 3560	Mandate Block Grant State Lottery (CY)	8,932 121,540	9,026 119,328	9,602 123,150	9,919 123,150	10,246 123,150
3561 3590	State Lottery (PY) O her State Revenue (CY)	2,020,881	1,109,948	1,145,198	1,147,274	1,074,370
598 OSR	O her State Revenue (PY) Total Other State Revenue	3,119,103	2,224,780	2,278,889	2,297,250	2,241,170
660	Other - Local Revenue Interest Income					
662	Net Increase (Decrease) in the Fair Value of Investments Donations and Grants	-	-	-	-	-
980 981	Foundation and Corporate Grants Individual Donations	-	-		-	-
982 983	Fundraising Event Revenue Donations thru SST (Schools)	-	-	-	-	
988 989	Donations thru SST (SST) CMO Management Revenue	-	-	-	-	-
979 632 634	KIPP Founda ion-CSP Grant Uniforms Food Service Sales - Students	-	-	-	-	-
631 635	Food Service Sales - Students Sale of Equipment and Supplies Student/Family Donations	-	-	-		
636 650	Miscellaneous Revenue Rental Income	-	-	-	-	-
651	Lease Revenue - ASC 842 (Rental Income) Interagency Services Between LEAs (for SPED)		-	-		
678	E-rate All Other Local Revenue	15,500	15,944	16,392	16,859	17,339
3791 3792	Transfers of Apportionments from Districts Transfers of Apportionments from County Offices	-	-	-	-	-
799 953	O her Transfers In From All Others Gain/Loss on Sales of Fixed Assets	-	-	-	-	
OLR TR	Total Other Local Revenue TOTAL REVENUE	15,500 9,946,350	15,944 9,406,542	16,392 9,675,409	16,859 9,927,711	17,339 10,114,045
	EXPENSE Certificated Salaries					
101	Certificated Teacher Salaries Certified Regular Teachers	1.329.503	1.388.559	1.423.634	1.485.194	1.518.795
103	In-House Substitute PE & Elective Teachers	45,600 330,636	46,100 269,799	46,800 280,424	48,000 296,081	48,700 306,027
107 175	Special Education Stipend/Extra Duty - Cer ificated Teachers	480,173 52,000	495,775 45,000	515,391 45,000	544,260 45,000	562,577 45,000
199	Bonus - Certificated Teachers O her Cer ificated Pupil Support	10,000	10,000	10,000	10,000	10,000
201	Social Worker/Counselor Certificated Administrators	223,929	227,355	232,884	242,747	248,036
301	School Leader Assistant School Leader	136,881 103,734	145,094 109,958	149,447 113,257	156,919 118,920	161,627 122,488
1303 1304 Foert	Dean Leader-in-Residence Total Certificated Salaries	188,455 - 2,900,911	99,881 - 2,837,521	102,877 - 2,919,714	108,021 - 3,055,142	111,262 - 3,134,512
	Classified Salaries					
2101	Non-Certificated Instructional Aides Non-Certificated Substitutes	-	-	-	-	-
2102	Non-Certificated Instructional Assistants Non-Certificated ELO-P Employees	82,991 312,426	316,332	320,183	324,049	327,929
2104	SPED Assistants Classified Support Nurse	134,549	137,756	140,860	143,869	146,792
205	Opera ions Aide Community Schools Grant Salaries	96,000 127,700	64,600 129,000	65,200 130,300	65,800 131,600	66,400 132,900
2401	Technical, Clerical, Office Staff Registrar	51,545	52.576	53.628	54.701	55.795
2402	School Business Operations Manager Ops Coordinator	91,853 40,970	97,364 41,789	100,285 42,625	105,299 43,478	108,458 44,348
2404	Receptionist SST Salaries	31,001	-	-	-	-
410	Academics Salaries Talent Acquisition Salaries	-	-	-	-	-
420	Advancement Salaries Execu ive Salaries Advocacy Comm Eng Salaries	-	-	-	-	-
435 440 450	Advocacy Comm Eng Salanes Finance and Accounting Salaries Human Resources Salaries	-	-	-	-	-
460	Information Technology Salaries KIPP Through College Salaries	-	-	-	-	-
480	Opera ions Salaries Real Estate Salaries	-	-	-	-	-
491	SST Salaries KTC Salaries	-	-	-	-	-
499 dass	Bonus - Office Staff Total Classified Salaries	969,035	839,417	853,081	868,796	882,622
101	Employee Benefits State Teachers' Retirement System, certificated positions					
3202 3301	State Teachers' Retirement System, Certificated positions Public Employees' Retirement System, classified positions FICA - SS/MED Certificated	217,177	212 863	219,151	229 511	235.583
301 302 401	FICA - SS/MED Ceronicated FICA - SS/MED Classified Medical Expense - Certificated	74,131 273,385	64,215 280,501	219,151 65,261 300,136	66,463 321,145	67,521 343,625
3402 3411	Medical Expense - Classified Dental Expense - Certificated	64,200 26,375	45,796 26,015	49,002 26,746	52,432 27,508	56,102 28,292
412	Dental Expense - Classified Vision Expense - Certificated	14,865 3,768	10,194 3,716	10,480 3,821	10,779 3,930	11,086 4,042
3422 3431	Vision Expense - Classified Life & AD&D Expense - Certificated	1,239 2,638	849 2,601	873 2,675	898 2,751	924 2,829
432 501	Life & AD&D Expense - Classified State Unemployment Insurance, certificated positions	867 11,441	595 11,214	611 11,545	629 12,091	12,410
601 602	State Unemployment Insurance, classified positions Workers' Compensation Insurance, certificated positions Workers' Compensation Insurance, classified positions	3,905 48,829	3,383 48,138	3,438 49,846	3,501 52,502	3,557 54,199
602 901 902	Workers' Compensation Insurance, classified positions 401(k) ER Contribution - Certificated 401(k) ER Contribution - Classified	12,791 70,973 14,536	11,164 69,563 12,591	11,431 71,618 12,796	11,729 75,004 13.032	12,004 76,988 13,239
902 903 904	401(K) ER CONTROUTION - Classified Staff Appreciation All Other Benefits (Relocation, EAP)	20,000 5,000	12,591 24,000 5 000	24,000 5,000	24,000 5,000	13,239 24,000 5,000
ben .	Total Employee Benefits	866,120	832,398	868,430	912,905	952,048
	Supplies & Materials Textbooks					_
	Curriculum Materials and Books Class sets/library books	70,000 10,000	72,002 10,286	74,025 10,575	76,135 10,876	78,305 11,186
101	Instructional Materials & Supplies Uniforms	10,000	10,286	10,575	10,876	11,186
302	Health Supplies Assessment Materials/Software/Licenses	10,000 5,000	10,286 5,143	10,575 5,288	10,876 5,439	11,186 5,594
1302 1303 1304	Assessment Waterlais/Software/Licenses	10,000	10,286 2,057	10,575 2,115	10,876 2,175	11,186 2,237
302 303 304 305 306	Student Recruitment Supplies Marketing Outreach Supplies	2,000			-	-
302 303 304 305 306 307 308	Student Recruitment Supplies Marketing Outreach Supplies Fundralising Event Supplies Janitorial Supplies	2,000 - 20,000	21,000	21,000	22,000	
302 303 304 305 306 307 308 311 312	Student Recruitment Supplies Marketing Outreach Supplies Fundraising Event Supplies Janitorial Supplies Special Education Department Instructional Supplies	2,000	21,000 8,229 32,000	21,000 8,460 33,000	22,000 8,701 35,000	8,949
1302 1303 1304 1305 1306 1307 1308 1311 1312 1313	Student Recruitment Supplies Marsteing Outreach Supplies Fundraising Event Supplies Jantonial Supplies Special Education Department Instructional Supplies Student, Family and Community Support Expenses Special Events	2,000 - 20,000 8,000	8,229	8,460	8,701	23,000 8,949 38,000 15,000
	Student Recordiment Supplies Marketing Outreach Supplies Fundraising Event Supplies Janitorial Supplies Special Education Department Instructional Supplies Student, Family and Community Support Expenses	2,000 - 20,000 8,000 31,000	8,229 32,000	8,460 33,000	8,701 35,000	8,949 38,000

ode	Income Statement	FY2025	FY2026	FY2027	FY2028	FY2029
351 352	Non-Instructional Supplies Postage & Shipping	35,000 2,000	37,000 2,057	38,000 2,115	39,000 2,175	40,000 2,237
352	Postage & Shipping Non-Capitalized Equipment	2,000	2,057	2,115	2,175	2,23
401	Student/Classroom Technology	60,000	61,716	63,450	65,258	67,118
402	Student/Classroom Software	48,000	49,000	52,000	57,000	64,000
403 406	Student/Classroom Furniture/Furnishings/Equipment Office Furniture/Furnishings/Equipment	80,000 5,000	82,288 5,143	84,600 5,288	10,000 5,439	10,285 5,594
404	Staff/Office Technology	17,000	15,000	16,000	16,000	17,000
405	Staff/Office Software	46,000	44,000	45,000	47,000	48,000
408	Network Equipment & Licenses (non-can)	10,000	10,286	10,575	10,876	11,186
	Food Service Meals	-	-	-	-	-
701	Meals - Student	324.371	351.460	369.032	387.481	406.857
702	Meals - Staff	-	-	-	-	-
703	Food Supplies and Equipment Total Supplies & Materials	2,000	2 000	2,000	2,000	3,000
SM	Total Supplies & Materials	870,371	909,011	942,226	904,673	946,123
	Operating Services Travel & Conferences					
	Travel & Conferences					
204	KSS and KIPP SoCal Start Strong Other Travel and Accommodations	33,000 500	30,100 514	30,900 528	31,800 543	32,700 558
207 801	Board Development	500	514	520	543	- 556
	Insurance	-	-	-	-	-
450	General Liability Insurance	43,700	45,700	47,000	48,400	49,700
501	Operations & Housekeeping Services Utilities (Gas, Electric, Water)	81.720	84.057	86.419	88.882	91,415
503		240.000	244.800	249.696	254 690	259.784
504	Fire/Security Moving and Storage Expense	93,854	96,538	99,251	102,080	104,989
603	Moving and Storage Expense	5,884	6,052	6,222	6,399	6,581
601	Rents, Leases, Repairs & Non-Cap Improvements Rent	1,152,000	810,000	818,100	826,300	834,600
1-001	Lease Rent Expense - ASC 842	70.228	62.228	54.128	45.928	37.628
1-002	Lease Rent Expense - Non-ASC 842	36,732	41,855	10,431	6,703	6,238
602	Repairs & Maintenance (Non-Cap)	200,000	205,720	211.501	217 529	223,729
606 607	Equipment Rental And Related Expenses Copier Lease and Expenses	3,000 25,000	3,086 25,715	3,173 26,438	3,263 27,191	3,356 27,966
	Professional/Consulting Services & Operating Expenditures	-	-	-	-	-
802	Auditing/Tax	5,000	5,143	5,288	5,439	5,594
803	CMO Management Fees	1,289,864	1,299,986	1,336,792	1,374,429	1,409,670
404	Instructional Consulting	-	-	-	-	-
101 106	Teacher Residency Program Stipend Substitute Teaching Service	350.000	309.000	249,000	215.000	184,000
307	Education Instructional Consulting	-	-	-	-	-
808	ELO-P Services & Operating Exp	35,000	36,000	36,000	36,000	36,000
809	All Other Non-Instructional Consuling	15,000	14,000	14,000	15,000	15,000
810 811	Student Recruitment Services Marketing Outreach Services	50,000 2.000	51,430 2 057	52,875 2,115	54,382 2,175	55,932 2,237
812	Fundraising Event Services	-	-	2,110	-	-
301	Dues & Memberships	500	514	528	543	558
813 814	Property Tax KIPP License Fees	30 000	30,000	30,000	30,000	30.000
814 815	County Fees	2,875	2 957	3,040	3,127	30,000
816	District Oversight Fees	61,900	65.800	67.800	70.000	72.300
817	Legal Fees Payroll & HR Service Fees	10,000	10,286	10,575	10,876	11,186
818 819	Payroll & HR Service Fees	14,000	12,800	13,200	13,600	14,000
819 820	Financial Services Fees Special Education Services	90,000	92,574	2,115 95,175	2,175 97,887	100,677
850	Special Education Services Special Education Fairshare	14.078	14 467	14.915	15 340	15.779
821	KTC Alumni Assistance-Services & Other Operating Exp			-		
822	Staff Recruitment	10,000	10,286	10,575	10,876	11,186
824	Professional Development Coaching Expense	1 : 1			: I	-
825	Other Professional Development	19,000	18,000	20,000	21,000	23,000
826	Business Meeting Expense	2,000	2,057	2,115	2,175	2,237
827 831	Credentialing Field Trips	17,000 26.000	15,000 28,000	16,000	16,000	17,000
831 839	Student Incentives	26,000 17,000	28,000 19,000	29,000 19,000	29,000 20,000	30,000 20,000
840	Student Transportation - Non-Field Trips End of Year Field Trips	2.000	2,057	2.115	2 175	2.237
841	End of Year Field Trips	30,000	30,858	31,725	32,629	33,559
899	Late Fees/Finance Charges Communications	-	-	-	-	-
901	Cell Phones	12,000	12,343	12,690	13,052	13,424
903	Phone	5,000	5,143	5.288	5.439	5,594
904	Internet	20,000		21 150	5,439 21,753	22,373
905 OS	Web Hosting & Email Total Operating Services	1,000 4,118,835	1 029 3,769,781	1,058 3,747,921	1,088 3,780,868	1,119
US	Total Operating Services	4,110,035	3,769,761	3,747,921	3,700,000	3,019,358
	Additional Expenses					
901	Amortization Expense	24,487	24,487	24,487	24,487	24,487
902 010	Depreciation Expense O her Expense	79,501 70,000	79,501 70,000	79,501 80,000	40,998 140,000	150,000
221	Transfers of Apportionments	-	-	- 00,000	- 140,000	-
438	Interest Expense	2,114	2,114	2,114	2,114	2,114
'AS TE	Total Additional Expenses	176,102	176,102	186,102	207,599	176,601
ıE	TOTAL EXPENSE	9,901,374	9,364,230	9,517,474	9,729,983	9,911,265
	Change in Net Assets	44,976	42,312	157,935	197,728	202,780
	Statement of Cash Flow	FY2025	FY2026	FY2027	FY2028	FY2029
	CHANGE IN CASH DUE TO:					
	CHANGE IN CASH DUE TO: Operating Activities					
IA-CF	Change in Net Assets - CF	44,976	42,312	157,935	197,728	202,780
epr	Depreciation	79.501	79 501	79.501	40 998	-
mort	Amortization O her Non-Cash Expense	24,487 70,228	24,487 62,228	24,487 54,128	24,487 45,928	24,487
CHG	(Increase) decrease in A/R	(631,168)	241,081	(31,493)	45,928 (22,576)	37,628 (879
CHG	Increase (decrease) in A/P net of Prepaid exp	(544,102)	(43,658)	(27,001)	(35,480)	(31,390
	Total Operating Activities	(956,077)	405,951	257,557	251,085	232,626
	to an extension of the state of the					
PFX	Investment Activity (Capital Expenditures)	(224.980)	_	_	_	
CHG	(Notes Receivable)	(224,000)			- I	- 1
	Total Inverstment Activities	(224,980)	-	-	-	-
	err I A et al					
	Financing Activities					
D	Loan Proceeds (Loan Principal Repayments)	1 1			-	-
_P MT					-	-
LP MT	(Loan Principal Repayments) Total Financing Activities	-	-	-		
	Total Financing Activities	-	-	-		-
	(Loan Principal repayments) Total Financing Activities TOTAL CHANGE IN CASH Beginning Cash	(1,181,057) 7,299,265	405,951 6,118,208	257,557 6,524,159	251,085 6,781,716	232,626

Includes math, ELA, science and humanities curriculum.
 Includes printer pager, and general classroom stationery, and office supplies.
 Includes feets or attending shattle events, and FE and recess equipment.
 Includes chromebooks, headphones, mice, projector lamps, and technology repair costs.
 Includes Macobock Airs for staff, and network equipment.

Object Code	KSol Income Statement	FY2025 Jul Projected	FY2025 Aug Projected	FY2025 Sep Projected	FY2025 Oct Projected	FY2025 Nov Projected	FY2025 Dec Projected	FY2025 Jan Projected	FY2025 Feb Projected	FY2025 Mar Projected	FY2025 Apr Projected	FY2025 May Projected	FY2025 Jun Projected	FY2025 Accrued Projected
8011	REVENUE General Purpose Funding LCFF State Aid - Current Year	-	819,098	409,549	409,549	409,549	409,549	409,549	409,549	409,549	45,505	409,549	-	409,549
8012 8019 8096	Education Protection Account State Aid - Current Year Revenue Limit State Aid - PY (LCFF, EPA) In Lieu of Property Tax (CY)	5,245 - 93,030	10,490 - 186,060	6,994 - 124,040	6,994 - 124,040	6,994 - 124,040	6,994 - 124,040	6,994 - 124,040	7,868 - 139,545	7,868 - 139,545	6,994 - 124,040	6,994 - 124,040	6,994 - 15,505	108,535
8098 TGPR	In Lieu of Property Tax (PY) Total General Purpose Funding	98,275	1,015,648	540,582	540,582	540,582	540,582	540,582	556,962	556,962	176,539	540,582	22,499	518,084
8181 8182	Federal Revenue Special Education - Entitlement Special Education - Discretionary Grants	4,108	8,215	5,477	5,477	685	10,269	5,477	9,584	7,531	4,792	4,792	-	2,054
8183 8220 8221	SPED - IDEA (PY) Child Nutrition Programs-Federal Donated Food Commodities	-	-	-	14,089	28,178	28,178	28,178	14,089	28,178	28,178	28,178	28,178	56,356
8285 8287 8290	Interagency Contracts Between LEAs (Federal SPED) Pass-Through Revenues from Federal Sources All Other Federal Revenue	-	-	13,750	-	-	13,750	-		13,750	-		- 8,250	- 5,500
8291 8293 8295	Ti le I, Part A Basic Low Income Ti le II, Part A Improving Teacher Quality Ti le III Language Instruction for English Learners	-			46,893 4,801 2,818	-	-	46,893 4,801 2,818			65,650 6,721 3,945			28,136 2,881 1,691
8296 8297 TFR	Ti le IV, Part A, Student Support and Academic Enrichment Ti le IV, 21st Century CLCP Total Federal Revenue	4,108	8,215	19,227	74,077	28,863	52,197	88,166	23,673	49,459	109,286	32,970	36,428	96,617
8310	Other State Revenue O her State Apportionments - Current Year	_	_			_	_	_	_	_	_	_	-	_
8311 8312 8313	Special Education: AB602 -Current Year Special Education: AB602 -Prior Year Special Education - Option 3 Grants: STEP, PD Grant, etc.	24,049	48,098	32,066	32,066	4,008	60,123	32,066	56,115	44,090	28,057 - 10,000	28,057	-	12,025
8319 8520 8545	O her State Apportionments - Prior Years Child Nutrition-State Charter School Facility Grants - SB740 State	-	-	126.750	-	4,993	4,993 126.750	4,993	4,993	4,993 126,750	4,993	4,993	4,993	9,986 126,750
8550 8560 8561	Mandate Block Grant State Lottery (CY) State Lottery (CY)	-		30,385	-	-	893 30,385	-	4,466	30,385	-		3,573	30,385
8590 8598	O her State Revenue (CY) O her State Revenue (PY)	-					1,010,441		- :	404,176				606,264
TOSR	Total Other State Revenue Other - Local Revenue	24,049	48,098	189,201	32,066	9,001	1,233,585	37,059	65,574	610,394	43,050	33,050	8,566	785,410
8660 8662	Interest Income Net Increase (Decrease) in the Fair Value of Investments Donations and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
8980 8981 8982	Foundation and Corporate Grants Individual Donations Fundraising Event Revenue	-	-	-	-	-	-	-	-		-	-	-	-
8983 8988 8989	Donations thru SST (Schools) Donations thru SST (SST) CMO Management Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8979 8632 8634	KIPP Founda ion-CSP Grant Uniforms Food Service Sales - Students	-	-	-	-	-	-	-	-	-	-	-	-	-
8631 8635 8636	Sale of Equipment and Supplies Student/Family Donations Miscellaneous Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 8651 8677	Rental Income Lease Revenue - ASC 842 (Rental Income) Interagency Services Between LEAs (for SPED)	-	-	-	-	-	-	-	-	-	-	-	-	-
8678 8699	E-rate All Other Local Revenue	-		-	-	-	-	-		-	-		15,500	-
8791 8792 8799	Transfers of Apportionments from Districts Transfers of Apportionments from County Offices O her Transfers In From All Others	-			-			-			-		-	-
8953 TOLR TR	Gain/Loss on Sales of Fixed Assets Total Other Local Revenue TOTAL REVENUE	126,432	1,071,962	749,010	646,725	578,446	1,826,364	665,807	646,209	1,216,814	328,876	606,603	15,500 82,992	1,400,110
	EXPENSE Certificated Salaries													
1101 1103	Certificated Teacher Salaries Certified Regular Teachers In-House Substitute	110,792 3,800	110,792 3,800	-										
1105 1107 1175	PE & Elective Teachers Special Education Stipend/Extra Duty - Cer ifficated Teachers	27,553 40,014	27,553 40,014	27,553 40,014	27,553 40,014	27,553 40,014	27,553 40,014 26,000	27,553 40,014	27,553 40,014	27,553 40,014	27,553 40,014	27,553 40,014	27,553 40,014 26,000	-
1199 1201	Bonus - Certificated Teachers O her Cer ificated Pupil Support Social Worker/Counselor	18,661	- - 18,661	- - 18,661	- - 18,661	18,661	5,000 - 18,661	18,661	- - 18,661	- - 18,661	18,661	- - 18,661	5,000 - 18,661	-
1301 1302	Certificated Administrators School Leader Assistant School Leader	11,407 8,645	11,407 8,645	-										
1303 1304 Tcert	Dean Leader-in-Residence Total Certificated Salaries	15,705 - 200,820	15,705	15,705	15,705 - 200,820	15,705 - 200,820	15,705 - 231,820	15,705	15,705 - 200,820	15,705	15,705 - 200,820	15,705 - 200,820	15,705 - 231,820	-
	Classified Salaries Non-Certificated Instructional Aides													
2101 2102 2103	Non-Certificated Substitutes Non-Certificated Instructional Assistants Non-Certificated ELO-P Employees	26,036	- - 26,036	8,299 26,036	8,299 26,036	-								
2104	SPED Assistants Classified Support Nurse	-		13,455	13,455	13,455	13,455	13,455	13,455	13,455	13,455	13,455	13,455	-
2205 2206	Opera ions Aide Community Schools Grant Salaries Technical, Clerical, Office Staff	10,642	10,642	9,600 10,642	9,600 10,642	-								
2401 2402 2403	Registrar School Business Operations Manager Ops Coordinator	4,295 7,654 3,414	4,295 7,654 3,414	-										
2404	Receptionist SST Salaries Academics Salaries	2,583	2 583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	-
2415 2420	Talent Acquisition Salaries Advancement Salaries	-												-
2430 2435 2440	Execu ive Salaries Advocacy Comm Eng Salaries Finance and Accounting Salaries Human Resources Salaries	-									-		-	-
2450 2460 2470	Information Technology Salaries KIPP Through College Salaries	-			-	-	-	-			-		-	-
2480 2490 2491	Opera ions Salaries Real Estate Salaries SST Salaries	-		-	-	-	-	-		-	-		-	-
2492 2499 Tclass	KTC Salaries Bonus - Office Staff Total Classified Salaries	36,677	36,677	68,031	68,031	68,031	68,031	68,031	68,031	68,031	68,031	68,031	68,031	-
3101	Employee Benefits State Teachers' Retirement System, certificated positions	-			-	-	-	-		-			-	-
3202 3301 3302	Public Employees' Retirement System, classified positions FICA - SS/MED Certificated FICA - SS/MED Classified	18,098 6,178	18,098 6,178	- - -										
3401 3402 3411	Medical Expense - Certificated Medical Expense - Classified Dental Expense - Certificated	19,137 4,494 1,846	19,137 4,494 1,846	19,137 4,494 1,846	19,137 4,494 1,846	19,137 4,494 1,846	30,072 7,062 2,901	24,605 5,778 2,374	24,605 5,778 2,374	24,605 5,778 2,374	24,605 5,778 2,374	24,605 5,778 2,374	24,605 5,778 2,374	-
3412 3421 3422	Dental Expense - Classified Vision Expense - Certificated Vision Expense - Classified	1,041 264 87	1,041 264 87	1,041 264 87	1,041 264 87	1,041 264 87	1,635 414 136	1,338 339 112	1,338 339 112	1,338 339 112	1,338 339 112	1,338 339 112	1,338 339 112	-
3431 3432 3501	Life & AD&D Expense - Certificated Life & AD&D Expense - Classified State Unemployment Insurance, certificated positions	220 72 2,860	220 72	220 72	220 72 2,860	220 72	220 72	220 72 2,860	220 72	220 72	220 72 2,860	220 72	220 72	-
3502 3601 3602	State Unemployment Insurance, classified positions Workers' Compensation Insurance, certificated positions Workers' Compensation Insurance, classified positions	976 4,883 1,279	4,883 1,279	- 4,883 1,279	976 4,883 1,279	4,883 1,279	4,883 1,279	976 4,883 1,279	4,883 1,279	- 4,883 1,279	976 4,883 1,279	-	:	-
3901 3902 3903	401(k) ER Contribution - Certificated 401(k) ER Contribution - Classified Staff Appreciation	5,914 1,211 1,667	5,914 1,211 1,667	5,914 1,211	5,914 1,211 1,667	5,914 1,211	5,914 1,211	5,914 1,211	5,914 1,211	5,914 1,211	5,914 1,211	5,914 1,211 1,667	5,914 1,211	-
3903 3904 Tben	All Other Benefits (Relocation, EAP) Total Employee Benefits	1,500 71,727	1,667 1 500 67,890	1,667 1,500 67,890	70,727	1,667 - 66,390	1,667 - 81,744	1,667 - 77,904	1,667 - 74,067	1,667 - 74,067	1,667 - 77,904	67,905	1,667 - 67,905	-
	Supplies & Materials Textbooks													
4101 4201	Curriculum Materials and Books Class sets/library books Instructional Materials & Supplies	17,500 2,500	17,500 2,500	-	-	-	-	-	-	-	-	17,500 2,500	17,500 2,500	-
4302 4303 4304	Uniforms Health Supplies Assessment Materials/Software/Licenses	2,500 833 417	2,500 833 417	833 417	2,500 833 417	2,500 833 417	-							
4305 4306 4307	Student Recruitment Supplies Marketing Outreach Supplies Fundraising Event Supplies	2,500 167	2,500 167	- 167 -	167	167	167	167	167 -	- 167 -	167	2,500 167	2,500 167	- -
4308 4311 4312	Janitorial Supplies Special Education Department Instructional Supplies	1,667 667 2,583	1,667 667 2,583	- -										
4313 4314 4316	Student, Family and Community Support Expenses Special Events KTC Alumni Assistance	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-
4319 4320 4321	Music Art Athletics	-		500 1,000	1,000	500 - 1,000	1,000	500 1,000	500 - 1,000	500 - 1,000	500 - 1,000	500 - 1,000	500 - 1,000	-
4322 4324	ELO-P Materials & Supplies Professional Development Materials	167	167	3,500 167	3,500	3,500 167	- 2							
												<u>_ </u>		"

	KSol	FY2025	FY2025	FY2025	FY2025	FY2025	FY2025	FY2025	FY2025	FY2025	FY2025	FY2025	FY2025	FY2025
Object	Income Statement	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Mav	Jun	Accrued
4351	Non-Instructional Sunniles	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	Accrued -
4352	Postage & Shipping Non-Capitalized Equipment	167	167	167	167	167	167	167	167	167	167	167	167	-
4401	Student/Classroom Technology	15,000	15,000									15,000	15,000	-
4402 4403	Student/Classroom Software Student/Classroom Furniture/Furnishings/Equipment	4,000 20.000	4,000 20.000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000 20,000	4,000 20,000	-
4406	Office Furniture/Furnishings/Equipment	1,250	1,250			1						1,250	1,250	-
4404	Staff/Office Technology Staff/Office Software	4,250 3,833	4,250 3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	4,250 3,833	4,250 3,833	-
4408	Network Equipment & Licenses (non-cap)	-	-	-	-	-	-	-	-	-	-	-	10,000	-
	Food Service Meals	-	-	-	-	-	-		-	-	-	-	-	
4701	Meals - Student	-	-	16,219	32,437	32,437	32,437	32,437	32,437	32,437	32,437	32,437	48,656	-
4702 4703	Meals - Staff Food Supplies and Equipment	167	167	167	167	167	167	167	167	167	167	167	167	-
TSM	Total Supplies & Materials	84,167	84,167	39,885	56,104	56,104	56,104	56,104	56,104	56,104	56,104	121,604	147,822	-
	Operating Services													
5204	Travel & Conferences KSS and KIPP SoCal Start Strong	16.500											16.500	
5207	Other Travel and Accommodations	42	42	42	42	42	42	42	42	42	42	42	42	-
5801	Board Development Insurance	-							- 1					-
5450	General Liability Insurance	3,642	3,642	3,642	3,642	3,642	3,642	3,642	3,642	3,642	3,642	3,642	3,642	-
5501	Operations & Housekeeping Services Utilities (Gas, Electric, Water)	-	6.810	6,810	6.810	6,810	6.810	6.810	6.810	6,810	6,810	6.810	6,810	6,810
5503	Janitorial Services	-	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
5504 5603	Fire/Security Moving and Storage Expense	490	490	9,385 490	9,385 490	9,385 490	9,385 490	9,385 490	9,385 490	9,385 490	9,385 490	9,385 490	9,385 490	
	Rents, Leases, Repairs & Non-Cap Improvements	-	-	-	_	-		-	-	-	-	-		-
5601 5601-001	Rent Lease Rent Expense - ASC 842	96,000	96,000	96,000	96,000	96,000	96,000	96,000	96,000	96,000	96,000	96,000	96,000 70,228	-
5601-002 5602	Lease Rent Expense - Non-ASC 842 Repairs & Maintenance (Non-Cap)	16,667	16,667	16,667	16,667	16,667	18,366 16,667	16,667	16,667	16,667	16,667	16,667	18,366 16,667	-
5606	Equipment Rental And Related Expenses	250	250	250	250	250	250	250	250	250	250	250	250	
5607	Copier Lease and Expenses Professional/Consulting Services & Operating Expenditures	-	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083
5802	Auditing/Tax	-	-		-	500	1,000	2,500	1,000		-	-		-
5803	CMO Management Fees Instructional Consulting	-	-	193,480	-	-	322,466	-	-	322,466		-	451,452	-
5101 5106	Teacher Residency Program Stipend Substitute Teaching Service	-	-	17 500	17 500	17 500	17 500	17 500	17 500	17 500	17 500	17 500	192 500	-
5807	Education Instructional Consulting	-	-	- 17,500	17,500	- 17,500	- 17,500	17,500	- 17,500	-	- 17,500	- 17,500	-	-
5808 5809	ELO-P Services & Operating Exp All Other Non-Instructional Consul ing	2,917 750	2,917	2,917 750	2,917 750	2,917 750	2,917	2,917 750	2,917	2,917 750	2,917 750	2,917 750	2,917 6,750	-
5810	Student Recruitment Services	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	22,500	-
5811 5812	Marketing Outreach Services Fundraising Event Services	100	100	100	100	100	100	100	100	100	100	100	900	-
5301	Dues & Memberships	42	42	42	42	42	42	42	42	42	42	42	42	-
5813 5814	Property Tax KIPP License Fees	-			-	-	-	-					30.000	-
5815	County Fees	-	-	-	-	719	-	-	719	-	-	719	719	-
5816 5817	District Oversight Fees Legal Fees	5,158 833	5,158 833	5,158 833	5,158 833	5,158 833	5,158 833	5,158 833	5,158 833	5,158 833	5,158 833	5,158 833	5,158 833	-
5818 5819	Payroll & HR Service Fees Financial Services Fees	1,167 167	1,167 167	1,167 167	1,167 167	1,167 167	1,167 167	1,167 167	1,167 167	1,167 167	1,167 167	1,167 167	1,167 167	-
5819 5820	Special Education Services	7,500	7 500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	-
5850 5821	Special Education Fairshare KTC Alumni Assistance-Services & Other Operating Exp	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	1,173	-
5822	Staff Recruitment	833	833	833	833	833	833	833	833	833	833	833	833	-
5824	Professional Development Coaching Expense	-				1								-
5825	Other Professional Development	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	-
5826 5827	Business Meeting Expense Credentialing	167	167	167	167	167	167	167	167	167	167	167	167 17,000	-
5831 5839	Field Tring	-	-	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2 600	-
5840	Student Incentives Student Transportation - Non-Field Trips		-	1,700 200	1,700 200	1,700 200	1,700 200	1,700 200	1,700 200	1,700 200	1,700 200	1,700 200	1,700	-
5841 5899	End of Year Field Trips Late Fees/Finance Charges	-	-	-	-		-		-	-	-	-	30,000	-
	Communications		-	-	-	-			-	-	-		-	
5901 5903	Cell Phones Phone	1,000	1 000	1,000 417	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000 417	1,000	-
5904	Internet	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-
5905 TOS	Web Hosting & Email Total Operating Services	83 161.647	83 174.040	83 398.905	83 205.426	83 206.644	83 547.258	83 207.926	83 207.144	527.892	205.426	83 206.144	1.041.491	28.893
	Additional Expenses									• • • • • • • • • • • • • • • • • • • •				
6901	Amortization Expense				-	-	-	-		-			24,487	-
6902 7010	Depreciation Expense O her Expense	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625 70,000	-
7221	Transfers of Apportionments	-	-	-	-	-	-	-	-	-	-	-		
7438 TAS	Interest Expense Total Additional Expenses	6,625	6,625	6,625	6,625	6,625	1,057 7,682	6,625	6,625	6,625	6,625	6,625	1,057 102,169	
TE	TOTAL EXPENSE	615,366	623,923	835,860	661,436	658,318	1,046,342	671,113	666,495	987,242	668,613	724,833	1,712,942	28,893
-	Change in Net Assets	(488,934)	448,039	(86,851)	(14,711)	(79,872)	780,022	(5,305)	(20,286)	229,572	(339,737)	(118,230)	(1,629,949)	1,371,217
-														
	Statement of Cash Flow	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
	CHANGE IN CASH DUE TO:													
CINA-CF	Operating Activities Change in Net Assets - CF	(488,934)	448,039	(86,851)	(14,711)	(79,872)	780,022	(5,305)	(20,286)	229,572	(339,737)	(118,230)	(250 722)	
Depr	Depreciation	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	(258,732) 6,625	
Amort NCE	Amortization O her Non-Cash Expense	-				1							24,487 70,228	
ARCHG	(Increase) decrease in A/R	700,055	350,028	175,014	-	-	-	-	-	-	-	-	(1,856,264)	
APCHG	Increase (decrease) in A/P net of Prepaid exp Total Operating Activities	(91,142) 126.604	(91,142) 713.550	94.788	(8.085)	(73.247)	786.647	1.320	(13.661)	236.198	(333.112)	(111.605)	(361,818)	-
					,.,,			.,						
CAPEX	Investment Activity (Capital Expenditures)	(18,748)	(18,748)	(18,748)	(18,748)	(18,748)	(18,748)	(18,748)	(18,748)	(18,748)	(18,748)	(18,748)	(18,748)	
NRCHG	(Notes Receivable) Total Inverstment Activities	(18.748)	(18 748)	(18 748)	(18 748)	(18 748)	(18 748)	(18 748)	(18 748)	(18.748)	(18 748)	(18.748)	(18.748)	
		(18,748)	(16,748)	(16,748)	(16,748)	(16,748)	(16,748)	(16,748)	(16,748)	(16,748)	(16,748)	(16,748)	(16,748)	-
LP	Financing Activities Loan Proceeds	_	_	_	_	_	_	_	_	_	_	_	_	
PMT	(Loan Principal Repayments)		-	-		-	-	-	-	-			-	
	Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
CARY	TOTAL CHANGE IN CASH Beginning Cash	107,856 7,299,265	694,801 7 407 121	76,040 8,101,922	(26,834) 8,177,962	(91,995) 8,151,128	767,899 8,059,133	(17,428) 8,827,032	(32,409) 8,809,604	217,449 8,777,195	(351,860) 8 994 644	(130,353) 8,642,784	(2,394,223) 8,512,431	-
	ENDING CASH	7,299,265	7,407,121 8,101,922	8,101,922 8,177,962	8,177,962 8,151,128	8,151,128 8,059,133	8,059,133 8,827,032	8,827,032 8,809,604	8,809,604	8,777,195 8,994,644	8,994,644	8,542,784 8,512,431	6,118,208	
-									_					

ect	rcome Statement	FY2026 Jul Projected	FY2026 Aug	Sep	Oct Projected	Nov Projected	Projected	Jan Projected	FY2026 Feb	Mar Brokested	Apr	May Projected	Jun Projected	Accrued
	REVENUE General Purpose Funding	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	LCFF State Aid - Current Year Education Protection Account State Aid - Current Year	5,413	871,117 10,826	435,559 7,218	435,559 7,218	435,559 7,218	435,559 7,218	435,559 7,218	435,559 8,120	435,559 8,120	48,395 7,218	435,559 7,218	7,218	435,559
	Revenue Limit State Aid - PY (LCFF, EPA) In Lieu of Property Tax (CY)	98,755	197,511	131,674	131,674	131,674	131,674	131,674	148,133	148,133	131,674	131,674	16,459	115,215
	In Lieu of Property Tax (PY) Total General Purpose Funding	104,169	1,079,455	574,450	574,450	574,450	574,450	574,450	591,812	591,812	187,287	574,450	23,677	550,773
	Federal Revenue Special Education - Entitlement	3.948	7,896	5.264	5.264	658	9.870	5.264	9,212	7,238	4.606	4.606	-	1,974
	Special Education - Discretionary Grants SPED - IDEA (PY)	-	-	-	-	-	-	-	-	-	-	-	-	-
	Child Nutrition Programs-Federal Donated Food Commodities	-			14,965	29,929	29,929	29,929	14,965	29,929	29,929	29,929	29,929	59,859
	Interagency Contracts Between LEAs (Federal SPED) Pass-Through Revenues from Federal Sources All Other Federal Revenue	-	-	-		-	-	-	-	-	-	-	-	-
	Ti le I, Part A Basic Low Income Ti le II, Part A Improving Teacher Quality	-			48,395 4.955			48,395 4,955	-		67,752 6.937		-	29,037 2,973
	Ti le III Language Instruction for English Learners Ti le IV, Part A, Student Support and Academic Enrichment	-	-	-	2,910	-	-	2,910	-	-	4,075	-	-	1,746
	Ti le IV, 21st Century CLCP Total Federal Revenue	3,948	7,896	5,264	76,488	30,587	39,799	91,453	24,177	37,167	113,299	34,535	29,929	95,589
	Other State Revenue O her State Apportionments - Current Year													
	O ner state Apportionments - Current Year Special Education: AB602 - Current Year Special Education: AB602 - Prior Year	24,986	49,973	33,315	33,315	4,164	62,466	33,315	58,302	45,809	29,151	29,151	-	12,493
	Special Education - Option 3 Grants: STEP, PD Grant, etc. O her State Apportionments - Prior Years	-	-	-	-	-	-	-	-		10,000	-	-	-
	Child Nutrition-State Charter School Facility Grants - SB740 State	-	-	126,750	-	5,304	5,304 126,750	5,304	5,304	5,304 126,750	5,304	5,304	5,304	10,607 126,750
	Mandate Block Grant State Lottery (CY)	-	-	29,832		-	903 29,832	-	4,513	29,832	-	-	3,610	29,832
	State Lottery (PY) O her State Revenue (CY)	-	-	-		-	554,974	-	-	221,990	-	-	-	332,984
	O her State Revenue (PY) Total Other State Revenue	24,986	49,973	189,897	33,315	9,468	780,228	38,619	68,118	429,684	44,455	34,455	8,914	512,667
	Other - Local Revenue Interest Income	-	-	-	_	-	-	_	-	-	-	-	-	_
	Net Increase (Decrease) in the Fair Value of Investments Donations and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
	Foundation and Corporate Grants Individual Donations	-	-	-	-	-	-		-	-	-	-	-	-
	Fundraising Event Revenue Donations thru SST (Schools) Donations thru SST (SCT)	-	-	-	Ī	Ī	-	-	-	-	-	Ī	-	
	Donations thru SST (SST) CMO Management Revenue KIPP Founda ion-CSP Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
	Uniforms Food Service Sales - Students		-	-	-	-	-	-	-	-	-	-	-	-
	Sale of Equipment and Supplies Student/Family Donations		-	-	-	-	-		-	-	-	-	-	-
	Miscellaneous Revenue Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	
	Lease Revenue - ASC 842 (Rental Income) Interagency Services Between LEAs (for SPED)	-	-	-	-	-	-	-	-	-	-	-	-	-
	E-rate All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	15,944	-
	Transfers of Apportionments from Districts Transfers of Apportionments from County Offices O her Transfers In From All Others	-	-	-		-	-	-	-	-	-	-	-	-
	Gain/Loss on Sales of Fixed Assets Total Other Local Revenue	-											15.944	
	OTAL REVENUE	133,103	1,137,324	769,611	684,254	614,506	1,394,478	704,522	684,107	1,058,663	345,041	643,440	78,464	1,159,029
E	XPENSE Certificated Salaries													
	Certificated Teacher Salaries Certified Regular Teachers	115,713	115,713	115,713	115,713	115,713	115,713	115,713	115,713	115,713	115,713	115,713	115,713	-
	In-House Substitute PE & Elective Teachers Special Education	3,842 22,483 41,315	3,842 22,483 41,315	3,842 22,483 41,315	3,842 22,483 41,315	3,842 22,483 41,315	3,842 22,483 41,315	3,842 22,483 41,315	3,842 22,483 41,315	3,842 22,483 41,315	3,842 22,483 41,315	3,842 22,483 41,315	3,842 22,483 41,315	-
	Stipend/Extra Duty - Cer ificated Teachers Bonus - Certificated Teachers	41,515	-	41,313		41,313	22,500 5,000	41,313	-	41,313	-	41,515	22,500 5,000	
	O her Cer ificated Pupil Support Social Worker/Counselor	18,946	18,946	18,946	18,946	18,946	18,946	18,946	18,946	18,946	18,946	18,946	18,946	-
	Certificated Administrators School Leader	12,091	12,091	12,091	12,091	12,091	12,091	12,091	12,091	12,091	12,091	12,091	12,091	-
	Assistant School Leader Dean	9,163 8,323	9,163 8,323	9,163 8,323	9,163 8,323	9,163 8,323	9,163 8,323	9,163 8,323	9,163 8,323	9,163 8,323	9,163 8,323	9,163 8,323	9,163 8,323	-
	Leader-in-Residence Total Certificated Salaries	202,299	202,299	202,299	202,299	202,299	229,799	202,299	202,299	202,299	202,299	202,299	229,799	-
	Classified Salaries Non-Certificated Instructional Aides													
	Non-Certificated Substitutes Non-Certificated Instructional Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-Certificated ELO-P Employees SPED Assistants	26,361	26,361	26,361 13,776	-									
	Classified Support Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
	Opera ions Aide Community Schools Grant Salaries	10,750	10,750	6,460 10,750	-									
	Technical, Clerical, Office Staff Registrar School Business Operations Manager	4,381 8,114	4,381 8,114	4,381 8,114	4,381 8,114	4,381 8,114	4,381 8,114	4,381 8,114	4,381 8,114	4,381 8,114	4,381 8,114	4,381 8,114	4,381 8,114	-
	Ops Coordinator Receptionist	3,482	3,482	3,482	3,482	3,482	3,482	3,482	3,482	3,482	3,482	3,482	3,482	-
	SST Salaries Academics Salaries	-		- :	- :	-	-	-	-	-	-	-	-	-
	Talent Acquisition Salaries Advancement Salaries	-	-	-	-	-	-		-	-	-	-	-	-
	Execu ive Salaries Advocacy Comm Eng Salaries Finance and Accounting Salaries	-	-	-		-	-	-	-	-	-	-	-	-
	Finance and Accounting Salaries Human Resources Salaries Information Technology Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
	KIPP Through College Salaries Opera ions Salaries		-	-	-	-	-		-	-	-	-	-	
	Real Estate Salaries SST Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
	KTC Salaries Bonus - Office Staff	-	-	-	-	-	-	-	-	-	-	-	-	- :
	Total Classified Salaries Employee Benefits	37,111	37,111	57,347	57,347	57,347	57,347	57,347	57,347	57,347	57,347	57,347	57,347	-
	Employee Benefits State Teachers' Retirement System, certificated positions Public Employees' Retirement System, classified positions	-	-	-	-	-	-	-	-	-	-	-	-	-
	FICA - SS/MED Certificated FICA - SS/MED Classified	17,739 5,351	17,739 5,351	17,739 5,351	17,739 5,351	17,739 5,351	17,739 5,351	17,739 5,351	17,739 5,351	17,739 5,351	17,739 5,351	17,739 5,351	17,739 5,351	
	Medical Expense - Certificated Medical Expense - Classified	19,635 3,206	19,635 3,206	19,635 3,206	19,635 3,206	19,635 3,206	30,855 5,038	25,245 4,122	25,245 4,122	25,245 4,122	25,245 4,122	25,245 4,122	25,245 4,122	-
	Dental Expense - Certificated Dental Expense - Classified	1,821 714	1,821 714	1,821 714	1,821 714	1,821 714	2,862 1,121	2,341 917	2,341 917	2,341 917	2,341 917	2,341 917	2,341 917	-
	Vision Expense - Certificated Vision Expense - Classified	260 59	260 59	260 59	260 59	260 59	409 93	334 76	334 76	334 76	334 76	334 76	334 76	-
	Life & AD&D Expense - Certificated Life & AD&D Expense - Classified State Lipemplayment Insurance portificated positions	217 50 2.804	217 50	217 50	217 50 2.804	217 50	217 50	217 50 2.804	217 50	217 50	217 50 2.804	217 50	217 50	-
	State Unemployment Insurance, certificated positions State Unemployment Insurance, classified positions Workers' Compensation Insurance, certificated positions	2,804 846 4,814	4,814	4,814	2,804 846 4,814	4,814	4,814	2,804 846 4,814	4,814	4,814	2,804 846 4,814	-	-	
	Workers' Compensation Insurance, classified positions 401(k) ER Contribution - Certificated	1,116 5,797	1,116 5,797	1,116 5,797	1,116 5,797	1,116 5,797	1,116 5,797	1,116 5,797	1,116 5,797	1,116 5,797	1,116 5,797	5,797	5,797	
	401(k) ER Contribution - Classified Staff Appreciation	1,049 2,000	1,049 2,000	1,049 2,000	1,049 2,000	1,049 2,000	1,049 2,000	1,049 2,000	1,049 2,000	1,049 2,000	1,049 2,000	1,049 2,000	1,049 2,000	-
	All Other Benefits (Relocation, EAP) Total Employee Benefits	1,500 68,977	1 500 65,328	1,500 65,328	500 67,977	63,828	78,510	74,818	71,169	71,169	74,818	65,239	65,239	-
	Supplies & Materials													
	Textbooks Curriculum Materials and Books Class sets/library books	18,001 2,572	18,001 2,572	-	-	-	-	-	-	-	-	18,001 2,572	18,001 2,572	-
	Class sets/library books Instructional Materials & Supplies Uniforms	2,572	2,572 - 2.572	-	-	-	-	-	-	-	-	2,572 - 2.572	2,572 - 2.572	-
	Uniforms Health Supplies Assessment Materials/Software/Licenses	2,572 857 429	2,572 857 429	857 429	2,572 857 429	2,572 857 429	-							
	Student Recruitment Supplies	2,572 171	2,572 171	171	171	171	171	171	171	171	171	2,572 171	2,572 171	-
	Marketing Outreach Supplies							-						
	Fundraising Event Supplies Janitorial Supplies	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	-
	Fundralsing Event Supplies Janitorial Supplies Special Education Department Instructional Supplies	1,750 686 2,667	1,750 686 2,667	1,750 686 2,667	1,750 686 2,667	1,750 686 2,667	1,750 686 2,667	1,750 686 2,667	1,750 686 2,667	1,750 686 2,667	1,750 686 2,667	1,750 686 2,667	1,750 686 2,667	-
	Fundraising Event Supplies Janitorial Supplies Special Education Department Instructional Supplies Student, Family and Community Support Expenses Special Events	686	686	686	686	686	686	686	686	686	686	686	686	-
	Fundrasing Event Supplies Janitorial Supplies Special Education Department Instructional Supplies Student, Family and Community Support Expenses Special Events KTC Alumni Assistance Music	686 2,667	686 2,667	686 2,667	686 2,667	686 2,667	686 2,667	686 2,667	686 2,667	686 2,667	686 2,667	686 2,667	686 2,667	-
	Fundraising Event Supplies Janitorial Supplies Special Education Department Instructional Supplies Student, Family and Community Support Expenses Special Events KTC Alumni Assistance	686 2,667	686 2,667	686 2,667 - 1,167	-									

Object	KSol	FY2026	FY2026	FY2026	FY2026	FY2026	FY2026	FY2026	FY2026	FY2026	FY2026	FY2026	FY2026	FY2026
Code II	ncome Statement	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued
4351 4352	Non-Instructional Supplies Postage & Shipping	3,083 171	3,083 171	3,083 171	3,083 171	3,083 171	3,083 171	3,083 171	3,083 171	3,083 171	3,083 171	3,083 171	3,083 171	-
	Non-Capitalized Equipment	-	-	-	-	-	-	-	-	-	-	-	15.429	-
4401 4402	Student/Classroom Technology Student/Classroom Software	15,429 4,083	15,429 4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	4,083	15,429 4,083	4.083	
4403 4406	Student/Classroom Furniture/Furnishings/Equipment Office Furniture/Furnishings/Equipment	20,572 1,286	20,572 1,286	-	-	-	-	-	-	-	-	20,572 1,286	20,572 1,286	-
4404	Office Furniture/Furnishings/Equipment Staff/Office Technology	3,750	1,286 3,750				- 1					3,750	3,750	- :
4405 4408	Staff/Office Software	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3.667	-
4408	Network Equipment & Licenses (non-cap) Food Service						- 1					-	10,286	- :
4701	Meals Meals - Student	-	-	17,573	35,146	35,146	35,146	35,146	35,146	35,146	35,146	35,146	52,719	-
4702	Meals - Staff	-	-		-		-				-	-	-	
4703 TSM	Food Supplies and Equipment	167 85,821	167 85,821	167 41,785	167 59,358	167 59,358	167 59,358	167 59,358	167 59,358	167 59,358	167 59,358	167 126,110	167 153,969	-
ISM	Total Supplies & Materials	05,021	05,021	41,700	59,356	59,356	39,336	59,356	59,356	59,356	59,356	120,110	155,969	-
	Operating Services Travel & Conferences													
5204	KSS and KIPP SoCal Start Strong	15,050	-	-	-	-	-	-	-	-	-	-	15,050	
5207 5801	Other Travel and Accommodations Board Development	43	43	43	43	43	43	43	43	43	43	43	43	-
	Insurance											-		- :
5450	General Liability Insurance Operations & Housekeeping Services	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	3,808	-
5501	Utilities (Gas, Electric, Water)	-	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005	7,005
5503 5504	Janitorial Services Fire/Security	-	20,400	20,400 9,654	20,400 9,654	20,400 9,654	20,400 9,654	20,400 9,654	20,400 9,654	20,400 9,654	20,400 9,654	20,400 9,654	20,400 9,654	20,400
5603	Moving and Storage Expense	504	504	504	504	504	504	504	504	504	504	504	504	- :
5601	Rents, Leases, Repairs & Non-Cap Improvements	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,500	-
5601-001	Rent Lease Rent Expense - ASC 842	- 07,500	- 000,10	- 000,10	- 000,000	- 000,10	_	01,000	- 000,10	- 000,10	- 000,10	- 000	62 228	
5601-002	Lease Rent Expense - Non-ASC 842 Renairs & Maintenance (Non-Can)	17 143	17 143	17 143	17 143	17 143	20,928	17 143	17 143	17 143	17 143	17 143	20,928	-
5606	Equipment Rental And Related Expenses	17,143 257	257	257	257	257	257	257	257	257	257	257	257	-
5607	Copier Lease and Expenses Professional/Consulting Services & Operating Expenditures	-	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143
5802	Auditing/Tax	1	-	-	-	514	1,029	2,572	1,029		-		-	
5803	CMO Management Fees Instructional Consulting	-	-	194,998	-	-	324,997	-	-	324,997	-	-	454,995	-
5101	Teacher Residency Program Stipend	1	-	-	-		- 1	-	-		-		-	-
5106	Substitute Teaching Service	-	-	15,450	15,450	15,450	15,450	15,450	15,450	15,450	15,450	15,450	169,950	-
5807 5808	Education Instructional Consulting ELO-P Services & Operating Exp	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	- :
5809 5810	All Other Non-Instructional Consul ing Student Recruitment Services	700 2.572	700 2.572	700 2.572	700 2.572	700 2.572	700 2.572	700 2.572	700 2.572	700 2.572	700 2.572	700 2.572	6,300 23,144	-
5811	Marketing Outreach Services	103	103	103	103	103	103	103	103	103	103	103	926	
5812 5301	Fundraising Event Services Dues & Memberships	43	- 43	- 43	43	43	- 43	- 43	43	- 43	- 43	- 43	- 43	-
5813	Property Tax	- 43	- 43	- 43	-	- 43	- 43	- 43	- 43	- 43	- 43	- 43		
5814 5815	KIPP License Fees County Fees	-	-	-	-	739	-	-	739	-	-	739	30,000 739	-
5816	District Oversight Fees	5,483	5,483	5,483	5,483	5,483	5,483	5,483	5,483	5,483	5,483	5,483	5,483	
5817 5818	Legal Fees Payroll & HR Service Fees	857 1,067	857 1,067	857 1,067	857 1,067	857 1,067	857 1,067	857 1,067	857 1,067	857 1,067	857 1,067	857 1,067	857 1,067	-
5819	Financial Services Fees	171	171	171	171	171	171	171	171	171	171	171	171	
5820 5850	Special Education Services Special Education Fairshare	7,715 1,206	7,715 1,206	7,715 1,206	7,715 1,206	7,715 1,206	7,715 1,206	7,715 1,206	7,715 1.206	7,715 1,206	7,715 1,206	7,715 1,206	7,715 1,206	-
5821	KTC Alumni Assistance-Services & Other Operating Exp	-					-			-		-	-	
5822	Staff Recruitment Professional Development	857	857	857	857	857	857	857	857	857	857	857	857	-
5824	Coaching Expense	-	-	-	-	-		-	-	-	-	-	-	
5825 5826	Other Professional Development Business Meeting Expense	1,500 171	1,500 171	1,500 171	1,500 171	1,500 171	1,500 171	1,500 171	1,500 171	1,500 171	1,500 171	1,500 171	1,500 171	-
5827	Credentialing	- 171	- 171	-	-	-	-	-	-	-	-	-	15,000	
5831 5839	Field Trips Student Incentives	-	-	2,800 1,900	2,800 1,900	2,800 1,900	2,800 1,900	2,800 1,900	2,800 1,900	2,800 1,900	2,800 1,900	2,800 1,900	2,800 1,900	-
5840	Student Transportation - Non-Field Trips			206	206	206	206	206	206	206	206	206	206	
5841 5899	End of Year Field Trips Late Fees/Finance Charges	-				_	-	-	-	-				
	Late rees/rilatice Citalges			-	-						-	-	30,858	-
	Communications	-	-	-	-	-	-	-	-		-	-	-	
5901	Cell Phones	1,029	1 029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	-
5903 5904	Cell Phones Phone Internet	429 1,714	429	429	429	429 1,714	429	429 1,714	429	429	429	1,029	1,029 429	-
5903 5904 5905	Cell Phones Phone Internet Web Hosting & Email	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714	1,029 429 1,714 86	1,029 429 1,714 86	
5903 5904	Cell Phones Phone Internet Web Hosting & Email Total Operating Services	429 1,714	429	429	429	429 1,714	429 1,714	429 1,714	429	429	429	1,029	1,029 429	29,548
5903 5904 5905 TOS	Cell Phones Phone Internet Web Hosting & Email Total Operating Services Additional Expenses	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714	1,029 429 1,714 86	1,029 429 1,714 86 988,808	29,548
5903 5904 5905 TOS —	Cel Phones Phone Internet Web Hosting & Email Yotal Operating Services Additional Expenses Amontzullon Expenses Amontzullon Expenses Depreciation Expenses	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714 86	429 1,714	1,029 429 1,714 86	1,029 429 1,714 86 988,808 24,487 6,625	29,548
5903 5904 5905 TOS 6901 6902 7010	Call Phones Phone Phone Internation & Email Web Health & School Opening Services Additional Expenses Amontzation Expenses Deptessation Expenses Deptessation Expenses	429 1,714 86 133,008	429 1,714 86 147,505	429 1,714 86 372,513	429 1,714 86 177,515	429 1,714 86 178,768	429 1,714 86 524,467	429 1,714 86 180,086	429 1,714 86 179,283	429 1,714 86 502,511	429 1,714 86 177,515	1,029 429 1,714 86 178,254	1,029 429 1,714 86 988,808	29,548
5903 5904 5905 TOS TOS 6901 6902 7010 7221 7438	Call Phones Phone Internet Web Notation & Email Vide Detailing & Email Vide Detailing & Email Vide Detailing & Email Additional Expenses Amortization Expense Detectation Expense One Expense One Expense Interest Expense Interest Expense	429 1,714 86 133,008	429 1,714 86 147,505	429 1,714 86 372,513	429 1,714 86 177,515	429 1,714 86 178,768	429 1,714 86 524,467	429 1,714 86 180,086	429 1,714 86 179,283	429 1,714 86 502,511	429 1,714 86 177,515	1,029 429 1,714 86 178,254	1,029 429 1,714 86 988,808 24,487 6,625 70,000	29,548
5903 5904 5905 TOS TOS 6901 6902 7010 7221 7438	Call Phones Phone Internet Web Notation & Email Vide Detailing & Email Vide Detailing & Email Vide Detailing & Email Additional Expenses Amortization Expense Detectation Expense One Expense One Expense Interest Expense Interest Expense	429 1.714 86 133,008	429 1,714 86 147,505	429 1,714 86 372,513	429 1,714 86 177,515	429 1,714 86 178,768	429 1,714 86 524,467	429 1,714 86 180,086	429 1,714 86 179,283	429 1,714 86 502,511 - 6,625 - - - 6,625	429 1,714 86 177,515	1,029 429 1,714 86 178,254	1,029 429 1,714 86 988,808 24,487 6,625 70,000 - 1,057	- - - -
5903 5904 5905 TOS — 6901 6902 7010 7221 7438 — TAS	Cel Phones Phone Internet Web Hosting & Email Yotal Operating Services Additional Expenses Additional Expenses Destreation Expense Destreation Expense Transfers of Apportnments Internet Expense Total Additional Expenses Total Additional Expenses TOTAL EXPENSE	429 1,714 86 133,008 - - 6,625 - - - - 6,625 579,396	429 1.714 86 147.505	429 1.714 86 372,513	429 1,714 86 177,515 - 6,625 - - - 6,625 616,675	429 1,714 86 178,768 - - - - - - - - - - - - - - - - - - -	429 1.714 86 524,467	429 1.714 86 180.086	429 1.714 86 179,283	429 1.714 86 502,511	429 1,714 86 177,515 - 6,625 - - - 6,625 623,517	1,029 429 1,714 86 178,254	1,029 429 1,714 86 988,808 24,487 6,625 70,000 1,057 102,169 1,642,885	29,548
5903 5904 5905 TOS — 6901 6902 7010 7221 7438 — TAS	Call Phones Phone Internet Web Notation & Email Vide Detailing & Email Vide Detailing & Email Vide Detailing & Email Additional Expenses Amortization Expense Detectation Expense One Expense One Expense Interest Expense Interest Expense	429 1.714 86 133,008	429 1,714 86 147,505	429 1,714 86 372,513	429 1,714 86 177,515	429 1,714 86 178,768	429 1,714 86 524,467	429 1,714 86 180,086	429 1,714 86 179,283	429 1,714 86 502,511 - 6,625 - - - 6,625	429 1,714 86 177,515	1,029 429 1,714 86 178,254	1,029 429 1,714 86 988,808 24,487 6,625 70,000 - 1,057	29,548
5903 5904 5905 TOS — 6901 6902 7010 7221 7438 — TAS	Cel Phones Phone Internet Web Hosting & Email Yotal Operating Services Additional Expenses Additional Expenses Destreation Expense Destreation Expense Transfers of Apportnments Internet Expense Total Additional Expenses Total Additional Expenses TOTAL EXPENSE	429 1,714 86 133,008 - - 6,625 - - - - 6,625 579,396	429 1.714 86 147.505	429 1.714 86 372,513	429 1,714 86 177,515 - 6,625 - - - 6,625 616,675	429 1,714 86 178,768 - - - - - - - - - - - - - - - - - - -	429 1.714 86 524,467	429 1.714 86 180.086	429 1.714 86 179,283	429 1.714 86 502,511	429 1,714 86 177,515 - 6,625 - - - 6,625 623,517	1,029 429 1,714 86 178,254	1,029 429 1,714 86 988,808 24,487 6,625 70,000 1,057 102,169 1,642,885	29,548
5903 5904 5905 TOS — 6901 6902 7010 7221 7438 — TAS	Cel Phones Phone Internet Web Hosting & Email Yotal Operating Services Additional Expenses Additional Expenses Destreation Expense Destreation Expense Transfers of Apportnments Internet Expense Total Additional Expenses Total Additional Expenses TOTAL EXPENSE	429 1,714 86 133,008 - - 6,625 - - - - 6,625 579,396	429 1.714 86 147.505	429 1.714 86 372,513	429 1,714 86 177,515 - 6,625 - - - 6,625 616,675	429 1,714 86 178,768 - - - - - - - - - - - - - - - - - - -	429 1.714 86 524,467	429 1.714 86 180.086	429 1.714 86 179,283	429 1.714 86 502,511	429 1,714 86 177,515 - 6,625 - - - 6,625 623,517	1,029 429 1,714 86 178,254	1,029 429 1,714 86 988,808 24,487 6,625 70,000 1,057 102,169 1,642,885	29,548
5903 5904 5905 TOS — 6901 6902 7010 7221 7438 — TAS	Call Phones Phone Phone Internet Web Hostering & Email Total Operating Services Additional Expenses Amortization Expenses Amortization Expense On the Expense Internet Expense On the Expense On the Expense Internet Expense	429 1,714 86 133,008 	429 1,714 86 147,505 6,625 - - - 6,625 590,244 547,080	429 1.714 86 372.513 6.625 - - - 6.625 791.451 (21,840)	429 1,714 86 177,515 6,625 - - 6,625 616,675	429 1.714 86 178.768 6.625 - - - 6.625 613.780	1,714 86 524,467 6,625 1,057 7,682 1,002,719	429 1,714 86 180,086 6,625 - - - 6,625 626,088 78,434	429 1,714 86 179,283 6,625 - - - 6,625 621,835	429 1.714 86 502.511 6.625 	429 1.714 86 177.515 6.625 	1,029 429 429 1,714 86 178,254 6,625 6,625 681,428 (37,988)	1,029 429 1,714 86 988,808 24,487 6,625 70,000 1,057 102,169 1,642,885 (1,564,420)	29,548
5903 5904 5905 TOS — 6901 6902 7010 7221 7438 — TAS	Cel Phones Phone Internet Web Hosting & Email Yotal Operating Services Additional Expenses Additional Expenses Destreation Expense Destreation Expense Transfers of Apportnments Internet Expense Total Additional Expenses Total Additional Expenses TOTAL EXPENSE	429 1,714 86 133,008 - - 6,625 - - - - 6,625 579,396	429 1.714 86 147.505	429 1.714 86 372,513	429 1,714 86 177,515 - 6,625 - - - 6,625 616,675	429 1,714 86 178,768 - - - - - - - - - - - - - - - - - - -	429 1.714 86 524,467	429 1.714 86 180.086	429 1.714 86 179,283	429 1.714 86 502,511	429 1,714 86 177,515 - 6,625 - - - 6,625 623,517	1,029 429 1,714 86 178,254	1,029 429 1,714 86 988,808 24,487 6,625 70,000 1,057 102,169 1,642,885	29,548
5903 5904 5905 TOS — 6901 6902 7010 7221 7438 — TAS	Call Phones Phone Internet Web Hosting & Email Web Losting & Email Vide Departing & Prices Additional Expenses Amortization Expense Destruction Expense Destruction Expense Transfers of Apportionments Interest Expenses Total Additional Expenses Total Additional Expenses Total Additional Expenses The Conference of The	429 1,714 86 133,008 	429 1,714 86 147,505 6,625 - - - 6,625 590,244 547,080	429 1.714 86 372.513 6.625 - - - 6.625 791.451 (21,840)	429 1,714 86 177,515 6,625 - - 6,625 616,675	429 1.714 86 178.768 6.625 - - - 6.625 613.780	1,714 86 524,467 6,625 1,057 7,682 1,002,719	429 1,714 86 180,086 6,625 - - - 6,625 626,088 78,434	429 1,714 86 179,283 6,625 - - - 6,625 621,835	429 1.714 86 502.511 6.625 	429 1.714 86 177.515 6.625 	1,029 429 429 1,714 86 178,254 6,625 6,625 681,428 (37,988)	1,029 429 1,714 86 988,808 24,487 6,625 70,000 1,057 102,169 1,642,885 (1,564,420)	29,548
5903 5905 5905 TOS — 6901 6902 7010 7221 7438 — TAS	Call Phones Phone Internet Web Hosting & Email Yotal Operating Services Additional Expenses Amonization Expenses Amonization Expenses O her Expense O her Expense Transfers of Apportionments Internet Expenses OTHAL EXPENSE TOTAL ACKINGHOS TOTAL ACKINGHOS TOTAL ACKINGHOS TOTAL EXPENSE THANGE IN CASH FLOW STATEMENT OF THE ACKINGHOS THANGE IN CASH FLOW THANGE	429 1,714 86 133,008 - 6,625 6,625 579,396 (446,292)	429 1,714 86 147,505 - - - - - - - - - - - - - - - - - -	429 1,774 86 372,513 6,625 - - 6,625 791,451 (21,840)	429 1.774 86 177.515 6.625 - - 6.625 616,675	429 1.714 86 178.768 - - - 6.625 - - - - 6.625 613.780 726	429 1,714 88 524,467 - - - - - - - - - - - - - - - - - - -	129 1,714 86 180,086 - - - 6,625 - - - 6,625 626,088 78,434	429 1,714 86 179,283 - - - - - - - - - - - - - - - - - - -	429 1,714 86 502,511 - - - - - - - - - - - - - - - - - -	429 1.714 86 177.515 6.625 - - 6.625 623,517 (278,476)	1,029 429 1,714 1,714 56 176,254 6,625 6,625 651,428 (37,988)	1,029 429 1,714 86 988,808 24,487 6,625 70,000 1,057 102,199 1,642,885 (1,564,420)	29,548
5903 5904 5905 TOS — 6901 6902 7010 7221 7438 — TAS TE	Cel Phones Phone Internet Web Hosting & Email Yotal Operating Services Additional Exponese Amontzustion Expenses Deneciation Expenses On the Expense Transfers of Apportionments Interest Expenses OTAL EXPENSE TOTAL Additional Expenses OTAL EXPENSE Statement of Cash Flow CHANCE IN	429 1,714 86 133,008 	429 1,714 86 147,505 6,625 - - - 6,625 590,244 547,080	429 1.714 86 372.513 6.625 - - - 6.625 791.451 (21,840)	429 1,714 86 177,515 6,625 - - 6,625 616,675	429 1.714 86 178.768 6.625 - - - 6.625 613.780	1,714 86 524,467 6,625 1,057 7,682 1,002,719	429 1,714 86 180,086 6,625 - - - 6,625 626,088 78,434	429 1,714 86 179,283 6,625 - - - 6,625 621,835	429 1.714 86 502.511 6.625 	429 1.714 86 177.515 6.625 	1,029 429 429 1,714 86 178,254 6,625 6,625 681,428 (37,988)	1,029 429 1,714 86 988,608 24,487 6,625 70,000 1057 10210 1,644,88 (1,564,420)	29,548
5903 5904 5905 TOS — 6901 6902 7010 7221 7438 — TE <u>T</u>	Call Phones Phone Internet Web Notation & Email Vide Detailing & Email Additional Expenses Amortization Expense Detectation Expense On the Expense On the Expense On the Expense On the Expense Total Additional Expenses Total Additional Expenses Total Additional Expenses OTAL EXPENSE Change in Net Assets Statement of Cash Flow PMANCE IN CASH DUE TO: Coparation Activities Change in Net Assets - CF	429 1,714 86 133,008 - 6,625 6,625 579,396 (446,292)	429 1.714 86 147.505 	429 1,714 88 372,513 - 6,625 - 791,451 (21,840)	429 1,714 86 177,515 6,625 6,625 616,675 Oct	429 1.714 86 178.768 6,625 - - - - - - - - - - - - - - - - - - -	429 1,714 86 524,467	429 1,714 86 180,086 6,625 6,625 626,088 78,434	429 1,714 86 179,283 -	429 1,714 86 502,511	429 1.714 86 177.515 6.625 - - - - - - - - - - - - - - - - - - -	1,029 429 1,714 86 178,254 6,625 6,625 681,426 (37,988)	1,029 429 1,714 26,888,605 24,487 6,625 70,000 1,057 102,169 1,642,885 11,564,420)	29,548
5903 5905 5905 TOS — 6901 6902 7010 7221 7438 — TE	Call Phones Phone Phone Internet Web Hosting & Email Votal Operating Services Additional Expenses Amortization Expenses Amortization Expense On the Expense Transfer of Apportionments Internet Expense OTAL EXPENSE TOTAL EXPENSE TOTAL EXPENSE Statement of Cash Flow HANGE IN CASH DUE TO: Operating Activities Change in Net Assets Change in Net Assets Change in Net Assets O her North Cash Flow Change in Net Assets O her North Cash Flow O her North Cash Expense O her Nor-Cash Expense O her Nor-Cash Expense O her Nor-Cash Expense O (Increase) Georgeasin AR	429 1714 86 133,008 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 147.505 - 6.625 - 6.825 590,244 547,080	429 1,714 88 372,513 - 6,625 - 791,451 (21,840)	429 1,714 86 177,515 6,625 6,625 616,675 Oct	429 1.714 86 178.768 6,625 - - - - - - - - - - - - - - - - - - -	429 1,714 86 524,467	429 1,714 86 180,086 6,625 6,625 626,088 78,434	429 1,714 86 179,283 -	429 1,714 86 502,511	429 1.714 86 177.515 6.625 - - - - - - - - - - - - - - - - - - -	1,029 429 1,714 86 178,254 6,625 6,625 681,426 (37,988)	1,029 429 429 1,74 1,74 86 98.809 24.487 6,625 70,000 1,057 102,169 1,424,285 1,424,285 1,424,245 4,427 6,23 24,447 6,23 24,447 6,23 24,447 6,23 24,447 6,23	- - - -
5903 5904 5905 TOS — 6901 6902 7010 7221 7438 — TAS TE <u>T</u>	Call Phones Phone Internet Web Hosting & Email Web Hosting & Email Web Losting & Email Total Operating & Avences Additional Expenses Amortization Expense Destruction Expense Destruction Expense Transfers of Apportionments Interest Expenses Total Additional Expenses Total Additional Expenses Total Additional Expenses Total Additional Expenses The Committed Committed Committed Committed The Committed	429 1,714 86 133,008 6,625 - - - - - - - - - - - - - - - - - - -	429 1,714 86 147,505 - - - - - - - - - - - - - - - - - -	429 1,714 88 372,513 - 6,625 - 791,451 (21,840)	429 1,714 86 177,515 6,625 6,625 616,675 Oct	429 1.714 86 178.768 6,625 - - - - - - - - - - - - - - - - - - -	429 1,714 86 524,467	429 1,714 86 180,086 6,625 6,625 626,088 78,434	429 1,714 86 179,283 -	429 1,714 86 502,511	429 1.714 86 177.515 6.625 - - - - - - - - - - - - - - - - - - -	1,029 429 1,714 86 178,254 6,625 6,625 681,426 (37,988)	1,029 429 1,714 24,487 6,625 70,000 1,057 102,19 1,442,885 (1,564,420) Jun (434,030) 6,625 2,4487 6,625	29,548
5903 5905 5905 TOS — 6901 6902 7010 7221 7438 — TE	Call Phones Phone Phone Internet Web Neating & Email Viola Operating & Email Viola Operating & Email Viola Operating & Email Additional Email Dennesses Amortization Expenses On the Expenses	429 1,714 86 133,009 6,625 5,625 579,396 (446,392) Jul (446,292) 6,625 6,625	429 1.714 88 147,505 6.625 5.50,244 547,080 6.625 547,080 6.625 (83,349)	429 1,714 86 372,513 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 177.515 6.625 6.625 616.675 67.578	429 1.714 86 175,768 6.625 6.625 6.525 813,780 728	429 1.714 86 524.467 - - - - - - - - - - - - - - - - - - -	429 1,714 86 180,086 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 179.283 6.625 6.625 621.635 62.471	429 1.714 86 502.511 6.625 	429 1.714 86 177.515 6.625 6.625 6.25,517 (278,476) 6.625	1,020 4292 1,714 1,714 1,78,254 178,254 6,625 681,428 (37,988) May	1,020 429 429 429 429 428 888,808 988,808 6,825 70,000 1,057 102,169 1,642,858 (1,564,420) Jun 434,939 6,625 24,487 6,625 (1,564,420)	29,548
5903 5905 5905 TOS — 6901 6902 7010 7221 7438 — TE	Call Phones Phone Internet Phone Internet Web Hosting & Email Web Losting & Email Total Operating & Services Additional Expenses Amortization Expense Destruction Expense Destruction Expense Transfers of Apportionments Interest Expenses Total Additional Expenses Total Additional Expenses Total Additional Expenses Total Additional Expenses Change in Net Assets Statement of Cash Flow HANGE IN CASH DUE TO: Operating Activities Change in Net Assets - CF Destruction Destruction Destruction On Net Non-Cash Expense (Increase) Generase in AIP net of Prepaid exp Total Operating Activities Total Operating Activity Total Operating Activity Total Operating Activity Total Operating Activity	429 1,714 86 133,009 6,625 5,625 579,396 (446,392) Jul (446,292) 6,625 6,625	429 1.714 88 147,505 6.625 5.50,244 547,080 6.625 547,080 6.625 (83,349)	429 1,714 86 372,513 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 177.515 6.625 6.625 616.675 67.578	429 1.714 86 175,768 6.625 6.625 6.525 813,789 728	429 1.714 86 524.467 - - - - - - - - - - - - - - - - - - -	429 1,714 86 180,086 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 179.283 6.625 6.625 621.635 62.471	429 1.714 86 502.511 6.625 	429 1.714 86 177.515 6.625 6.625 6.25,517 (278,476) 6.625	1,020 4292 1,714 1,714 1,78,254 178,254 6,625 681,428 (37,988) May	1,020 429 429 429 429 428 888,808 988,808 6,825 70,000 1,057 102,169 1,642,858 (1,564,420) Jun 434,939 6,625 24,487 6,625 (1,564,420)	29,548
5903 5904 5905 TOS 6901 6902 7010 7221 7438 TAS TAS TO CINA-CF Depr Amort NCE ARCHG APCHG	Call Phones Phone Internet Web Hostin & Email Vide Lostin & Email Additional Expense Amortization Expense Denociation Expense Denociation Expense Transfers of Apportionments Internet Expense Total Additional Expenses Total Additional Expenses Total Additional Expenses Change in Net Assets Statement of Cash Flow PHANGE IN CASH DUE TO: Operating Activities Change in Net Assets - CF Denociation Amortization Amortization Increase (decrease in AIR Increase (decrea	429 1,714 86 133,009 6,625 5,625 579,396 (446,392) Jul (446,292) 6,625 6,625	429 1.714 88 147,505 6.625 5.50,244 547,080 6.625 547,080 6.625 (83,349)	429 1,714 86 372,513 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 177.515 6.625 6.625 616.675 67.578	429 1.714 86 175,768 6.625 6.625 6.525 813,789 728	429 1.714 86 524.467 - - - - - - - - - - - - - - - - - - -	429 1,714 86 180,086 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 179.283 6.625 6.625 621.635 62.471	429 1.714 86 502.511 6.625 	429 1.714 86 177.515 6.625 6.625 6.25,517 (278,476) 6.625	1,020 4292 1,714 1,714 1,78,254 178,254 6,625 681,428 (37,988) May	1,020 429 429 429 429 428 888,808 988,808 6,825 70,000 1,057 102,169 1,642,858 (1,564,420) Jun 434,939 6,625 24,487 6,625 (1,564,420)	29,54
5903 5904 5905 TOS — 6901 6902 7010 7221 7438 — TAS TAS TAS TE — C CINA-CF Depr Amort NCE ARCHG — CAPEX	Call Phones Phone Phone Internet Web Notation & Email Votal Operating Services Additional Expenses Amortization Expense Amortization Expense Determination Expense On the Expense Trailed of Apportionments Trailed of Apportionments Trailed of Apportionments Total Additional Expenses Ortotal Expenses Ortotal Expenses OTOTAL EXPENSE Change in Net Assets Statement of Cash Flow CHANGE IN CASH DUIL TO: Operating Activities Change in Net Assets - CF Operating Activities On the Non-Cash Expense (Increase) Geresses in AIR Increases (decreases in AIR Increases (decreases in AIR Increases) (accesses in AIR Increases) (ac	429 1,714 86 133,009 6,625 5,625 579,396 (446,392) Jul (446,292) 6,625 6,625	429 1.714 88 147,505 6.625 5.50,244 547,080 6.625 547,080 6.625 (83,349)	429 1,714 86 372,513 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 177.515 6.625 6.625 616.675 67.578	429 1.714 86 175,768 6.625 6.625 6.525 813,789 728	429 1.714 86 524.467 - - - - - - - - - - - - - - - - - - -	429 1,714 86 180,086 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 179.283 6.625 6.625 621.635 62.471	429 1.714 86 502.511 6.625 	429 1.714 86 177.515 6.625 6.625 6.25,517 (278,476) 6.625	1,020 4292 1,714 1,714 1,78,254 178,254 6,625 681,428 (37,988) May	1,020 429 429 429 429 428 888,808 988,808 6,825 70,000 1,057 102,169 1,642,858 (1,564,420) Jun 434,939 6,625 24,487 6,625 (1,564,420)	29,54
5903 5904 5905 70S 6901 70S 6901 70S 7221 7438 7 7221 7438 7 7221 7438 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7	Cal Phones Phone Internet Phone Internet Web Hosting & Email Vide Losting & Email Additional Expenses Amortization Expense Destruction Expense Destruction Expenses Transfers of Apportionments Interest Expenses Trotal Additional Expenses Trotal Additional Expenses Trotal Additional Expenses Trotal Additional Expenses Trotal Additional Expenses Thomage in Net Assets Thomage in Net Assets Thomage in Net Assets Thomage in Activities Increase (decrease in AIP net of Prepaid exp Total Operating Activities Increase (decrease in AIP net of Prepaid exp Total Operating Activities Increase (decrease in AIP net of Prepaid exp Total Operating Activities (Increase (decrease in AIP net of Prepaid exp Investment Activities (Include Expenditures) (Include Expenditures) (Include Expenditures) (Include Expenditures) (Include Expenditures)	429 1,714 86 133,009 6,625 5,625 579,396 (446,392) Jul (446,292) 6,625 6,625	429 1.714 88 147,505 6.625 5.50,244 547,080 6.625 547,080 6.625 (83,349)	429 1,714 86 372,513 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 177.515 6.625 6.625 616.675 67.578	429 1.714 86 175,768 6.625 6.625 6.525 813,789 728	429 1.714 86 524.467 - - - - - - - - - - - - - - - - - - -	429 1,714 86 180,086 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 179.283 6.625 6.625 621.635 62.471	429 1.714 86 502.511 6.625 	429 1.714 86 177.515 6.625 6.625 6.25,517 (278,476) 6.625	1,020 4292 1,714 1,714 1,78,254 178,254 6,625 681,428 (37,988) May	1,020 429 429 429 429 428 888,808 988,808 6,825 70,000 1,057 102,169 1,642,858 (1,564,420) Jun 434,939 6,625 24,487 6,625 (1,564,420)	29,54
5903 5904 5905 70S	Call Phones Phone Internet Phone Internet Web Neathin & Email Votal Operating Services Additional Expenses Amortization Expense Amortization Expense Denociation Expense On the Expense On	429 1,714 86 133,009 6,625 5,625 579,396 (446,392) Jul (446,292) 6,625 6,625	429 1.714 88 147,505 6.625 5.50,244 547,080 6.625 547,080 6.625 (83,349)	429 1,714 86 372,513 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 177.515 6.625 6.625 616.675 67.578	429 1.714 86 175,768 6.625 6.625 6.525 813,789 728	429 1.714 86 524.467 - - - - - - - - - - - - - - - - - - -	429 1,714 86 180,086 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 179.283 6.625 6.625 621.635 62.471	429 1.714 86 502.511 6.625 	429 1.714 86 177.515 6.625 6.625 6.25,517 (278,476) 6.625	1,020 4292 1,714 1,714 1,78,254 178,254 6,625 681,428 (37,988) May	1,020 429 429 429 429 428 888,808 988,808 6,825 70,000 1,057 102,169 1,642,858 (1,564,420) Jun 434,939 6,625 24,487 6,625 (1,564,420)	29,548
5903 5905 5904 5905 70S 6901 70S 6901 70S 705 705 705 705 705 705 705 705 705 705	Cal Phones Phone Internet Phone Internet Web Hosting & Email Vide Losting & Email Additional Expenses Amortization Expense Destruction Expense Destruction Expenses Transfers of Apportionments Interest Expenses Trotal Additional Expenses Trotal Additional Expenses Trotal Additional Expenses Trotal Additional Expenses Trotal Additional Expenses Thomage in Net Assets Thomage in Net Assets Thomage in Net Assets Thomage in Activities Increase (decrease in AIP net of Prepaid exp Total Operating Activities Increase (decrease in AIP net of Prepaid exp Total Operating Activities Increase (decrease in AIP net of Prepaid exp Total Operating Activities (Increase (decrease in AIP net of Prepaid exp Investment Activities (Include Expenditures) (Include Expenditures) (Include Expenditures) (Include Expenditures) (Include Expenditures)	429 1,714 86 133,009 6,625 5,625 579,396 (446,392) Jul (446,292) 6,625 6,625	429 1.714 88 147,505 6.625 5.50,244 547,080 6.625 547,080 6.625 (83,349)	429 1,714 86 372,513 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 177.515 6.625 6.625 616.675 67.578	429 1.714 86 175,768 6.625 6.625 6.525 813,789 728	429 1.714 86 524.467 - - - - - - - - - - - - - - - - - - -	429 1,714 86 180,086 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 179.283 6.625 6.625 621.635 62.471	429 1.714 86 502.511 6.625 	429 1.714 86 177.515 6.625 6.625 6.25,517 (278,476) 6.625	1,020 4292 1,714 1,714 1,78,254 178,254 6,625 681,428 (37,988) May	1,020 429 429 429 429 428 888,808 988,808 6,825 70,000 1,057 102,169 1,642,858 (1,564,420) Jun 434,939 6,625 24,487 6,625 (1,564,420)	29,548
5903	Call Phones Phone Internet Web Notation & Email Viola Operating & Email Viola Operating & Email Viola Operating & Email Viola Operating & Email Additional Expenses Amortization Expenses Determination Expenses On the Expenses On the Expenses Internet Expenses Total Additional Expenses Total Additional Expenses Of Total Expenses Of Total Expenses Change in Net Assets Statement of Cash Flow PMANCE IN CASH DUE TO: Operating Activities Change in Net Assets - CF Depreciation Amortization On the Nex-Cash Expenses On the Nex-Cash Expenses Investment Activities Investment Activities Investment Activities Investment Activities India Investment Activities I Coali Investment Activities I Coali Investment Activities I Coal Investment Activities I Coal Investment Activities Loan Proceeds Loan Proceeds Loan Proceeds Loan Proceded Loan Proceded Loan Proceded Loan Proceded	429 1,714 86 133,006 6,025 6,025 579,398 4446,292) Jul 4446,292) 1,856,294 (88,349) 1,326,246	429 1.714 88 147,505 6.625 6.625 5.625 5.90,244 547,080 6.625 6.625	429 1.714 86 372.513 6.625 6.625 791.451 (21.840) Sep (21.840) 6.625	429 1.714 1.774 6.625 6.625 6.625 6.625 6.625 6.625 7.578	429 1,714 1,726 172,788 172,788 172,788 1,289 1,	429 1.714 86 524.467 6.625 6.625 1.957 1.957 1.957 1.902.719 391.759 Dec	429 1,714 86 180,086 6,625 	429 1.714 86 179.283 179.283 6.625 6.625 6.625 6.2471 Feb 6.2471 6.625 6.026	429 1,714 86 502,511 6,625 6,625 944,864 113,799 113,799 120,424	429 1,714 177,516 6,825	1,029 429 1,714 86 178,254 6,625 6,625 6,814,22 (37,988) 6,625	1,020 429 429 429 429 428 888,808 988,808 6,625 70,000 1,057 102,169 1,642,683 1,644,683 1,644,644,643 1,644,643 1,644,643 1,644,643 1,644,643 1,644,643 1,644,644 1,644,643 1,644,644 1,644,643 1,6	29,548
5903 5904 5905 5904 5905 5904 6505 5904 6505 5904 6505 5904 6505 5905 6505 6505 6505 6505 6505 6505	Cal Phones Phone Internet Web Hostin & Email Vide Lostin & Email Additional Expense Amortization Expense Denocation Expense Denocation Expense Transfer of Apportionments Internet Expense Total Additional Expenses Change in Net Assets Thomage in Net Assets Thomage in Asset of Expenses (Increase decrease in AR Increase (decrease in AR Increase	429 1,714 86 133,009 6,625 5,625 579,396 (446,392) Jul (446,292) 6,625 6,625	429 1.714 88 147,505 6.625 5.50,244 547,080 6.625 547,080 6.625 (83,349)	429 1,714 86 372,513 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 177.515 6.625 6.625 616.675 67.578	429 1.714 86 175,768 6.625 6.625 6.525 813,789 728	429 1.714 86 524.467 - - - - - - - - - - - - - - - - - - -	429 1,714 86 180,086 6,625 - - - - - - - - - - - - - - - - - - -	429 1.714 86 179.283 6.625 6.625 621.635 62.471	429 1.714 86 502.511 6.625 	429 1.714 86 177.515 6.625 6.625 6.25,517 (278,476) 6.625	1,020 4292 1,714 1,714 1,78,254 178,254 6,625 681,428 (37,988) May	1,020 429 429 429 429 428 888,808 988,808 6,825 70,000 1,057 102,169 1,642,858 (1,564,420) Jun 434,939 6,625 24,487 6,625 (1,564,420)	29,548

Per	bject	KSol	FY2027 Jul	FY2027 Aug	FY2027 Sen	FY2027 Oct	FY2027 Nov	FY2027 Dec	FY2027 Jan	FY2027 Feb	FY2027 Mar	FY2027	FY2027	FY2027 Jun	FY2027 Accrued
100 100					Sep Projected							Apr Projected	May Projected		Accrued Projected
18	3011	General Purpose Funding LCFF State Aid - Current Year												_ 5	449,666
	3019	Revenue Limit State Aid - PY (LCFF, EPA)	-	-	-	-	-	-	-	-	-	-	-	-	118,452
18	3098	In Lieu of Property Tax (PY)	-	-	-	-	-	-	-	-			-	24,139	568,118
14 Care Control Contro											=	. ===			
18	3182	Special Education - Discretionary Grants	4,074	8,148	5,432	5,432	679	10,185	5,432	9,506	7,469	4,753	4,753		2,037
Column	3220 3221	Child Nutrition Programs-Federal Donated Food Commodities	-	-	-	15,425	30,851	30,851	30,851	15,425	30,851	30,851	30,851	30,851	61,702
Column	3287	Interagency Contracts Between LEAs (Federal SPED) Pass-Through Revenues from Federal Sources	-	-	-	-	-		-	-	-	-	-	-	-
1	3291	Ti le I, Part A Basic Low Income	-		-	48,395 4 955	-		48,395 4 955			67,752 6 937	-	-	29,037
The content of the	3295	Ti le III Language Instruction for English Learners Ti le IV, Part A, Student Support and Academic Enrichment	-	-	-		-			-	-		-		1,746
100 100		Ti le IV, 21st Century CLCP Total Federal Revenue	4,074	8,148	5,432	77,117	31,530	41,036	92,543	24,931	38,320	114,368	35,604	30,851	97,495
10	2210														
100 100	3311	Special Education: AB602 -Current Year	25,756	51,512	34,341	34,341	4,293	64,390	34,341	60,098	47,219	30,049	30,049		12,87
March Control and Proposed Section (1989) 1989 198	3313 3319	Special Education - Option 3 Grants: STEP, PD Grant, etc. O her State Apportionments - Prior Years	-	-	-	-	-		-	-	-	-	-	-	-
March Marc	3545	Charter School Facility Grants - SB740 State	-	-	126,750	-	5,467	126,750	5,467	-		5,467	5,467		10,93 126,75
1985 1985	3560	State Lottery (CY)	-		30,788			30,788		4,001	30,788			3,041	30,78
Company	3590	O her State Revenue (CY) O her State Revenue (PY)	-	-	-	-	-	-		-	-	-	-	-	343,55
March Marc	OSR	Total Other State Revenue	25,756	51,512	191,879	34,341	9,760	800,954	39,809	70,366	439,264	45,516	35,516	9,308	524,90
March Marc		Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	
March Marc		Donations and Grants	-			-				-	-	-			-
Section Company Comp	3981	Individual Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
10 10 10 10 10 10 10 10	3988	Donations thru SST (Schools) Donations thru SST (SST)	-	-	-	-	-	-	-	-	-	-	-	-	-
Company Comp	3979	KIPP Founda ion-CSP Grant	-	-	-		-	-	Ī	-	-	-	-	-	-
Section Company Comp	3634	Food Service Sales - Students	-			-				-	-	-			-
March Control Property Con	3635	Student/Family Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
1.00	3651	Lease Revenue - ASC 842 (Rental Income)	-	-	-	-	-	-	-	-	-	-	-	-	-
1979 The Control of Control Contro	3678	E-rate	-	-	-	-	-	-	-	-	-	-	-	16,392	-
The Transfer From All Defines 1.00	3791	Transfers of Apportionments from Districts		-		-			-	-	-	-			-
Control Section Control Se	3799	O her Transfers In From All Others	-	-	-	-	-	-	-	-	-	-	-	-	-
Control Process		Total Other Local Revenue	136,774	1,172,879	789,568	703,716	633,547	1,434,247	724,608	705,378	1,087,665	352,438	663,377	16,392 80,690	1,190,522
Confidence for the form 1986 19	E														
100	1101	Certificated Teacher Salaries	118 636	118 636	118 636	118 636	118 636	118 636	118 636	118 636	118 636	118 636	118 636	118 636	
Semanticina Danie Teacher 1. Apr. 1. Apr	1103 1105	In-House Substitute	3,900 23,369	3,900 23,369	3,900 23,369	3,900 23,369	3,900 23,369	3,900 23,369	3,900 23,369	3,900 23,369	3,900 23,369	3,900 23,369	3,900 23,369	3,900 23,369	-
16,000 1	1175	Stipend/Extra Duty - Cer ificated Teachers	42,949	42,949	42,949	42,949	42,949	22,500	42,949	42,949	42,949	42,949	42,949	22,500	-
1.2 1.2		O her Cer ificated Pupil Support	10 407	10 407	10.407	10 407	10.407	-	10 407	10 407	10 407	10 407	10.407	-	-
Marcher Story Leader		Certificated Administrators	-			-	-	-	-			-	-	-	
Control Cont	1302 1303	Assistant School Leader Dean	9,438	9,438	9,438	9,438	9,438	9,438	9,438	9,438	9,438	9,438	9,438	9,438 8,573	-
NoCertificate insunctional Aces NoCertificate insunctional Aces NoCertificate insulational			208,261	208,261	208,261	208,261	208,261	235,761	208,261	208,261	208,261	208,261	208,261	235,761	
Non-Certificated Solutions															
SPEZ-Installarians SPEZ-Installarians Open aron Aire Open aron Air		Non-Certificated Substitutes	-	-	-	-		-	-	-	-	-	-	-	-
Accession August		SPED Assistants	26,682	26,682	26,682 14,086	-									
Community Schools Confessioners 1,0,855 10,255 10		Nurse	-	-											-
Registric		Community Schools Grant Salaries	10,858	10,858										10,858	
Reconstraints		Registrar												4,469 8,357	-
Anademics Salates		Receptionist	3,552	3,552	3,552	3,552	3,552	3,552	3,552	3,552	3,552	3,552	3,552	3,552	-
Advancement Salarines		Academics Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
Advocacy Comm Eng Salaries	2420	Advancement Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
Information Technology Statemers	2435 2440	Finance and Accounting Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
Open John Salarines	2460	Information Technology Salaries	-	-	-	-		-	-	-	-	-	-	-	-
SST Salaries	2480	Opera ions Salaries	-			-				-	-	-			-
Total Classified Salaries 37,540 \$7,540 \$8,146	2491	SST Salaries	-	-	-	-	-			-	-	-	-	-	-
State Teachers Relationest System, continuated positions			37,540	37,540	58,146	58,146	58,146	58,146	58,146	58,146	58,146	58,146	58,146	58,146	
Public Emolypeer Referement System, classified positions	3101		_												
FIGA - SSMED Disastled	3202	Public Employees' Retirement System, classified positions	18 263	18 263	18 263	18 263	18 263	18 263	18 263	18 263	18 263	18 263	18 263	18 263	-
Add Dental Expense - Centificated 1,972 1,972 1,972 1,972 1,972 1,972 2,407	3302	FICA - SS/MED Classified	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438	5,438 27,012	-
Vision Expense Centificated 267 267 267 267 267 420 344 344 344 344 344 344 244 245	3411	Dental Expense - Certificated	1,872	1,872	1,872	1,872	1,872	2,942	2,407	2,407	2,407	2,407	2,407	4,410 2,407	-
3431 Lifle & ALNSE Expense - Certificated 223	3421	Vision Expense - Certificated	267	267	267	267	267	420	344	344	344	344	344	943 344	-
State Unemployment Insurance, certificated positions 2,886 2,886	3431	Life & AD&D Expense - Certificated	223	223	223	223	223	223	223	223	223	223	223	223	
Workers Compensation Insurance, cellificated positions 4,985 4,9	3501	State Unemployment Insurance, certificated positions	2,886	-	-	2,886	-	-	2,886	-	-	2,886	-	-	-
401(k) ER Contribution - Classified	3602	Workers' Compensation Insurance, certificated positions Workers' Compensation Insurance, classified positions	1,143	1,143	1,143	1,143	1,143	1,143	1,143	1,143	1,143	1,143	-	-	
	3902	401(k) ER Contribution - Classified	1,066	1,066	1,066	1,066	1,066	1,066	1,066	1,066	1,066	1,066	1,066	1,066	-
Supplies & Materials Techbooks 18,506 18	3904	All Other Benefits (Relocation, EAP)	1,500	1 500	1,500	500	-	-	-	-	-	-	-		
Textbooks Textbooks 18.506 18.506 18.506 18.506 18.506 Class sets/filtery books 2.644 2.	. 2011	Supplies & Materials	11,131	00,011	00,011	10,757	00,011	02,103	10,076	14,332	14,332	10,010	00,205	00,200	-
Instructional Materials & Supplies		Textbooks Curriculum Materials and Books			-	-	-	-	-	-	-	-		18,506	
4303 Health Supplies 881		Instructional Materials & Supplies	-		-	-	-		-	-	-	-		2,644	-
4305 Student Rezruttment Supplies 2,644 2,644 4306 Markeim Outraisch Supplies 176 176 176 176 176 176 176 176 176 176	1303	Health Supplies	881	881									881	2,644 881 441	-
4307 Fundraising Event Supplies 4308 Janitorial Supplies 4318 Secola Education Department 5705 705 1,750 1,7	1305	Student Recruitment Supplies	2,644	2,644	-	-	-	-	-	-	-	-	2,644	2,644 176	
4311 Special Education Department 705 705 705 705 705 705 705 705 705 705	4307 4308	Fundraising Event Supplies Janitorial Supplies	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	-
4314 Special Events 1,167 1,16	4311 4312	Special Education Department Instructional Supplies	705	705	705	705	705	705	705	705	705	705	705	705 2,750	-
4319 Music 529 529 529 529 529 529 529 529 529 529	1314	Special Events	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	
	1319		-	=	529	529	529	529	- 529	529	529	529	529	529	-
4321 Athletics 1,058 1,058 1,058 1,058 1,058 1,058 1,058 1,058 1,058 1,058 1,058	1321	Athletics ELO-P Materials & Supplies		-	1,058 3,600	1,058 3,600	1,058	1,058	1,058	1,058		1,058	1,058	1,058 3,600	

	KSol	FY2027	FY2027	FY2027	FY2027	FY2027	FY2027	FY2027	FY2027	FY2027	FY2027	FY2027	FY2027	FY2027
Object Code	Income Statement	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued
4351	Non-Instructional Supplies	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	-
4352	Postage & Shipping Non-Capitalized Equipment	176	176	176	176	176	176	176	176	176	176	176	176	
4401	Student/Classroom Technology	15,863	15,863	-	-	-	-	-	-	-	-	15,863	15,863	-
4402 4403	Student/Classroom Software Student/Classroom Furniture/Furnishings/Equipment	4,333 21,150	4,333 21,150	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333 21,150	4,333 21,150	-
4406	Office Furniture/Furnishings/Equipment	1.322	1.322	-	-	-	-	-	-	-	-	1.322	1.322	-
4404 4405	Staff/Office Technology Staff/Office Software	4,000 3,750	4,000 3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	4,000 3,750	4,000 3,750	-
4408	Network Equipment & Licenses (non-can)	3,750	3,730	3,730	3,730	3,730	3,730	3,730	3,730	3,730	3,730	3,730	10,575	
	Food Service Meals	1						- 1	- 1	- 1	- 1	- 1	- :	-
4701	Meals - Student	-	-	18,452	36,903	36,903	36,903	36,903	36,903	36,903	36,903	36,903	55,355	-
4702 4703	Meals - Staff Food Supplies and Equipment	167	167	167	167	167	167	167	167	167	167	167	167	- :
TSM	Food Supplies and Equipment Total Supplies & Materials	167 88,411	167 88,411	43,277	61,729	61,729	61,729	61,729	61,729	61,729	61,729	130,501	167 159,527	-
	Operating Services													
	Travel & Conferences													
5204 5207	KSS and KIPP SoCal Start Strong Other Travel and Accommodations	15,450 44	44	44	44	44	44	44	44	44	44	44	15,450 44	-
5801	Board Development													-
5450	Insurance General Liability Insurance	3.917	3.917	3.917	3.917	3.917	3.917	3.917	3.917	3.917	3.917	3.917	3.917	-
	Operations & Housekeeping Services Utilities (Gas, Electric, Water)	-	-	-	-	-	-	-	-	-	-	-	-	-
5501 5503	Utilities (Gas, Electric, Water) Janitorial Services	1	7,202 20.808	7,202 20.808	7,202 20.808	7,202 20.808	7,202 20.808	7,202 20.808	7,202 20.808	7,202 20.808	7,202 20.808	7,202 20,808	7,202 20.808	7,20 20,80
5504	Fire/Security	-	-	9,925	9,925	9,925	9,925	9,925	9,925	9,925	9,925	9,925	9,925	20,00
5603	Moving and Storage Expense Rents, Leases, Repairs & Non-Cap Improvements	519	519	519	519	519	519	519	519	519	519	519	519	-
5601	Rent	68,175	68,175	68,175	68,175	68,175	68,175	68,175	68,175	68,175	68,175	68,175	68,175	- :
5601-00 5601-00	11 Lease Rent Expense - ASC 842	-	-	-	-	-	5,216	-	-	-	-	-	54,128 5,216	-
5602	Repairs & Maintenance (Non-Cap)	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	-
5606	Equipment Rental And Related Expenses	264	264	264	264	264	264	264	264	264	264	264	264	-
5607	Copier Lease and Expenses Professional/Consulting Services & Operating Expenditures	-	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,20
5802	Auditing/Tax	-	-	-	-	529	1,058	2,644	1,058	-	-	-		-
5803	CMO Management Fees Instructional Consulting	-	-	200,519	-		334,198	-	-	334,198	-	-	467,877	- :
5101	Teacher Residency Program Stipend	-	-					-					44.5.55	-
5106 5807	Substitute Teaching Service Education Instructional Consulting	1 :	-	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	136,950	-
5808	ELO-P Services & Operating Exp	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	
5809 5810	All Other Non-Instructional Consul ing Student Recruitment Services	700 2,644	700 2,644	700 2,644	700 2,644	700 2,644	700 2,644	700 2,644	700 2,644	700 2,644	700 2,644	700 2,644	6,300 23,794	-
5811	Marketing Outreach Services	106	106	106	106	106	106	106	106	106	106	106	952	
5812 5301	Fundraising Event Services Dues & Memberships	- 44	- 44	- 44	- 44	- 44	- 44	- 44	- 44	- 44	- 44	- 44	- 44	-
5813	Property Tax	-	-	-	- 44	- 44	- 44	- 44	- 44	- 44	- 44	-		- :
5814 5815	KIPP License Fees County Fees	-	-	-	-	760	-	-	760	-	-	760	30,000 760	-
5816	District Oversight Fees	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	
5817 5818	Legal Fees	881	881	881	881	881	881	881	881	881	881	881	881	-
5818 5819	Payroll & HR Service Fees Financial Services Fees	1,100 176	1,100 176	1,100 176	1,100 176	1,100 176	1,100 176	1,100 176	1,100 176	1,100 176	1,100 176	1,100 176	1,100 176	
5820	Special Education Services	7,931	7 931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	7,931	-
5850 5821	Special Education Fairshare KTC Alumni Assistance-Services & Other Operating Exp	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	1,243	-
5822	Staff Recruitment	881	881	881	881	881	881	881	881	881	881	881	881	-
5824	Professional Development Coaching Expense		-	-				-		-				-
5825	Other Professional Development	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	
5826 5827	Business Meeting Expense Credentialing	176	176	176	176	176	176	176	176	176	176	176	176 16,000	-
5831	Field Trips		-	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2.900	
5839 5840	Student Incentives Student Transportation - Non-Field Trips	-	-	1,900 212	1,900 212	1,900 212	1,900 212	1,900 212	1,900 212	1,900 212	1,900 212	1,900 212	1,900 212	-
5841	End of Year Field Trips			212	212	212	212	212	212	212	212	212	31,725	
5899	Late Fees/Finance Charges Communications	-	-	-	-	-	-	-	-	-	-	-	-	-
5901	Cell Phones	1,058	1 058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	- :
5903	Phone	441	441	441	441	441	441	441	441	441	441	441	441	-
5904 5905	Internet Web Hosting & Email	1,763 88	1,763 88	1,763 88	1,763	1,763 88	1,763 88	1,763	1,763	1,763	1,763 88	1,763 88	1,763	-
TOS	Total Operating Services	135,542	150,305	378,210	177,691	178,980	518,162	180,335	179,509	511,889	177,691	178,451	950,943	30,21
	Additional Expenses													
6901	Amortization Expense	-	-	-	-	-	-	-	-	-	-	-	24.487	-
6902 7010	Depreciation Expense													
7221	O her Expense	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625	6,625 80,000	- :
7.00	O her Expense Transfers of Apportionments	6,625	6,625 - -	6,625 - -	6,625 - -	6,625 - -	-	6,625 - -	6,625 - -	6,625		6,625	80,000	-
7438 TAS	O her Expense Transfers of Apportionments Interest Expense	6,625	6,625 - - - - - 6,625		6,625 - - - - 6,625		1,057 7,682	6,625		6,625		6,625 - - - - 6,625	6,625 80,000 - 1,057 112,169	-
7438	O her Expense Transfers of Apportionments	6,625 - - - - 6,625 594,979	-	6,625 - - - - 6,625 809,374	-	6,625 - - - - - - - - - - - - - - - - - - -	-	6,625 - - - 6,625 640,017	6,625 - - - - 6,625 635,445	-	6.625 637,373	-	80,000	30,21
7438 TAS	O her Expense Transfers of Apportionments Interest Expense Total Additional Expenses TOTAL EXPENSE	6,625 594,979	6,625 605,996	6,625 809,374	6,625 630,052	6,625 627,095	1,057 7,682 1,010,477	6,625 640,017	6,625 635,445	6,625 967,826	6,625 637,373	6,625 697,032	80,000 - 1,057 112,169 1,631,594	30,21
7438 TAS	O her Expense Transfers of Apportionments Interest Expense	6,625	6,625	6,625	- - - 6,625	6,625	1,057 7,682	6,625	- - - 6,625	6,625	6,625	6,625	80,000 - 1,057 112,169	30,21
7438 TAS	O her Expense Transfers of Apportionments Interest Expense Total Additional Expenses TOTAL EXPENSE	6,625 594,979	6,625 605,996	6,625 809,374	6,625 630,052	6,625 627,095	1,057 7,682 1,010,477	6,625 640,017	6,625 635,445	6,625 967,826	6,625 637,373	6,625 697,032	80,000 - 1,057 112,169 1,631,594	30,21
7438 TAS	O her Expense Transfers of Apportionments Interest Expense Total Additional Expenses TOTAL EXPENSE	6,625 594,979	6,625 605,996	6,625 809,374	6,625 630,052	6,625 627,095	1,057 7,682 1,010,477	6,625 640,017	6,625 635,445	6,625 967,826	6,625 637,373	6,625 697,032	80,000 - 1,057 112,169 1,631,594	30,21
7438 TAS	O her Expense Transfers of Apportionments Interest Expense Total Additional Expenses TOTAL EXPENSE Change in Net Assets	6.625 594,979 (458,206)	6,625 605,996 566,883	6,625 809,374 (19,805)	6,625 630,052 73,664	6,625 627,095 6,452	1,057 7,682 1,010,477 423,770	6,625 640,017 84,591	6,625 635,445 69,933	6,625 967,826 119,839	6,625 637,373 (284,936)	6,625 697,032 (33,655)	80,000 - 1,057 112,169 1,631,594 (1,550,904)	30,21
7438 TAS	O her Expense Transfers of Apportionments Interest Expense Total Additional Expenses TOTAL EXPENSE Change in Net Assets Statement of Cash Flow	6,625 594,979	6,625 605,996	6,625 809,374	6,625 630,052	6,625 627,095	1,057 7,682 1,010,477	6,625 640,017	6,625 635,445	6,625 967,826	6,625 637,373	6,625 697,032	80,000 - 1,057 112,169 1,631,594	30,21
7438 TAS	O her Expense Transfers of Apportionments Interest Expense Total Additional Expenses TOTAL EXPENSE Change in Net Assets Statement of Cash Flow CHANGE IN CASH DUE TO:	6.625 594,979 (458,206)	6,625 605,996 566,883	6,625 809,374 (19,805)	6,625 630,052 73,664	6,625 627,095 6,452	1,057 7,682 1,010,477 423,770	6,625 640,017 84,591	6,625 635,445 69,933	6,625 967,826 119,839	6,625 637,373 (284,936)	6,625 697,032 (33,655)	80,000 - 1,057 112,169 1,631,594 (1,550,904)	30,21
7438 TAS TE	O her Expense Transfers of Apportionments Interest Expense Total Additional Expenses TOTAL EXPENSE Change in Net Assets Statement of Cash Flow CHANGE IN CASH DUE TO: Operating Activities	6,625 594,979 (458,206)	6,625 605,996 566,883	6,625 809,374 (19,805)	- 6,625 630,052 73,664	6,625 627,095 6,452 Nov	1,057 7,682 1,010,477 423,770	6,625 640,017 84,591	6,625 635,445 69,933	6,625 967,826 119,839	6,625 637,373 (284,936)	6,625 697,032 (33,655)	1,057 112,169 1,631,594 (1,550,904)	30,21
7438 TAS TE	O her Expense Transfers of Apportionments Interest Expense Interest Expense Interest Expense Interest Expense Interest Expense Interest Expenses Interest Ex	6.625 594,979 (458,206)	6,625 605,996 566,883	6,625 809,374 (19,805)	6,625 630,052 73,664	6,625 627,095 6,452	1,057 7,682 1,010,477 423,770	6,625 640,017 84,591	6,625 635,445 69,933	6,625 967,826 119,839	6,625 637,373 (284,936)	6,625 697,032 (33,655)	1,057 112,169 1,631,594 (1,550,904) Jun	30,21
7438 TAS TE CiNA-CI Depr Amort	O her Expense Transfers of Apportionments Interest Expense Total Additional Expenses TOTAL EXPENSE Change in Net Assets Statement of Cash Flow CHANGE IN CASH DUE TO: Operating Activities F Change in Net Assets - CF Among in Net Assets - CF	6.625 594,979 (458,206)	6,625 605,996 566,883	6,625 809,374 (19,805)	6,625 630,052 73,664	6,625 627,095 6,452 Nov	1,057 7,882 1,010,477 423,770	6,625 \$40,017 84,591 Jan	6,625 635,445 69,933 Feb	6,625 967,826 119,839 Mar	6,625 637,373 (284,936) Apr	- - - - - - - - - - - - - - - - - - -	30,000 1,057 112,169 1,631,594 (1,550,904) Jun (390,595) 6,625 24,467	30,21
7438 TAS TE CiNA-CI Depr Amort NCE ARCHG	O her Expense Transfers of Apportionments Interest Expense TOSE ACTIVITIES OF TOSE ACTIVITIES TOSE ACTIVITIES OF TOSE Change in Net Assets Statement of Cash Flow CHANGE IN CASH DUE TO: Operating Activities F Change in Net Assets - CP Dependent of Cash Expense O her Non-Cash Expense O her Non-Cash Expense O (Increase) of Gerease in A/R		6,625 605,996 566,883 Aug 566,883 6,625 297,630	6,625 809,374 (19,805)	6,625 630,052 73,664	6,625 627,095 6,452 Nov	1,057 7,882 1,010,477 423,770	6,625 \$40,017 84,591 Jan	6,625 635,445 69,933 Feb	6,625 967,826 119,839 Mar	6,625 637,373 (284,936) Apr	- - - - - - - - - - - - - - - - - - -	30,000 1,057 112,169 1,631,594 (1,550,904) Jun (390,595) 6,625 24,487 54,128 (1,073,199)	30,21
7438 TAS TE CINA-CI Depr Amort NCE ARCHG	O her Expense Transfers of Appontonments Interest Expenses Interest Expenses Interest Expenses Interest Expenses Interest Expenses Interest Expenses Change in Net Assets Statement of Cash Flow CHANGE IN CASH DUE TO: Operating Activities Change in Net Assets - CP Depreciation Amortization Amortization Increase (Germace) in APR end Prepaid exp		6,625 605,996 566,883 Aug 566,883 6,625 -297,630 (89,746)	G.625 809,374 (19,805) Sep (19,805) 6.625	73,664 73,664	6.625 627,095 6.452 Nov	1,057 7,682 1,010,477 423,770 Dec		6,625 635,445 69,933 69,933 6,625	6,625 967,826 119,839 Mar	6,625 637,373 (284,936) Apr (284,936)	(33,655) May	30,000 1,057 112,159 1,631,594 (1,550,904) Jun (390,595) 6,625 24,487 54,128 (1,073,199) 152,490	30,21
7438 TAS TE CiNA-Ci Depr Amort	O her Expense Transfers of Apportionments Interest Expense TOTAL EXPENSE TOTAL EXPENSE Change in Net Assets Statement of Cash Flow CHANGE IN CASH DUE TO: Operating Activities F Change in Net Assets -CP Dependent of Cash Expense O her Non-Cash Expense O her Non-Cash Expense O her Non-Cash Expense O (Increase) Gercase in A/R		6,625 605,996 566,883 Aug 566,883 6,625 297,630	Sep (19,805)	6,625 630,052 73,664	6,625 627,095 6,452 Nov	1,057 7,882 1,010,477 423,770	6,625 \$40,017 84,591 Jan	6,625 635,445 69,933 Feb	6,625 967,826 119,839 Mar	6,625 637,373 (284,936) Apr	- - - - - - - - - - - - - - - - - - -	30,000 1,057 112,169 1,631,594 (1,550,904) Jun (390,595) 6,625 24,487 54,128 (1,073,199)	30,21
CINA-CI Depr Amort NCE ARCHG APCHG	O her Expense Transfers of Apportionments Interest Expense Total Additional Expenses TOTAL EXPENSE Change in Net Assets Statement of Cash Flow CHANGE IN CASH DUE TO: Operating Activities Operating Activities Operating Activities Increase (decrease in APR Increase) decrease in APR Total Operating Activities Increase (decrease in APR Increase) decrease in APR Increase (decrease in APR Increase (decrease in APR Increase) decrease in APR Increase (decrease		6,625 605,996 566,883 Aug 566,883 6,625 -297,630 (89,746)	G.625 809,374 (19,805) Sep (19,805) 6.625	73,664 73,664	6.625 627,095 6.452 Nov	1,057 7,682 1,010,477 423,770 Dec	6,625 640,017 84,591 Jan 84,591 6,625	6,625 635,445 69,933 69,933 6,625	6,625 967,826 119,839 Mar	6,625 637,373 (284,936) Apr (284,936)	(33,655) May	30,000 1,057 112,159 1,631,594 (1,550,904) Jun (390,595) 6,625 24,487 54,128 (1,073,199) 152,490	30,21
CINA-CI Depr Amort NCE ARCHG APCHG	O her Expense Transfers of Appontonments Interest Expense Interest Expenses Interest Expenses TOTAL EXPENSE Change in Net Assets Statement of Cash Flow CHANGE IN CASH DUE TO CHANGE IN CASH DUE TO Description Activities Change in Net Assets - CP Description Activities On Change in Net Assets - CP Description Change in Net Assets - CP Increase (Gorman) in AP net of Prepaid exp Total Operating Activities Total Coperating Activities Total Coperating Activities Total Coperating Activities Total Coperating Activities (Coperating Activities) (Coperating Activities)		6,625 605,996 566,883 Aug 566,883 6,625 -297,630 (89,746)	G.625 809,374 (19,805) Sep (19,805) 6.625	73,664 73,664	6.625 627,095 6.452 Nov	1,057 7,682 1,010,477 423,770 Dec	6,625 640,017 84,591 Jan 84,591 6,625	6,625 635,445 69,933 69,933 6,625	6,625 967,826 119,839 Mar	6,625 637,373 (284,936) Apr (284,936)	(33,655) May	30,000 1,057 112,159 1,631,594 (1,550,904) Jun (390,595) 6,625 24,487 54,128 (1,073,199) 152,490	30,21
CINA-CI Depr Amort NCE ARCHG APCHG	O her Expense Transfers of Apportionments Interest Expense Total Additional Expenses TOTAL EXPENSE Change in Net Assets Statement of Cash Flow CHANGE IN CASh Flow CHANGE IN CASh Flow CHANGE IN CASh Flow CHANGE IN CASH DUE TO: Operation Activities F Change in Net Assets - CF Operation Activities G Change in Net Assets - CF Operation Activities In Company Company In Company Company In Company Company In Company		6,625 605,996 566,883 Aug 566,883 6,625 -297,630 (89,746)	G.625 809,374 (19,805) Sep (19,805) 6.625	73,664 6.625 73,664	6.625 627,095 6.452 Nov	1,057 7,682 1,010,477 423,770 Dec	6,625 640,017 84,591 Jan 84,591 6,625	6,625 635,445 69,933 69,933 6,625	6,625 967,826 119,839 Mar	6,625 637,373 (284,936) Apr (284,936)	(33,655) May	30,000 1,057 112,189 1,631,594 (1,550,904) Jun (390,595) 6,625 24,487 54,128 (1,073,199) 152,490	30,21
7438 TAS TE CiNA-CI Depr Amort NCE ARCHG	O her Expense Transfers of Apportionments Interest Expense Total Activities Total Operation of Activities Total Operation Activities Total Operation of Activities		6,625 605,996 566,883 Aug 566,883 6,625 -297,630 (89,746)	G.625 809,374 (19,805) Sep (19,805) 6.625	73,664 6.625 73,664	6.625 627,095 6.452 Nov	1,057 7,682 1,010,477 423,770 Dec	6,625 640,017 84,591 Jan 84,591 6,625	6,625 635,445 69,933 69,933 6,625	6,625 967,826 119,839 Mar	6,625 637,373 (284,936) Apr (284,936)	(33,655) May	30,000 1,057 112,189 1,631,594 (1,550,904) Jun (390,595) 6,625 24,487 54,128 (1,073,199) 152,490	30,21
T438 TAS TE CINA-CI Depr Amort NCE ARCHG APCHG	O her Expense Transfers of Apportonments Interest Expense Total Additional Expenses TOTAL EXPENSE Change in Net Assets Statement of Cash Flow CHANGE IN CASH DUE TO: Operation Activities F Change in Net Assets - CF Operation Activities O her Non-Cash Expense (Increase) Georease in ART Increase (Georease) in APP net of Prepaid exp Total Operation Activities Investment Activity (Capital Expenditures) (Notice Receivable) (Stotic Receivable) Total Investment Activities Financina Activities		6,625 605,996 566,883 Aug 566,883 6,625 -297,630 (89,746)	G.625 809,374 (19,805) Sep (19,805) 6.625	73,664 6.625 73,664	6.625 627,095 6.452 Nov	1,057 7,682 1,010,477 423,770 Dec	6,625 640,017 84,591 Jan 84,591 6,625	6,625 635,445 69,933 69,933 6,625	6,625 967,826 119,839 Mar	6,625 637,373 (284,936) Apr (284,936)	(33,655) May	30,000 1,057 112,189 1,631,594 (1,550,904) Jun (390,595) 6,625 24,487 54,128 (1,073,199) 152,490	30,21
T438 TAS TE CINA-CI Depr Amort NCE APCHG	O her Expense Transfers of Apportionments Interest Expense Total Additional Expenses TOTAL EXPENSE Change in Net Assets Statement of Cash Flow		6,625 605,996 566,883 Aug 566,883 6,625 -297,630 (89,746)	G.625 809,374 (19,805) Sep (19,805) 6.625	73,664 6.625 73,664	6.625 627,095 6.452 Nov	1,057 7,682 1,010,477 423,770 Dec	6,625 640,017 84,591 Jan 84,591 6,625	6,625 635,445 69,933 69,933 6,625	6,625 967,826 119,839 Mar	6,625 637,373 (284,936) Apr (284,936)	(33,655) May	30,000 1,057 112,189 1,631,594 (1,550,904) Jun (390,595) 6,625 24,487 54,128 (1,073,199) 152,490	30,21
T438 TAS TE CINA-CI Depr Amort NCE ARCHG APCHG	O her Expense Transfers of Apportonments Interest Expenses Total Activities Total Activitie	. 5.225 5.84979 (458,206) Jul (458,206) 6.825 5.85,206 (83,746) 5.85,206	6,825 606,986 566,883 Aug 566,883 6,625 297,630 (89,746) 781,393	8,825 809,374 (19,805) Sep (19,805) 6,625 148,815	6.625 630.952 73.664 Oct 73.664 8.625	6.452 627.095 6.452 Mov	1,057 7,882 1,010,477 423,770 Dec 423,770 6,625 		6,825 635,445 69,933 Feb 69,933 6,625 	6,825 967,826 119,839 Mar 119,839 6,625	6.625 \$37.373 (224.936) Apr (284.936) 6.625 	6,625 697,932 (33,655) May (33,655) (6,625 (27,030)	80,000 1,057 112,169 1,631,894 (1,550,904) Jun (390,596) 6,625 24,487 54,128 (1,073,199) 1152,490 (1,226,094)	1,160,30
T438 TAS TE CINA-CI Depr Amort NCE ARCHG APCHG	O her Expense Transfers of Apportionments Interest Expense Total Additional Expenses TOTAL EXPENSE Change in Net Assets Statement of Cash Flow		6,625 605,996 566,883 Aug 566,883 6,625 -297,630 (89,746)	G.625 809,374 (19,805) Sep (19,805) 6.625	73,664 6.625 73,664	6.625 627,095 6.452 Nov	1,057 7,682 1,010,477 423,770 Dec	6,625 640,017 84,591 Jan 84,591 6,625	6,625 635,445 69,933 69,933 6,625	6,625 967,826 119,839 Mar	6,625 637,373 (284,936) Apr (284,936)	(33,655) May	30,000 1,057 112,189 1,631,594 (1,550,904) Jun (390,595) 6,625 24,487 54,128 (1,073,199) 152,490	-

ect de	KSol Income Statement	FY2028 Jul	FY2028 Aug	FY2028 Sep	FY2028 Oct	FY2028 Nov	FY2028 Dec	FY2028 Jan	FY2028 Feb	FY2028 Mar	FY2028 Apr	FY2028 May	FY2028 Jun	FY2028 Accrued
	REVENUE General Purpose Funding	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
11	LCFF State Aid - Current Year Education Protection Account State Aid - Current Year	- 5,413	930,844 10,826	465,422 7,218	465,422 7,218	465,422 7,218	465,422 7,218	465,422 7,218	465,422 8,120	465,422 8,120	51,714 7,218	465,422 7,218	7,218	465,422
3	Revenue Limit State Aid - PY (LCFF, EPA) In Lieu of Property Tax (CY)	104,424	208,848	139,232	139,232	139,232	139,232	139,232	156,636	156,636	139,232	139,232	17,404	121,828
-	In Lieu of Property Tax (PY) Total General Purpose Funding	109,837	1,150,518	611,871	611,871	611,871	611,871	611,871	630,178	630,178	198,163	611,871	24,622	587,250
	Federal Revenue Special Education - Entitlement	4,074	8,148	5,432	5,432	679	10,185	5,432	9,506	7,469	4,753	4,753	-	2,037
	Special Education - Discretionary Grants SPED - IDEA (PY) Child Nutrition Programs-Federal	-	-	-	15,934	31,869	31,869	31,869	- - 15,934	31,869	- 31,869	31,869	31,869	63,738
	Donated Food Commodities Interagency Contracts Between LEAs (Federal SPED)				10,854		31,009	31,009	10,004	31,009	31,009	31,009	31,009	
	Pass-Through Revenues from Federal Sources All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
	Ti le I, Part A Basic Low Income Ti le II, Part A Improving Teacher Quality Ti le III Language Instruction for English Learners	-	-		48,395 4,955 2,910			48,395 4,955 2,910	-	-	67,752 6,937 4,075	-	-	29,037 2,973 1,746
	Ti le IV, Part A, Student Support and Academic Enrichment Ti le IV, 21st Century CLCP	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Revenue	4,074	8,148	5,432	77,626	32,548	42,054	93,561	25,440	39,338	115,386	36,622	31,869	99,531
	Other State Revenue O her State Apportionments - Current Year Special Education: AB602 - Current Year	26.606	53.212	35.475	35.475	4,434	- 66,515	35.475	62.081	48.778	31,040	31,040	-	13,303
	Special Education: AB602 -Prior Year Special Education - Option 3 Grants: STEP, PD Grant, etc.	-	-	-	-		-	-	-	-	10,000	-	-	-
	O her State Apportionments - Prior Years Child Nutrition-State Charter School Facility Grants - SB740 State	-		126.750		5,647	5,647 126.750	5,647	5,647	5,647 126.750	5,647	5,647	5,647	11,295 126,750
	Mandate Block Grant State Lottery (CY)	-	-	30,788	-	-	992 30,788	-	4,960	30,788	-	-	3,968	30,788
	State Lottery (PY) O her State Revenue (CY)	-	-	-			573,637		-	229,455	-	-	-	344,182
-	O her State Revenue (PY) Total Other State Revenue	26,606	53,212	193,012	35,475	10,082	804,329	41,122	72,688	441,417	46,688	36,688	9,615	526,317
	Other - Local Revenue Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
	Net Increase (Decrease) in the Fair Value of Investments Donations and Grants Foundation and Corporate Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
	Foundation and Corporate Grants Individual Donations Fundraising Event Revenue	-	-	-	-	-	-	-		-		-	-	-
	Donations thru SST (Schools) Donations thru SST (SST)	-	-	-	-	-	-	-	-	-	-	-	-	-
	CMO Management Revenue KIPP Founda ion-CSP Grant Uniforms	-	-	-	-	-	-		-	-	-	-	-	-
	Food Service Sales - Students Sale of Equipment and Supplies	-	-	-	-	-	-		-	-	-	-	-	-
	Student/Family Donations Miscellaneous Revenue		-	= =	-	-	-	-	-	-	= =	-	-	-
	Rental Income Lease Revenue - ASC 842 (Rental Income) Interagency Services Between LEAs (for SPED)	-	-	-	-	-	-	-	-	-	-	-	-	-
	E-rate All Other Local Revenue	-	-	-	-	-	-	-	-		-	-	16,859	
	Transfers of Apportionments from Districts Transfers of Apportionments from County Offices	-	-	-	-	-	-	-	-	-	-	-	-	-
_	O her Transfers In From All Others Gain/Loss on Sales of Fixed Assets Total Other Local Revenue	-											16,859	
	TOTAL REVENUE	140,517	1,211,878	810,316	724,972	654,501	1,458,254	746,554	728,306	1,110,933	360,236	685,181	82,964	1,213,098
1	EXPENSE Certificated Salaries Certificated Teacher Salaries													
	Certificated reacher Salanes Certified Regular Teachers In-House Substitute	123,766 4.000	123,766 4,000	123,766 4,000	123,766 4,000	123,766 4.000	123,766 4,000	123,766 4.000	123,766 4,000	123,766 4.000	123,766 4.000	123,766 4,000	123,766 4,000	-
	PE & Elective Teachers Special Education	24,673 45,355	24,673 45,355	24,673 45,355	24,673 45,355	24,673 45,355	24,673 45,355	24,673 45,355	24,673 45,355	24,673 45,355	24,673 45,355	24,673 45,355	24,673 45,355	-
	Stipend/Extra Duty - Cer ificated Teachers Bonus - Certificated Teachers O her Cer ificated Pupil Support	-	-	-			22,500 5,000		-		-	-	22,500 5,000	-
	Social Worker/Counselor Certificated Administrators	20,229	20,229	20,229	20,229	20,229	20,229	20,229	20,229	20,229	20,229	20,229	20,229	-
	School Leader Assistant School Leader	13,077 9,910	13,077 9,910	13,077 9,910	13,077 9,910	13,077 9,910	13,077 9,910	13,077 9,910	13,077 9,910	13,077 9,910	13,077 9,910	13,077 9,910	13,077 9,910	-
	Dean Leader-in-Residence Total Certificated Salaries	9,002 - 218,024	9,002	9,002	9,002	9,002	9,002	9,002	9,002	9,002	9,002	9,002	9,002	
	Classified Salaries			,	,						,			
	Non-Certificated Instructional Aides Non-Certificated Substitutes Non-Certificated Instructional Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
	Non-Certificated ELO-P Employees SPED Assistants	27,004	27,004	27,004 14,387	27,004 14,387	27,004 14,387	27,004 14,387	27,004 14,387	27,004 14,387	27,004 14,387	27,004 14,387	27,004 14,387	27,004 14,387	
	Classified Support Nurse	-	-	6,580	6,580	6,580	6,580	6,580	6,580	6,580	6,580	6,580	6,580	-
	Opera ions Alde Community Schools Grant Salaries Technical, Clerical, Office Staff	10,967	10,967	10,967	10,967	10,967	10,967	10,967	10,967	10,967	10,967	10,967	10,967	-
	Registrar School Business Operations Manager	4,558 8,775	4,558 8,775	4,558 8,775	4,558 8,775	4,558 8,775	4,558 8,775	4,558 8,775	4,558 8,775	4,558 8,775	4,558 8,775	4,558 8,775	4,558 8,775	-
	Ops Coordinator Receptionist	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	3,623	-
	SST Salaries Academics Salaries Talent Acquisition Salaries	-	-	-	-						-		-	-
	Advancement Salaries Execu ive Salaries	-	-	-	-	-	-	-	-	-	-	-	-	
	Advocacy Comm Eng Salaries Finance and Accounting Salaries Human Resources Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
	Information Technology Salaries KIPP Through College Salaries	-	-	-	-	-	-		-	-	-	-	-	-
	Opera ions Salaries Real Estate Salaries		-	-	-	-	-	Ī	-	-	-	-	-	-
	SST Salaries KTC Salaries Bonus - Office Staff	-	-	-	-	-	-		-	-	-	-	-	-
-	Total Classified Salaries	37,971	37,971	58,938	58,938	58,938	58,938	58,938	58,938	58,938	58,938	58,938	58,938	-
	Employee Benefits State Teachers' Retirement System, certificated positions	-	-	-	-	-	-	-	-	-	-	-	-	
	Public Employees' Retirement System, classified positions FICA - SS/MED Certificated FICA - SS/MED Classified	19,126 5.539	19,126 5.539	19,126 5.539	19,126 5.539	19,126 5.539	19,126 5.539	19,126 5,539	19,126 5,539	19,126 5,539	19,126 5,539	19,126 5.539	19,126 5.539	-
	Medical Expense - Certificated Medical Expense - Classified	5,539 22,480 3,670	22,480 3,670	22,480 3,670	22,480 3,670	22,480 3,670	35,326 5,768	28,903 4,719	28,903 4,719	5,539 28,903 4,719	28,903 4,719	28,903 4,719	28,903 4,719	-
	Dental Expense - Certificated Dental Expense - Classified	1,926 755	1,926 755	1,926 755	1,926 755	1,926 755	3,026 1,186	2,476 970	2,476 970	2,476 970	2,476 970	2,476 970	2,476 970	-
	Vision Expense - Certificated Vision Expense - Classified Life & AD&D Expense - Certificated	275 63 229	275 63 229	275 63 229	275 63 229	275 63 229	432 99 229	354 81 229	354 81 229	354 81 229	354 81 229	354 81 229	354 81 229	-
	Life & AD&D Expense - Classified State Unemployment Insurance, certificated positions	52 3,023	52	52	52 3,023	52	52	52 3,023	52	52	52 3,023	52	52	
	State Unemployment Insurance, classified positions Workers' Compensation Insurance, certificated positions	875 5,250	5,250	5,250	875 5,250	5,250	5,250	875 5,250	5,250	5,250	875 5,250	-	-	-
	Workers' Compensation Insurance, classified positions 401(k) ER Contribution - Certificated 401(k) ER Contribution - Classified	1,173 6,250 1,086	1,173 6,250 1,086	1,173 6,250 1,086	1,173 6,250 1,086	1,173 6,250 1,086	1,173 6,250 1,086	1,173 6,250 1,086	1,173 6,250 1,086	1,173 6,250 1,086	1,173 6,250 1,086	6,250 1,086	6,250 1,086	-
	Staff Appreciation All Other Benefits (Relocation, EAP)	2,000 1,500	2,000 1 500	2,000 1,500	2,000 500	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	
	Total Employee Benefits	75,272	71,374	71,374	74,272	69,874	86,542	82,106	78,208	78,208	82,106	71,785	71,785	-
	Supplies & Materials Textbooks Curriculum Materials and Books	19,034	19,034	_	-	-	-	-	-	_	_	19,034	19,034	
	Class sets/library books Instructional Materials & Supplies	2,719	2,719	-	-	-	-	-	-	-	-	2,719	2,719	-
	Uniforms Health Supplies Assessment Materials/Software/Licenses	2,719 906 453	2,719 906 453	906 453	906 453	906 453	906 453	906 453	906 453	906 453	906 453	2,719 906 453	2,719 906 453	-
	Assessment Materials/Software/Licenses Student Recruitment Supplies Marketing Outreach Supplies	453 2,719 181	453 2,719 181	453 - 181	453 - 181	453 - 181	453 - 181	453 - 181	453 - 181	453 - 181	453 - 181	453 2,719 181	453 2,719 181	
	Fundraising Event Supplies Janitorial Supplies	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	1,833	
	Special Education Department Instructional Supplies	725 2,917	725 2,917	725 2,917	725 2,917	725 2,917	725 2,917	725 2,917	725 2,917	725 2,917	725 2,917	725 2,917	725 2,917	-
			-	-		-	-						-	-
	Student, Family and Community Support Expenses Special Events KTC Alumni Assistance	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	
	Special Events KTC Alumni Assistance Music Art	1,250 - - -	1,250 - - -	544	544	544	544	544	544	544	544	544	544	-
1 2 3 4 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	Special Events KTC Alumni Assistance Music	-	-	-	-	-	-	-	-	-	-	-	-	-

	KSol	FY2028	FY2028	FY2028	FY2028	FY2028	FY2028	FY2028	FY2028	FY2028	FY2028	FY2028	FY2028	FY2028
Object Code		Jul			Oct		Dec	Jan	Feb	Mar			Jun	Accrued
4351	Income Statement Non-Instructional Supplies	3,250	Aug 3,250	Sep 3,250	3,250	Nov 3,250	3,250	3,250	3,250	3,250	Apr 3,250	May 3,250	3,250	Accrued -
4352	Postage & Shipping Non-Capitalized Equipment	181	181	181	181	181	181	181	181	181	181	181	181	-
4401	Student/Classroom Technology	16,315	16,315									16,315	16,315	
4402 4403	Student/Classroom Software Student/Classroom Furniture/Furnishings/Equipment	4,750 2,500	4,750 2,500	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750 2,500	4,750 2,500	-
4406 4404	Office Furniture/Furnishings/Equipment Staff/Office Technology	1,360 4,000	1,360 4,000	-	-	-	-	-	-	-	-	1,360 4,000	1,360 4,000	-
4405	Staff/Office Software	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	3,917	
4408	Network Equipment & Licenses (non-cap) Food Service	-	-	-	-			-	-	-	-	-	10,876	-
4701	Meals Meals - Student	-	-	19,374	38,748	38,748	38,748	38,748	38,748	38,748	38,748	38,748	58,122	-
4702	Meals - Staff	-		-	-	-	-	-	-	-	-	-		
4703 TSM	Food Supplies and Equipment Total Supplies & Materials	167 72.077	167 72.077	167 45.317	167 64.691	167 64,691	167 64.691	167 64.691	167 64.691	167 64.691	167 64.691	167 116.056	167 146.306	-
	Operating Services													
	Travel & Conferences													
5204 5207	KSS and KIPP SoCal Start Strong Other Travel and Accommodations	15,900 45	45	45	45	45	45	45	45	45	45	45	15,900 45	-
5801	Board Development Insurance	-	-	-				-					-	-
5450	General Liability Insurance	4,033	4,033	4,033	4,033	4,033	4,033	4,033	4,033	4,033	4,033	4,033	4,033	-
5501	Operations & Housekeeping Services Utilities (Gas, Electric, Water)	-	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407	7,407 21,224
5503 5504	Janitorial Services Fire/Security	-	21,224	21,224 10,208	21,224 10.208	21,224	21,224 10.208	21,224	21,224	21,224	21,224 10,208	21,224 10,208	21,224 10,208	21,224
5603	Moving and Storage Expense	533	533	533	533	533	533	533	533	533	533	533	533	-
5601	Rents, Leases, Repairs & Non-Cap Improvements Rent	68,858	68,858	68,858	68,858	68,858	68,858	68,858	68,858	68,858	68,858	68,858	68,858	-
5601-001 5601-002	Lease Rent Expense - ASC 842	-	-	-	-	-	3 352	-	-	-	-	-	45,928 3,352	-
5602 5606	Repairs & Maintenance (Non-Cap)	18,127	18,127	18,127	18,127	18,127	18,127	18,127 272	18,127	18,127	18,127	18,127	18,127	-
5606 5607	Equipment Rental And Related Expenses Copier Lease and Expenses	272	272 2,266	272 2,266	272 2,266	272 2,266	272 2,266	272 2,266	272 2,266	272 2,266	272 2,266	272 2,266	272 2,266	2,266
5802	Professional/Consulting Services & Operating Expenditures Auditing/Tax	-	-	-	-	544	1,088	2,720	1,088	-	-	-	-	-
5803	CMO Management Fees	-	-	206,164	-	-	343,607	-	-	343,607	-	-	481,050	-
5101	Instructional Consulting Teacher Residency Program Stipend													-
5106 5807	Substitute Teaching Service Education Instructional Consulting	-	-	10,750	10,750	10,750	10,750	10,750	10,750	10,750	10,750	10,750	118,250	-
5808 5809	ELO-P Services & Operating Exp All Other Non-Instructional Consul ing	3,000 750	3,000 750	3,000 750	3,000 750	3,000 750	3,000	3,000 750	3,000 750	3,000 750	3,000 750	3,000	3,000 6,750	-
5810	Student Recruitment Services	2,719	2,719	2,719	2,719	2,719	2,719	2,719	2,719	2,719	2,719	2,719	24,472	
5811 5812	Marketing Outreach Services Fundraising Event Services	109	109	109	109	109	109	109	109	109	109	109	979	-
5301 5813	Dues & Memberships Property Tax	45	45	45	45	45	45	45	45	45	45	45	45	-
5814 5815	KIPP License Fees	-				782			782			782	30,000 782	-
5816	County Fees District Oversight Fees	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	-
5817 5818	Legal Fees Payroll & HR Service Fees	906 1,133	906 1,133	906 1,133	906 1,133	906 1,133	906 1,133	906 1,133	906 1,133	906 1,133	906 1,133	906 1,133	906 1,133	- 1
5819 5820	Financial Services Fees	181	181	181	181	181	181	181	181 8.157	181	181	181	181	-
5850	Special Education Services Special Education Fairshare	8,157 1,278	8,157 1,278	8,157 1,278	8,157 1,278	8,157 1,278	8,157 1,278	8,157 1,278	8,157 1,278	8,157 1,278	8,157 1,278	8,157 1,278	8,157 1,278	-
5821 5822	KTC Alumni Assistance-Services & Other Operating Exp Staff Recruitment	906	906	906	906	906	906	906	906	906	906	906	906	-
5824	Professional Development	-	-	-	-	-	-	-	-	-	-	-	-	-
5825	Coaching Expense Other Professional Development	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	-
5826 5827	Business Meeting Expense Credentialing	181	181	181	181	181	181	181	181	181	181	181	181 16,000	-
5831 5839	Field Trips Student Incentives	-	-	2,900 2,000	2,900 2,000	2,900 2,000	2,900 2,000	2,900 2,000	2,900 2,000	2,900 2,000	2,900 2,000	2,900 2,000	2,900 2,000	-
5840	Student Transportation - Non-Field Trips	-		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	218	
5841 5899	End of Year Field Trips Late Fees/Finance Charges	-	-	-	-			-	-	-	-	-	32,629	-
5901	Communications Cell Phones	1,088	1 088	1,088	1,088	1,088	1,088	1,088	1,088	1,088	1,088	1,088	1,088	-
5903 5904	Phone	453	453	453	453	453	453	453	453	453	453	453	453	-
5905	Internet Web Hosting & Email	1,813 91	1,813 91	1,813 91	1,813 91	1,813 91	1,813 91	1,813 91	1,813 91	1,813 91	1,813 91	1,813 91	1,813 91	-
TOS	Total Operating Services	138,164	153,161	385,401	179,237	180,562	527,283	181,956	181,106	522,844	179,237	180,019	941,000	30,897
6901	Additional Expenses												24,487	
6902	Amortization Expense Depreciation Expense	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3.417	
7010 7221	O her Expense Transfers of Apportionments	-	-	-	-	-	-	-	-	-	-	-	140,000	-
7438 TAS	Interest Expense Total Additional Expenses	3.417	3.417	3.417	3.417	3.417	1,057	3.417	3.417	3.417	3.417	3.417	1,057 168.960	-
	TOTAL EXPENSE	593,869	604,968	831,415	647,523	644,450	1,036,396	658,076	653,328	995,066	655,356	697,182	1,681,458	30,897
	Change in Net Assets	(453,351)	606,911	(21,099)	77,450	10,051	421,858	88,478	74,978	115,867	(295,120)	(12,001)	(1,598,493)	1,182,201
Į	Statement of Cash Flow	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
	CHANGE IN CASH DUE TO: Operating Activities													
CINA-CF	Change in Net Assets - CF	(453,351)	606,911	(21,099)	77,450	10,051	421,858	88,478	74,978	115,867	(295,120)	(12,001)	(416,292)	
Depr Amort	Depreciation Amortization	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417 24,487	
NCE ARCHG	O her Non-Cash Expense (Increase) decrease in A/R	606.549	303.274	151.637	-	-	-	-	-	-	-	-	45,928 (1.084,037)	
APCHG	Increase (decrease) in A/P net of Prepaid exp	(89,047)	(89,047)		-	-	-	-		-		-	142,615	
	Total Operating Activities	67,567	824,554	133,954	80,866	13,467	425,275	91,895	78,394	119,284	(291,704)	(8,585)	(1,283,883)	-
CAPEX	Investment Activity (Capital Expenditures)	_	_	_	_	_	_	-	_	_	_	_		
NRCHG	(Notes Receivable) Total Inversiment Activities	-											-	
					-	-	-	-	-	-		-	-	-
LP	Financing Activities Loan Proceeds												-	
PMT	(Loan Principal Repayments) Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-		_
	TOTAL CHANGE IN CASH	67.567	824.554	133.954	80.866	13.467	425.275	91.895	78.394	119.284	(291.704)	(8.585)	(1.283.883)	-
CABY	Beginning Cash	6,781,716	6,849,283	7,673,837	7,807,792	7,888,658	7,902,125	8,327,400	8,419,294	8,497,688	8,616,972	8,325,269	8,316,684	-
	ENDING CASH	6,849,283	7,673,837	7,807,792	7,888,658	7,902,125	8,327,400	8,419,294	8,497,688	8,616,972	8,325,269	8,316,684	7,032,801	

ct	Sol come Statement	FY2029 Jul	FY2029 Aug	FY2029 Sep	FY2029 Oct	FY2029 Nov	FY2029 Dec	FY2029 Jan	FY2029 Feb	FY2029 Mar	FY2029 Apr	FY2029 May	FY2029 Jun	FY2029 Accrued
RI	EVENUE	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	General Purpose Funding LCFF State Aid - Current Year	5,413	963,570 10,826	481,785	481,785	481,785	481,785	481,785	481,785	481,785	53,532 7,218	481,785	7,218	481,7
2 9 6	Education Protection Account State Aid - Current Year Revenue Limit State Aid - PY (LCFF, EPA) In Lieu of Property Tax (CY)	107,400	214,800	7,218 - 143,200	7,218 - 143,200	7,218 - 143,200	7,218 - 143,200	7,218 - 143,200	8,120 - 161,100	8,120 - 161,100	143,200	7,218 - 143,200	17,900	125,3
8 R	In Lieu of Property Tax (PY) Total General Purpose Funding	112,813	1,189,197	632,203	632,203	632,203	632,203	632,203	651,005	651,005	203,950	632,203	25,118	607,0
•	Federal Revenue	112,013	1,109,197	632,203	632,203	632,203	632,203	632,203	051,005	651,005	203,950	632,203	25,116	007,00
	Special Education - Entitlement Special Education - Discretionary Grants	4,074	8,148	5,432	5,432	679	10,185	5,432	9,506	7,469	4,753	4,753	-	2,0
	SPED - IDEA (PY) Child Nutrition Programs-Federal	-	-	-	16,460	32,921	32,921	32,921	16,460	32,921	32,921	32,921	32,921	
	Donated Food Commodities Interagency Contracts Between LEAs (Federal SPED)	-	-	-	10,400	32,921	32,921	32,921	10,400	32,921	32,921	32,921	32,921	65,8
	Pass-Through Revenues from Federal Sources	-										-		
	All Other Federal Revenue Ti le I, Part A Basic Low Income	-	-	-	48,395 4,955	-	-	48,395 4,955	-	-	67,752 6.937		-	29,0
5	Ti le II, Part A Improving Teacher Quality Ti le III Language Instruction for English Learners Ti le IV, Part A, Student Support and Academic Enrichment	-	-	-	2,910		-	2,910		-	4,075	-		2,9 1,7
	Ti le IV, Part A, Student Support and Academic Enrichment Ti le IV, 21st Century CLCP Total Federal Revenue	4,074	8,148	5,432	78,152	33,600	43,106	94,613	25,966	40,390	116,437	37,674	32,921	101,6
!	Other State Revenue	4,074	8,148	5,432	78,152	33,600	43,106	94,613	25,966	40,390	116,437	37,674	32,921	101,6
)	O her State Apportionments - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	13,
	Special Education: AB602 -Current Year Special Education: AB602 -Prior Year Special Education - Option 3 Grants: STEP, PD Grant, etc.	27,484	54,968	36,645	36,645	4,581	68,710	36,645	64,129	50,387	32,065	32,065		13,
	O her State Apportionments - Prior Years Child Nutrition-State		-	-	-	5,834	5,834	5,834	5,834	5,834	10,000 - 5,834	5,834	5,834	11,
	Charter School Facility Grants - SB740 State	-	-	126,750	-	-	126,750 1,025	-	5,123	126,750	-	-	4,098	126
	Mandate Block Grant State Lottery (CY)			30,788	-		30,788		5,123	30,788			4,098	30,
	State Lottery (PY) O her State Revenue (CY)				-		537,185		-	214,874				322
-	O her State Revenue (PY) Total Other State Revenue	27,484	54,968	194,183	36,645	10,414	770,291	42,479	75,086	428,633	47,898	37,898	9,932	505
	Other - Local Revenue													
	Interest Income Net Increase (Decrease) in the Fair Value of Investments	-	-	-		-	-		-			-		
	Donations and Grants Foundation and Corporate Grants	-	-	-	-	-	-	-	-	-	-	-	-	
	Individual Donations Fundraising Event Revenue	-	-	-	-	-	-	-	-	-	-	-	-	
	Donations thru SST (Schools) Donations thru SST (SST)	-	-	-	1		-	-	-		-	-	-	
	CMO Management Revenue KIPP Founda ion-CSP Grant		-	-	-	-	-	-	-	-	-	-	-	
	Uniforms Food Service Sales - Students	-	-	-	-	-	-	-	-	-	-	-	-	
	Food Service Sales - Students Sale of Equipment and Supplies Student/Family Donations	1 -	-	-	-	-			-	-		-		
	Student/Family Donations Miscellaneous Revenue Rental Income	1	-	-	-	-	-	-	-	-	-	-	-	
	Lease Revenue - ASC 842 (Rental Income)	-	-	-	-	-	-	-	-	-	-	-	-	
	Interagency Services Between LEAs (for SPED) E-rate	-	-	-	-	-	-	-	-	-	-	-	17,339	
	All Other Local Revenue Transfers of Apportionments from Districts	-	-		-		-	-					-	
	Transfers of Apportionments from County Offices O her Transfers In From All Others	-	-	-	-	-		- 1	-	-	- 1			
Ξ	Gain/Loss on Sales of Fixed Assets Total Other Local Revenue	-	-	-	-	-	-	-	-	-		-	17,339	
	OTAL REVENUE	144,371	1,252,313	831,818	747,000	676,217	1,445,599	769,294	752,057	1,120,027	368,285	707,775	85,310	1,213
E	CPENSE Certificated Salaries													
	Certificated Teacher Salaries Certified Regular Teachers	126,566	126,566	126,566	126,566	126,566	126,566	126,566	126,566	126,566	126,566	126,566	126,566	
	In-House Substitute PE & Elective Teachers	4,058 25,502	4,058 25,502	4,058 25,502	4,058 25,502	4,058 25,502	4,058 25,502	4,058 25,502	4,058 25,502	4,058 25,502	4,058 25,502	4,058 25,502	4,058 25,502	
	Special Education Stipend/Extra Duty - Cer ificated Teachers	46,881	46,881	46,881	46,881	46,881	46,881 22,500	46,881	46,881	46,881	46,881	46,881	46,881 22,500	
	Bonus - Certificated Teachers O her Certificated Pupil Support	-	-	-	-		5,000			-	-	-	5,000	
	Social Worker/Counselor Certificated Administrators	20,670	20,670	20,670	20,670	20,670	20,670	20,670	20,670	20,670	20,670	20,670	20,670	
	School Leader	13,469	13,469	13,469	13,469	13,469	13,469	13,469	13,469	13,469	13,469	13,469	13,469	
	Assistant School Leader Dean	10,207 9,272	10,207 9,272	10,207 9,272	10,207 9,272	10,207 9,272	10,207 9,272	10,207 9,272	10,207 9,272	10,207 9,272	10,207 9,272	10,207 9,272	10,207 9,272	
-	Leader-in-Residence Total Certificated Salaries	223,678	223,678	223,678	223,678	223,678	251,178	223,678	223,678	223,678	223,678	223,678	251,178	
	Classified Salaries													
	Non-Certificated Instructional Aides Non-Certificated Substitutes	-					-							
	Non-Certificated Instructional Assistants Non-Certificated ELO-P Employees	27,327	27,327	27,327	27,327	27,327	27,327	27,327	27,327	27,327	27,327	27,327	27,327	
	SPED Assistants Classified Support	-	-	14,679	14,679	14,679	14,679	14,679	14,679	14,679	14,679	14,679	14,679	
	Nurse Opera ions Aide	-	-	6,640	6,640	6,640	6,640	6,640	6,640	6,640	6,640	6,640	6,640	
	Community Schools Grant Salaries Technical, Clerical, Office Staff	11,075	11,075	11,075	11,075	11,075	11,075	11,075	11,075	11,075	11,075	11,075	11,075	
	Registrar School Business Operations Manager	4,650 9,038	4,650 9,038	4,650 9,038	4,650 9,038	4,650 9,038	4,650 9,038	4,650 9,038	4,650 9,038	4,650 9,038	4,650 9,038	4,650 9,038	4,650 9,038	
	Ops Coordinator Receptionist	3,696	3,696	3,696	3,696	3,696	3,696	3,696	3,696	3,696	3,696	3,696	3,696	
	SST Salaries Academics Salaries			-	-	-		-	-	-	-		-	
	Talent Acquisition Salaries Advancement Salaries	-	-	-	-	-	-	-	-	-	-	-	-	
	Execu ive Salaries	-	-	-	-		-		-	-	-	-		
	Advocacy Comm Eng Salaries Finance and Accounting Salaries				-	-			-					
	Human Resources Salaries Information Technology Salaries			-			-	-	-	- :			-	
	KIPP Through College Salaries Opera ions Salaries	1	-	-			-	-	-	-	-	-	-	
	Real Estate Salaries SST Salaries KTC Salaries	-	-	-	-	-	-	-	-	-	-	-	-	
_	Bonus - Office Staff	-	-	-	-	-	-	-	-	-	-	-	-	
	Total Classified Salaries	38,402	38,402	59,722	59,722	59,722	59,722	59,722	59,722	59,722	59,722	59,722	59,722	
	Employee Benefits State Teachers' Retirement System, certificated positions	-	-	-	-	-	-	-	-	-	-	-	-	
	Public Employees' Retirement System, classified positions FICA - SS/MED Certificated	19,632	19,632	19,632	19,632	19,632	19,632	19,632	19,632	19,632	19,632	19,632	19,632	
	FICA - SS/MED Classified Medical Expense - Certificated	5,627 24,054	5,627 24,054	5,627 24,054	5,627 24,054	5,627 24,054	5,627 37,799	5,627 30,926	5,627 30,926	5,627 30,926	5,627 30,926	5,627 30,926	5,627 30,926	
	Medical Expense - Classified Dental Expense - Certificated	3,927 1,980	3,927 1,980	3,927 1,980	3,927 1,980	3,927 1,980	6,171 3,112	5,049 2,546	5,049 2,546	5,049 2,546	5,049 2,546	5,049 2,546	5,049 2,546	
	Dental Expense - Classified Vision Expense - Certificated	776 283	776 283	776 283	776 283	776 283	1,219	998 364	998 364	998 364	998 364	998 364	998 364	
	Vision Expense - Certificated Vision Expense - Classified Life & AD&D Expense - Certificated	283 65 236	283 65 236	283 65 236	283 65 236	283 65 236	102 236	83 236	83 236	83 236	83 236	83 236	83 236	
	Life & AD&D Expense - Classified	236 54 3.103	236 54	54	54	236 54	236 54	236 54 3.103	236 54	236 54	236 54 3.103	236 54	236 54	
	State Unemployment Insurance, certificated positions State Unemployment Insurance, classified positions Markets' Composition Insurance, critisated positions	889	-	- - - 420	3,103 889 5,420	-	-	889	-	-	889	-	-	
	Workers' Compensation Insurance, certificated positions Workers' Compensation Insurance, classified positions	5,420 1,200	5,420 1,200	5,420 1,200	5,420 1,200	5,420 1,200	5,420 1,200	5,420 1,200	5,420 1,200	5,420 1,200	5,420 1,200	-		
	401(k) ER Contribution - Certificated 401(k) ER Contribution - Classified	6,416 1,103	6,416 1,103	6,416 1,103	6,416 1,103	6,416 1,103	6,416 1,103	6,416 1,103	6,416 1,103	6,416 1,103	6,416 1,103	6,416 1,103	6,416 1,103	
	Staff Appreciation All Other Benefits (Relocation, EAP)	2,000 1,500	2,000 1 500	2,000 1,500	2,000 500	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	
_	Total Employee Benefits	78,264	74,273	74,273	77,264	72,773	90,535	85,646	81,654	81,654	85,646	75,034	75,034	
-														
_	Supplies & Materials Textbooks		19,576	-	-	-		-		-	-	19,576 2,797	19,576 2,797	
_	Textbooks Curriculum Materials and Books	19,576	0.707		-		-	-	-			2,797	-	
	Textbooks Curriculum Materials and Books Class sets/library books Instructional Materials & Supplies	2,797	2,797	-	-									
	Textbooks Curriculum Materials and Books Class setsfilbrary books Instructional Materials & Supplies Uniforms Health Supplies	2,797 - 2,797 932	2,797 932	932	932	932	932	932	932	932	932	2,797 932	2,797 932	
	Textbooks Curriculum Materials and Books Class sets/library books Instructional Materials & Supplies Uniforms Heath Supplies Assessment Materials/Software/Loenses Student Recruitment Supplies	2,797 - 2,797 932 466 2,797	2,797 932 466 2,797	466	466	466	466	466	466	466	466	932 466 2,797	932 466 2,797	
_	Tentbooks Curriculust Materials and Books Class setslibrary books Instructional Materials & Supplies Uniforms Health Supplies Assessment Materials/Software/Loenses	2,797 - 2,797 932 466 2,797 186	2,797 932 466	466 - 186	466 - 186	466 - 186	466 - 186	466 - 186		466 - 186	466 - 186	932 466 2,797 186	932 466	
_	Textbooks Curroulum Materials and Books Class setal/brary books Instructional Materials & Supplies Unforms Health Supplies Assessment Materials/Software/Lienses Student Recomment Supplies Fundrating Event Supplies Janifordis Supplies Janifordis Supplies Janifordis Supplies	2,797 - 2,797 932 466 2,797 186 - 1,917	2,797 932 466 2,797 186 -	466 - 186 - 1,917	466 - 186 - 1,917	466 - 186 - 1,917	466 - 186 - 1,917	466 - 186 - 1,917	466 - 186 - 1,917	466 - 186 - 1,917	466 - 186 - 1,917	932 466 2,797 186 -	932 466 2,797 186 - 1,917	
	Textbooks Cursculum Materials and Books Class setal/brary books Instructional Materials & Supplies Uniforms Health Supplies Assessment Materials/Software/Licenses Student Rezordment Surplies Suddent Rezordment Surplies Suddent Rezordment Surplies Supplies Fundraiein Event Supplies Janifordis Supplies Special Education Department Instructional Supplies	2,797 - 2,797 932 466 2,797 186	2,797 932 466 2,797 186	466 - 186	466 - 186	466 - 186	466 - 186	466 - 186	466 - 186	466 - 186	466 - 186	932 466 2,797 186	932 466 2,797 186	
	Textbooks Class setal/brary books Class setal/brary books Instructional Materials & Supplies Uniforms Health Supplies Assessment Materials/Software/Licenses Student Rezrollment Supplies Markeling Outreach Supplies Markeling Outreach Supplies Janifordis Supplies Special Education Department Instructional Supplies Supplies Supplies Student, Family and Community Support Expenses Special Events	2,797 - 2,797 932 466 2,797 186 - 1,917 746	2,797 932 466 2,797 186 - 1,917 746	466 - 186 - 1,917 746	466 - 186 - 1,917 746	466 - 186 - 1,917 746	466 - 186 - 1,917 746	466 - 186 - 1,917 746	466 - 186 - 1,917 746	466 - 186 - 1,917 746	466 - 186 - 1,917 746	932 466 2,797 186 - 1,917 746	932 466 2,797 186 - 1,917 746	
	Textbooks Claiss sets/library books Claiss sets/library books Instructional Matherias & Supplies Instructional Matherias & Supplies Health Supplies Student Recruitment Supplies Marketing Outbeard Studens Student Recruitment Supplies Juniorial Supplies Juniorial Supplies Juniorial Supplies Juniorial Supplies Juniorial Supplies Juniorial Supplies Student, Family and Community Support Expenses KTC Alumni Assistance Music	2,797 2,797 932 466 2,797 186 - 1,917 746 3,167	2.797 932 466 2.797 186 - 1,917 746 3,167	466 - 186 - 1,917 746 3,167	466 - 186 - 1,917 746 3,167	466 - 186 - 1,917 746 3,167	466 - 186 - 1,917 746 3,167	466 - 186 - 1,917 746 3,167	466 - 186 - 1,917 746 3,167	466 - 186 - 1,917 746 3,167	466 - 186 - 1,917 746 3,167	932 466 2,797 186 - 1,917 746 3,167	932 466 2,797 186 - 1,917 746 3,167	
	Textbooks Class sets/library books Class sets/library books Instructional Materials & Supplies Unstructional Materials & Supplies Unstructional Materials & Supplies Assessment Materials Software/Licenses Student Recruitment Supplies Marketing Outleand Supplies Fundraising Event Supplies Janitorial Supplies Janitorial Supplies Secola Education Department Instructional Supplies Secola Education Department Secola Events Secola Events Secola Events CTC Alumnin Assistance	2,797 2,797 932 466 2,797 186 - 1,917 746 3,167	2.797 932 466 2.797 186 - 1,917 746 3,167	466 186 1,917 746 3,167	466 	466 - 186 - 1,917 746 3,167 - 1,250	466 - 186 - 1,917 746 3,167 - 1,250	466 - 186 - 1,917 746 3,167 - 1,250	466 - 186 - 1,917 746 3,167 - 1,250	466 186 1,917 746 3,167	466 - 186 - 1,917 746 3,167 - 1,250	932 466 2.797 186 1.917 746 3.167	932 466 2,797 186 1,917 746 3,167 - 1,250	

	KSol	FY2029	FY2029											
Object		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued
4351	Income Statement Non-Instructional Supplies	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	Accrued -
4352	Postage & Shipping Non-Capitalized Equipment	186	186	186	186	186	186	186	186	186	186	186	186	-
4401 4402	Student/Classroom Technology Student/Classroom Software	16,780 5,333	16,780 5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	5,333	16,780 5,333	16,780 5,333	-
4403 4406	Student/Classroom Furniture/Furnishings/Equipment Office Furniture/Furnishings/Equipment	2,571 1,399	2,571 1,399	-	-	-	-	-	-	-	-	2,571	2,571	-
4404	Staff/Office Technology	4,250	4,250						-			4,250	4,250	
4405 4408	Staff/Office Software Network Equipment & Licenses (non-cap)	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000 11,186	-
	Food Service Meals	-	-		-	-	-	-	-		-		-	-
4701 4702	Meals - Student Meals - Staff	-	-	20,343	40,686	40,686	40,686	40,686	40,686	40,686	40,686	40,686	61,029	-
4703 TSM	Food Supplies and Equipment Total Supplies & Materials	250 74.918	250 74 918	250 47 574	250 67.917	250 120 882	250 152 411	-						
TOW	Operatina Services	74,510	74,510	47,374	07,817	07,817	07,517	07,817	07,817	07,817	07,817	120,002	132,411	-
	Travel & Conferences													
5204 5207	KSS and KIPP SoCal Start Strong Other Travel and Accommodations	16,350 47	47	47	47	47	47	47	47	47	47	47	16,350 47	-
5801	Board Development Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
5450	General Liability Insurance Operations & Housekeeping Services	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	4,142	-
5501 5503	Utilities (Gas, Electric, Water) Janitorial Services	-	7,618 21,649	7,618 21,649										
5504	Fire/Security			10,499	10,499	10,499	10,499	10,499	10,499	10,499	10,499	10,499	10,499	
5603	Moving and Storage Expense Rents, Leases, Repairs & Non-Cap Improvements	548	548	548	548	548	548	548	548	548	548	548	548	-
5601 5601-001	Rent Lease Rent Expense - ASC 842	69,550	69,550	69,550	69,550	69,550	69,550	69,550	69,550	69,550	69,550	69,550	69,550 37,628	-
5601-002 5602	Lease Rent Expense - Non-ASC 842 Repairs & Maintenance (Non-Cap)	18,644	18,644	18,644	18,644	18,644	3,119 18,644	18,644	18,644	18,644	18,644	18,644	3,119 18,644	-
5606	Equipment Rental And Related Expenses	280	280 2,331	280	280	280	280 2,331	280	280 2,331	280	280	280	280	0.004
5607	Copier Lease and Expenses Professional/Consulting Services & Operating Expenditures		- 2,331	2,331	2,331	2,331	1 119	2,331		2,331	2,331	2,331	2,331	2,331
5802 5803	Auditing/Tax CMO Management Fees	-	-	211,451	-	559	1,119 352,418	2,797	1,119	352,418	-	-	493,385	-
5101	Instructional Consulting Teacher Residency Program Stipend	-	-	-	-	-	-	-	-	-	-	-	-	-
5106 5807	Substitute Teaching Service Education Instructional Consulting	-	-	9,200	9,200	9,200	9,200	9,200	9,200	9,200	9,200	9,200	101,200	-
5808 5809	ELO-P Services & Operating Exp All Other Non-Instructional Consul ing	3,000 750	3,000 6,750	-										
5810 5811	Student Recruitment Services	2,797	2,797	2,797	2,797	2,797	2,797	2,797	2,797	2,797	2,797	2,797	25,169	
5812	Marketing Outreach Services Fundraising Event Services	112	112	112	112	112	112	112	112	112	112	112	1,007	-
5301 5813	Dues & Memberships Property Tax	47	47	47	47	47	47	47	47	47	47	47	47	-
5814 5815	KIPP License Fees County Fees	:	:	:	-	804	-		804	:	:	804	30,000 804	-
5816 5817	District Oversight Fees Legal Fees	6,025 932	6,025 932	6,025 932	6,025 932	6,025 932	6,025 932	6,025	6,025 932	6,025	6,025	6,025	6,025 932	-
5818	Payroll & HR Service Fees	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	1,167	
5819 5820	Financial Services Fees Special Education Services	186 8,390	186 8 390	186 8,390	-									
5850 5821	Special Education Fairshare KTC Alumni Assistance-Services & Other Operating Exp	1,315	1,315	1,315	1,315	1,315	1,315	1,315	1,315	1,315	1,315	1,315	1,315	-
5822	Staff Recruitment Professional Development	932	932	932	932	932	932	932	932	932	932	932	932	-
5824 5825	Coaching Expense Other Professional Development	1 917	1 917	1 917	1 917	1 917	1 917	1 917	1 917	1 917	1 917	1 917	1,917	-
5826	Business Meeting Expense	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	186	-
5827 5831	Credentialing Field Trips			3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	17,000 3,000	-
5839 5840	Student Incentives Student Transportation - Non-Field Trips		-	2,000 224	-									
5841 5899	End of Year Field Trips Late Fees/Finance Charges	-	-	-	-	-	-	-	-	-	-	-	33,559	-
5901	Communications Cell Phones	1,119	1,119	1,119	1,119	1,119	1,119	1,119	1,119	1,119	1,119	1,119	1,119	-
5903 5904	Phone	466	466	466	466	466	466	466	466	466	466	466	466	-
5905	Internet Web Hosting & Email	1,864 93 140,858	1,864 93	1,864 93 392 478	1,864 93	1,864 93	1,864 93 537 683	1,864 93 183,825	1,864 93 182,950	1,864 93 533,445	1,864 93	1,864 93	1,864 93	
TOS	Total Operating Services	140,858	156,105	392,478	181,028	182,391	537,683	183,825	182,950	533,445	181,028	181,832	934,140	31,597
6901	Additional Expenses Amortization Expense				-		-						24,487	
6902 7010	Depreciation Expense O her Expense	-	-		-		-	-	-				150,000	-
7221 7438	Transfers of Apportionments Interest Expense	-	-	-	-	-	1,057	-	-	-	-	-	1,057	-
TAS TE	Total Additional Expenses TOTAL EXPENSE	606,452	617,708	848,056	659,940	656,812	1,057 1,058,423	671,118	666,252	1,016,747	668,321	711,478	175,544 1,698,359	31,597
_	Change in Net Assets	(462,081)	634,605	(16,238)	87,060	19,405	387,176	98,176	85,805	103,280	(300,036)	(3,703)	(1,613,050)	1,182,380
-				, ,,,,,,,,,	1000	7,100			1,1000	- American				
ı	Statement of Cash Flow	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
_	CHANGE IN CASH DUE TO:													
	Operating Activities													
CiNA-CF Depr	Change in Net Assets - CF Depreciation	(462,081)	634,605	(16,238)	87,060	19,405	387,176	98,176	85,805	103,280	(300,036)	(3,703)	(430,669)	
Amort NCE	Amortization O her Non-Cash Expense	-	-	-	-	-	-	-	-	-	-	-	24,487 37,628	
ARCHG APCHG	(Increase) decrease in A/R Increase (decrease) in A/P net of Prepaid exp	606,989 (89,397)	303,494 (89,397)	151,747	-	-	-	-	-	-	-	-	(1,063,109) 147,403	
-	Total Operating Activities	55,511	848,703	135,509	87,060	19,405	387,176	98,176	85,805	103,280	(300,036)	(3,703)	(1,284,260)	-
CAPEX	Investment Activity (Canital Expenditures)													
NRCHG	(Notes Receivable) Total Inversiment Activities	-	-			-		-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	-	-	-	-
LP	Financing Activities Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	
PMT	(Loan Principal Repayments) Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL CHANGE IN CASH	55,511	848,703	135,509	87,060	19,405	387,176	98,176	85,805	103,280	(300,036)	(3,703)	(1,284,260)	-
CABY	Beginning Cash ENDING CASH	7,032,801 7,088,313	7,088,313 7,937,015	7,937,015 8,072,524	8,072,524 8,159,585	8,159,585 8,178,990	8,178,990 8,566,166	8,566,166 8,664,342	8,664,342 8,750,147	8,750,147 8,853,427	8,853,427 8,553,391	8,553,391 8,549,688	8,549,688 7,265,428	
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Financial Policies Guide

Effective as of July 1, 2024

Table of Contents

100 INTRODUCTION	5
101 Scope and Organization of the Guide	. 5
102 Purpose of Guide	5
103 Amending the Financial Policies Guide	. 5
200 INTERNAL CONTROL POLICIES	6
201 Introduction	.6
202 Compliance with Laws	. 6
203 Organizational Conflict of Interest Code	. 7
204 Employee Protection (Whistleblower) Policy	. 7
205 Board of Directors Authority	. 8
206 Signature Authorities	9
207 Government Access to Records	. 9
208 Security of Financial Data	. 9
209 Security of Documents	9
210 Use of Organization Credit Cards	15
211 Use of Assets	15
300 FINANCIAL MANAGEMENT POLICIES	15
301 Basis of Accounting	15
302 Accounting Policies and Methods	15
303 Basis of Presentation	16
304 Revenue	16
305 Expenditures	16
306 Cash Management	16
307 Grant Reporting	16
308 Budgets	16
309 Insurance	17
310 Audit	17
311 Audit and Finance Committees	18
312 Intracompany and Intercompany Borrowing	18
400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY	19
401 ASSETS	19
402 Bank Accounts	19
403 Fixed Assets (Property and Equipment)	19
404 Identification of Fixed Assets	19
405 Record and Report of Fixed assets	20

406 Disposal of Property and Equipment	20
407 Impairment of Assets	20
408 LIABILITIES AND FUND EQUITY	20
409 Accounts Payable	20
410 Accounts Payable Payment Policy	20
411 Accrued Liabilities	21
412 Debt	21
413 Net Assets	21
500 PROCUREMENT POLICIES	21
501 Procurement	21
502 Procurement Objectives	22
503 Methods of Procurement	22
504 Related-Party Transactions	22
505 Contract Goods and Services	23
506 Non-Contract Goods and Services	23
507 Credit Card Purchases	24
508 Reimbursements	25
509 Travel Policies	28
510 Staff Appreciation & Rewards	29
511 Meals	29
512 Payment via Cashier's Check	30
600 CONSULTANTS AND CONTRACTORS	30
700 GIFT AND DONATION ACCEPTANCE POLICY	30
701 Purpose	30
702 Gift Acceptance Practices	31
703 Gifts Subject to Review	31
704 Compliance and Reporting	31
800 JOINT VENTURE POLICY	32
801 Purpose	32
802 Definition	32
803 Protection of Tax Exempt Status	32
Appendix A	
Annandix C	27

100 INTRODUCTION

KIPP SoCal Public Schools (the "Organization") is a California non-profit public benefit corporation and is organized to manage and operate public, college preparatory schools committed to providing students with the knowledge, skills, character and intellectual habits needed to excel in college and in life.

KIPP SoCal Public Schools has developed this Financial Policies Guide (the "Guide") to provide KIPP SoCal Public Schools with a summary of its fiscal policies.

In order to allow for an appropriate balance between strong fiscal controls and reasonable and cost effective operations, management may, at its discretion, allow for discrepancies up to \$25 in adhering to the policies set forth in the Guide. When discrepancies arise, KIPP SoCal Public Schools will properly document the justification.

101 Scope and Organization of the Guide

- a. Section 100 Introduction provides a description of the purpose of the policies and organization of the Guide.
- b. Section 200 Internal Control Policies describes KIPP SoCal Public Schools' systems and controls in place to safeguard the assets of KIPP SoCal Public Schools.
- c. Section 300 Financial Management Policies sets forth policies for the operation of the financial management structure of KIPP SoCal Public Schools.
- d. Section 400 Accounting for Assets, Liabilities and Fund Equity establishes policies for accounting for KIPP SoCal Public Schools' assets, liabilities and fund equity.
- e. Section 500 Procurement Policies sets forth policies for procuring goods and services, reimbursements, and business-related travel.
- f. Section 600 Consultants and Contractors sets forth policies and practices governing consultants and independent contractors.
- g. Section 700 Gift Acceptance Policy sets forth policy governing acceptance of gifts by KIPP SoCal Public Schools.
- h. Section 800 Joint Venture Policy sets forth policy for participating in joint venture arrangements and safeguarding KIPP SoCal Public Schools' tax-exempt status.

102 Purpose of Guide

- a. The Guide is the official document for the accounting and administrative functions conducted by KIPP SoCal Public Schools.
- b. The Guide provides detailed information on the accounting policies of KIPP SoCal Public Schools and the administration of various contracts.
- c. The Guide should be used in conjunction with the KIPP SoCal Public Schools personnel policy manual, "Employee Handbook," job descriptions, the Financial Procedures Guide, Grant Policy Guide, and other policy manuals maintained by the organization.

103 Amending the Financial Policies Guide

This Guide contains the essential fiscal policies of KIPP SoCal Public Schools. From time to time, as additional matters require, or as changes to the policies are appropriate, management of KIPP

SoCal Public Schools will amend the Guide. The Guide will be periodically reviewed by the KIPP SoCal Public Schools Board of Directors (the "Board of Directors" or the "Board") and revised as appropriate.

200 INTERNAL CONTROL POLICIES

201 Introduction

Internal control policies provide KIPP SoCal Public Schools with the foundation to properly safeguard its assets, implement management's internal policies, comply with applicable state and federal laws and regulations, and produce timely and accurate financial information. Further, as a publicly supported entity, KIPP SoCal Public Schools has additional responsibilities to ensure the public's confidence and the integrity of our schools' activities. The internal control policies are aimed to meet this responsibility.

KIPP SoCal Public Schools has a centralized finance and accounting department to ensure the integrity of institutional finances, to create appropriate control mechanisms, and to provide a basis for sound financial decision-making. Financial functions are centralized with the School Success Team ("SST") and are overseen by a qualified financial officer responsible to the Chief Executive Officer, Audit Committee, Finance Committee, and ultimately the Board of Directors. KIPP SoCal Public Schools' financial officer, which may be an outside consultant or service provider, will have a solid understanding of accounting and all relevant rules and regulations that govern charter schools and nonprofit organizations. The financial officer will attend relevant conferences and take courses to stay abreast of the laws and regulations governing charter schools and nonprofits.

202 Compliance with Laws

KIPP SoCal Public Schools will follow all state laws and regulations that apply to charter schools in California, as well as its charter petitions. Additionally, any federal laws and regulations that relate to grant funding received by KIPP SoCal Public Schools will be followed, at a minimum, during periods of eligibility for and receipt of funding.

The following are specific policies of KIPP SoCal Public Schools:

A. Political Contributions - No funds or assets of KIPP SoCal Public Schools may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Organization for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. KIPP SoCal Public Schools also cannot be involved with any committee or other organization that raises funds for political purposes.

Examples of prohibited activities:

- a. Political contributions by an employee that are reimbursed through expense accounts or in other ways.
- b. Purchase by KIPP SoCal Public Schools of tickets for political fundraising events.
- c. Contributions in kind, such as lending employees to political parties or using

KIPP SoCal Public Schools' assets in political campaigns.

- B. Record Keeping To provide an accurate and auditable record of all financial transactions, KIPP SoCal Public Schools' books, records, and accounts are maintained in conformity with generally accepted accounting principles. Further, KIPP SoCal Public Schools specifically requires that:
 - a. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of KIPP SoCal Public Schools.
 - b. Receipts and disbursements must be fully and accurately described in the books and records
 - c. No false entries may be made on the books or records, and no false or misleading reports issued.
 - d. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

203 Organizational Conflict of Interest Code

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., KIPP SoCal Public Schools has adopted a Conflict of Interest Code, which shall apply to all governing board members and all other designated employees of KIPP SoCal Public Schools, as specifically required by California Government Code Section 87300. Additionally, KIPP SoCal Public Schools has adopted a Conflict of Interest Policy that is intended to supplement, but not replace, (i) any applicable state and federal laws governing conflicts of interest applicable to California public charter schools; and (ii) KIPP SoCal Public Schools' Conflict of Interest Code, adopted pursuant to the Political Reform Act (Government Code Section 81000 et seq.).

204 Employee Protection (Whistleblower) Policy

This policy governs reporting and investigation of allegations of suspected improper governmental activities and represents KIPP SoCal Public Schools' implementation of policies for the California Whistleblower Protection Act (Government Code Section 8547 - 8547.15).

If any employee reasonably believes that some policy, practice, or activity of KIPP SoCal Public Schools or its employees or Board of Directors is in violation of law, a complaint must be filed by the employee in writing to Human Resources. Additionally, if any employee reasonably believes that a practice or activity of KIPP SoCal Public Schools or any of its employees is in violation of standard accounting practices, constitutes discrimination, corporate fraud, unsafe working conditions, safety violations, drugs or illegal substances, employee/management theft, violence, harassment or Workers' Compensation fraud, a complaint must be filed in writing to Human Resources. Human Resources will report to the Chief Executive Officer and/or the Governance Committee. The Chief Executive Officer or their designee will investigate all employee-related complaints including sexual harassment or child abuse. The Audit Committee shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing, and will advise the Board Chair on any necessary action.

Except otherwise required by law or court order, KIPP SoCal Public Schools will investigate all

reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the Chief Executive Officer, or their designee, or the Governance Committee to determine if the allegation(s) is true, whether the issue is material and what actions, if any, are necessary to correct the problem. KIPP SoCal Public Schools management will issue a full report of all matters raised under this policy to the Board of Directors. The Board of Directors may conduct a further investigation upon receiving the report from the Chief Executive Officer or their designee.

For matters reported directly to the Chair of the Board of Directors, the Board of Directors shall promptly acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct or cause to be conducted an investigation to determine if the allegation(s) is true and whether the issue is material and what, if any, corrective action is necessary. Upon the conclusion of this investigation, the Board of Directors shall promptly report its findings to all pertinent parties.

KIPP SoCal Public Schools will not retaliate against an employee who in good faith, has made a protest or raised a complaint against some practice of KIPP SoCal Public Schools, or of another individual or entity with whom KIPP SoCal Public Schools has a business relationship on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy.

KIPP SoCal Public Schools will not retaliate against employees who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of KIPP SoCal Public Schools that the employee reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate or public policy concerning the health, safety, welfare, or protection of the environment.

Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, KIPP SoCal Public Schools cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy by staff, directors, or others involved with the investigation of KIPP SoCal Public Schools to individuals not involved in the investigation will be viewed as a serious disciplinary offense and, with respect to KIPP SoCal Public Schools employees, may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

205 Board of Directors Authority

The Board of Directors shall have the sole authority to approve and will incorporate into its own minutes such fiscal matters as: (i) adoption of the annual budget; (ii) salary and salary changes for the Chief Executive Officer; (iii) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions; (iv) investment policies; (v) depository and investment banks; (vi) purchase or sale of property; (vii) entering into expenditure transactions or contracts that require annual payments above \$250,000, except when the Board has delegated such authority to a Board appointed committee, in which case the committee may exercise such authority as granted to it by the Board approved committee resolution; (viii) opening checking or savings accounts; (ix) selection of KIPP SoCal Public Schools' certified public accountants; and (x) other significant activities associated with the operations of KIPP SoCal Public Schools.

The Board of Directors will meet at least four times per year to ensure that its fiduciary duty is

maintained. The Board will review and approve the following at all appropriate meetings: prior meeting minutes, KIPP SoCal Public Schools' consolidated quarterly financial report, KIPP SoCal Public Schools' annual form 990, KIPP SoCal Public Schools' annual financial audit, and other items.

The Board of Directors will comply with the Ralph M. Brown Act.

The Board of Directors will delegate authority to approve salaries for highly compensated personnel (currently defined as at or above \$150,000) to the Governance Committee.

206 Signature Authorities

To properly segregate duties within KIPP SoCal Public Schools, the Treasurer of KIPP SoCal Public Schools, Chief Executive Officer, Chief Academic Officer, and Chief of Staff are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Checks greater than \$25,000 will require dual signatures prior to check issuance.

Any individual with the ability to set up vendors, generate checks, or enter accounts payable transactions in the accounting system or who has access to KIPP SoCal Public Schools' manual check stock will not be granted signatory authority on KIPP SoCal Public Schools' bank accounts.

207 Government Access to Records

The Chief Executive Officer or his/her designee will provide access to KIPP SoCal Public Schools' records to the State Controller's Office, and other government entities such as the California Department of Education (CDE) or Charter Authorizer(s) or his or her designee and will provide supporting records, as requested by government auditors to facilitate the completion of such audits or reviews, in a timely manner.

208 Security of Financial Data

- A. KIPP SoCal Public Schools' accounting software shall be reviewed to ensure that general and application controls to unauthorized access to data is precluded (i.e. proper password protection and authorizations for inquiry or browse only functions).
- B. KIPP SoCal Public Schools' accounting system is cloud based and all data is backed up regularly. The system's accounting data is backed up nightly as well as weekly, to ensure the recoverability of financial information.
- C. All other financial data, cash and/or checks prior to deposit, unused checks and unclaimed checks will be secured by the Controller and other designated members of the accounting team to prevent unauthorized access.

209 Security of Documents

This policy covers all records and documents, regardless of physical form, and contains guidelines for how long certain documents shall be kept, and how records shall be destroyed (unless under a legal hold). The policy is designed to ensure compliance with federal and state laws and regulations, to eliminate accidental or innocent destruction of records, and to facilitate KIPP SoCal Public Schools' operations by promoting efficiency and freeing up valuable storage space.

A. Document Retention
KIPP SoCal Public Schools follows the document retention procedures outlined below.

Documents that are not listed but are substantially similar to those listed in the schedule, will be retained for the appropriate length of time.

Corporate Records

Articles of Incorporation	Permanent
Corporate Bylaws	Permanent
IRS Form 1023 to file for tax-exempt and/or charitable status	Permanent
IRS Letter of Determination granting tax exempt status	Permanent
State Application for Tax Exempt Status (Form 3500)	Permanent
State Determination Letter granting tax exempt status	Permanent
Board Policies/Resolutions	Permanent
Board and Committee Meeting Minutes	Permanent
Sales Tax Exemption Documents	Permanent
Tax ID Number Designations	Permanent
Annual Corporate Filings	Permanent

Financial Records

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Chart of Accounts	Permanent
Fiscal Policies and Procedures	Permanent
Audits	Permanent
Financial Statements	Permanent
General Ledger	Permanent
Check Registers/Books	7 years
Business Expenses Documents	7 years
Bank Deposit Slips	7 years
Canceled Checks	7 years
Invoices	7 years
Investment Records (deposit, earning, withdrawals)	7 years
Property and Asset inventories	7 years
Petty cash receipts/documents	7 years
Credit card receipts	7 years

Tax Records

IRS Annual Tax Filing Form 990	Permanent
FTB Annual Form 199	Permanent
Payroll Registers	Permanent
IRS Form 1099 Filings	7 years
Payroll tax returns and withholding returns	7 years
Earnings records	7 years
W-2 statements	7 years

Personal Records

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Recruitment, Hiring and Job Placement Records • Job applications • Resumes • Letters of recommendation • Other job inquiries sent to Organization • Job advertisements/postings • Results of non-medical pre-employment tests • Offers of employment • Employment agreements • Signed pre-employment disclosures (employee handbook acknowledgment, complaint procedures, etc.) • Employee training (harassment prevention, mandated reporting, etc.) • Employee certificates, credentials, licenses, and other evidence of qualifications • Certificate of criminal background check clearance (or failure)	3 years after separation, or for the duration of any claim or litigation regarding hiring practices
Employee Performance and Other Personnel Records • Job descriptions • Training and testing • Performance goals • Performance evaluations • Written feedback and commendations • Promotions and demotions • Letters of reprimand and discipline • Performance Improvement Plans • Termination, resignation, lay-offs, etc.	3 years after separation

Employee Medical Leave Records (PDL, FMLA, CFRA, etc.) * • Requests for leave • Health care provider notes • Leave calculations • Records of disputes regarding leave • Employee benefits related to leave • Leave policies	3 years after separation * Records that contain employee confidential medical information shall be retained in a separate, secure file.
 Employee Wage Records Employment agreements Wage rates and calculations Shift schedules (hours and days) Time cards Individual calculations for absences, sick days, vacation days, etc. Itemized wage statements/pay stubs 	3 years after separation Note: If a record is both a wage record and a payroll record, follow the longer retention period.
Employee Payroll Records • Employee name, address, age, and occupation • Individual wage records • Regularly hourly rate • Hours worked (daily/weekly) • Weekly overtime earnings • Daily and weekly straight time earnings • Deductions from or additions to wages • Wages paid each pay period • Pay dates and pay periods • Unemployment Insurance Records	4 years after separation
Employment Eligibility (I-9 Forms)	The later of (a) 1 year after separation, or (b)3 years from date of hire.
Employee Health Records* • First-aid records • Job injuries (causing loss of work time) • Drug and alcohol test records	5 years after separation * Records that contain employee confidential medical information shall be retained in a separate, secure file.

Employee Workers' Compensation Records • Copies of claim forms • Reports of occupational injury or illness • Letters of denial of benefits • Reports to the Division of Workers' Compensation • Benefits paid • Estimates of future benefits • Applications to the Workers' Compensation Appeals Board • Orders and Awards of the Workers' Compensation Appeals Board	5 years after date of injury and 2 years after claim has been closed. * Records that contain employee confidential medical information shall be retained in a separate, secure file.
 Employee Benefit Records Benefits elections Beneficiary designations Eligibility determinations COBRA notices Summary plan descriptions Other welfare benefit plan information (life, health, disability, long-term care, post retirement medical) 	6 years after separation, but not less than 1 year following a plan termination. * Records required to determine retirement benefits, including 401(k) and similar plans, must be kept indefinitely.
Chemical Safety and Toxic Exposure Records	30 years after separation

Note: For simplicity, KIPP SoCal Public Schools may choose to keep the majority of an employee's personnel file and other records for the duration of employment plus four (4) years. This time period covers nearly every law, with the exception of three (3) types of records, as outlined above, that must be removed from a file before it is disposed of and retained for a longer duration:

- Pension and welfare plan information (6 years)
- First aid records of job injuries causing loss of work time (5 years)
- Safety and toxic or chemical exposure records, including safety data sheets (30 years)

Insurance Records

Property Insurance Policy	Permanent
Directors and Officers Insurance Policy	Permanent
Workers' Compensation Insurance Policy	Permanent
General Liability Insurance Policy	Permanent
Insurance Claims Applications	Permanent
Insurance Disbursements/Denials	Permanent
All Insurance Contracts	Permanent
Employment Contracts	7 years after
Construction Contracts	Permanent
Legal Correspondence	Permanent

Loan/Mortgage and Real Estate Documents	Permanent
Leases/Deeds	Permanent
Vendor Contracts	7 years
Warranties	7 years

Donations / Fundraising Records

Grant Dispersal Contract	Permanent
Donor Lists	7 years
Grant Applications	7 years
Donor Acknowledgments	7 years

Management Plans and Procedures

Strategic Plan	7 years
Staffing, programs, marketing, finance, fundraising and	7 years
Vendor Contracts	7 years
Disaster Recovery Plan	7 years

B. Electronic Documents and Records

Electronic documents will be retained as if they were paper documents. Therefore, any electronic files, including records of donations made online, that fall into one of the document types on the above schedule will be maintained for the appropriate amount of time. If a user has sufficient reason to keep an e-mail, this shall be printed and kept in the appropriate file or moved to an "archive" electronic file folder. Backup and recovery methods will be tested on a regular basis.

C. Emergency Planning

KIPP SoCal Public Schools' records will be stored in a safe, secure, and accessible manner. Electronic documents that are essential to keeping KIPP SoCal Public Schools operating in an emergency will be duplicated or backed up at least every week.

D. Document Destruction

Destruction of financial and personnel-related documents will be accomplished by shredding, while electronic files will be permanently deleted. Document destruction will be suspended immediately, upon any indication of an official investigation or when a lawsuit is filed or appears imminent. Destruction will be reinstated upon conclusion of the investigation or legal proceeding.

E. Compliance

Failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against KIPP SoCal Public Schools and its employees and possible disciplinary action against responsible individuals. CFO, Corporate Officers and Controller will periodically review these procedures with legal counsel or KIPP SoCal Public Schools' certified public accountant to ensure that they are in compliance with new or revised regulations.

210 Use of Organization Credit Cards

KIPP SoCal Public Schools' credit cards may be issued with the approval of the Chief Executive Officer or Chief Financial Officer, and with proper justification. KIPP SoCal Public Schools' credit cards may also be issued as standard for their roles such as for School Leaders and School Business Operation Managers without the approval of the Chief Executive Officer or Chief Financial Officer. For all new hires at the School Success Team, the respective supervisor may make a recommendation to the Chief Executive Officer or Chief Financial Officer as to whether a KIPP SoCal Public Schools credit card should be issued to the employee. A similar recommendation may be made by the respective supervisor for any existing employee who the supervisor believes should be issued a credit card. If credit cards are issued, they must be assigned to approved employees and shall be used only for business-related expenditures. All charges must be supported by detailed receipts to be eligible for payment by KIPP SoCal Public Schools. In case of missing receipts, the credit card holder must complete a Missing Receipt Acknowledgement Form (See Appendix C) which must be approved by the Department Head, School Leader, or Chief Executive Officer. When receipts are lost or not provided, KIPP SoCal Public Schools retains the right to require employees to pay for unsupported credit card charges. Credit card statements are reconciled to credit card receipts monthly, and are approved by the School Leader, Department Head, or Chief Executive Officer, the Board Chair/Treasurer, or other Supervisor as may be designated by the Chief Financial Officer or Chief Executive Officer.

The cardholder agrees to comply with all applicable KIPP SoCal Public Schools policies and procedures and the cardholder agreement (see Appendix B).

211 Use of Assets

No employee may use any KIPP SoCal Public Schools' property, equipment, material or supplies for personal use.

300 FINANCIAL MANAGEMENT POLICIES

301 Basis of Accounting

KIPP SoCal Public Schools will maintain its accounting records and related financial reports on a modified system, incorporating both the cash and accrual basis of accounting, with annual adjustments and audited financials prepared on the accrual basis of accounting to meet generally accepted accounting principles.

302 Accounting Policies and Methods

KIPP SoCal Public Schools has established accounting methods to identify, assemble, classify, record and report transactions. The methods are set up to: (1) identify and record KIPP SoCal Public Schools' transactions; (2) describe the transactions in enough detail to allow classification for financial reporting; and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period.

The fiscal year of KIPP SoCal Public Schools is July 1st through June 30th. The budget is drafted for Board review and approval prior to the start of each fiscal year.

KIPP SoCal Public Schools reports annually using the accrual method of accounting, in which income is recognized when it is earned and expenses are recognized when they are incurred. On a monthly basis revenue is reported using a modified cash basis and is converted to accrual basis at the end of the year.

KIPP SoCal Public Schools will prepare financial reports for the Finance Committee quarterly, with interim updates as circumstances dictate, and for inclusion into the Board packet.

303 Basis of Presentation

Financial statements will be presented on the traditional not-for-profit basis. This includes the Statement of Activities, Statement of Financial Position, and Statement of Cash Flows. The operations of KIPP SoCal Public Schools are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures.

304 Revenue

Annually, under the accrual basis of accounting, consistent with generally accepted accounting principles applicable to not-for-profit organizations, revenues are recognized when earned.

Revenue that is restricted is recorded as an increase in the unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized.

305 Expenditures

Under the accrual basis of accounting, expenses are recognized when services are rendered or goods are received.

306 Cash Management

KIPP SoCal Public Schools maintains cash accounts at Board-approved banking institutions.

All funds in either brokerage or money market accounts may only invest in securities outlined in the Investment Policy. At all times, KIPP SoCal Public Schools will maintain a minimum cash balance of 45 days average budgeted operating expenses for the current year.

307 Grant Reporting

All reports are submitted to the funding sources by the dates specified in the grant or contract agreement. The reporting format is that specified by the funding source. See KIPP SoCal Public Schools' Grant Policy for more information.

308 Budgets

A. KIPP SoCal Public Schools prepares an annual operating budget of revenues and expenses, and a cash flow projection. The budget is reviewed and approved by the Finance Committee, which recommends it to the Board of Directors for approval.

- B. Financial statements are prepared monthly and reviewed by the Finance Committee quarterly.
- C. Financial statements are presented to the Board of Directors a minimum of four times per year.

309 Insurance

- A. KIPP SoCal Public Schools maintains minimum levels of coverage, as deemed appropriate by the Board of Directors, for the following policies:
 - a. Directors & Officers Liability
 - b. Employment Practices Legal Liability
 - c. Fiduciary Liability
 - d. Workers' Compensation
 - e. Employers Liability
 - f. General Liability
 - g. Crime Insurance or Fidelity Bond
 - h. Property
 - i. Student Accident
 - j. Domestic Terrorism
 - k. Cyber Liability
 - I. Auto Liability
 - m. Professional Educators Errors and Omissions
 - n. Sexual Molestation and Abuse
 - o. Excess/Umbrella Liability

The Board of Directors, supported by the Chief Executive Officer and the Chief Financial Officer, will periodically review KIPP SoCal Public Schools insurance coverage and may add or eliminate policies from time to time.

- B. KIPP SoCal Public Schools requires proof of adequate insurance coverage from prospective contractors.
- C. The Chief Financial Officer is responsible for procuring annual renewals with KIPP SoCal Public Schools' insurance broker. Quotes for renewal will be procured by the Chief Financial Officer at least one month in advance of a policy's expiration and presented to the Chief Executive Officer or Board of Directors for review and approval.

310 Audit

Independent audits of the financial statements of KIPP SoCal Public Schools shall be conducted annually by a certified public accountant selected by the Audit Committee and approved by the Board of Directors from a list of auditors approved by the State Controller's Office for audits of public schools. KIPP SoCal Public Schools will ensure that the lead (or coordinating) audit partner (having primary responsibility for the audit), or the audit partner responsible for reviewing the audit, is limited to performing audit services for KIPP SoCal Public Schools for no more than six consecutive fiscal years.

Financial regulatory forms shall be completed as necessary by KIPP SoCal Public Schools or by the auditing firm. Appropriate financial forms and reports shall be filed with the charter granting

entity, federal government, and appropriate state agencies. Annual financial reports required by Education Code Section 47604.33 shall be filed with the charter granting entity and county superintendent of schools.

Upon completion, audits shall be reviewed by management and submitted to the Audit Committee for review and approval. All financial audits shall include a management letter. Annual audited financial statements which include the corresponding management letter in the audit report shall be forwarded to KIPP Foundation, charter granting entity, State Controller's Office, the county superintendent of schools, and the California Department of Education by December 15th of each year.

311 Audit and Finance Committees

The Board of Directors appoints separate Audit and Finance Committees. The Audit Committee selects the independent auditor for approval by the Board of Directors, reviews the scope and results of the audit, and approves the audit. The Audit Committee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Audit Committee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The Finance Committee reviews all financial information of KIPP SoCal Public Schools and provides recommendations related to financial matters of KIPP SoCal Public Schools to the Board of Directors.

In accordance with the California Nonprofit Integrity Act:

The Audit Committee may include non-Board members and may consist of a single person. While it may include members of the Finance Committee, the chair of the Audit Committee may not be a member of the Finance Committee, and members of the Finance Committee must constitute less than half of the Audit Committee.

The Audit Committee may not include any member of the KIPP SoCal Public Schools staff, including top management, whether paid or volunteer, or any person who has a material financial interest in any entity doing business with KIPP SoCal Public Schools.

Staff members may be invited to attend an Audit Committee meeting but may not be members of the committee.

312 Intracompany and Intercompany Borrowing

In the event that a school has insufficient liquidity to meet its operating obligations or cash reserve requirements, the school may receive support from KIPP SoCal's School Success Team. If the required support is expected to cross one or more fiscal years, the support may be provided through an intracompany loan. These loans will be issued through the School Success Team's cash reserves and shall be approved by the KIPP SoCal Board of Directors. The loans will be recorded as an intracompany loan payable on the school's balance sheet and as an intracompany loan receivable on the School Success Team's balance sheet.

At no time shall a school make a loan to another school or to the School Success Team.

KIPP SoCal Public Schools may issue intercompany loans to KLARE Holdings to assist with the

development of facilities for schools operated by KIPP SoCal Public Schools. Any such loan shall be approved by the KIPP SoCal Public Schools and KLARE Holdings respective Board of Directors. All intracompany and intercompany loans shall be documented through loan agreements.

400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

401 ASSETS

402 Bank Accounts

KIPP SoCal Public Schools maintains bank accounts at Board approved banking institutions. All bank accounts are reconciled monthly against bank statements.

KIPP SoCal Public Schools may utilize payment platforms to receive miscellaneous revenue and/or deposits. These deposits are typically held in the account for a term less than 3 months and are regularly swept into accounts held at Board approved banking institutions. The associated accounts are periodically monitored by an approved KIPP SoCal Public Schools team member of the Finance Team.

403 Fixed Assets (Property and Equipment)

All tangible personal property with a useful life of more than three years and a unit acquisition cost of \$5,000 or more is capitalized. When multiple units of assets are on a single invoice, such that the total invoice meets the capitalization threshold, the assets will not be capitalized unless one or more unit equals or exceeds \$5,000 (not applicable to building improvements or leasehold improvements). Depreciation associated with the fixed asset will be recorded and calculated based on its useful life and a straight-line depreciation method. Refer to Appendix A for Fixed Asset Capitalization and Depreciation Policy.

Expenditures for significant betterments of existing leased/owned properties are recorded at cost. Maintenance and repairs are expensed as incurred. Building or leasehold improvements over \$5,000 are capitalized if the improvements increase or amend the usefulness of the asset, enhance its efficiency, or prolong its useful life by at least three years. Building improvements may include interior or exterior construction of a building or building systems, such as electrical or plumbing. Depreciation associated with the betterment will be calculated based on its useful life and straight line depreciation method.

Assets purchased with federal grants will follow the Office of Management and Budget's Uniform Guidance, Title 2, Code of Federal Regulations ("2 CFR") §200.310 to §200.316. Refer to KIPP SoCal Public Schools' Grant Policy.

404 Identification of Fixed Assets

KIPP SoCal Public Schools tags all property and equipment with an acquisition cost of \$5,000 or more, plus all expensed technology equipment valued at \$500 and above upon receipt, and records assigned numbers on all applicable documents and logs pertaining to the property control

system.

405 Record and Report of Fixed assets

KIPP SoCal Public Schools maintains an inventory of all operating assets that were purchased for an amount exceeding \$5,000, plus all expensed technology equipment valued at \$500 and above.

KIPP SoCal Public Schools will verify the existence, location, and current use of fixed assets on an annual basis through a physical inventory or other reasonable means and reconcile its records of such fixed assets annually.

406 Disposal of Property and Equipment

- A. No item of property or equipment shall be removed from KIPP SoCal Public Schools' premises without obtaining the proper approval as follows:
 - i Department Head or School Leader: up to \$10,000
 - ii Chief Executive Officer or Chief Financial Officer: \$10,000 and over
 - iii Board of Directors: \$100,000 and over
- B. When a capitalized asset is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected.
- C. Fixed assets with value in excess of \$5,000 and less than \$100,000 may be sold at the end of their practical useful lives and/or donated to another 501(c)(3) of choice with approval from the School Leader, Chief Executive Officer, or Chief Financial Officer. Assets with value in excess of \$100,000 that need to be sold require Board approval.
- D. Gains and losses from the sale or other disposition of property are reflected as on the Statement of Revenue, Expenditures and Changes in Net Assets
- E. Fixed assets that are broken and cannot be repaired may be disposed of, and recorded as impaired on the books.

407 Impairment of Assets

A recognized impairment of an asset is reflected when circumstances warrant. The appropriate adjustment is made for any impaired assets, accompanied by a description of the impaired asset and the measurement assumptions used in determining the impairment. All impairments of \$100,000 and greater shall be reported to the Board of Directors for approval of the adjustment.

408 LIABILITIES AND FUND EQUITY

409 Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices or other approved documentation are recorded as accounts payable.

410 Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered to the greatest extent possible. Account documentation shall generally identify payment terms with at least 30 days from the date of invoice to make payment. If cash flow problems exist,

payments are made on a greatest dependency/greatest need basis. There may be times when the business context results in payments being made beyond 30 days from invoice date.

411 Accrued Liabilities

Material expenses incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

KIPP SoCal Public Schools accrues for compensated absences, i.e. vacation liability, at year end in accordance with generally accepted accounting principles.

412 Debt

When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year.

All short-term and long-term debt is approved by the Board of Directors. Loan agreements approved by the Board of Directors shall be in writing and shall specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

413 Net Assets

Net assets are recorded in accordance with generally accepted accounting principles applicable to not-for-profit organizations.

500 PROCUREMENT POLICIES

501 Procurement

KIPP SoCal Public Schools procures those goods and services that are required to perform the mission and/or fill a bona fide need. Guiding the purchase of all goods and services at KIPP SoCal Public Schools will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times, the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality Organization.

Provided that the purchase is within the approved budget, written approval will be required at the following expense levels except for Credit Card Purchases (refer to Section 507) and Reimbursements (refer to Section 508):

- a. Over \$5,000 School Leader, Chief, Managing Director or Director leading a functional area (the appropriate party is determined by the department or school to which the expense is applicable)
- b. Over \$15,000 Chief Executive Officer or Chief Financial Officer
- c. Over \$250,000 Board of Directors

An approved purchase order (PO), a signed agreement, an executed contract, other form of written approval, or approvals through online systems may be used as the required written approval.

Purchases paid for through federal grants will follow procurement methods stated in Uniform Guidance, 2 CFR 200.317-200.326, except in cases where KIPP SoCal Public Schools' policy is more conservative. See KIPP SoCal Public Schools' grant policy.

502 Procurement Objectives

Below are the Procurement Objectives of KIPP SoCal Public Schools:

- A . Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
- B. Make all purchases in the best interests of KIPP SoCal Public Schools.
- C. Obtain quality supplies/services needed for delivery at the time and place required.
- D. Buy from responsible sources of supply.
- E. Obtain maximum value for all expenditures.
- F. Maintain dependable sources of supply.
- G. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties, or even the appearance of a conflict of interest in the school/supplier relationships.
- H. Adhere to appropriate internal controls to minimize the risk of fraud, including appropriate segregation of duties, and adherence to KIPP SoCal Public Schools' policies covering authorization to enter into financial commitments.

503 Methods of Procurement

When a product is to be purchased that costs more than \$25,000, the Department Head, School Leader or School Business Operations Manager shall make every reasonable effort to secure quotes and product specifications from at least two providers of the product or similar product or make other acceptable efforts to ensure that KIPP SoCal Public Schools is receiving the best value for the purchase. The Department Head or School Leader shall select from among these quotes, and maintain evidence of the quotes and/or other information that informed the purchasing decision. Professional service and software contracts are excluded from the requirement to seek multiple bids; however, nothing shall preclude KIPP SoCal Public Schools from seeking such multiple bids for these contracts. Additionally, furniture purchases may be excluded from the requirement to seek multiple bids when it is determined that a particular vendor offers a unique product that meets the quality and design specifications of KIPP SoCal Public Schools and the product price is judged to be reasonable based on comparisons of similar furniture from other vendors.

Purchases made using federal grants will follow procurement methods stated in Uniform Guidance 2 CFR 200.320 unless KIPP SoCal Public Schools' Policy is more conservative. See KIPP SoCal Public Schools' grant policy.

504 Related-Party Transactions

All employees and Board members must disclose relationships (e.g. family or close relationships) with proposed or current vendors as per the KIPP SoCal Public Schools Conflict of Interest Policy and the Board's bylaws. The School Leader, Chief Executive Officer or Chief Financial Officer must review related party transactions prior to their occurrence and have the right to request additional information, including fair market value assessments, to determine whether the transaction is in the best interest of KIPP SoCal Public Schools. The Chief Executive Officer must disclose any related party transaction to the Board of Directors for review. If the related party transaction involves the

Chief Executive Officer, the Board of Directors shall perform all due diligence relating to the transaction and alternatives to the transaction, and the Chief Executive Officer shall not participate in any fashion with the Board's deliberation or action. Any purchases that are paid for through federal grants must follow the conflict of interest requirements stated in 2 CFR 200.318.

505 Contract Goods and Services

Where possible, KIPP SoCal Public Schools will enter into contracts for goods and services that stipulate exactly what is included and excluded from the scope of the contract, the agreed delivery, payment terms, and other standard contractual terms and legal protections. Contracts should generally provide for payment terms with at least 30 days from the date of invoice to make payment. Management may, at its discretion, agree to payment terms less than 30 days when it will not materially impact KIPP SoCal Public Schools.

Contracts can be negotiated by members of the Senior Leadership Team, Directors, School Leaders, and staff designated by the School Leader or Chief Executive Officer.

KIPP SoCal Public Schools requires completion of Form W9 for all new vendors, except local, state or federal government entities (in order to set up a new vendor in the accounting system and to issue 1099 forms) before payment can be made to the vendor. The information collected from the W9 form includes the individual's social security number or company's federal tax identification number, address, and other contact information.

Contracts for goods and services less than \$15,000 in value that are within the Board approved budget for the particular charter school or SST can be approved by the School Leader, members of the Senior Leadership Team, Directors and Managing Directors leading functional areas. Contracts for goods and services exceeding \$15,000 in value for the school year must be approved by the Chief Executive Officer or Chief Financial Officer. Contracts in excess of \$250,000 require Board Approval. Appropriate legal review is required for all contractual commitments.

Copies of contracts must be kept on file with the Finance Team.

506 Non-Contract Goods and Services

KIPP SoCal Public Schools may purchase goods and services from vendors that agree to bill KIPP SoCal Public Schools after receipt of the good or service, or in rare cases, require upfront payment.

If an account is set-up with the vendor, it is considered an extension of "trade credit" to KIPP SoCal Public Schools. Because credit impacts the overall business credit of the entity, the Chief Financial Officer shall be consulted when applying for trade credit. Account documentation should identify payment terms with at least 30 days from the date of invoice to make payment. Management may, at its discretion, agree to payment terms less than 30 days when it will not materially impact KIPP SoCal Public Schools.

If the vendor requires upfront payment, the invoice shall clearly describe the good or service that will be provided, when it will be delivered, and to where it will be delivered.

507 Credit Card Purchases

Occasionally, purchases will be made on a corporate credit card. The Organization credit card

benefits KIPP SoCal Public Schools and the cardholder through prompt payment to suppliers and vendors, and delegates responsibility for low value purchase authority to those making the commitment.

Employee violations of this agreement or to any policy regarding the purchase of goods or services will be investigated by the Chief Financial Officer or his designee and may result in either one or more of the following actions: written warning, revocation of credit card privileges, cancellation of delegation of purchasing authority, disciplinary action, termination, and/or criminal prosecution. Human error and extraordinary circumstances may be taken into consideration when investigating any violation to this policy.

The KIPP SoCal Public Schools Board of Directors also has the authority to investigate and to determine whether a violation of procurement policy has occurred, and to recommend actions that may be taken because of such determinations. KIPP SoCal Public Schools will consider the facts and circumstances of each incident and will take action as deemed appropriate, and as permitted by applicable law and/or KIPP SoCal Public Schools policy.

Credit card violations include, but are not limited to:

- Intentional or inadvertent purchase of items for personal use, including, but not limited to travel for family members or other non-KIPP SoCal Public Schools employees
- Use of the credit card for cash advances
- Use of the credit card to purchase gift certificates or gift cards for staff appreciation program (except for the Bonusly program)

NOTE: Purchase of gift cards to provide aid to families through a pass-through donation/grant program is allowed. The value of any such gift card should not exceed \$599 to any individual per calendar year.

- Failure to return the credit card when an employee resigns, is reassigned, is terminated, or upon request
- Loaning the physical credit card, or giving the credit card number, expiration date, security
 code, and bill address to another person, regardless of whether that person is an employee
 of KIPP SoCal Public Schools without an approved temporary assignment
- Failure to complete a credit card statement review, and provide receipts as outlined below, or other back up documentation to the School Success Team by the stated deadline according to the procedures established from time to time.

To ensure financial control and prudent employee usage the following policies are instituted:

- The credit card is to be used for KIPP SoCal Public Schools business purposes only.
- Single purchase expenses in excess of \$5,000 are not permitted without prior written approval by the Chief Executive Officer or Chief Financial Officer
- Each credit card user has a pre-set limit of up to \$15,000 that may not be exceeded, except under extraordinary circumstances as approved by the Chief Executive Officer or Chief Financial Officer. A cardholder's supervisor must request credit limit increase in writing with the Controller or Chief Financial Officer, in advance of the intended purchase. In addition, for proper control purposes, the cardholder must review existing charges and verify they are legitimate business expenses by classifying them with object codes and descriptions on the online platform before the credit limit increase can be processed.
- The SST will maintain master records of all employee credit cards.

- In the event of unintentional co-mingling of personal and professional usage, an employee shall reimburse KIPP SoCal Public Schools for the personal charges portion within 15 days of the end of the statement period. Failure to do so will result in immediate suspension of credit card privileges until the funds are fully repaid.
- All expenses not documented will be considered personal and must be reimbursed to KIPP SoCal Public Schools by the employee.
- The credit card may not be used to pay for invoices received unless a written authorization from the Accounting Management (Accounting Manager, Assistant Controller, Controller) is provided prior to usage. Failure to follow this policy may result in a temporary 2-month suspension of the cardholder's credit card privilege.
- A receipt must be provided for every purchase on a KIPP SoCal Public Schools credit card.
 When receipts are lost or not provided, KIPP SoCal Public Schools retains the right to require employee payment of credit card or vendor-specific card charges.

The credit card remains property of the issuing entity. It may not be transferred to, assigned to, or used by anyone other than the designated cardholder. The cardholder is accountable for the activity on the card. The issuing entity or KIPP SoCal Public Schools may suspend or cancel cardholder privileges at any time for any reason, with or without notice. The cardholder shall surrender the credit card upon request to KIPP SoCal Public Schools or any authorized agent of the issuing entity.

The credit card is valuable property that requires proper treatment by the cardholder to protect it from misuse by unauthorized parties. The credit card shall be signed immediately upon receipt. The credit card must always be treated with the same care as personal credit cards, bankcards, cash and checks. When using the credit card for internet purchases, cardholders shall ensure that the site utilizes industry recognized encryption transmission tools. When the expiration date has passed and/or after a new credit card is received, cardholders shall destroy the old credit card and dispose of it.

If the credit card is lost or stolen, contact the Accounting (Credit Card Expense Reporting or CCER) Team and card issuing entity immediately to report lost or stolen card.

508 Reimbursements

KIPP SoCal Public Schools recognizes that Board members, officers and employees may incur expenses when conducting business and when furthering the objectives of KIPP SoCal Public Schools. The purpose of this policy is to ensure that (1) adequate cost controls are in place, (2) travel and other expenditures are appropriate, and (3) to provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by personnel. It is the policy of KIPP SoCal Public Schools to reimburse only reasonable and necessary expenses incurred by our personnel for the business purposes of KIPP SoCal Public Schools. Any reimbursement in excess of \$5,000 requires approval from the Chief Executive Officer or Chief Financial Officer before a reimbursement is issued.

When incurring business expenses, KIPP SoCal Public Schools requires that all personnel:

- Exercise discretion and good business judgment with respect to those expenses
- Abide by the expense limits as set forth in the Travel Policies section of this Guide
- Report expenses supported by itemized receipt(s) and other documentation that supports

- the business purpose of the expense
- Obtain School Leader or Department Head permission (either verbally or in writing) before incurring expenses requiring reimbursement. Mileage expenses incurred in the ordinary course of business are excluded from the pre-approval requirement.

Expenses will not be reimbursed unless the individual requesting reimbursement submits a KIPP SoCal Public Schools expense report ("expense report"). For non-travel expenses, employees are discouraged from making payments on behalf of another employee, except for department heads or school leaders who may make purchases for employees within their departments or schools. For travel expenses, when employees travel together, or book conference registration together, it may be expedient for one employee to pay and claim reimbursement for business expenses of other employees. Reimbursement for multiple employees is only allowed when actual expenses are being reimbursed and are supported by original receipts and full names of all travelers or registrants are listed on the receipts. Employees involved shall not request reimbursement for such expenses paid on their behalf to another claimant.

The expense report providing detailed information about the purchase and its intended business use must be approved by the employee's Department Head, School Leader, the Chief Executive Officer, Chief Financial Officer, or the employee's direct supervisor, and the approved expense report shall be submitted through the expense report system within 60 days of the expenditure in order for KIPP SoCal Public Schools to meet the IRS definition of an "accountable plan" which allows for non-taxable reimbursements. Exceptions to the 60-day rule include the following circumstances:

- Travel expenses the 60 days are counted from the last day of the trip
- Livescan and TB tests for new hires the 60 days are counted from the first day of employment
- Tuition reimbursement the 60 days are counted from the last day of the class If a reimbursement claim is submitted within 67 days of the expense incurrence, management may use discretion to reimburse as a non-taxable reimbursement

In the case when an expense report is not submitted within 60 days of expenditure and does not qualify for one of the exceptions listed above, management will process the expenses as a taxable reimbursement to the employee.

Receipts are required for all expenditures incurred for the benefit of KIPP SoCal Public Schools, such as supplies, meals, services or travel charges. No expense in excess of \$25 will be reimbursed to personnel unless the individual requesting reimbursement submits written receipts from each vendor showing the vendor's name, a description of the services provided (if not otherwise obvious), the date, and the total expenses, including discretionary tips (if applicable - refer to discretionary tip item in the non-reimbursable expense list below) with the expense report. A credit card receipt or statement may be used to document the vendor and date of an expense, provided other required details of the expenditure are fully documented. Management may exercise discretion to reimburse expenses less than \$25 without an itemized receipt if other proof of payment can be evidenced.

KIPP SoCal Public Schools maintains a strict policy that expenses in any category that could be perceived as lavish or excessive shall not be reimbursed. Non-reimbursable expenses include, but

are not limited to:

- First class tickets or upgrades
- Room upgrade fee
- In-room minibar items
- Limousine travel
- Airline baggage fee for less than 3 nights' stay, except under special circumstances where allowing for checked baggage is required under state and/or federal law or has been preapproved by either the Chief Financial Officer, the Chief Executive Officer, School Leader, or other Department Head.
- When traveling on a discount airline that charges for carry-on luggage or does not permit carry-on luggage.
- Movies
- Alcohol or bar costs, except when incurred for an external fundraising, donor, or Board Member cultivation event and approved by the Chief Executive Officer. Such expenses shall not be paid for using state or federal funds.
- Membership dues at any country club, private club, athletic club, golf club, tennis club or similar recreational organization
- · Massages or spa services
- Clothing, excluding KIPP SoCal Public Schools branded items or items for students as required by a charter school
- Jewelry purchases, except for students as required by a charter school for enrichment activities
- Gift cards or gift certificates
- Discretionary tips exceeding 15% of total bill
- Expenses for spouses, friends, or relatives (except in the case outlined in Section 509 Travel Policies when staying with a friend or family member in lieu of a hotel or rented room). If a spouse, friend or relative accompanies personnel on a trip, it is the responsibility of the personnel to determine any added cost for double occupancy and related expenses and to make the appropriate adjustment in the reimbursement request.

When lodging accommodations have been arranged by KIPP SoCal Public Schools or other event host and the individual elects to stay elsewhere, reimbursement is made at the amount no higher than the rate negotiated by KIPP SoCal Public Schools or other event host.

Mileage for travel in personal vehicles for business purposes will be reimbursed at the IRS approved rate. Mileage to/from one's home and the employee's KIPP SoCal Public Schools primary work location is not eligible for reimbursement. Mileage for travel originating from or ending at an employee's home that is not to/from a KIPP SoCal Public Schools location or that is to/from a KIPP SoCal Public Schools locations that is not the employee's primary work location may be reimbursed for the mileage that is in excess of the employee's regular commute to/from home and their regular work location. Mileage incurred for voluntary and volunteer events will not be reimbursed by KIPP SoCal Public Schools.

For long distance travel, employees may choose to use their personal vehicle. However, employees must submit a flight quote for a 21-day advance purchase flight and reimbursement will be based on the lesser of the cost of the flight or mileage reimbursements at the IRS rate. Mileage will not be reimbursed over \$400.

The accounting team will review expense reports and all receipts and supporting documentation

prior to issuing reimbursement to ensure that documentation is thorough and accurate throughout the school year. In no case may a KIPP SoCal Public Schools employee spend his or her own funds for work-related expenses without first consulting the Chief Executive Officer, School Leader, or Department Head about reimbursement. In all cases, individuals are expected to be frugal in their expenditures.

509 Travel Policies

All policies outlined below apply to those reimbursed to employees and those charged on KIPP SoCal Public Schools corporate credit cards.

All travel expenses must be approved by the School Leader, the Department Head, or the Chief Executive Officer. Expenses that need pre-approval may be obtained verbally or in writing. All travel expenses incurred are approved by the School Leader, the Department Head, of the Chief Executive Officer reviewing either the employee's expense report or credit card statement with the valid itemized receipts attached, and documenting approval with signature. See section 508 for reimbursement policies.

Employee travel expenses shall conform to the following guidelines:

- Employees shall make their best effort to reserve lodging at a rate of \$185 per night or less, excluding taxes. If circumstances require a room at a higher rate, School Leader, Department Head, or Chief Executive Officer approval is required prior to incurring the expense. Exceptions will be made for hotels that are affiliated with a conference or other event and it is judged in the best interest of participant and KIPP SoCal Public Schools for the individual to stay at the related hotel.
- Meals for out-of-town business travel (where out-of-town is defined as a mileage radius more than 50 miles from where the employee regularly performs his or her duties) and incidental expenses will be reimbursed up to the per diem rates set by the United States General Services Administration ("GSA") for Los Angeles. The per diem rates may be exceeded with approval of the Chief Executive Officer. As specified by the GSA, incidental expenses include: "fees and tips given to porters, baggage carriers, bellhops, hotel maids, stewards or stewardesses and others on ships; transportation between places of lodging or business and places where meals are taken." The per diem rates are available via the GSA website (www.gsa.gov).
- Airfare costs shall be the basic least expensive unrestricted accommodations class offered by commercial airlines except when such accommodations would require circuitous routing, require travel during unreasonable hours, excessively prolong travel, result in additional costs that would offset the transportation savings; or offer accommodations not reasonably adequate for the traveler's medical needs.
- All travel shall be reserved a minimum of two weeks in advance, barring extenuating circumstances.
- If an employee elects to stay with a family or friend during travel instead of occupying a hotel or other rented room, the employee may take the host out to dinner or purchase a gift for them. The expense incurred in gratitude for the host must not exceed \$50 per trip.

In the event that an employee chooses to spend more than the limits outlined above, the employee is responsible for using personal funds to cover the expense but may submit the expense for reimbursement of the limit amount. This includes situations in which KIPP SoCal

Public Schools will reimburse for a double-occupancy hotel room, but the employee chooses single occupancy. If KIPP SoCal Public Schools' credit cards are used for expenses in excess of the limits outlined or otherwise disallowed in this section, the employee must reimburse KIPP SoCal Public Schools within 15 days from the end of the statement period, or the credit card will be suspended until a full reimbursement occurs.

In an effort to control travel expenditures and make the most prudent use of KIPP SoCal Public Schools resources, School Leaders, Department Heads and the Chief Executive Officer have

discretion to require a certain number of occupants in a hotel room or particular forms of transport to/from airports, hotels and other locales in order to qualify for KIPP SoCal Public Schools reimbursement or to qualify as a valid corporate credit card transaction.

KIPP SoCal Public Schools may make adjustments to this policy for widely attended events to ensure that costs are held to a minimum.

When submitting receipts for travel expenses, all submissions shall include the name(s) of the traveler(s) and the business purpose. Request for reimbursement shall be made after travel has been completed. An advance may be provided to an employee up to 30 days before the time the employee pays or incurs the expense in the event that reimbursement would cause a hardship.

510 Staff Appreciation & Rewards

In order to safeguard the assets of KIPP SoCal Public Schools and ensure proper use of its funds, incentives or awards to employees to express appreciation for their services may be made for, but are not limited to, the following reasons: recognize work-related accomplishments, length of service, going above and beyond the normal course of business or to celebrate a special occasion or an event related to employee(s). Such recognition or awards may be acknowledged by the presentation of an item of tangible personal property and shall be based on objective criteria. Such awards must also be presented to employees on a basis that does not discriminate in favor of highly compensated employees.

Employee recognition awards shall not exceed \$100 in value per employee per occurrence. Awards granted through the SST using Bonusly or similar employee recognition programs are excluded from this limit due to the dispersed nature of the program. Points are accumulated gradually and may be granted to an individual from a wide range of team members. These points may be collected over a period of time, often stretching beyond a year, to be exchanged for tangible items (i.e. sweatshirt or gift card). The nature of the program makes the enforcement of the award limits impractical to enforce and unnecessary as the structure of the program will naturally limit excess reward giving between one employee and another.

Incentives or awards shall not be made for employees in the form of cash, gift certificates, or gift cards, including gift cards or gift certificates for services, except that gift cards issued through Bonusly or its equivalent and administered through the SST will be permitted. Gifts or awards also may not include alcohol.

511 Meals

Organization-related meals occur on a regular basis. For meals to be charged to KIPP SoCal Public Schools or reimbursable to an employee, the KIPP SoCal Public Schools employee must

provide the following information:

- a. Purpose of the meeting or agenda;
- b. Items ordered or a detailed receipt;
- c. Number of individuals in the party; and
- d. Names of the attendees or a sign-in sheet.

512 Payment via Cashier's Check

Certain vendors may require payment only in the form of a cashier's check or money order, or there may be occasions that management deems the best payment form to be a cashier's check. In such instances, KIPP SoCal Public Schools will issue a cashier's check as a form of payment. In order to issue a cashier's check, a Cashier's Check Request Form needs to be completed and sent via email to AP for processing. The CFO or CEO will need to approve this request via email to the bank. Only after the bank receives the CFO or CEO approval will its representative process the cashier's check request per instructions on the form and deliver the requested cashier's check via bank courier service.

600 CONSULTANTS AND CONTRACTORS

In some cases, KIPP SoCal Public Schools will need to pay consultants or independent contractors for their services.

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements and contractor's compensation.

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

- Adhere to a precise contract scope of services. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- Not receive any fringe benefits directly from KIPP SoCal Public Schools as such, although their fee may include provision for fringe benefits by the contracting company to the consultant.

700 GIFT AND DONATION ACCEPTANCE POLICY

701 Purpose

The purpose of the Gift Acceptance Policy is to delineate policies and guidelines governing the acceptance of gifts by KIPP SoCal Public Schools and to provide guidance to prospective donors if making gifts to KIPP SoCal Public Schools.

702 Gift Acceptance Practices

KIPP SoCal Public Schools solicits and accepts gifts that are consistent with its mission and that support its core programs, as well as special projects. The Director of Development and Chief Executive Officer with assistance from members of the Board of Directors, Trustees, Senior Leadership Team and School Leaders are responsible for coordinating efforts to obtain private contributions, whether these contributions are cash or in-kind. Restricted Grant agreements over \$15,000 must be authorized by CFO or CEO. KIPP SoCal Public Schools will record in-kind donations valued at \$15,000 or higher. Donations and other forms of support will generally be accepted from individuals, partnerships, corporations, foundations, government agencies, or other entities, although KIPP SoCal Public Schools shall not engage in any of the following gift receiving practices:

- A. Accepting gifts that violate federal, state, or municipal laws
- B. Accepting gifts that would result in KIPP SoCal Public Schools losing its status as an IRC§501(c)(3) tax-exempt organization
- C. Accepting gifts that require KIPP SoCal Public Schools to provide special consideration or treatment to any client, donor, entity, etc.
- D. Accepting gifts that require KIPP SoCal Public Schools to deviate from its normal hiring, promotion or contracting procedures
- E. Accepting personal gifts in any cash amount, including gift certificates, coupons, entertainment tickets or the like
- F. Accepting gifts from organizations whose core activities may be in direct conflict with the mission of KIPP SoCal Public Schools or which may limit our ability to provide services

703 Gifts Subject to Review

Certain types of gifts must be reviewed prior to acceptance due to the special liabilities they may pose for KIPP SoCal Public Schools. Decisions on the restrictive nature of a gift, and its acceptance or refusal, shall be made by the Finance Committee, in consultation with the Chief Executive Officer. Examples of gifts which will be subject to review include, but are not limited to:

- A. Non-standard contributions
- B. Gifts of real property
- C. Gifts of personal property
- D. Gifts of life insurance

704 Compliance and Reporting

Management will consistently monitor and conduct periodic reviews of KIPP SoCal Public Schools' gift acceptance practices to ensure compliance under applicable solicitation laws, as well as IRS reporting requirements. Please reference KIPP SoCal Public Schools' grant policy.

800 JOINT VENTURE POLICY

801 Purpose

This Joint Venture Policy requires that KIPP SoCal Public Schools evaluate its participation in joint venture arrangements under federal tax law and take steps to safeguard KIPP SoCal Public Schools' tax-exempt status with respect to such arrangements. It applies to any joint ownership or contractual arrangement through which there is an agreement to jointly undertake a specific business enterprise, investment, or tax-exempt-purpose activity as further defined in this policy.

802 Definition

For purposes of this policy, a joint venture or similar arrangement (or a "venture or arrangement") means any joint ownership or contractual arrangement through which there is an agreement to jointly undertake a specific business enterprise, investment, or exempt-purpose activity without regard to: (1) whether KIPP SoCal Public Schools controls the venture or arrangement; (2) the legal structure of the venture or arrangement; or (3) whether the venture or arrangement is taxed as a partnership or as an association or corporation for federal income tax purposes. A venture or arrangement is disregarded if it meets both of the following conditions:

- (a) 95% or more of the venture's or arrangement's income for its tax year ending within KIPP SoCal Public Schools' tax year is excluded from unrelated business income taxation including but not limited to: (i) dividends, interest, and annuities; (ii) royalties; (iii) rent from real property and incidental related personal property except to the extent of debt-financing; and (iv) gains or losses from the sale of property; and
- (b) the primary purpose of KIPP SoCal Public Schools' contribution to, or investment or participation in, the venture or arrangement is the production of income or appreciation of property.

803 Protection of Tax Exempt Status

KIPP SoCal Public Schools will: (a) negotiate in its transactions and arrangements with other members of the venture or arrangement such terms and safeguards adequate to ensure that KIPP SoCal Public Schools' exempt status is protected; and (b) take steps to safeguard KIPP SoCal Public Schools' exempt status with respect to the venture or arrangement. Some examples of safeguards include:

- control over the venture or arrangement sufficient to ensure that it furthers the exempt purpose of the organization;
- requirements that the venture or arrangement gives priority to exempt purposes over maximizing profits for the other participants;
- that the venture or arrangement not engage in activities that would jeopardize KIPP SoCal Public Schools' exemption; and
- that all contracts entered into with the organization be on terms that are arm's length

with KIPP SoCal Public Schools.

Appendix A

Fixed-asset Capitalization and Depreciation Policy

A. Requirements for Capitalization

- (1) Acquisition of Equipment. To be considered for capitalization, and thus subject to depreciation, an asset must fulfill three characteristics: 1) the asset must be acquired (i.e., purchased, gift-in-kind) for use in operations, and not for investment or sale; 2) the asset (per individual unit) must have a useful life of at least three years; and 3) the asset must have a cost value exceeding, at a minimum, \$5,000.
- (2) Acquisition or Construction of Buildings. These expenditures include the cost for renovations, betterments, or improvements that add to the permanent value of the asset, make the asset better than it was when purchased, or extend its life beyond the original useful life. To capitalize these costs, the improvements must fulfill at least one of the following three criteria: (1) the useful life of the asset is increased; (2) the productive capacity of the asset is improved; (3) the quality of units/services produced from the asset is enhanced. The total project **cost must also exceed \$5,000**.

Management may exercise discretion to deviate from these policies when the impact on KIPP SoCal Public Schools' financial statements will be immaterial and an exception is deemed to be in the best interest of the organization.

B. Definition and Classification of Capitalized Costs

The basis for accounting for property, plant, and equipment is cost. All normal expenditures of readying an asset for its intended use are capitalized. Donated property, plant, or equipment is valued at its fair market value and is also capitalized. The capitalizable costs for each asset class are as follows:

- (1) Land and Land Improvements. This category of asset classification is used for all costs connected with the acquisition or improvement of land. This includes purchase price, appraisals, professional services, and title insurance. If land is purchased as a building site, certain expenses may be added to the cost: razing and removal, land or site improvements, utilities to site, and landscaping activity associated with new construction.
- (2) Buildings and Building Improvements. This category of asset classification is used for all costs related to the acquisition, or construction of a building if **over \$5,000**, including the purchase price, professional services, appraisals, test borings, site preparation, materials, labor, and overhead as a direct result of the project during construction. Also included are all costs associated with projects involving significant alterations, renovations, or structural changes (i.e., gutting a building and completely rebuilding the interior) that **exceed \$5,000**, and that increase or amend the usefulness of the asset, enhance its efficiency, or prolong its useful life by at least three years. Building improvements may include interior or exterior construction of a building or building systems, such as electrical or plumbing.

(3) Equipment and Furniture. This category of asset classification is used for all costs associated with the purchase of tangible property that has a useful life of more than three years and per unit cost in excess of \$5,000 in total. All bulk purchases of tangible property are included in this category. Charges may also include the cost of installation, transportation, taxes, duty, or in-transit insurance. Tangible property includes furniture, fixtures, computer equipment, software, and vehicles. In addition to the net invoice price of an asset, all costs associated with modifications, attachments, accessories, or auxiliary apparatus necessary to make the property usable for its intended purpose may also be capitalized, only if incurred at the time of initial equipment purchase. All subsequent costs of this nature, to maintain the equipment, will be expensed.

This category also includes all costs per unit related to the external purchase of software applications and the associated implementation costs (including initial licensing fees) that have a useful life of three years. (Fees paid for the **renewal** of software licensing and maintenance will not be capitalized and will be expensed.)

- (4) Construction in Progress. This category of asset classification is used for those costs incurred in connection with the construction of a building prior to the building being put into use. This includes interest costs during construction.
- (5) Pre-acquisition Costs. Payments to obtain an option to acquire real property shall be capitalized as incurred. All other costs related to a property that are incurred before the entity acquires the property, or before the entity obtains an option to acquire it, shall be capitalized if all of the following conditions are met and otherwise shall be charged to expense as incurred:
 - a. The costs are directly identifiable with the specific property.
 - b. The costs would be capitalized if the property were already acquired.
 - c. Acquisition of the property or of an option to acquire the property is probable (that is, likely to occur). This condition requires that the prospective purchaser is actively seeking to acquire the property and has the ability to finance or obtain financing for the acquisition and that there is no indication that the property is not available for sale.

Capitalized pre-acquisition costs either:

- a. Shall be included as project costs upon the acquisition of the property, or
- b. Shall be charged to expense when it is probable that the property will not be acquired and to the extent not recoverable by the sale of the options, plans, and so forth
- c. Non-capitalizable Expenses

Costs that are **below the \$5,000** threshold for capitalization that neither significantly add to the permanent value of a property nor prolong its intended useful life are expensed. The following types of plant costs shall be expensed:

(1) Maintenance. The recurring work required to preserve or immediately restore a facility to such condition that it can be effectively used for its designed purpose. It includes work done to prevent damage to a facility. Examples: Custodial services; repainting a room; carpeting; fixing a leaky faucet.

(2) Preservation/Restoration Costs. Expenditures associated with maintaining special assets in, or returning them to, a level of quality as close to the original as possible. Example: Returning a stained-glass window to its former level of beauty or acting to prevent any further deterioration.

Depreciation

A. Purpose

A provision for depreciation is recorded to attribute the cost of the asset over a useful life.

B. Depreciation Method

With the exception of land, artwork, and books, all capitalized assets will be depreciated using straight-line method over the useful life of the asset class. An asset's useful life is the period of time over which services are expected to be rendered by the asset. The calculation of depreciation will be based on historical cost.

The current depreciation policy is as follows:

Asset Class	Useful Life (Years)
Land	Not depreciated
Building	30
Building Improvements (must prolong building life for 3 years or more)	15
Leasehold Improvements (must prolong building life for 3 years or more)	15 or the remaining life of lease, whichever is shorter
Musical Instruments	3
Computer Equipment/Server including software bundle, if any	3
Equipment/Furniture	5

Appendix B Form of Cardholder Agreement

CARDHOLDER AGREEMENT

	, hereby acknowledge receipt of the following
credit card:	. /
(type of credit card)	(credit card number)
Card Policies & Procedures, as well as	card may result in disciplinary action, as outlined in the Credit personal liability for any improper purchases. As a cardholder, anditions of this agreement, including the attached Credit Card
understand the terms and conditions. I เ	nt and Policies/Procedures and confirm that I have read and understand that by using this card, I will be making financial Public Schools and that KIPP SoCal Public Schools will be this card.
will strive to obtain the best value for Kand/or services with this card.	IPP SoCal Public Schools when purchasing merchandise
accountability for the protection and protection and protection of three or more incidences of missing cresponding the monthly deadline monthly deadline monthly deadline monthly return the card to the Chief Financial employment. I further agree to return understand that the card is not to be upurchases or for purchases for any creimbursement from me of such purchases.	object use of the card, as enumerated above. I understand that object use of the card, as enumerated above. I understand that dit card receipts or failure to complete the monthly credit card may result in the suspension of my credit card privilege, and I all Officer or Controller, upon demand, during the period of my the card upon resignation or termination of employment. I used for personal purchases. If the card is used for personal other entity, KIPP SoCal Public Schools will be entitled to asses. KIPP SoCal Public Schools shall be entitled to pursue cost of such purchases, together with costs of collection and
Signature	Date
(Cardho	elder)
Signature	Date
(Chief Financi	ial Officer)

Appendix C

Company Credit Card Transaction Missing Receipt Acknowledgement Form

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Please a		signed a	nd approv	ed mi	ssing rece	ipt acknowledgemen			inal recei	pt which
Trans # on CC Stmt	Transaction Date	Object Code	Resource Code	Loc Code	Function Code	Vendor's Name	Amount \$	Business Purpose	Reason for Missing Receipt	Business Exp? Y/N
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								,		
9.		59		3 3						
9										
Employee's Signature Approved by (Signed): Employee's Supervisor (Print Name): School Name or SST Dept:										
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Accounting Reviewer's Signature: Printed Name:							_ DATE:			
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3890			cidences	of miss	ing credit	card receipts in a six	(6) month pe	riod will re	esult in a	temporary
Two (2)		within a	a twelve n	nonth	period of	failing to submit the	. 70		ement fo	r approval
in Concur by the deadline following the statement close date will result in a temporary two (2) month suspension of credit card										





KIPP SoCal Public Schools

Minutes

KIPP SoCal Special Board Meeting

Date and Time

Friday June 21, 2024 at 1:00 PM

Location

1933 S. Broadway St., Suite 1144, Los Angeles, CA 90007

Public Comment Procedures

By law, the Board is only allowed to discuss or take action on items listed on the agenda. The Board may, at its discretion, refer a matter to KIPP SoCal management or add the issue to a future meeting agenda for discussion.

Individual speakers will be invited to address the Board for up to three minutes. Speakers may have less time depending on the number of individuals who express interest in addressing the Board. Please respect the time limit allotted to each speaker. The meeting host will indicate a speaker's time has expired and invite the next speaker to begin.

Accessibility

If you need special assistance, disability-related modifications, translation, or other reasonable accommodations in order to participate in this meeting, please contact Roxy Ulloa at 213-489-4461. Notification at least 48 hours in advance of the meeting will enable KIPP SoCal to make arrangements that will ensure accessibility.

KIPP SoCal Board Meetings are available to view and provide public comment at the following locations:

- 1. KIPP Academy of Opportunity 8500 S. Figueroa St., Los Angeles, CA 90003
- 2. KIPP Adelante 426 Euclid Ave., San Diego, CA 92114

- 3. KIPP Comienza Lower 7300 Roseberry Ave., Huntington Park, CA 90255
- 4. KIPP Comienza Upper 6410 Rita Ave., Huntington Park, CA 90255
- 5. KIPP Compton Lower 1650 W. 134th St., Compton, CA 90222
- 6. KIPP Compton Upper 12501 Wilmington Ave., Compton, CA 90222
- 7. KIPP Corazon Lower 9325 Long Beach Blvd., South Gate, CA 90280
- 8. KIPP Corazon Upper 8616 Long Beach Blvd, South Gate, CA 90280
- 9. KIPP Empower 8466 S. Figueroa St., Los Angeles, CA 90003
- 10. KIPP Endeavor 1263 S. Soto St., Los Angeles, CA 90023
- 11. KIPP Generations 1415 W. 162nd St., Gardena, CA 90247
- 12. KIPP Ignite 8300 S Central Ave., Los Angeles, CA 90002
- 13. KIPP Iluminar 4800 E Cesar Chavez Ave., Los Angeles, CA 90022
- 14. KIPP Innovation 4240 E. Olympic Blvd., Los Angeles, CA 90023
- 15. KIPP LA Prep 2810 Whittier Blvd., Los Angeles, CA 90023
- 16. KIPP Promesa Prep 1241 S Soto St, Los Angeles, CA 90023
- 17. KIPP Pueblo Unido 3759 E. 57th St., Maywood, CA 90270
- 18. KIPP Poder 501 School Ave., Montebello, CA
- 19. KIPP Philosophers 1999 E. 102nd Street, Los Angeles, CA 90002
- 20. KIPP Raices 668 S. Atlantic Blvd., East Los Angeles, CA 90022
- 21. KIPP Scholar 6100 S. Hoover St., Los Angeles, CA 90044
- 22. KIPP Sol Academy 4800 E Cesar E Chavez Ave, East Los Angeles, CA 90022
- 23. KIPP Vida 4410 S. Budlong Ave., Los Angeles, CA 90037

Directors Present

C. Bermudez, H. Lord, J. Miller, L. Rodriguez, R. Bishop

Directors Absent

J. Berg, M. Carlisle, N. Arastu, P. Feder

Guests Present

B. Sanchez

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

L. Rodriguez called a meeting of the board of directors of KIPP SoCal Public Schools to order on Friday Jun 21, 2024 at 1:11 PM.

C. Meeting Overview

II. Public Comment

A. Public Comment

No members of the public provided comment

III. Consent Agenda

A. Consent Agenda: As Presented

- J. Miller made a motion to approve the consent agenda as presented.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

B. Minutes: March 21 Board Meeting

- J. Miller made a motion to approve the minutes from KIPP SoCal Board Meeting on 03-21-24.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

- C. 2024-2025 Instructional Calendars
- D. KIPP Adelante Instructional Minutes
- E. SELPA Intent
- F. Cross Country Contract Addendum 24-25SY
- G. Speechful Therapy Services Contract 24-25SY
- H. LA Speech Pathology Services Contract 24-25 SY
- Approving Listed Teacher Assignment based on KIPP SoCal Public Schools' Board Policy in Accordance with EC 44263
- J. Approving Listed Teacher Assignment based on KIPP SoCal Public Schools' Board Policy in Accordance with EC 44258.3
- K. Multilingual Learner Master Plan for 2024-25 SY
- L. Dedicated Building Services Assignments & Contract
- M. CM Cleaning Solutions Service Agreement

N.

American Guard Services Contract

- O. KLARE Holdings Board Member Appointments
- P. Liability and Workers Comp Insurance 2024-25
- Q. PNC Line of Credit Amendment
- R. Certification of Signatures Form LACOE Submission
- S. Receipt of 2022 IRS Form 990 for Fiscal Year 2022-23
- T. Acknowledge receipt of the annual audit report of KIPP SoCal Schools' 401(K) Plan.
- U. Financial Audit Governance Communication Planning Letter from CliftonLarsonAllen (CLA)
- V. KIPP SoCal Public Schools 'Grant and SNP Procurement Policies Updates Effective July 1, 2024
- W. KIPP SoCal Public Schools' Fiscal Policies Updates Effective July 1, 2024
- X. 2024-2025 Consolidated Application (ConApp)
- Y. 2024-25 Board-Adopted Instructional Materials List
- Z. 2023-24 Prop 28 Arts and Music in Schools Funding Annual Report
- AA.2024 Start Strong-AV Contract (The One Up Group)
- **AB.SY24-25 Unity Meals Food Contract**
- AC.Purchase/Contract: Apple Product Purchases (2024-25)
- AD. Student Regional Acceptable Resource Policy (2024-25)
- AE. Team Member Regional Acceptable Resource Policy (2024-25)
- AF. KIPP SoCal Public Schools Data Retention Policy
- AG.Minutes: June 13 Board Meeting
 - J. Miller made a motion to approve the minutes from KIPP SoCal Board Meeting on 06-13-24.

R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

AH.Revision of Non-Discrimination Statement

Al. Revision of Title IX Non-Discrimination Policy

AJ. Approve KIPP Scholar Field Trip Lesson to Newport Beach Dunes Water Sports

AK.KIPP Park Usage for PE & Extended Learning - Belvedere Park SY 24-25 MOA

IV. Voting Items

A. Approval of the 2024-25 budget for KIPP SoCal Public Schools

- J. Miller made a motion to Approve the 2024-25 budget for KIPP SoCal Public Schools.
- H. Lord seconded the motion.

The board **VOTED** to approve the motion.

B. 2024 - 2025 Declaration of Need for Fully Qualified Educators

- R. Bishop made a motion to Approve the 2024-2025 Declaration of Need for each school listed below through June 30, 2025, to allow for KIPP SoCal Public Schools to apply for Emergency and Limited Assignment Permits on behalf of our teachers.
- C. Bermudez seconded the motion.

The board **VOTED** to approve the motion.

C. KIPP Sol Academy's Plan to Improve Performance

- H. Lord made a motion to Approve KIPP Sol Academy's plan to improve academic performance.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

D. KIPP Corazón Academy's Plan to Improve Performance

- H. Lord made a motion to Approve KIPP Corazón Academy's plan to improve academic performance.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

E. KIPP Philosophers Academy's Plan to Improve Performance

- J. Miller made a motion to Approve KIPP Philosophers Academy's plan to improve academic performance.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

F. KIPP Scholar Academy's Plan to Improve Performance

- C. Bermudez made a motion to Approve KIPP Scholar Academy's plan to improve academic performance.
- H. Lord seconded the motion.

The board **VOTED** to approve the motion.

G. Submission of KIPP Corazón Academy's Petition

- R. Bishop made a motion to Authorize KIPP SoCal to submit KIPP Corazón Academy's petition for charter renewal.
- H. Lord seconded the motion.

The board **VOTED** to approve the motion.

H. Submission of KIPP Philosophers Academy's Petition for Charter Renewal

- J. Miller made a motion to Authorize KIPP SoCal to submit KIPP Philosophers Academy's petition for charter renewal.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

I. Submission of KIPP Scholar Academy's Petition for Charter Renewal

- J. Miller made a motion to Authorize KIPP SoCal to submit KIPP Scholar Academy's petition for charter renewal.
- C. Bermudez seconded the motion.

The board **VOTED** to approve the motion.

J. Submission of KIPP Sol Academy's Petition for Charter Renewal

- J. Miller made a motion to Authorize KIPP SoCal to submit KIPP Sol Academy's petition for charter renewal.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

K. 2024-25 Local Control and Accountability Plan (LCAP) and Budget Annual Update

- R. Bishop made a motion to Approve the LCAP for the schools listed below.
- H. Lord seconded the motion.

The board **VOTED** to approve the motion.

L. LCFF Local Performance Indicators

- J. Miller made a motion to Approve the LCFF Local Performance Indicators for schools listed here.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

M.

Resolution for wind-up plan after closure of KIPP Generations Academy

- C. Bermudez made a motion to Approve the Resolution for the wind-up plan for KIPP Generations Academy.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

N. Resolution for wind-up plan after closure of KIPP Poder Public School

- R. Bishop made a motion to Approve the Resolution for the wind-up plan for KIPP Poder Public School.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

O. Resolution for wind-up plan after closure of KIPP Pueblo Unido

- H. Lord made a motion to Approve the Resolution for the wind-up plan for KIPP Pueblo Unido.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

V. Governance

A. Board Member Term Renewal - Heather Lord

- R. Bishop made a motion to Renew Heather Lord's term as a KIPP SoCal Board Member effective July 1, 2024.
- C. Bermudez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

R. Bishop Aye
H. Lord Abstain
J. Berg Absent
L. Rodriguez Aye
N. Arastu Absent
M. Carlisle Absent
P. Feder Absent
J. Miller Aye

C. Bermudez Aye

B. Board Member Term Renewal - Carlos Bermudez

- R. Bishop made a motion to Renew Carlos Bermudez's term as a KIPP SoCal Board Member effective July 1, 2024.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

J. Berg Absent J. Miller Aye H. Lord Aye M. Carlisle Absent R. Bishop Aye P. Feder Absent N. Arastu Absent C. Bermudez Abstain L. Rodriguez Aye

C. Board Member Term Renewal - Randy Bishop

- C. Bermudez made a motion to Renew Randy Bishop's term as a KIPP SoCal Board Member effective July 1, 2024.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

H. Lord Aye C. Bermudez Aye J. Miller Aye R. Bishop Abstain N. Arastu Absent P. Feder Absent J. Berg Absent L. Rodriguez Aye M. Carlisle Absent

D. Board Member Term Renewal - Philip Feder

- R. Bishop made a motion to Renew Philip Feder's term as a KIPP SoCal Board Member effective July 1, 2024.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

J. Berg Absent P. Feder Absent L. Rodriguez Aye R. Bishop Aye J. Miller Aye M. Carlisle Absent H. Lord Aye C. Bermudez Aye N. Arastu Absent

E.

Board Member Term Renewal - Julie Miller

- R. Bishop made a motion to Renew Julie Miller's term as a KIPP SoCal Board Member effective July 1, 2024.
- C. Bermudez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

N. Arastu Absent
L. Rodriguez Aye
J. Miller Abstain
C. Bermudez Aye
P. Feder Absent
J. Berg Absent
H. Lord Aye
M. Carlisle Absent
R. Bishop Aye

VI. Closed Session

A. Executive Compensation for Chief Financial Officer

- R. Bishop made a motion to Approve KIPP SoCal's CFO annual compensation to be 321,360 with the standard benefits package available to all KIPP SoCal team members.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:11 PM.

Respectfully Submitted,

L. Rodriguez

Application for Enrollment School Year 2025-26



KIPP SoCal Public Schools are tuition-free, open-enrollment public schools. Students are accepted regardless of background, academic record, or special education eligibility. If we have more applications than there are spaces available in a grade level by February 14, 2025 at 4:00 PM, then completing this form will ensure your child's participation in the student enrollment lottery. All paper applications must be returned to the school, and be signed & dated by a KIPP SoCal staff member to be considered submitted and eligible for the school lottery Applications may not be mailed. If the number of applications does not exceed the number of spaces available for a grade level, then all students that submitted an application are accepted. Please note that a separate application must be submitted for each individual student you wish to be in the 2025-2026 lottery for KIPP SoCal Public Schools. This application does not guarantee your child's enrollment. For detailed information on preferences and admissions, please visit www.kippsocal.org/enroll. For questions, please call us at 323.647.8898 or email us at enrollment@kippsocal.org. All information you provide in this application may be shared with other KIPP SoCal schools and KIPP SoCal Public Schools affiliates for educational purposes only. We do not disclose personal information to nonaffiliated third parties, except as required by law or as permitted by law pursuant to Federal Education Rights and Privacy Act (FERPA) and other California state and Federal laws.

	d Privacy Act (FERPA) and other California state and Fed Id will be entering the following grade in the 2025-202	
	□ 2 nd grade □ 3 rd grade □ 4 th grade □ 5 th grade	Selectors to established to the Selector State
	owing KIPP SoCal Public School(s) for the 2025-26 so ease rank your choices with #1 being your first choic	
Grades TK-4 Schools # KIPP Empower Academy (South LA) # KIPP Iluminar Academy (East LA) # KIPP Ignite Academy (South LA) # KIPP Promesa Prep (Boyle Heights) # KIPP Raices Academy (East LA) # KIPP Vida Preparatory (South LA)	# KIPP Academy of Innovation (East LA) # KIPP Academy of Opportunity (South LA) # KIPP LA College Prep (East LA) # KIPP Philosophers Academy (South LA) # KIPP Scholar Academy (South LA) # KIPP Sol Academy (East LA) # KIPP Adelante Preparatory Academy (San Diego)	Grades TK-8 Schools # KIPP Comienza Prep (Huntington Park) # KIPP Compton Community School*
Perent /	STUDENT AND PARENT/LEGAL GUARDIAN INFORMATION	
Parent / Guardian Name:	Relationship to student:	
Primary contact phone number:	Alternate contact phone number:	
E-mail address:		
Student's Address:		
City:	State:	Zip Code:
Student's First Name:	Student's Last Name:	
Student's Date of Birth: mm/day/year	Current School:	Current Grade:
	STUDENT'S LOTTERY PREFERENCE INFORM	IATION
4 December of state the supersibility of the supers	ika aktooding a KIDD CaCal Dublic Cabacilo	□ Yes**□ No
1.Does the student have a sibling who is current	i ly attending a KIPP SoCal Public School? In below. You will be given priority only if you are applying	to the same school and apply before 2/11/25 at 1nm
Sibling's Name:	KIPP Schoo	
	applying for the 2025-2026 school year for the same s	Yes** No
	n below. Siblings will be linked in our lottery only if they a	
Sibling's Name:	Current Gra	
Sibling's Name:	Current Gra	ade: Date of Birth:
3.Is the student the child of a KIPP SoCal empl	oyee? **If yes , please provide the employee's information	on below. Yes** No
Employee's Name:	Position:	Location:
	DADENT/LECAL CHARDIAN SIGNATURES	

558 of 2742

By signing below, I am agreeing that the information provided is true and correct to the best of my k	mowledge. Additionally, should my contact
information change, I understand it is my responsibility to contact the office to update my contact in	nformation.

Parent/Guardian Signature:

Date:

Aplicación de Inscripción Año Escolar 2025-26



Las Escuelas Públicas de KIPP SoCal son escuelas públicas gratuitas y de inscripción abierta. Los estudiantes son aceptados independientemente de sus antecedentes, historial académico o elegibilidad para educación especial. Si tenemos más solicitudes que espacios disponibles en un nivel de grado para el 14 de febrero del 2025 a las 4:00pm., al completar este formulario se le garantizará la participación en un sorteo de inscripción. Si se lleva a cabo un sorteo. Todas las solicitudes escritas en papel deben entregarse a la escuela, y estar firmada por un empleado para que se considere entregada y será elegible para el sorteo escolar. Las solicitudes no se pueden enviar por correo. Si el número de solicitudes no excede el número de espacios disponibles para un nivel de grado, todos los estudiantes que enviaron una solicitud serán aceptados. Tenga en cuenta que se debe entregar una solicitud por separado por cada estudiante que desee que participe en el sorteo del 2023-2024 para las Escuelas Públicas de KIPP SoCal. Este formulario no garantiza la inscripción de su hijo/a. Para obtener mas información sobre preferencias y admisiones, visite www.kippsocal.org/enroll. Si tiene preguntas, llámenos al 323.647.8898 o envíenos un correo electrónico a enrollment@kippsocal.org_Toda la información que proporcione en esta solicitud puede compartirse con otras escuelas KIPP SoCal y afiliados de KIPP SoCal Public Schools solo con fines educativos. No divulgamos información personal a terceros no afiliados, excepto según lo exija la ley o lo permita la ley de conformidad con la Ley Federal de Privacidad y Derechos Educativos (FERPA) y otras leyes estatales y federales de California.

Mi hijo/a entrara al siguiente grado en el 2025-2026 año escolar				
□TK* □ Kinder □ 1º grado □ 2º grado □ 8º grado *Para ser elegible a TK, la fecha de na	grado □ 3° grado cimiento debe ser entre el 9/2/2019 - 6/	□ 4° grado	□ 5° grado □ 6° grado	□ 7 °
Estoy interesado en que mi hijo/a asista	a la(s) siguiente(s) escuela(s) pública(le 1, clasifique sus opciones con el # 1			
# KIPP Empower Academy (South LA) # KIPP Iluminar Academy (East LA) # KIPP Ignite Academy (South LA) # KIPP Promesa Prep (Boyle Height # KIPP Raices Academy (East LA) # KIPP Vida Preparatory (South LA)	A) # KIPP Academy of # KIPP Academy of # KIPP LA College I s) # KIPP Philosopher # KIPP Scholar Aca	Innovation (East LA) Opportunity (South LA) Prep (East LA) s Academy (South LA) demy (South LA)	# KIPP Comienza Prep (H # KIPP Compton Commu *solo grados TK-7 par # KIPP Corazon Academy # KIPP Endeavor College	K-8 Huntington Park) nity School* a el 2025-26 (South Gate)
	# KIPP Adelante Pro (San Diego)	eparatory Academy		
	INFORMACIÓN DEL ESTUDIA	ANTE Y PADRE/TUTOR LEGA	ÄL .	
Nambra dal Dadra/Tutar I aval:		Dalasián	al Estudiante:	
Nombre del Padre/Tutor Legal: Número de teléfono:		Número de teléfono a	Statement (1984) 412	
		Numero de teleiono a	internativo.	
Correo Electrónico (e-mail): Domicilio del Estudiante:				
Ciudad:		Estado	CódigoPostal:	
Primer nombre del Estudiante:		Apellido del Estudiante:		
Fecha de Nacimiento MM/DE	DYYYYY Escuela actual:		Grado acti	ual:
The state of the s	INFORMACION DE LAS PREFEREN	ICIAS DE SORTEO DEL ESTU	JDIANTE	
1. Tiene el estudiante hermanos/as que a: **Si responde sí, por favor escriba la infon Nombre del Hermano/a:		d solo si está aplicando a la mi Cual escuela KIP	isma escuela y antes del 2/10 a la	□ □ Si** No s 4pm.
2.¿Tiene el estudiante hermanos/as que	e t ambién están aplicando para el 2025 a la información del hermano/a. Los herma	-2026 en las escuelas KIPP So	Cal?	l Si** □ No isma escuela.
Nombre del Hermano/a:		Grado actual:	Fecha de Nacimiento:	
3.¿Es estudiante es hijo/a de un empleado **Si este es el caso, por favor escriba la in Nombre del Empleado/a:	nformación del empleado.	Posición:	□ Sitio:	Si** □ No
	Cinner del De	dre/Tutor Legal:		

Aplicación de Inscripción Año Escolar 2025-26



Al firmar a continuación, aceptó que la información proporcionada es verdadera y correcta de mi leal saber y entender. Además, si mi información de contacto cambia, entiendo que es mi responsabilidad contactar a la oficina para actualizar mi información.

Firma del Padre/Tutor Legal: Fecha:

Aplicación de Inscripción Año Escolar 2025-26





Registration Packet 2025-26 School Year

Please take time to review the list and check off the items you have completed at the bottom of this page. Your registration packet will be considered incomplete if all required items are not completed or turned in.

Pai	rent/Guardian Printed Name:
Stu	dent Name:
Gra	ade of Enrollment (Grade student will be entering): TK Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade 5 th Grade 6 th Grade 7 th Grade 8th Grade
<u>S</u>	chool of Enrollment:
	KIPP Adelante Preparatory Academy
	KIPP Comienza Community Prep
	KIPP Compton Community School
	KIPP Corazon Academy
	KIPP Empower Academy
	KIPP Endeavor College Prep
	KIPP Ignite Academy
	KIPP Iluminar Academy
	KIPP Academy of Innovation
	KIPP Academy of Opportunity
	KIPP Los Angeles College Prep
	KIPP Philosophers Academy
	KIPP Promesa Prep
	KIPP Raices Academy
	KIPP Scholar Academy
	KIPP Sol Academy
	KIPP Vida Preparatory Academy
ı	have attached a copy of:
	Student's Birth Certificate

Photo Identification and/or Proof of Guardianship



- □ Proof of address (current utility bill, lease agreement, mortgage payment, or other form of official mail or certification of address)
- Immunization Records
- □ Court Legal Document stating Guardianship/Custody (if applicable)
- □ Copy of most recent report card (only if student has attended K-12 before)



STUDENT REGISTRATION FORM

GENERAL STUDENT INFORMATION

Fi	rst Name	Middle Name	Last Name	Grade in 2025-26
Sex:	□ Female	□ Male	□ Non-Binar	у
	Date of Birth			
RACE	AND ETHNICI	<u>TY</u>		
		no (a person of Mexican, regardless of race)	an, South or Central American, Cub	oan, Puerto Rican, or other Spanish
What	is the student's ra	ace? (check all that ap	ply)	
	African America Hmong Other Asian Hawaiian Asian Indian Tahitian Alaskan Native	n or Black [White Other Pacific Islander Filipino/Filipino American Vietnamese Samoan Cambodian Decline to state	☐ Chinese ☐ Japanese ☐ Korean ☐ Guanamanian ☐ Laotian ☐ American Indian
LANG	SUAGE INFORM	<u>IATION</u>		
	at language would	d you like to receive s	chool ————	
<u>FAMI</u>	LY EDUCATIO	N BACKGROUND		
ormatior	n will remain confi	dential and does not af	est level of education of each of the ect your student's placement within	the school.
Legal		ot a high school graduate	high school graduate	Some college or Associate's Degree
Guardia	n#1: 🗌 co	ollege graduate	graduate degree or higher	decline to state
Legal	□ no	ot a high school graduate	☐ high school graduate	☐ Some college or Associate's Degre

SY 2025-26



STUDENT EDUCATION HISTORY

City

PREVIOUS SCHOOLS

Grade Level

Please provide the <u>first year</u> the student attended school (kindergarten or beyond) for each of the following questions. If you know the month and day, please provide those as well.

School Name

					□ Yes	□ No
					□ Yes	□ No
					□ Yes	□ No
					□ Yes	□ No
Date first atte	nded school in the United States:			Grad	le Level _	
Date first atte	nded school in California:			Grad	e Level _	
Date first atte	nded school in the Los Angeles Schoo Only: Verify this data in CALPADS and use	ol District (LAUSE e what is in CALF)): ADS when entering	Gra "School Enti	de Level _ ry Date" in:	to the SIS
Has the stude	ent ever repeated a grade level? □Yes*	r* □No				
**lf "y	es", please indicate which grade level(s) the student ha	s repeated			
ame of previou	s school attended in the 2024-25 sch	nool year:				_
	City and State					
revious School Charter School	· ·					
Public School						
Private School						
	FOR OFFICE USE ONLY:					

SY 2025-26

LAUSD



District of Residence: LAUSD (1964733)	E-Code:	
☐ Outside LAUSD but in California DOR Code ☐ Outside of California	L-Code:	



FAMILY INFORMATION

PARENT/LEGAL GUARDIAN #1

		□Mothe	er □Father □Legal □Othe	er
First Name	Last Name		-	Relationship
Street Address	Apt#	City	State	Zip
Home Phone		Work Phone	Cell	Phone
E-mail Address			Occupation	
Does this person live with the st	udent? □Yes □No	Is this p	erson an emergency cor	ntact? □ Yes □No
Does this parent/guardian of the seasonal or temporary basis (for facilities, or forestry lumber)?	example, field work		series, packing facilities,	
PARENT/LEGAL GUARDIA	N #2			
First Name	Last Name	□Mothe	er □Father □Legal □Othe	Relationship
Street Address	Apt#	City	State	Zip
Home Phone		Work Phone	Cell	Phone
E-mail Address			Occupation	
Does this person live with the st	udent? □Yes □No	Is this p	erson an emergency cor	ntact?□ Yes □No
Does this parent/guardian of the seasonal or temporary basis (for facilities, or forestry lumber)?				
⊢Ye	S	∏No		



	FOR OFFICE USE ONLY:		
Migrant: □Yes □No	Migrant ID:	New migrant ID? □Yes	□No



FAMILY INFORMATION

SIBLING INFORMATION				
SIBLING #1				
Full Name	Gender	School Name	Age	Grade Level
SIBLING #2				
Full Name	Gender	School Name	Age	Grade Leve
SIBLING #3				
Full Name	Gender	School Name	Age	Grade Level
SIBLING #4				
Full Name	Gender	School Name	Age	Grade Level
Does the student have any siblings □ Yes (KIPP SoCal school	s who have attended and/or gradu G		chool?	□ No
If you circled "Yes", skip quest during the enrollment process. If you answered "NO", please at 2. Do you and/or the student live a shelter a motel/hotel	answer question 2, then continu	must provide a utility bi		
not include permanently sl a car or RV at a campsite transitional housing / grou other location	haring housing.	asing, coorionile narasinp,	omma reason, a	subled up. Does
3. The student lives with (check		———		7
☐ One parent ☐ Mother ☐ Father	☐ Both parents	A qualified relative		
☐ Mother and Step-parent	Father and Step-parent	Alone with no adult	(s)]
☐ An adult that is not the leguardian	egal Legal Guardian	Friend(s)		1
Other:	-			1

4. Are there any court orders restricting the legal and our custodial rights of either parent? □ Yes**** □ No *****If you answered yes, you must provide the school with copies of custody orders and/or legal documents.



SPECIAL NEEDS QUESTIONNAIRE

First Name	Last Name	Grade in 2025-26	Date of Birth
We need to know as much as previous. It is very important for us your child has previously or curs school. It will aid us in serving of school.	to know if your child has re- rently qualified for special e	ceived special education service ducation services will NOT keep	es in the past. The fact that o him/her out of the charter
My child has neve	received any special educa	ation services. (If this box is che ur signature is still required at th	cked you do not need
Please check all that apply:			
	P. f the IEP. 04 plan. f the 504 plan.		
☐ I asked for my child to		ions done by the previous schood ducation, but the evaluations hat evaluate?	
your child is enrolled in a KIPP SEP to the largest extent possible. ecommended to your student's IE the information that I have given a	An Interim IEP may be scl EP.	heduled within the first 30 days	
Parent/Guardian Printed	Name	Parent/Guardian Sig Date	gnature



ATHLETIC CONSENT FORM

First Name	Last Name	Grade in 2025-26	Date of Birth
The undersigned has read and student named above to parti extra-curricular sporting activities , while enrolled in KIPP SoCal Pub	cipate in physical education	ation, Saturday school spo	ort related courses, and
By their very nature, athletic activit perhaps FATAL injuries may occur	•	·	
□ Sprains/strains□ Disfigurement□ Fractures	■ Head injuries■ Cuts/abrasion■ Loss of eyesion	s = Pai	consciousness ralysis ath
Students and parents must assess spite of those risks. No amount of school may suggest or recomment not guarantee that such equipm permission for your student to particle exists and assume these risks	instruction, precaution or d the use of certain equip ent will be free from det ticipate in athletic activities	supervision will eliminate all ment to be purchased by the fects or protect the student	risk of injury. Although the students, the school does from injury. By granting
Participation by your child is volunt	tary and is not required by	the school.	
The undersigned has read and her and/or sponsors and any other per or liability, free and harmless from and causes of action resulting above named athletic activity, to the	son, firm or corporation ch any and all claims, dema from the use of facilities	arged or chargeable with res nds, damages, costs, expens	ponsibility ses, loss of services, action
Parent/Guardian Printed N	lame Parer	ut/Guardian Signature	Date



WALKING FIELD TRIP PERMISSION SLIP

First Name	Last Name	Grade in 2025-26	Date of Birth
Dear Parent(s)/Guardian(s),			
This year our students will at time	es participate in walking field	d trips around the neighborhoo	od. To facilitate these
walks, we ask you to sign a perm	ission form for this school y	ear that gives your child perm	ission to participate in
walking field trips of no more thar	n 1 mile beyond our school	campus. Any field trip requiring	g more than a 1- mile wall
or other type of transportation wil	I have a separate permission	n slip.	
Students will <u>always</u> be accompa	nied by at least one KIPP S	oCal Public Schools team me	mber. Parent and staff
chaperones may also be invited t	o help support walking field	trips.	
Please check one:			
☐ YES , my child, named about that require off-site access	•	cipate in walking field trips and	I physical education/sports
☐ NO, my child, named above education/sports that requ	· ·	ssion to participate in walking	field trips nor physical
Parent's Name	Parent/Guar	dian Signature	Date



STUDENT AND FAMILY INTERNET USE AGREEMENT

I, as the parent/legal guardian of the child named in this application, agree to allow my child to have access to the internet through KIPP SoCal Public Schools ("KIPP SoCal") and access to a Google Apps for EDU account/email within the kippsocal.org domain.

I have read and agreed to the attached KIPP SoCal Public Schools Acceptable Internet Use Agreement and understand that KIPP SoCal cannot guarantee the appropriateness of information or material that my child may encounter on the internet. I shall not hold KIPP SoCal or any of its staff responsible for materials acquired or viewed on-line by my child, for violations of copyright restrictions, or any costs incurred by my child.

Internet, E-mail and 'E-Presence' (blogs/websites/social-networks/etc.)

KIPP SoCal Schools authorizes students to access the Internet and e-mail for educational purposes only. Students and families should conduct themselves professionally while using KIPP SoCal's resources such as the Internet. Misuse of the Internet, including the use of inappropriate or non-instructional-related websites may result in disciplinary action. Furthermore, e-mail and other technology resources are not to be used in any way that may be disruptive or offensive to others or may violate any KIPP SoCal policy.

PLEASE COMPLETE WITH THE STUDENT

When students are using the KIPP SoCal Network or the internet on any KIPP SoCal device (Chromebooks, iPads, cellular phones, portable hotspot devices), personal responsibility should always be considered.

I have read and agree to the attached KIPP SoCal Public Schools Acceptable Internet Use Agreement and will strive to act with honesty, integrity, and respect for the rights of others in my usage of the internet.

Whenever I use the Internet, I promise to:

	ALWAYS tell a parent or a teacher about anything that happens online that made me feel upset, sad, or not safe.
	NEVER share my personal information, such as my name, birthday, address, phone numbers, school names, or locations.
	NEVER share photographs of myself or others without permission from a parent or a teacher.
	NEVER agree to meet anyone from the internet in person. NEVER share any password with anyone other than my teacher or parents.
	NEVER bully anyone online in any way (including spreading gossip or saying mean or cruel things about people).
	NEVER use technology to cheat on schoolwork or tests.
Studer	nt's Name (Printed):
Studer	nt's Signature:
Studer	nt's Parent/Guardian's Name (Printed):
Studer	nt's Parent/Guardian's Signature:

SY 2025-26



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PARENT/GUARDIAN MEDIA AUTHORIZATION AND RELEASE FORM

Dear Parent/Guardian:

KIPP SoCal Public Schools requests your permission to reproduce through audio, electronic, printed, or visual means activities in which your student has participated in his/her education program. Your authorization will enable us to use specially prepared materials to increase public awareness and promote continuation and improvement of education programs through the use of mass media, displays, brochures, websites, etc.

Name of Student (please print)

Birthdate (please print)	
Name of Parent/Guardian (please print)	
a. I, as a parent or guardian, of the above named student fully authorized representatives, and any other external media organization and edit as desired, the biographical information, name, image, liker student on audio, video, film, slide, or any other electronic and printe "Recordings"), for the purposes stated or related to the above.	on, the right to print, photograph, record, ness, and/or voice of the above named
b. I understand and agree that use of such Recordings will be without a the student's parent or guardian.	any compensation to the student or
c. I understand and agree that KIPP SoCal Public Schools, its authorized media organization shall have the exclusive right, title, an	,
 d. I understand and agree that KIPP SoCal Public Schools, its authorize authorized media organization shall have the unlimited right to use the to the above. e. I hereby release and hold harmless KIPP SoCal Public Schools, its authorized media from any and all actions, claims, damages, costs, pupil and/or parent or guardian which relate to or arise out of any us 	he Recordings for any purposes stated or related authorized representatives, and/or any other external or expenses, including attorney's fees, brought by the
Granting of permission is voluntary. Please return completed form	n to school.
☐ Yes, I agree to the release and all provisions stated above and fully authorized representatives, any other external authorized media org Recordings of my student.	
■ No, I do not agree to the release and all provisions stated above an its authorized representatives, any other authorized external media of Recordings of my student.	
My signature shows that I have read and understand the release a	and its provisions.
Signature of Parent/Guardian	Date Signed



STUDENT HEALTH HISTORY

First Name	Last Name	Date of Birth	Ė
Grade in 2025-26)———		
Does your child have any of the following serious i	medical conditions?		
Seizures	Yes	No	
Asthma	Yes	No	
Diabetes	Yes	No	
Requires an Epi-pen	Yes	No	
Orthopedic concerns	Yes	No	
Hearing Loss	Yes	No	
Other:	_		
·	12 12		
Please list ANY allergies your child has:			
Does your child have a peanut allergy?	Does your Yes	No	
child have a bee stin	ng allergy?		
Are any of the above allergies life thr	reatening?		
	Yes Yes**	No	
**15 ""		No	
**If "yes" please complete an Allergy Information	<u> </u>		
Does the student need to take medication at scho]No	
**If "yes", please complete the medication adminis	250 500 5	ou can receive from the office.	
Does the student wear a removable prosthetic de-	vice? If "yes", where:		
Are there any additional health problems the scho	ool should be aware of? If "yes	, please describe:	
···			
<u> </u>			
If your child has a food allergy, intolerance, or othe SCHOOL MEALS (breakfast/lunch/snack served to below. If your child does NOT require a special di	hrough the school's nutrition p	program, please complete the section	
If you select any of the below, further information vinformation is submitted, the school office will reviewade.	will be required from you and/o ew your request. We cannot g	or your child's physician. Once all requue a commodation will	uired be
I would like to request a special meal accommoda	tion for my child due to:		
2 10			e.

Medical condition documented by a licensed physician SY 2025-26

Lactose intolerance (fluid milk only) Religious/cultural/ethical preference



⁄es	No	
⁄es	No	
⁄es	No	

The information that I have given above is correct to the best of my knowledge. In addition, I understand that it is my responsibility to provide the school with a current version of the mediation administration request for each year.

Parent/Guardian Printed Name Parent/Guardian Signature

Date



Paquete de Inscripción 25-26 Año Escolar

Tómese el tiempo para revisar la lista y marcar los elementos que ha completado en la parte inferior de esta página. Su paquete de registro se considerará incompleto si no se completan o entregan todos los elementos requeridos.

Nombre en letra de imprenta del padre/tutor: Nombre del estudiante: Grado de inscripción (Grado que ingresará el estudiante): ☑TK ☑K ☑ 1er grado ☑ 2do grado ☑ 3er grado ☑ 4to grado ☑ 5° Grado ☑ 6° Grado ☑ 7° Grado☑ 8° Grado
Escuela de Inscripción:
☐ KIPP Adelante Preparatory Academy
☐ KIPP Comienza Community Prep
☐ KIPP Compton Community School
☐ KIPP Corazon Academy
☐ KIPP Empower Academy
☐ KIPP Endeavor College Prep
□ KIPP Ignite Academy
☐ KIPP Iluminar Academy
☐ KIPP Academy of Innovation
☐ KIPP Academy of Opportunity
☐ KIPP Los Angeles College Prep
☐ KIPP Philosophers Academy
☐ KIPP Promesa Prep
☐ KIPP Raices Academy
☐ KIPP Scholar Academy
☐ KIPP Sol Academy
☐ KIPP Vida Preparatory Academy
Adjunto copia de:
☐ Certificado de nacimiento del estudiante
 Identificación con foto y/o comprobante de tutela Comprobante de domicilio (factura actual de servicios públicos, contrato de arrendamiento,
 Comprobante de domicilio (factura actual de servicios públicos, contrato de arrendamiento, pago de hipoteca u otra forma de correo oficial o certificación de domicilio)
☐ Registros de vacunación
□ Documento legal de la corte que indique la tutela / custodia (si corresponde)

☐ Copia de la boleta de calificaciones más reciente (solo si el estudiante ha asistido a K-12 antes)



FORMULARIO DE INSCRIPCIÓN DE ESTUDIANTES

INFORMACIÓN GENERAL DEL ESTUDIANTE

Nombre		Segundo Nom	bre	Ap	ellido	Grado en 2025-26
Sexo: □ Feme	nino 🛭	□ Masculino □ No Binario	0			
Fecha de naci	 imiento)	_			
RAZA Y ETNI ¿Cuál es el or		tnico del estudiante?				
puertorriqueño Ni hispano Negarse a	o u otro ni latin declar	o español, independienten no	men	·	ino o d	centroamericano, cubano,
☐ Hmo ☐ Otro ☐ Haw ☐ Indio ☐ Tahii		co	F V S C	lanco tros isleños del Pacífico ilipino/Filipino Americano ietnamita amoano amboyano egarse a declarar		Chino aponés Coreano Guanamaní aosiano ndio americano
ANTECEDENT Para fines de info	a le gus ES DE ormes es	staría recibir corresponde EDUCACIÓN FAMILIAR	s alto	de educación de cada uno de lo	os tutore	es legales del estudiante. Esta informació
Legal Guardián # 1:		No se graduó de la escuela secundaria Graduado universitario		Graduado de la escuela secundaria Título de posgrado o superior		Algún título universitario o de asociado negarse a declarar
Legal Guardián # 2:		no se graduó de la escuela secundaria Graduado universitario		Graduado de la escuela secundaria Título de posgrado o superior		Algún título universitario o de asociado negarse a declarar



HISTORIA DE LA EDUCACIÓN DEL ESTUDIANTE

ESCUELAS ANTERIORES

Proporcione el <u>primer año</u> en que el estudiante asistió a la escuela (jardín de infantes o más allá) para cada una de las siguientes preguntas. Si conoce el mes y el día, proporciónelos también.

	Cuidad	LAUSD
		□ Sí □ No
echa en que asistió por primera vez a la escuela e	en los Estados Unidos:	-
ivel de grado echa en que asistió por primera vez a la escuela e ivel de grado echa en que asistió por primera vez a la escuela e ivel de grado ivel de grado olo para uso en la oficina: Verifique estos datos en CAL scuela" en el SIS	en el Distrito Escolar de Los Ángelo	es (LAUSD):
Alguna vez el estudiante ha repetido un nivel de g En caso afirmativo, indique qué nivel(es) de grado		
	l año escolar 2024-25:	
lombre de la escuela anterior a la que asistió en el		
Nombre de la escuela anterior a la que asistió en el Anterior Escuela Ciudad y Estado Tipo de escuela anterior: Tescuela chárter Escuela Pública Colegio Privado		_



INFORMACIÓN FAMILIAR

PADRE/TUTOR LEGAL #1

			□Madre □P	adre □Legal □Otr	0
Nombre	Apellio	do		ŭ	Relación
Dirección de la calle	Apropiado#	Ciudad		Estado	Cremallera
Teléfono residencial		Teléfono d	el trabajo	Telé	fono celular
Dirección de correo electró	nico Oc	upación			
¿Esta persona vive con el e	estudiante? □Sí □No	Es esta ک	a persona un o	contacto de emerg	encia? □ Sí □No
¿Este padre/tutor del estud estacional o temporal (por e procesamiento de alimento	ejemplo, trabajo de o	ampo en hu		•	•
PADRE/TUTOR LEGAL #2					
Nombre Apellido				adre □Legal □O elación	tro
rtombro /tpomao			1 10	idolon	
Dirección de la calle	Apropiado#	Ciudad		Estado	Cremallera
Teléfono residencial		Teléfono d	el trabajo	Telét	ono celular
Dirección de correo electró	nico Oc	upación			
¿Esta persona vive con el e	estudiante? □Sí □No	o ¿Es esta	a persona un o	contacto de emerg	encia? □ Sí □No
¿Este padre/tutor del estud estacional o temporal (por e procesamiento de alimento	ejemplo, trabajo de o	ampo en hu			
	SOLO PARA	A USO EN O	FICINA:		
Migrante: □Sí □No	Identificación del Miç	grante:		¿Nueva iden migrante ? □	

Año fiscal 2025-26





INFORMACIÓN FAMILIAR

HERMANO #1	D HERIVIANUS				
Hermano #1 Nombre comp	leto Sexo	Nombre de la escuela	Edad	Nivel de grado	
HERMANO #2					
Hermano #2 Nombre comp	leto Sexo	Nombre de la escuela	Edad	Nivel de grado	
HERMANO #3					
Hermano #3 Nombre comp	eleto Sexo	Nombre de la escuela	Edad	Nivel de grado	
HERMANO #4					
	hermano que haya asi	Nombre de la escuela stido y/o se haya graduado de u Grado		Nivel de grado P SoCal?	
Si encerraste en un círculo nombre como comprobante	en en una residencia n "Sí" <u>, omite la pregunta</u> e de residencia durant	octurna fija, regular y adecuada <u>a 2 y ve a la pregunta 3</u> . Debe p e el proceso de inscripción. uego continúe con este formu	roporcionar una	factura de servicios públicos	a su
¿Usted y/o el estudiante viver ☐ Un refugio ☐ Un motel/hotel ☐ Compartir temporalmente l duplicado. No incluye el uso ☐ un coche o una autocarava ☐ en un camping ☐ Vivienda de transición / hot ☐ Otra ubicación	a vivienda de otras perso compartido permanent na gar grupal		nda, dificultades ec	onómicas o razones similares;	
El estudiante vive con (marqu	e todas las que correspo	ndan):			
☐ Uno de los padres ☐ Madre ☐ Padre	☐ Ambos padres	☐ Amigo(s)			
☐ Tutor legal	☐ Madre y padrastro	☐ Padre y padrastro o ma	drastra.		
☐ Un adulto que no es el tutor legal	Un pariente calificad	o Solo sin adulto(s)			
☐ Otros:					

Si su respuesta es afirmativa, debe proporcionar a la escuela copias de las órdenes de custodia y/o documentos legales.

¿Hay alguna orden judicial que restrinja los derechos legales y nuestros derechos de custodia de cualquiera de los padres?

Año fiscal 2025-26



CUESTIONARIO DE NECESIDADES ESPECIALES

Nombre nacimiento	Apellido	Grado en 2025-26	Fecha de
para nosotros saber si su hijo previa o actualmente para los servir a su hijo de la mejor ma	ha recibido servicios de servicios de servicios de educación e nera posible y garantizar	ooder ofrecerle un programa educativo educación especial en el pasado. El he especial NO lo mantendrá fuera de la e rá que los servicios se brinden desde e ón especial. (Si esta casilla está mar	echo de que su hijo haya calificad scuela chárter. Nos ayudará a I primer día de escuela.
Por favor, marque todo lo qu	e corresponda:	ere su firma en la parte inferior).	
 Mi hijo tiene un Programa Tengo una copia del IEP. No tengo una copia del IE Mi hijo tiene un plan 504. Tengo una copia del plan No tengo una copia del pl. Mi hijo no tiene un IEP, pe 	de Educación Individua P. 504. an 504. ro ha tenido algunas ev lluado para educación e	raluaciones realizadas por el distrito e especial, pero las evaluaciones aún n	
más reciente en la mayor me clases, si se recomiendan ca	edida posible. Se puede Imbios en el IEP de su e	del sur de California y está en educad programar un IEP provisional dentro estudiante. eta a mi leal saber y entender.	
Nombre en letra de imprenta del padre/	tutor	Fecha de firma del padre/	'tutor



FORMULARIO DE CONSENTIMIENTO ATLÉTICO

Grado en 2025-26

Fecha de

Apellido

Nombre

nacimiento		
mencionado anteriormente a	participar en cursos de educa que incluyen, entre otros, fútb	do en este formulario y por la presente autoriza al estudiante ación física, deportes escolares de los sábados y actividades ol, baloncesto, fútbol, baile, porristas, etc., mientras esté
		poner a los estudiantes en situaciones en las que pueden ES. Estas lesiones pueden incluir, entre otras, las siguientes:
Esguinces/torcedurasDesfiguraciónFracturas	 Heridas en la cabeza Cortes/abrasiones Pérdida de la vista	■ Traumatismos craneoencefálicos■ Parálisis■ Muerte
participar a pesar de esos rie lesión. Aunque la escuela pu la escuela no garantiza que o	esgos. Ninguna cantidad de in lede sugerir o recomendar el l dicho equipo esté libre de defe	rolucrados en dicha participación y tomar su decisión de strucción, precaución o supervisión eliminará todo riesgo de uso de ciertos equipos para ser comprados por los estudiantes, ectos o proteja al estudiante de lesiones. Al otorgar permiso , usted, el padre/tutor legal, reconoce que dicho riesgo existe y
La participación de su hijo es	s voluntaria y no es requerida	por la escuela.
agentes, voluntarios y/o pátro o responsabilidad, libre e ino servicios, acción y causas de	ocinadores y a cualquier otra p fensiva de todos y cada uno d e acción que resulten del uso d	sabilizar a las Escuelas Públicas KIPP SoCal, sus empleados, persona, empresa o corporación de los reclamos, demandas, daños, costos, gastos, pérdida de de las instalaciones, el equipo y la participación de minte, en la mayor medida de la ley.
Nombre impreso del padre/tu	utor Firma del padre/tutor	Fecha



HOJA DE PERMISO PARA EXCURSIONES A PIE

Nombre nacimiento	Apellido	Grado en 2025-26	Fecha de
Estimados Padres/Tut	cores,		
le pedimos que firme excursiones a pie de r	tudiantes a veces participarán en excu un formulario de permiso para este año no más de <u>1 milla más allá de nuestro</u> la u otro tipo de transporte tendrá una	o escolar que le da permiso a su hijo p <u>campus escolar</u> . Cualquier excursión o	ara participar en
	<u>ore</u> estarán acompañados por al meno lede invitar a los padres y a los acomp		
	o: do anteriormente, tiene permiso para p fuera del sitio (no más de 1 milla).	participar en excursiones a pie y educa	ación física/deportes
	ado anteriormente, no tiene mi permis quieran acceso fuera del sitio.	o para participar en excursiones a pie	ni en educación
Nombre del Padre	Firma del Padre/Tutor Fe	cha de Firma	



ACUERDO DE USO DE INTERNET PARA ESTUDIANTES Y FAMILIAS

Yo, como padre/tutor legal del niño nombrado en esta solicitud, acepto permitir que mi hijo tenga acceso a Internet a través de las Escuelas Públicas de KIPP SoCal ("KIPP SoCal") y acceso a una cuenta/correo electrónico de Google Apps for EDU dentro del dominio kippsocal.org.

He leído y acepto el Acuerdo de Uso Aceptable de Internet de las Escuelas Públicas de KIPP SoCal adjunto y entiendo que KIPP SoCal no puede garantizar la idoneidad de la información o el material que mi hijo pueda encontrar en Internet. No responsabilizaré a KIPP SoCal ni a ningún miembro de su personal por los materiales adquiridos o vistos en línea por mi hijo, por violaciones de las restricciones de derechos de autor o cualquier costo incurrido por mi hijo.

Internet, correo electrónico y 'E-Presence' (blogs/sitios web/redes sociales/etc.)

KIPP SoCal Schools autoriza a los estudiantes a acceder a Internet y al correo electrónico solo con fines educativos. Los estudiantes y las familias deben comportarse profesionalmente mientras utilizan los recursos de KIPP SoCal, como Internet. El uso indebido de Internet, incluido el uso de sitios web inapropiados o no relacionados con la instrucción, puede dar lugar a medidas disciplinarias. Además, el correo electrónico y otros recursos tecnológicos no deben utilizarse de ninguna manera que pueda ser perjudicial u ofensiva para otros o que pueda violar cualquier política de KIPP SoCal.

POR FAVOR, COMPLETE CON EL ESTUDIANTE

Cuando los estudiantes utilizan la red KIPP SoCal o Internet en cualquier dispositivo KIPP SoCal (Chromebooks, iPads, teléfonos celulares, dispositivos de punto de acceso portátiles), siempre se debe considerar la responsabilidad personal.

He leído y acepto el Acuerdo de Uso Aceptable de Internet de las Escuelas Públicas de SoCal de KIPP adjunto y me esforzaré por actuar con honestidad, integridad y respeto por los derechos de los demás en mi uso de Internet.

Siempre que use Internet, prometo a:

	SIEMPRE cuéntele a un padre o a un maestro sobre cualquier cosa que suceda en línea que me haya hecho sentir molesto,
	triste o inseguro. NUNCA comparta mi información personal, como mi nombre, fecha de nacimiento, dirección, números de teléfono, nombres de escuelas o ubicaciones.
	NUNCA comparta fotografías mías o de otros sin el permiso de un padre o maestro.
	NUNCA acepte conocer a nadie de Internet en persona.
	NUNCA comparto ninguna contraseña con nadie que no sea mi maestro o mis padres.
	NUNCA intimide a nadie en línea de ninguna manera (incluida la difusión de chismes o decir cosas malas o crueles sobre las
	personas).
	NUNCA use la tecnología para hacer trampa en el trabajo escolar o en los exámenes.
Nombre	e del estudiante (en letra de imprenta):
Firma c	lel estudiante:
Nombre	e del padre/tutor del estudiante (en letra de imprenta):
Firma c	lel padre/tutor del estudiante:



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FORMULARIO DE AUTORIZACIÓN Y AUTORIZACIÓN DE MEDIOS DE COMUNICACIÓN PARA PADRES/TUTORES

Estimados Padres/Tutores:

KIPP SoCal Public Schools solicita su permiso para reproducir a través de medios de audio, electrónicos, impresos o visuales las actividades en las que su estudiante ha participado en su programa educativo. Su autorización nos permitirá utilizar materiales especialmente preparados para aumentar la conciencia pública y promover la continuación y mejora de los programas educativos mediante el uso de medios de comunicación, pantallas, folletos, sitios web, etc.

Nombre del e	estudiante (en letra de imprenta)
Fecha de nad	cimiento (en letra de imprenta)
Nombre del I	Padre/Tutor (por favor escriba en letra de imprenta)
SoCa graba anteri desar	omo padre o tutor del estudiante mencionado anteriormente, autorizo y otorgo plenamente a las Escuelas Públicas KIPP il, sus representantes autorizados y cualquier otra organización de medios externos, el derecho de imprimir, fotografiar, ir y editar según lo desee, la información biográfica, nombre, imagen, semejanza y / o voz del estudiante mencionado formente en audio, video, película, diapositivas, o cualquier otro formato electrónico e impreso, actualmente rrollado, (conocido como "Grabaciones"), para los fines indicados o relacionados con lo anterior.
estud □ Entiei	
☐ Entiei medic	las Grabaciones. Indo y acepto que las Escuelas Públicas KIPP SoCal, sus representantes autorizados y/o cualquier otra organización de los de comunicación externa autorizada tendrán el derecho ilimitado de usar las Grabaciones para cualquier propósito rado o relacionado con lo anterior.
☐ Por la cualq	a presente libero y eximo de responsabilidad a las Escuelas Públicas KIPP SoCal, sus representantes autorizados y/o uier otro
aboga	os autorizados de todas y cada una de las acciones, reclamos, daños, costos o gastos, incluidos los honorarios de ados, presentados por el alumno y / o padre o tutor que se relacionen o surjan de cualquier uso de estas Grabaciones se especifica anteriormente.
La concesión	n del permiso es voluntaria. Por favor, devuelva el formulario completo a la escuela.
Públicas KIPF usar el nombr	e acuerdo con la divulgación y todas las disposiciones establecidas anteriormente y autorizo plenamente a las Escuelas P SoCal, sus representantes autorizados, cualquier otra organización de medios de comunicación externa autorizada a re de mi estudiante junto con todas las grabaciones de mi estudiante.
Públicas KIPF	oy de acuerdo con la liberación y todas las disposiciones mencionadas anteriormente y no autorizo a las Escuelas ^o SoCal, antes autorizados, cualquier otra organización de medios externos autorizada uso del nombre de mi estudiante junto
con todas las	grabaciones de mi estudiante. stra que he leído y entendido el comunicado y sus disposiciones.
Firma del Pa	dre/TutorFecha de firma



HISTORIAL DE SALUD DEL ESTUDIANTE

Nombre	Apellido		Grado en 2025-26	Fecha de
nacimiento				
Su hijo tiene alguna de l	las siguientes afecciones m	édicas graves?		
	Convulsiones		No	
	▲ NATIONAL COL		N. Constitution of the Con	
	Asma	Si	No	
	Diabetes	Sí	No	
	Requiere un Epi-pen Problemas ortopédicos	Sí • Sí	No No	
	Pérdida de audición	Sí		
		SI	No	
	Otros:			
or favor enumere CUAL	QUIER alergia que tenga s	u hijo:		
;Su hijo es alérgico al ma ;Su hijo es alérgico a la p ;Alguna de las alergias a		ı vida?	Sí No Sí No Sí No	
**En caso afirmativo, con	nplete un formulario de solic	citud de informa	ción sobre alergias, que pued	le recibir en la oficina.
Es necesario que el esti	udiante tome medicamentos	s en la es <mark>cu</mark> ela	? ☐ Sí No	
"En caso afirmativo, con	nplete el formulario de solici	itud de administ	tración de medicamentos, que	puede recibir en la oficina.
¿Lleva el alumno una pró	tesis removible? En caso a	firmativo, donde	e:	
Hay algún problema de	salud adicional que la escu	ela deba tener	en cuenta? En caso afirmativo	o, sírvase describir:

Si su hijo tiene una alergia alimentaria, intolerancia u otra afección médica que requiera una adaptación dietética especial para las COMIDAS ESCOLARES (desayuno/almuerzo/merienda servido a través del programa de nutrición de la escuela, complete la sección a continuación. Si su hijo NO requiere una adaptación dietética especial, déjela en BLANCO.

Si selecciona cualquiera de las siguientes opciones, se le solicitará más información a usted y/o al médico de su hijo. Una vez que se



envíe toda la información requerida, la oficina de la escuela revisará su solicitud. No podemos garantizar que se haga una adaptación.

Me gustaría solicitar una adaptación especial para la comida de mi hijo debido a:

· · · · ·			
Condición médica documentada por un médico con licencia Intolerancia a la lactosa (solo leche líquida) Preferencia religiosa/cultural/ética	Sí Sí Sí	No No No	
La información que he dado anteriormente es correcta a mi leal s proporcionar a la escuela una versión actualizada de la solicitud			

Fecha de firma del padre/tutor

Nombre impreso del padre/tutor

	s Unified School District gence Questionnaire
Ap	oplicant Information
Name of Representative (First/Middle/Last): Karla Da	avalos
Other Names Used (i.e. Maiden/Former Married): Ka	arla
Date of Birth:	Social Security #:
Current address:	
City :	Zip Code:
How long at current address? 6 years	<u> </u>
Prior Addresses:	
Background Information (P	Please Attach Separate Sheets, if Necessary)
Criminal/Arrests/Convictions History (Date, Offense and Disposition): None	
Educational History: Please attach resume	
Employment History: (Last 10 years) Please atta	nch resume/CV
The State of the s	(Please attach verification)
Professional Affiliations (Corporate Positions, Board	Positions, and the like.): N/A
Fictitious Business Name Affiliations: N/A	
Professional References: See attached list.	
Chart	ter School Background
Name of Proposed or Renewed Charter School: KIPP Sol Academy	
The state of the s	
Address (if available): 4800 E. Cesar Chavez Ave.	State
: Los Angeles	: CA Zip Code: 90022
Nonprofit Corporation/Entity Operating Charter	
School:	KIPP SoCal Public Schools
Other Charter Schools with which Affiliated (currently See attached list.	y and previously):
Location of Other Charter Schools:	East, South, and Southeast Los Angeles; Compton; and San Diego

Authorization to Release Information

My signature affirms that all information on this questionnaire is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for operating a charter school. This authorization:

- Authorizes the Los Angeles Unified School District through the Office of Inspector General (OIG) to perform a due diligence search of publically available information on me, a proposed operational leader of the charter school (e.g. Executive Director, Director/Principal, School Administrator, or Fiscal/Business Administrator).
- Acknowledges that those who provide information and verification based upon any information I have provided herein are not liable for providing information.
- Acknowledges that the Los Angeles Unified School District and any agent acting on its behalf will not be liable for requesting or using collected information.
- Is valid during the charter petition process and during any resulting period of employment and/or association with the above proposed or existing Charter School.
- Is an indication of my knowledge and understanding that the information provided will be used to investigate my background and perform a due diligence search of publically available information. Relevant results from search of publically available information may be publicly disclosed as part of the charter/renewal petition review process.
- Submission of the individual's social security number is voluntary but highly recommended. Social security numbers shall be kept confidential. Please note that the OIG will not be able to complete a due diligence search without the social security number, which is a unique identifier. Without a complete due diligence report, the Charter Schools Division cannot determine the capacity of a charter organization to successfully implement the educational program and operate a public charter school.

592 of 2742

	Signature
Print Name: Karla Davalos	Signature:
Date: 10/16/2024 1:45:01 PM PDT	Title: School Leader

Los Angeles U	Jnified School District		
Due Dilige	nce Questionnaire		
Applic	cant Information		
Name of Representative (First/Middle/Last): Angella Mai	rtinez		
Other Names Used (i.e. Maiden/Former Married):			
Date of	0 : 10 : ; "		
Birth:	Social Security #:	2.	
Current address: City			
:	State:CA	Zip Code:	
How long at current address?			
Prior Addresses:			
Background Information (Plea	se Attach Separate Sheets, if Necessa	arv)	
Criminal/Arrests/Convictions History	, , , , , , , , , , , , , , , , , , , ,	37	
(Date, Offense and Disposition): None			
Educational History: Please attach resume			
Employment History: (Last 10 years) Please attach	resume/CV		
· ·	lease attach verification)		
Professional Affiliations (Corporate Positions, Board Po	ositions, and the like.): N/A		
Fictitious Business Name Affiliations: N/A			
Professional References: See attached list.			
Charter S	School Background		
Name of Proposed or			
Renewed Charter School: KIPP Sol Academy			
Address (if available): 4800 E Cesar E Chavez Ave,			
City	State		
: Los Angeles	; CA	Zip Code:	90022
Nonprofit Corporation/Entity Operating Charter School:	KIPP SoCal Public Schools		
Other Charter Schools with which Affiliated (currently a			
See attached list.	enemonia de la composición del composición de la composición de la composición del composición del composición de la composición del com		
DATE OF THE CONTROL O	ast, South, and Southeast Los Angeles; C	ompton; and Sar	n Diego
Authorization	n to Release Information		

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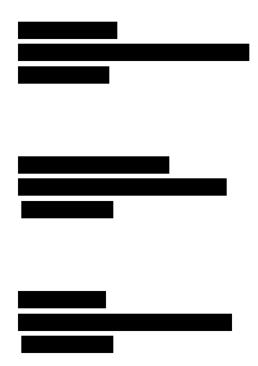
		10000	
Sig	10.0	7111	

Print Name: Angella Martinez

Date: 9/10/2024 | 1:37:51 PM PDT

Signature:

Title: Chief Executive Officer



Angella Renee Martinez

amartinez@kippsocal.org

EXPERIENCE

2020 - Present Chief Executive Officer, KIPP SoCal Public Schools

- Led strategic planning process for KIPP SoCal Public Schools encompassing all 17 KIPP SoCal schools as well
 as tactical plans covering specific areas such as organizational design, marketing, fundraising, real estate, facilities,
 finance, human resources and KIPP Forward
- Led the organization through a constant improvement initiative aimed at increasing academic achievement, team member retention, and organizational sustainability
- Increased fundraising to over \$25 MM securing grants from leading philanthropists and foundations including The Eli & Edyth Broad Foundation, Annenberg Foundation, Charter School Growth Fund, Ballmer Group, Keck Foundation, Karsh Family Foundation, Ahmanson Foundation, Otis Booth Foundation among others
- Two KIPP SoCal Schools recognized as California Distinguished Schools

2012 - 2020 Chief Academic Officer, KIPP SoCal Public Schools

- Manage Teaching and Learning Team to set and drive the academic vision, goals, and priorities for 20 schools serving over 9000 students and families
- Manage Student Services department to ensure vulnerable populations have resources and needs met, including Special Education
- Manage Public Programs and Authorizer Relations department to ensure compliance with all public local, state, and
 federal funding requirements and manage the relationships and charter submission process with 4 local authorizers Los Angeles Unified School District, Compton Unified School District, San Diego Unified School District, and Los
 Angeles County Office of Education
- Manage School Management and Talent Development department to ensure that all schools provide a high quality, rigorous education and supports to all students and ensure the development and pipeline of school leadership for current and future KIPP SoCal Public Schools
- Manage the Data and Student Information Systems department to ensure state and local compliance with all student information reporting requirements
- Design and maintain data analytics and visualization systems to provide timely and accurate analysis to key stakeholders
- Lead revision, alignment, and implementation of the organization's mission and vision statements, core values, and purpose statement in collaboration with the Senior Leadership Team
- Collaborate with Senior Leadership Team to ensure interdependent, cross-functional goals are met
- Collaborate with Senior Leadership Team on complex economic, financial, policy research, and analysis to improve access and advocacy for educational justice for all KIPP SoCal Public Schools
- School Honors:
 - o 3 National Blue Ribbon schools, exemplary high performing 2015, 2016, 2017
 - 6 California Distinguished Schools 2006, 2011, 2013, 2018, 2019
 - o 18 Innovate Top Los Angeles County Public Schools 2019, 2020

2008 - 2012 Middle School Principal, KIPP Los Angeles College Preparatory School, KIPP SoCal Public Schools

- Increased student achievement four consecutive years by 193 Academic Performance Index points, becoming the
 highest performing middle school in the Los Angeles Unified School District, and the fourteenth highest performing
 middle school in Los Angeles County in 2012
- While serving as School Leaders, supported the Regional Leadership Team by managing KIPP Through College, Fisher Fellows, Special Education, and some school leaders
- School Honors:
 - o Effective Practice Incentive Community (EPIC) Award 2009
 - EPIC Spotlight Teacher Award 2009

- Jack Kent Cooke Young Scholars Scholarship Award 2010
- California Business for Education Excellence Honor Roll 2010
- o Harriett Ball Excellence in Teaching Award 2011
- o Don and Doris Fisher KIPPster of the Year Award 2011
- California Distinguished School Award 2011

2007 - 2008 Recruitment Manager, KIPP School Leadership Program, KIPP Foundation

- Identified, cultivated and influenced successful educational professionals to apply to the KIPP School Leadership Program
- Built and maintained relationships with top graduate schools of education across the country in order to cultivate potential fellows
- Implemented recruitment strategies to cultivate top Teach For America alumni
- Developed, implemented and tracked recruitment strategies designed to increase a diverse pool of applicants

2001 - 2007 Elementary School Teacher, Ralph J. Bunche Elementary School, Compton Unified School District

- Teacher of all subjects, Grades 1st, 5th, and Resource
- Led the application and submission process for the school to become the first California Distinguished School in Compton Unified School District

EDUCATION

2008 University of California, Los Angeles, Los Angeles, CA

Masters of Education, Urban Education

2003 Loyola Marymount University, Los Angeles, CA

Master of Arts, Elementary Education

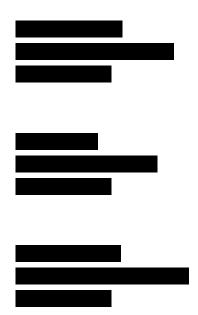
2001 University of California, Los Angeles, Los Angeles, CA

Bachelor of Arts, Political Science

PROFESSIONAL AFFILIATIONS

2019 - Present Culture Shock Los Angeles, Los Angeles, CA

Board Member



Karla Davalos

School Leader / Principal

EDUCATION

University of California Los Angeles — Bachelors of Arts in Sociology and Chicano Studies Minor

2010-2014, Los Angeles California

Relay Graduate School of Education - Teacher Credentialing Program

2014, Newark New Jersey

EXPERIENCE

KIPP Sol Academy - East Los Angeles, CA

June2022 - Present

School Leader | School Administrator

- Lead school wide instructional practices culture and development of teachers
- Develop and organize whole school year-long professional development plan that aligns with our school mission and vision
- Lead and manage school wide data practices across multiple sectors including student culture, student academics, statewide assessments, and attendance
- Manage and develop my administrative team to support teacher instructional practices and grade level cultures

KIPP Corazon Academy Upper School - South Gate, CA

2021-2022

Assistant School Leader | School Administrator

- Coach and develop teachers in multiple content areas to meet their individual needs
- Organize, schedule, and coordinate assessments for all contents and standardized testing
- Assist teachers in regularly monitoring student academics and help them develop individual student learning plans
- Develop and organize family engagement meetings and events

KIPP Corazon Academy Upper School - South Gate, CA

2019-2021

Dean | School Administrator

- Coach and develop teachers in math and science to support their individual needs
- Assist teachers in regularly monitoring student academics and help them develop individual student learning plans
- Develop and organize family engagement meetings and events

KIPP Corazon Academy Upper School — South Gate, CA

2018-2019

Founding 4th/5th Grade Science Teacher

- Internalize and develop lesson plans that meets the diverse needs of all students
- Internalize, develop, and administer assessments to measure student growth and analyze data to drive instruction
- Develop and lead Restorative Justice Block for students to engage in conversation around topics that affect themselves, their peers, and communities

Camden Street Elementary School – Newark, NJ

2017-2018

Math Teacher and Math Interventionist

- Develop and implement lessons that support the different needs of students in Math.
- Develop and implement small group intervention instruction for students perform 1 or more years below grade levels in grades ranging from 2nd-5th grade

Camden Street Elementary School - Newark, NJ

2014 - 2017

3rd and 4th grade Bilingual Teacher Self Contained

- Led a self-contained bilingual classroom consisting of 3rd and 4th grade students in all tiers of English Language proficiency
- Planned and developed lessons for dual grades in the areas of ELA, Math, Science, and social studies
- Implemented accommodations and supports within lessons to meet the individual needs of students in English Language development





Currently Affiliated Charter Schools:

- KIPP Adelante Preparatory Academy
- KIPP Academy of Innovation
- KIPP Academy of Opportunity
- KIPP Compton Community School
- KIPP Comienza Community Prep
- KIPP Corazón Academy
- KIPP Endeavor College Preparatory
- KIPP Empower Academy
- KIPP Ignite Academy
- KIPP Iluminar Academy
- KIPP Los Angeles College Preparatory
- KIPP Philosophers Academy
- KIPP Promesa Prep
- KIPP Raíces Academy
- KIPP Scholar Academy
- KIPP Sol Academy
- KIPP Vida Preparatory Academy

Previously Affiliated Charter Schools:

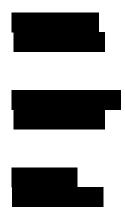
- KIPP Generations Academy
- KIPP Pueblo Unido
- KIPP Poder Public School

Los Angeles Unif		ct	
Due Diligence	Questionnaire		
Applicant	Information		
Name of Representative (First/Middle/Last): Kyle Salyer			
Other Names Used (i.e. Maiden/Former Married):			
Date of	Casial	Cit . #.	
Birth:	Social	Security #:	
Current address:			
:	State:CA	Zip Code:	
How long at current address?			
Prior Addresses			
Background Information (Please A	ttach Sonarato Shoots	if Necessary)	
	illacii Separale Sheels,	ii Necessary)	
Criminal/Arrests/Convictions History (Date, Offense and Disposition): None			
Educational History: Please attach resume			
Employment History: (Last 10 years) Please attach resu	ıme/CV		
Professional Licenses/Credentials: (Please	attach verification)		
Professional Affiliations (Corporate Positions, Board Positio	ns, and the like.): Me	ember, Board of Directors E	dnovate
Charter Schools			
Fictitious Business Name Affiliations: N/A			
Professional References: See attached list.			
Charter Scho	ol Background		
Name of Proposed or			
Renewed Charter School: KIPP Sol Academy			
Address (if available): 4800 E Cesar E Chavez Ave			
City	State		
: Los Angeles	: CA	Zip Code:	90022
Nonprofit Corporation/Entity Operating Charter	DD C- C-1 D-14:- C 1 - 1		
School: Kill Other Charter Schools with which Affiliated (currently and p	PP SoCal Public Schools		
See attached list.	eviously).		
Location of Other Charter Schools: East, S	outh, and Southeast Los	Angeles; Compton; and Sar	n Diego
	Release Information	- , ,	

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Vida Calvan	Signature
Print Name: Kyle Salyer	Signature:
Date: 9/10/2024 4:26:39 PM PDT	Title: Chief Financial Officer



KYLE R. SALYER

EDUCATION

The Broad Center for Management of School Systems

Master of Education in Educational Leadership

University of California, Davis, Graduate School of Management

Master of Business Administration

Concentrations: Finance and Accounting

Leadership: President, Net Impact; Co-Chair, Community Consulting Group

Awards: James F. Sullivan Award, Dean & Faculty Scholarships, Innovator & Alumni Assoc. Student Fellowships

University of California, Los Angeles

B.A., Economics - International Area Studies and International Development Studies

EXPERIENCE

KIPP SoCal Public Schools

Chief Financial Officer Chief of Finance & Operations Director of Finance Los Angeles, CA Nov. 2018 - Present Sept. 2014 - Nov. 2018 June 2013 - Sept. 2014

2015

2006

2000

- Responsible for overseeing finance and accounting, real estate, legal and HR administration for a network of schools serving over 10,00 students. Includes management of 4 direct reports across three departments.
- Create and manage a \$220 million budget, including over 30 different P&Ls.
- Developed and implemented processes, procedures and new systems to lay the foundation for growth from 7 to 20 schools, 350 to 1,500 employees, and \$27 million to \$220 million in revenue.
- Partnered with outside counsel, investment bank and financial advisor to issue three tax-exempt bond offerings, raising \$100 million in long-term debt to finance new school facility construction.

MicroCredit Enterprises (MCE)

Executive Vice President, Finance & Operations
Executive Vice President, Portfolio Management
Senior Vice President, Portfolio Management

Santa Monica, CA May 2010 – June 2013 Feb. 2008 – April 2009 Oct. 2005 – Feb. 2008

- Manage MCE's operational and financial activities, including; managing HR & IT; forecasting; budgeting; and financial
 analysis and reporting for senior management, Board of Directors, and creditors
- Manage accounts and generate reports through Quickbooks and complex Excel models
- As key member of founding team, responsible for successfully building MCE's loan portfolio to include 47 investments, totaling \$25 million, in 15 countries. Led deal origination, negotiations, due diligence, and monitoring.
- Manage relationships with eight creditors, totaling \$27 million in credit facilities. Successfully negotiated a \$20 million commercial bank credit facility and leading ongoing negotiations for a \$15 million loan with a US government agency
- Developed financial models, analyzed financial statements, and conducted credit analysis to evaluate loans to emerging market financial institutions

Gray Ghost Ventures (GGV)

Atlanta, GA

Investment Manager, First Light Ventures

April 2009 - April 2010

- Managed First Light Ventures, the incubator group of Gray Ghost Ventures responsible for making seed stage investments
 in social ventures that provide life enhancing products and services to low-income customers in emerging markets
- Directed First Light's investment process, including deal origination, due diligence, investment analysis, negotiation, and deal closings. Secured and managed First Light's initial fifteen investments in India and the U.S.
- Managed First Light's incubation efforts, including market research, recruiting entrepreneurs and consultants, contract
 negotiation, and project management. Examples of incubated ventures include a student housing development in Ghana, an
 online donation platform for schools in India, and Village Capital a new model for angel investing

605 of 2742

Madsen, Kneppers, & Associates, Inc. (MKA)

Sacramento, CA 2003 - 2004

Analyst

• Generated construction cost estimates for multi-million dollar industrial, commercial, and residential properties through research and comprehensive analysis of current markets

Mexican Association of Rural and Urban Transformation (AMEXTRA)Regional Manager

Chiapas, Mexico 2000 – 2002

- Launched and managed a microfinance branch office providing financial services to poor micro-entrepreneurs
- Developed savings and loan products and created marketing strategies through market research and analysis
- Led program growth from 0 to over 600 active clients, and successfully distributed 770 loans with a 100% recovery rate. Exceeded goals for gross revenue growth by 73%.

ADDITIONAL

Language: Fluent in Spanish

Name of Board Member:
Carlos Bermudez
Name of Charter School:
KIPP Sol Academy

INDEPENDENT CHARTER SCHOOL GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, serving as a member of the governing board of an independent charter school is a position of great trust and responsibility. Members of the governing board of an independent charter school act as fiduciaries. For instance, each member owes a duty of care to its nonprofit corporation and is required to perform with the level of care that an ordinary prudence person in a like position would use similar circumstances. This includes making reasonable inquiries as needed. As part of its fiduciary duties, the governing board of a charter school not only is responsible for ensuring that the charter organization provides high quality educational opportunity and programming for all charter school students, but also must ensure that all public monies it receives are spent responsibly in accordance with all applicable legal, LAUSD and charter requirements.

In order to make its recommendation to the LAUSD Board of Education whether the charter school petition is likely or unlikely to be successfully implemented,³ the Charter Schools Division (CSD) seeks complete and detailed responses to the questions below, as such responses will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

^{*}Should be current, within the last 12 months.

¹ A member of a governing board of a charter school owes what is known as a fiduciary duty to the nonprofit corporation and charter school. A fiduciary duty imposes on a member of a governing board of a charter school a duty to act with the utmost good faith in the best interests of their nonprofit corporation and charter school. (*See Wolf v. Superior Court* (2003) 107 Cal. App. 4th 25, 29.)

² (See Corp. Code, § 5231, subd. (a).)

³ (See Ed. Code, § 47605, subd. (c).)

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

Governance:

- -Be an informed and engaged stakeholder, including attendance at Board of Directors meetings and committee meeting.
- -Understand and comply with the regulatory and legal requirements required of a dirctor of a public agency.
- -Ensure that KIPP SoCal complies with state and federal regulations and upholds the mission of the charter.
- -Approve principal operational policies (such as conflicts of interests, enrollment, human resources, discipline, and fiscal policies) that support the mission and goals of KIPP SoCal.
- -Appoint, review, advise, support, and hold accountable the Executive Director. Set the compensation of the Executive Director.

Administration:

- -Approve the budget and all significant financial commitments, provide fiscal oversight, and develop and monitor the organization's programs and services
- -Ensure that KIPP SoCal Public Schools is compliant with its internal policies and procedures
- -Review and understand KIPP SoCal Public Schools' academic performance results as compared with its stated goals and comparable schools
- -Review and approve resolutions, applications, and compliance report submittals as necessary to ensure the operations of KIPP SoCal Public Schools.
- 2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

KIPP SoCal Public Schools' mission is to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in high school, college, and life. Through the success of our students, the KIPP SoCal Public Schools' students, families, management team and Board can serve as a model for educational excellence and, together with others, collaborate to raise the quality of education in Los Angeles for all children.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, <u>and</u> how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

I have over 20 years experience as a corporate transactional lawyer. On a daily basis, I advise corporate clients on governance matters, and work with them to analyze proposed transactions and the related risks. I have a deep passion for education, and a deep belief that all children should be provided the opportunity to a high quality education provided in a safe and nurturing environment.

- 4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.
- -A conflict of interest would be a transaction involving the proposed purchase by KIPP SoCal Public Schools of real estate from a member of the board or management or an entity in which such member of the board or management has a financial interest.
- -The conflicted individual should report his or her financial interest to the organization.
- -The conflicted individual should abstain from any evaluation or approval process (including board action if the conflicted person were a member of the board).
- -The board should request management (excluding the conflicted individual) to report on the fairness of the consideration to be paid by the organization in the transaction.
- -The board (or committee) should review the information presented and approve the transaction only if it determines that it is in the best interests of the organization, and is at a price that is fair and comparable to that could be obtained from an arms-length third party.
- 5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?
- -That the board's decisions are consistent with Charter and applicable law. -That every decision we make is made with the health and safety of all students in mind. -That we consider the fiscal health of organization and impact on such health of each decision we make. -That the decisions we make are consistent with the mission and philosophy of KIPP SoCal Public Schools.
- 6. Describe your experience and/or connection with the community that your school proposes to serve.

The communities served by KIPP SoCal Public Schools are mostly Latino and Black. As a son of Mexican immigrants who did not have the opportunity to pursue higher education, and someone who benefited greatly from the educational opportunities that were afforded to me, I deeply identify with the children that are principally served by KIPP and with the significant impact that being provided a quality education can have on one's life journey.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

As the Assigning Partner for the LA section of our firm's Corporate Department, I am tasked with both mentoring junior attorneys and addressing underperformance issues. A few years ago, after much discussion among the partners, I had to speak with a young associate about her performance issues. We met for several hours and discussed the issues that had arisen over the prior year (several of which we had previously discussed). We agreed on a plan to get her back in good standing and agreed that we would reconvene after three months. I was also clear that if

we did not see marked improvement over the next three months, we would need to have a discussion about separation.

- 8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?
- Deep belief and commitment to childhood education.
- Diverse background and experience.
- Proven record of professional success, and sound moral character.

110	VCII	record of professional success, and sound moral enaracter.
9.		ease identify your relationship, if any, with each of the following: Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
		Immediate Family (spouse, domestic partner, child, parent) (Specify:)
		Non-immediate family (Specify:)
		Professional/business Friend (Specify:)
		Casual/social (Specify:)
		Other (Specify:)
		None
	h	Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
	ο.	Immediate Family (spouse, domestic partner, child, parent) (Specify:)
		Non-immediate family (Specify:)
		Professional/business Friend (Specify:)
		Casual/social (Specify:)
		☐ Other (Specify:) None
		None
	C.	Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
		Immediate Family (spouse, domestic partner, child, parent) (Specify:)
		Non-immediate family (Specify:)
		Professional/business Friend (Specify:)
		Casual/social (Specify:)
		Under (Specify:) None
		Notice
	d.	Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
		Immediate Family (spouse, domestic partner, child, parent) (Specify:)
		Non-immediate family (Specify:)
		Professional/business Friend (Specify:)
		Casual/social (Specify:)
		Other (Specify:) None
		NA Mone

	Date Signature of Board M	ember
	9/22/2024 5:01:30 PM PDT	
	Carlos Bermud Printed Name of Boar	
	Cl D	don
	petition application. If so, please identify them. No, I have not accepted, solicited, or directed contributions exceeding \$250 to or participant in the pending proceeding involving this charter petition ap	
12.	 Please confirm whether you have accepted, solicited, or directed contributio \$250 from any party to or participant in the pending proceeding involving the 	_
11.	 Do you have a child or any relative who attends the charter school? None Yes, specify relationship and grade level 	
10.	 List other charter schools for which you serve as a board member or of which employee. None Specify: 	h you are an
	f. Any prospective employees or vendors, including the on-site financial masselect ALL DESCRIPTORS THAT APPLY. One or more is immediate family (spouse, domestic partner, child, part (Specify:) One or more is non-immediate family (Specify:) I have a professional/business relationship with one or more (Specify One or more is a friend (Specify:) One or more is a casual/social acquaintance (Specify:) Other (Specify:) None	rent)
	e. Other members of the governing board: SELECT ALL DESCRIPTORS THA One or more is immediate family (spouse, domestic partner, child, partner) One or more is non-immediate family (Specify:) I have a professional/business relationship with one or more (Specify One or more is a friend (Specify:) One or more is a casual/social acquaintance (Specify:) Other (Specify:) None	rent)

Carlos Bermudez Partner, Akin Gump

Key Experience Akin Gump Strauss Hauer & Feld, 2002-Present

- Represents public and private companies and equity funds in acquisitions, mergers, joint ventures, cross-border and similar transactions.
- Represents a variety of clients in the entertainment and media industry in a broad range of entertainment-related transactions.
- Also has experience in the corporate aspects of financial restructurings.
- Handles matters domestically, as well as in Asia and Latin America.

Biography

Carlos Bermudez represents a diverse group of clients, including private companies, public companies and private equity funds in sophisticated transactions that protect and enhance their business interests.

Clients appreciate Carlos' commercial savvy, persistent drive and creative approach to challenges in a deal setting.

Carlos has experience in a range of transaction types, including:

- Mergers and acquisitions (M&A)
- Divestitures
- Joint ventures
- Media & Entertainment
- Cross-border
- Strategic investments.

Areas of Focus

Mergers & Acquisitions

Joint Ventures & Strategic Alliances

Media & Entertainment

Film, Television & Digital Media

Technology

Corporate & Finance

Education

J.D., Stanford Law School, 2002

B.A., Princeton University, 1998

Bar Admissions

California



Representative Work

- Represented a US subsidiary of a television broadcasting company based in Hong Kong and
 publicly listed on the Hong Kong stock exchange, in a restructuring of a joint venture with an
 independent production company focused on financing the development and production of
 scripted television projects and documentary projects, and a related minority stake investment in
 holding company of independent production company.
- Represented Mubadala Capital in connection with its participation in a consortium that purchased the Yes Network from The Walt Disney Company in a transaction valued at \$3.47 billion.
- Represented Kingston Technology Company, one of the world's largest independent manufacturers of memory products, in connection with its carve-out and sale of its HyperX gaming peripherals business to HP Inc. for \$425 million.
- Represented certain Abu Dhabi entities in connection with the sale of their equity interests in Zuffa Parent LLC, which owned Ultimate Fighting Championship.
- Represented Portfolio Funding Company LLC I in its bankruptcy court approved settlement with the creditors committee and the estate of The Weinstein Company LLC.
- Represented a major insurance conglomerate in its sale of Portfolio Funding Company LLC I, whose primary assets were a film library, to a U.S. studio.
- Represented an investment management firm in its acquisition of a majority stake in a music performance-rights company.
- Provided export control advice and counseling in connection with the negotiation of multiparty agreements to a major, multinational U.S. social media company.

Recognition

- Los Angeles Business Journal, Leaders of Influence: Minority Attorneys, 2022.
- IFLR1000 United States, Notable Practitioner, M&A, 2019.
- Latino Lawyers Magazine, Top Latino Lawyers, 2018 and 2020.

Public Service & Affiliations

KIPP SoCal Board of Directors, June 2018 - present

Name of Board Member:
Heather Lord
Name of Charter School:
KIPP Sol Academy

INDEPENDENT CHARTER SCHOOL GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, serving as a member of the governing board of an independent charter school is a position of great trust and responsibility. Members of the governing board of an independent charter school act as fiduciaries. For instance, each member owes a duty of care to its nonprofit corporation and is required to perform with the level of care that an ordinary prudence person in a like position would use similar circumstances. This includes making reasonable inquiries as needed. As part of its fiduciary duties, the governing board of a charter school not only is responsible for ensuring that the charter organization provides high quality educational opportunity and programming for all charter school students, but also must ensure that all public monies it receives are spent responsibly in accordance with all applicable legal, LAUSD and charter requirements.

In order to make its recommendation to the LAUSD Board of Education whether the charter school petition is likely or unlikely to be successfully implemented,³ the Charter Schools Division (CSD) seeks complete and detailed responses to the questions below, as such responses will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

^{*}Should be current, within the last 12 months.

¹ A member of a governing board of a charter school owes what is known as a fiduciary duty to the nonprofit corporation and charter school. A fiduciary duty imposes on a member of a governing board of a charter school a duty to act with the utmost good faith in the best interests of their nonprofit corporation and charter school. (*See Wolf v. Superior Court* (2003) 107 Cal. App. 4th 25, 29.)

² (See Corp. Code, § 5231, subd. (a).)

³ (See Ed. Code, § 47605, subd. (c).)

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

1. Governance

- Understand and comply with the regulatory and legal requirements required of a director of a public agency
- Ensure that KIPP SoCal complies with all state and federal regulations and upholds the mission of the charter Approve principal operational policies (e.g., conflicts of interests, enrollment, human resources, discipline, and fiscal policies) that support the mission and goals of KIPP SoCal
- Appoint, review, advise, support, and hold accountable the Executive Director. Set the compensation for the Executive Director.
- Be an informed and engaged stakeholder, including attendance at Board of Directors meetings and committee meetings.

2. Strategy

- Review and provide feedback on both the long- and short-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 recruitment, self-assessment and training.

3. Administration

- Approve the budget and all significant financial commitments, provide fiscal oversight, and develop and monitor the organization's programs and services
- Ensure that KIPP SoCal is compliant with its internal policies and procedures
- Comply with all meeting requirements and administrative functions as outlined in the charters and bylaws
- Review and understand KIPP SoCal's academic performance results as compared with its stated goals and similar schools
- Review and approve resolutions, applications, and compliance report submittals as necessary to operations 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

4. Mission

- Understand and support KIPP SoCal's mission "to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in high school, college and life. Through success of our students, the KIPP SoCal team and family will serve as a model of excellence and collaborate with others to raise the quality of education in LA"
- Serve as ambassadors and advocates for KIPP SoCal by promoting the mission within your personal networks and the broader community

5. Fundraising

- Secure significant financial contribution to KIPP SoCal
- Actively participate in fundraising to ensure that KIPP SoCal has adequate resources to achieve

its goals

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

There are 6 guiding principles for KIPP SoCal:

- 1. We drive toward academic success: "Every student, every classroom, every day"
- 2. We develop best in class practices. "Be the best you
- 3. We embrace Innovation and operational excellence
- 4. We commit to the climb to and through college
- 5. We build and maintain a collaborative culture
- 6. We expand our circles of influence and collaborate with others In addition to the 7 character traits, KIPP SoCal is driven by an 8th trait: resourcefulness. KIPP SoCal is providing an excellent education through strategic investments and an effective distribution of resources. KIPP takes pride in "doing more with less".
- 3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, <u>and</u> how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

I am an experienced corporate executive and have advised many corporations on governance procedures during my time working at the Boston Consulting Group, Schwab and Capital Group.

I have sat on the board of directors of 4 non-profits and have experience on tax & audit, finance and development committees.

I am experienced in understanding financial statements of public and private organizations.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

An example of a conflict of interest would be if KIPP SoCal were to propose purchasing services from an entity that a member of the board of directors has a financial interest. The impacted individual is obligated to report his / her financial interest and the conflicted individual should abstain from the evaluation process, nomination process or approval process. The board or appropriate committee should review the information and approve the transaction only if it is determined that the transaction is in the best interests of the organization and at a fair price. This is outlined in the Board of Directors Policy on Conflicts of Interest (Adopted by the Board of Directors of March 30, 2010). Members of the Board of Directors and Designated Employees are required to file statements of economic interests with KIPP SoCal.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

Health & safety of all students

Fiscal health of the organization Consistent with the KIPP vision, Strategy and Mission Consistent with Charter and applicable law

6. Describe your experience and/or connection with the community that your school proposes to serve.

I joined the KIPP SoCal Board 6 years ago. As part of initially learning about KIPP, I met with parents and other community leaders.

I am on the Board of Directors for LA's Best - a partnership between the Mayor's office and LA Unified School District and have visited many schools across LA in that capacity. As part of my role at Capital Group, I have volunteered in the local community.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

In my current role, I have to help our organization prioritize key areas of investment / divestment. As part of this process, we thoroughly review strategic and financial considerations of potential investments, collectively discuss trade-offs and implications of various options, prioritize areas relative to our strategic objectives and then communicate across the organization. We periodically review the implications of these prioritization decisions and then revisit as required.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

I would expect board candidates to be well qualified to deliver against the core responsibilities of the Board:

- Keeper of the Vision and Strategy (e.g., thought partner for the creation of a multi-year strategic or financial plan; engaging in visioning / strategy retreat)
- Leadership Oversight & Development (e.g., collaborate with a Site Leader to set annual goals, provide ongoing performance oversight, and supports leadership development)
- Board self-management (i.e., support the board in regularly monitoring its own performance, holding members accountable, cultivates membership and operates with effective structure and clarity)
- Provide resources (e.g., support the organization with the necessary resources to ensure current healthy and long-term sustainability of the organization)
- Remove Obstacles (e.g., act as an ambassador and advocate in the local community and with legislative influences)
- Risk Management

9.	Ple	ease identify your relationship, if any, with each of the following:
	a.	Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
		Immediate Family (spouse, domestic partner, child, parent) (Specify:

	Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
b.	Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
C.	Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
d.	Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
e.	Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY. One or more is immediate family (spouse, domestic partner, child, parent) (Specify:) One or more is non-immediate family (Specify:) I have a professional/business relationship with one or more (Specify:) One or more is a friend (Specify:) One or more is a casual/social acquaintance (Specify:) Other (Specify:) None
f.	Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY. One or more is immediate family (spouse, domestic partner, child, parent) (Specify:)

	One or more is a friend (Spe	ess relationship with one or more (Specify:)
10.	List other charter schools for which employee. None Specify:	h you serve as a board member or of which you are an
11.	Do you have a child or any relative None Yes, specify relationship and	
12.	\$250 from any party to or participate petition application. If so, please id No, I have not accepted, solicited, or	accepted, solicited, or directed contributions exceeding ant in the pending proceeding involving this charter entify them. or directed contributions exceeding \$250 from any party occeding involving this charter petition application.
		Heather Lord
		Printed Name of Board Member
	9/13/2024 3:36:30 PM	PDT
	Date	Signature of Board Member

Heather Lord

SUMMARY

- As SVP, Global Head of Strategy & Innovation, ESG and Corporate Sustainability at Capital Group, responsible for the end to end Strategy for CG's businesses and leading key innovation initiatives for the firm. Specific areas of responsibility included sales strategy, digital blueprint, global new market entry and new product development including ETFs, ESG and other investment services.
- Serve on multiple firm leadership committees: Capital Group Research & Management Board and Management Committee; Diversity & Inclusion Committee; Talent Development Committee; Sustainability and Social Responsibility.
- Work featured on CNBC, cnbc.com, Forbes, Kipplinger, Financial Times, NBC.com, Barrons; keynote at major conferences including ICI, Digital Wealth, Strategic Insight and others.
- Former SVP, Head of Strategy and Client Experience at Charles Schwab, responsible for the strategy, design and execution of the wealth management experience, product management, sales ops and management of \$100B discretionary fee based advisory business. Proven track record managing complex cross-enterprise initiatives from initial strategy development to fully executed programs and direct P&L responsibility.
- Former Boston Consulting Group (BCG) Principal with management and leadership experience across 50+ client engagements, with a focus in Asset Management, Wealth Management, Operations and Strategy practice areas. Performance consistently ranked at top 5% of peer set and promoted at earliest windows; recognized internally as top people / team developer

PROFESSIONAL EXPERIENCE

Capital Group (Los Angeles, CA)

March 2016 - Present

Senior Vice President, Global Head of Strategy & Innovation, ESG & Sustainability

 Responsible for leading Capital Group's global Strategy & Innovation team, ESG Team and Corporate Sustainability Team. Responsible for defining and executing on key strategic growth initiatives; partner closely with leaders of the Capital Group Management Committee and Board of Directors to drive results.

Charles Schwab (San Francisco, CA)

March 2013 - March 2016

Senior Vice President, Head of Strategy and Client Experience

- Managed team of 100+, spanning Product Development, Product Management and Regulatory responsibilities. Member of the Investor Services Leadership Team and responsible for developing and executing on key growth initiatives; partner closely with leaders of Sales, Service, Operations & Technology organizations to drive results.
- Managed team of 15 strategists responsible for developing growth strategies for Schwab's Investor Service business including new market entry, new product development, branch expansion, etc.; recruited team from leading strategy consulting firms and investment banks

Boston Consulting Group (San Francisco, CA; New York, NY)

Principal 2013

June 2004 - March

 Strategic planning: Designed annual strategic planning and budgeting process for CEO and CFO of \$100B+ AuM hedge fund. <u>Result</u>: Identified historical skew toward non-investment expenditures, reallocated \$100M capex for front office initiatives and reduced opex by 20%

- Target operating model / sourcing: Defined target operating model for leading asset manager, led RFP and implementation. <u>Result</u>: Designed an industry-first operating model, reduced operational, delivered \$80M in annualized savings, and enabled expansion into new asset classes through strategic sourcing
- Turnaround strategy: Defined CEO's 100 day turnaround strategy for asset servicing company that
 had failed to sell to strategic buyers in 5 previous attempts. Result: Created and institutionalized an
 innovative sales strategy resulting in \$100M in incremental revenue and positioned client for successful
 acquisition
- New product launch: Managed team that spanned 50+ internal and external stakeholders to launch a
 new \$10B AuM credit fund in 6 months for a large global macro hedge fund (CIOs #1 priority). Result:
 Launched credit fund product, raised \$10B AuM capital and established organizational capability to
 launch future funds
- Growth strategy: Created a product portfolio and growth strategy for CEO of leading universal bank based on deep analysis of profit pools, competitive dynamics and sources of strategic advantage.
 Result: Isolated the product / geography segments that drive profitability, defined the future portfolio mix, and designed the growth strategies that drove 5%+ of share gain over 12 months
- Internal leadership roles, recognition and publications:
 - BCG Distinguished Alumni Award
 - Co-authored several external industry publications, including:
 - "Asset Management: The big squeeze from passive"
 - "Hedge Funds: What comes next?"
 - Selected to lead BCG's Recruiting of PhD / JD / MD Candidates and lead for BCG's Training Cadre
 - Recognized 5+ consecutive years for top decile upward feedback from team members; 20+ consultants / project leaders requested formal mentorship relationship over 3 years

EDUCATION

Yale University, 2006 (New Haven, CT)

- Ph.D., M.A. Applied Statistics, Psychology; completed PhD in 3.5 years
- Co-authored book, "Tragedy of Child Care in America," with Edward Zigler, published by Yale University Press
- 20+ research articles and book chapters on early education, development and policy. Research focused on environmental influences on physical, social emotional and cognitive development of disadvantaged children.
- Selected as Yale Zigler Center Early Career Fellow; multiple undergraduate teaching awards

Cornell University, 2002 (Ithaca, NY)

 Bachelor of Science (BS) Psychology / Human Development (Magna cum Laude). Research Assistant to Urie Bronfenbrenner

ADDITIONAL INTERESTS

- Board Service:
 - (2018-present) KIPP SoCal Public Charter Schools Los Angeles (Vice Chair)
 - o (2016-present) LA's Best After School Program (Finance Committee; Development Committee)
 - o (2013-2016) Minds Matter San Francisco (Executive and Finance and Audit Committees);
 - o (2006-2009) Center for Children's Initiatives New York (Executive Committee)
- Spending time with family including son (11) and daughter (8), Dodgers baseball, skiing, cooking

Name of Board Member:
Jon Berg
Name of Charter School:
KIPP Sol Academy

INDEPENDENT CHARTER SCHOOL GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, serving as a member of the governing board of an independent charter school is a position of great trust and responsibility. Members of the governing board of an independent charter school act as fiduciaries. For instance, each member owes a duty of care to its nonprofit corporation and is required to perform with the level of care that an ordinary prudence person in a like position would use similar circumstances. This includes making reasonable inquiries as needed. As part of its fiduciary duties, the governing board of a charter school not only is responsible for ensuring that the charter organization provides high quality educational opportunity and programming for all charter school students, but also must ensure that all public monies it receives are spent responsibly in accordance with all applicable legal, LAUSD and charter requirements.

In order to make its recommendation to the LAUSD Board of Education whether the charter school petition is likely or unlikely to be successfully implemented,³ the Charter Schools Division (CSD) seeks complete and detailed responses to the questions below, as such responses will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

^{*}Should be current, within the last 12 months.

¹ A member of a governing board of a charter school owes what is known as a fiduciary duty to the nonprofit corporation and charter school. A fiduciary duty imposes on a member of a governing board of a charter school a duty to act with the utmost good faith in the best interests of their nonprofit corporation and charter school. (*See Wolf v. Superior Court* (2003) 107 Cal. App. 4th 25, 29.)

² (See Corp. Code, § 5231, subd. (a).)

³ (See Ed. Code, § 47605, subd. (c).)

- 1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
 - 1) To provide governance and oversight to the charter to ensure we are delivering a quality education to the students.
 - 2) To review and approve budgets and any significant financial activities of the charter program.
 - 3) To assist in fundraising activities.
 - 4) To review and approve any operational policies of the school or charter program including certain disciplinary actions.
 - 5) To maintain excellence in the office of Board President and the CEO of the charter program.
- 2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.
 - KIPP SoCal's mission is to teach the fundamental skills necessary for students to achieve in their lives. At KIPP SoCal we endeavor to teach not only academic skills, but to also foster the intellectual habits necessary to cultivate the character traits needed for our students to thrive in high school, college, and life.
- 3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, <u>and</u> how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.
 - 1) As a film producer, I am well versed on budgets and how to deliver excellence under stressful conditions and under prescribed timeline.
 - 2) As a creative and a product of public school, I am passionate about education and making sure that evert child as the same opportunities regardless of the zip code or neighborhood in which they are raised.
- 4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.
 - Conflict of interest would be a scenario, for example, in which a KIPP SoCal board member had friends or family who benefitted by obtaining a contract with KIPP to provide services. As a board member, I would recommend the fellow board member abstains from voting on the specific issue and doesn't wield any influence in deciding who that particular contract

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- 5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?
 - -Sound financial basis for the organization
 - Adhering to the mission statement of the organization and providing academic excellence to the students
 - Providing a safe school environment for the student
- 6. Describe your experience and/or connection with the community that your school proposes to serve.

As a KIPP board member I've met with parents and students in our school system and listened to their needs, wants and desires. I am committed to serving the students and working to provide them with an academically rigorous AND supportive school structure. We want to challenge the students to achieve and to find the grit they will need to success later in life.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

I've had to fire people for not performing to the level required of their positions and for not delivering the results they promised. This is never an easy task, but it's necessary sometimes and must be done with respect and firmness.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

Specific skill sets will also be necessary to ensure adequate governance including real estate, legal, accounting, finance, accounting, education and community relations, among others.

9.	Please identify your relationship, if any, with each of the following:
	a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
	Immediate Family (spouse, domestic partner, child, parent) (Specify:)
	Non-immediate family (Specify:)
	Professional/business Friend (Specify:)
	Casual/social (Specify:)
	Other (Specify:)
	None

b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

	☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:) ☐ Non-immediate family (Specify:) ☐ Professional/business Friend (Specify:) ☐ Casual/social (Specify:) ☐ Other (Specify:) ☐ None
c.	Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
d.	Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
e.	Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY. One or more is immediate family (spouse, domestic partner, child, parent) (Specify:) One or more is non-immediate family (Specify:) I have a professional/business relationship with one or more (Specify:) One or more is a friend (Specify:) One or more is a casual/social acquaintance (Specify:) Other (Specify:) None
f.	Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY. One or more is immediate family (spouse, domestic partner, child, parent) (Specify:) One or more is non-immediate family (Specify:) I have a professional/business relationship with one or more (Specify:) One or more is a friend (Specify:) One or more is a casual/social acquaintance (Specify:) Other (Specify:) None

 $\textbf{10.} \ \ \textbf{List other charter schools for which you serve as a board member or of which you are an}$

	employee.	
	⊠ None	
	Specify:	
11.	Do you have a child or any relative who att	ends the charter school?
	None	
		1
	Yes, specify relationship and grade le	vei
12.	Please confirm whether you have accepted,	solicited, or directed contributions exceeding
	\$250 from any party to or participant in the	-
	petition application. If so, please identify th	
	No, I have not accepted, solicited, or directe	d contributions exceeding \$250 from any party
	to or participant in the pending proceeding	involving this charter petition application.
	to or participant in the penanig proceduring	my orymig amo onarcor poemon approacion
		Jon Berg
		Printed Name of Board Member
	9/23/2024 2:58:33 PM PDT	
	Date	Signature of Board Member

Jonathan B Berg

EDUCATION: University of Wisconsin-Madison; B.A. Political Science '95

EXPERIENCE:

3/2020-Present: President of Film; Stampede Ventures. Responsible for all

development, production and post-production on the film slate.

1/2018-2/2020: Producer/Partner; Vertigo Entertainment. A film and tv production

company with a deal at Warner Bros

1/2007-12/2017: Executive; Warner Bros Entertainment. Starting as a Senior VP

Production and elevating to Co-President of Production. Responsible

for delivering WB's film slate year over year.

1/2000-12/2006: Producer/Manager; Guy Walks into a Bar.

1/1998-12/1999: Director of Development; Universal Motion Picture Group

12/1995-12/1997: Assistant & Mailroom employee; Brillstein-Grey Entertainment

FILM CREDITS: (PRODUCER) SPACE CADET, ORDINARY ANGELS, DR.

SLEEP, ELF, MEET DAVE, JUSTICE LEAGUE

(EXECUTIVE PRODUCER) WONDER WOMAN, AQUAMAN,

OUT OF TIME

(STUDIO EXEC) JOKER, ARGO, AMERICAN SNIPER, EDGE OF

TOMORROW, SHERLOCK HOLMES 1 & 2, GANGSTER

SQUAD, THE BOURNE IDENTITY

SKILLS: Story development, fluent in production accounting, scheduling,

project management, budget wrangling, actor wrangling, post

production, creative problem solving and recipe making.

Name of Board Member:	
Julie Miller	
Name of Charter School:	
KIPP Sol Academy	

INDEPENDENT CHARTER SCHOOL GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, serving as a member of the governing board of an independent charter school is a position of great trust and responsibility. Members of the governing board of an independent charter school act as fiduciaries. For instance, each member owes a duty of care to its nonprofit corporation and is required to perform with the level of care that an ordinary prudence person in a like position would use similar circumstances. This includes making reasonable inquiries as needed. As part of its fiduciary duties, the governing board of a charter school not only is responsible for ensuring that the charter organization provides high quality educational opportunity and programming for all charter school students, but also must ensure that all public monies it receives are spent responsibly in accordance with all applicable legal, LAUSD and charter requirements.

In order to make its recommendation to the LAUSD Board of Education whether the charter school petition is likely or unlikely to be successfully implemented,³ the Charter Schools Division (CSD) seeks complete and detailed responses to the questions below, as such responses will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

^{*}Should be current, within the last 12 months.

¹ A member of a governing board of a charter school owes what is known as a fiduciary duty to the nonprofit corporation and charter school. A fiduciary duty imposes on a member of a governing board of a charter school a duty to act with the utmost good faith in the best interests of their nonprofit corporation and charter school. (*See Wolf v. Superior Court* (2003) 107 Cal. App. 4th 25, 29.)

² (See Corp. Code, § 5231, subd. (a).)

³ (See Ed. Code, § 47605, subd. (c).)

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

The responsibilities of a public charter school governing board is to provide oversight and to help ensure that the organization meets its missions. I think that the way the board does is this as follows:

- 1. Strategy One of the most important roles of the board is to review with and provide feedback to the administration to strategize to help meet the organization's short and long term goals. This includes among other things, growth, financial oversight, facilities.
- 2. Support it is the board's responsibility to help with fundraising to ensure the financial future of the organization.
- 3. Mission It is the boards responsibility to make certain that the organization meets its mission of providing a top-notch education to the underserved populations in South and East LA.
- 4. Administration It is the board's responsibility to make certain that the organization is compliant with its internal policies and procedures and that it is meeting its academic and budgetary goals. It is our responsibility to understand the bylaps and charters and make certain that we are complying in every way. We need to understand and review the academic performance and results as compared to similar schools and its own stated goals.
- 5. Governance The board must be informed of and review the operational facilities of the organization. This includes discipline policies, human resources and fiscal policies
- 2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

KIPP SoCal has a very clear mission which is to teach the academic skills and foster character traits to help our students be successful through high school, college and life. It is an organization that has clear metrics and a data-driven culture. One of the differentiators is the culture of one team, one family. The culture encourages the teaching staff across the schools to share resources and innovative techniques which foster the love of learning and the results that are a byproduct. KIPP SoCal also focuses on key character traits which have shown to ensure continued success. These include grit, zest, self-control, optimism, thank you, social intelligence and curiosity.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, <u>and</u> how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal

policies and practices.

As a partner in a CPA firm, I am able to help the organization from a financial perspective. This includes budgeting, understanding and financial results and providing information in a cohesive way. I have been the Board Chair of a non-profit which among other things, runs successful schools. I understand the workings of a board and am focused on governance and practices.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

A conflict of interest would present itself if the organization were to enter into a contract where the provider was related to the director or board member. I would expect the governing board to first, determine if a conflict existed by evaluating and investigating whether or not the director or board member was receiving an excess benefit from the transaction. During this discussion at the, the interested party should not be present. The board, or a committee of disinterested board members, should do a full investigation. In the meantime, the committee or board should determine if there is a viable alternative that would not give rise to a conflict of interest. If not, the Board should vote whether or not they should enter into the contract.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

The ultimate goal of the board is to make certain that we provide a healthy and safe environment for our students. In addition, we must stay consistent with KIPPs mission and philosophy and make certain that we are making decisions that maintain our financial well being.

6. Describe your experience and/or connection with the community that your school proposes to serve.

My family has been in Los Angeles since the late 1900s after immigrating here from Eastern Europe. My grandmother grew up in Boyle Heights, not far from KIPP LA Prep. One of the things that allowed my grandparents to thrive in LA was the access to good education. I am thrilled to be able to be involved in the neighborhood where my grandmother was born and raised. Education is a game changer and I honored to be able to be part of an organization whose mission is to provide a superior education to the underserved population.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

I recently was asked to renegotiate a contract for a well-loved employee of an organization I was previously the President of. The employee asked for a large increase in salary. We knew that if we didn't come close to his request, we would run the risk of him leaving our organization. We ultimately decided to offer him only a cost of living increase and risk the chance of him leaving. We evaluated how the increase would affect our budget and decided that the budget would be too stretched if were to give him the increase. We also requested comparable salaries from other

organizations.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

I think that potential board members should have some expertise to bring to the board. This could be financial expertise, experience with real estate, having served on other boards and understanding governance, a deep knowledge of charter schools and education, marketing and p/r experience, and the willingness to help fundraise. It is important to build a board a board with diversity in backgrounds and all board members should be expected to be dedicated to the organization and its mission.

9.		ease identify your relationship, if any, with each of the following: Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
	α.	☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:) ☐ Non-immediate family (Specify:)
		Professional/business Friend (Specify:)
		Casual/social (Specify:)
		Other (Specify:)
		None
	b.	Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:)
		Professional/business Friend (Specify:) Casual/social (Specify:)
		Other (Specify:) None
	c.	Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT
		APPLY.
		Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:)
		Professional/business Friend (Specify:)
		Casual/social (Specify:)
		Other (Specify:)
		None
	d.	Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
		Immediate Family (spouse, domestic partner, child, parent) (Specify:)
		Non-immediate family (Specify:)
		Professional/business Friend (Specify:)
		Casual/social (Specify:) Other (Specify:)
		Ouici Juctily.

	None	
	e. Other members of the governing board: SEL One or more is immediate family (spouse (Specify:) One or more is non-immediate family (SI) I have a professional/business relationsh One or more is a friend (Specify:) One or more is a casual/social acquainta Other (Specify:) None	e, domestic partner, child, parent) pecify:) nip with one or more (Specify:)
	f. Any prospective employees or vendors, incl SELECT ALL DESCRIPTORS THAT APPLY. One or more is immediate family (spouse (Specify:) One or more is non-immediate family (Spouse) I have a professional/business relationsh One or more is a friend (Specify:) One or more is a casual/social acquainta Other (Specify:) None	e, domestic partner, child, parent) Decify:) Dip with one or more (Specify:)
10.	List other charter schools for which you serve a employee. None Specify:	s a board member or of which you are an
11.	Do you have a child or any relative who attends None Yes, specify relationship and grade level	
12.	Please confirm whether you have accepted, solid \$250 from any party to or participant in the per petition application. If so, please identify them. No, I have not accepted, solicited, or directed co to or participant in the pending proceeding involved.	nding proceeding involving this charter ontributions exceeding \$250 from any party
		Julie Miller
		Printed Name of Board Member
	9/16/2024 7:30:05 AM PDT	
	Date	Signature of Board Member

JULIE MILLER, CPA

PROFESSIONAL EXPERIENCE

Holthouse Carlin & Van Trigt LLP (HCVT) Partner, 2006 - Present

Co-leader of the Business Management/Family Office Practice

Provides personalized family office, business management and tax services to high-net-worth individuals, entertainment professionals, closely held companies and personal service companies. Oversight of cash-flow management and budgeting, financial plan review and implementation, post career retirement planning, evaluating insurance and estate planning needs, overseeing tax planning, as well as foundation creation and planning. In charge of the HCVT's Community Service Committee and serves as an executive member of the firm's Women's Initiative Program.

City National Rochdale Funds

Trustee – 2020- Present

Oversees each Fund's investment and other operations, generally and performs specific monitoring and approval tasks required by law. Acts exclusively in the best interests of the Fund shareholders, particularly with respect to the Fund's contractual relationship with the Adviser and its affiliates.

Kaufman, Bernstein, Oberman, Tivoli and Miller, Inc. Manager, 1984-1987/ Partner, 1987-2005

Head of the Business Management/Family Office Practice

Provided family office, business management and tax services to high-net-worth individuals, entertainment professionals, closely held companies and personal service companies. Additional responsibilities included: cash-flow management and budgeting, financial plan review and implementation, post career retirement planning, evaluating insurance and estate planning needs, overseeing tax planning, as well as foundation creation and planning. Served as a liaison between the tax and business management departments.

Baumblatt and Low, An Accountancy Corporation Accountant, 1982-1984

General Business Management and Tax Preparation

Reviewed general ledgers, developed earnings requirement schedules, cash flow projections, analyzed client expenditures. Reviewed current insurance policies to determine if additional coverage was necessary based on client exposure. Prepared corporate and individual tax returns.

Gelfand, Breslauer, Rennert and Feldman Staff Accountant, 1979-1982

General Business Management and Tax Preparation

Reviewed general ledgers, developed earnings requirement schedules, cash flow projections, analyzed client expenditures. Reviewed current insurance policies to determine if additional coverage was necessary based on client exposure. Prepared corporate and individual tax returns.

PROFESSIONAL AFFILIATIONS

The Sam Simon Charitable Giving Foundation

President

KIPP SoCal

• SoCal Board Chair 2020-2022

Wilshire Boulevard Temple - Los Angeles

- Honorary Life-Time Board Member
- Board President, 2006-2009

American Institute of Certified Public Accountants

• Member

California Society of Certified Public Accountants

• Member

EDUCATION

University of California, Berkeley

B.S in Business Administration, emphasis in Accounting and Finance, 1979

Name of Board Member:
Luis J. Rodriguez
Name of Charter School:
KIPP Sol Academy

INDEPENDENT CHARTER SCHOOL GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, serving as a member of the governing board of an independent charter school is a position of great trust and responsibility. Members of the governing board of an independent charter school act as fiduciaries. For instance, each member owes a duty of care to its nonprofit corporation and is required to perform with the level of care that an ordinary prudence person in a like position would use similar circumstances. This includes making reasonable inquiries as needed. As part of its fiduciary duties, the governing board of a charter school not only is responsible for ensuring that the charter organization provides high quality educational opportunity and programming for all charter school students, but also must ensure that all public monies it receives are spent responsibly in accordance with all applicable legal, LAUSD and charter requirements.

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^{*}Should be current, within the last 12 months.

¹ A member of a governing board of a charter school owes what is known as a fiduciary duty to the nonprofit corporation and charter school. A fiduciary duty imposes on a member of a governing board of a charter school a duty to act with the utmost good faith in the best interests of their nonprofit corporation and charter school. (*See Wolf v. Superior Court* (2003) 107 Cal. App. 4th 25, 29.)

² (See Corp. Code, § 5231, subd. (a).)

³ (See Ed. Code, § 47605, subd. (c).)

- 1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
 - 1) Accountability: it is important for the governing board to assure that the Executive Director and his or her team comply with all directives and requirements as outlined by LAUSD, the CA Dept. of Education and any federal agencies that monitor public education.
 - 2) Transparency: in order to have an honest and trustful relationship between all stakeholders, a board member must embrace transparency as a critical building block for a successful public education experience.
 - 3) Fundraising and development: Board members should bring in material support to the schools to help augment above and beyond what is needed to provide a quality education to all children regardless of ethnicity, race, gender, socio-economic status and sexual orientation.
 - 4) Relationship Building: by having a diverse board of directors, one brings in different life experiences and perspectives that help transcend the challenges that can come with dealing with the wide socio-economic spectrum of Los Angeles County.
 - 5) Innovation: Board members need to be supportive of teachers who bring much talent and energy to the classroom. When enthusiasm and innovation is left to wilter, it has a detrimental effect on the learning experience of all children.
- 2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

KIPP SoCal is committed to a holistic system of educational support. I have seen how arts, traditional educational curriculum, leadership development and valuation of principles are highly emphasized. As a product of a primary and secondary public school education, I felt the effect on my education when Prop. 13 passed. KIPP SoCal provides the educational opportunities that I missed out on during the latter portion of my education.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, <u>and</u> how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

I am the child of Mexican immigrants. My father had a third grade education and my mother a high school education. Spanish was my first language, and we were in very bottom of the socio-economic rung. I was the first in my family to graduate from college and first to graduate from law school. Because of my life experiences, I have dedicated my personal and professional life to helping others. I have worked as a public defender for 22 years defending poor children and

adults.

I sat on the State Board of Education. I have been President of the State Bar of California the entity that regulates attorneys and has built up its commitment to protecting the consumer. I have also served on other boards dedicated to helping students. My life has been about struggle, dedication to helping others and protecting lives; my principles, conscience and grit is what I can offer.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

One of the most worrisome conflicts of interests involve financial transactions. A major or common example is the awarding of work contracts. A scenario could be the need to hire a sanitation service. In order to prevent a conflict, the first step is to open the RFP process to the public. Once the bidders are identified, it is incumbent upon the school administration and Board to identify any relationships between the schools' leadership members and employees and the bidders. If there are any relationships between those groups, then that individual or individuals must be excluded from any discussions, decisions and other relevant actions related to the determination of who gets the contract.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

It may sound basic, but the accuracy of information is critical. Objectivity is another foundational block. The goal is the education of the children not the preservation of one's ego. Fairness is also a key factor because after information has been analyzed and evaluated, one still has to asks "is this the right thing to do?"

6. Describe your experience and/or connection with the community that your school proposes to serve.

I grew up in the El Sereno area and attended public schools. The children that I see being served by KIPP SoCal have very similar backgrounds to mine as I grew up. Many of the children are first or second generation Mexican who come from a monolingual household. This was my experience growing up. I currently live in Highland Park, so I am still in the community.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

I was recently recruited by another county to lead that county's Public Defender office. It would have been a tremendous professional opportunity for me as I would have been in charge of that county office. Unfortunately, it would have meant uprooting my family. It came down to what is best for my family especially my young daughters.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating

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It is important to have a continuous dedication to the community at large either through that person's profession of volunteer work. It is difficult to be sensitive to stakeholders if one has been absent from the environment.

9.		ease identify your relationship, if any, with each of the following: Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
		Immediate Family (spouse, domestic partner, child, parent) (Specify:)
		Non-immediate family (Specify:)
		Professional/business Friend (Specify:)
		Casual/social (Specify:)
		Other (Specify:)
		None
	b.	Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
		Immediate Family (spouse, domestic partner, child, parent) (Specify:)
		Non-immediate family (Specify:)
		Professional/business Friend (Specify:)
		Casual/social (Specify:)
		☐ Other (Specify:) None
		None -
	c.	Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT
		APPLY.
		Immediate Family (spouse, domestic partner, child, parent) (Specify:)
		Non-immediate family (Specify:)
		Professional/business Friend (Specify:) Casual/social (Specify:)
		Other (Specify:)
		None
	d.	Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
		Immediate Family (spouse, domestic partner, child, parent) (Specify:)
		Non-immediate family (Specify:)
		Professional/business Friend (Specify:) Casual/social (Specify:)
		Other (Specify:)
		None
	e.	Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
		One or more is immediate family (spouse, domestic partner, child, parent)
		(Specify:)
		One or more is non-immediate family (Specify:)I have a professional/business relationship with one or more (Specify:)

	 One or more is a friend (Specification) One or more is a casual/social Other (Specify:) None 	
	SELECT ALL DESCRIPTORS THAT One or more is immediate fam (Specify:) One or more is non-immediate	cily (spouse, domestic partner, child, parent) e family (Specify:) s relationship with one or more (Specify:) fy:)
10.	List other charter schools for which y employee. None Specify:	ou serve as a board member or of which you are an
11.	Do you have a child or any relative w None Yes, specify relationship and gr	
12.	\$250 from any party to or participant petition application. If so, please iden No, I have not accepted, solicited, or o	epted, solicited, or directed contributions exceeding in the pending proceeding involving this charter tify them. directed contributions exceeding \$250 from any party reding involving this charter petition application.
		Luis J. Rodriguez
		Printed Name of Board Member
	9/15/2024 3:39:48 PM PC	т
	Date	Signature of Board Member

Luis J Rodriguez

| Lrodriguez@kippsocal.org

PROFESSIONAL EXPERIENCE

Los Angeles County Public Defender's Office

Los Angeles, CA

Division Chief-Juvenile

Aug 2019-Present

- Member of the Juvenile Justice Coordinating Council
- Member of the Youth Justice Work Group created by the Board of Supervisors to make recommendations regarding Probation Department's transition from supervising youth in the Delinquency system
- Member of the Division of Juvenile Justice Transition Taskforce created by the Board of Supervisors to make recommendations regarding closure of DJJ and transfer to local supervision
- Member of the Juvenile Justice Roundtable which consist of the Supervising Judge of Juvenile Delinquency, Probation Dept. representative, District Attorney Representative, Clerk's Office representative. Meet on a bi-monthly basis to discuss issues regarding Juvenile Delinquency operations
- Supervise and provide training to 100+ employees; provided and analyzed data necessary for preparation of the annual budget
- Collaborate with judges, attorneys, and representatives of law enforcement agencies, public officials, and community groups
- Provide direct supervision to the Head Deputies

Los Angeles County Public Defender's Office

Los Angeles, CA

Division Chief-Central Felonies

Sept 2017 – Aug 2019

- Implement management control systems; provide data input to Case Management System vendors in the Information Systems
- Supervise and provide training to 100+ employees; provided and analyzed data necessary for preparation of the annual
- Collaborate with judges, attorneys, and representatives of law enforcement agencies, public officials, and community groups
- Provide direct supervision to the Head Deputies

Los Angeles County Public Defender's Office

Los Angeles, CA

Division Chief-Support Services

Sept 2013 – Sept 2017

- Confer with head deputies of branch offices or sections regarding the preparation and defense of complex or media cases
- Implement management control systems; provide data input to Case Management System vendors in the Information Systems
- Supervise and provide training to 150+ employees; provided and analyzed data necessary for preparation of the annual budget
- Collaborate with judges, attorneys, and representatives of law enforcement agencies, public officials, and community groups
- Provide direct supervision to the Head Deputies and Deputies in Charge over the Appellate Department, Mental Health Court, Sexual Violent Predator (SVP) Unit and Paralegals Unit

Los Angeles County Public Defender's Office

Los Angeles, CA Division

Chief-Branch & Area

July 2010 – Sept 2013

- Supervised and trained approximately 200 public defender employees assigned to 5 Branch Courts and 6 areas offices
- Oversaw adult felony and misdemeanor cases assigned to courts in Lancaster, Van Nuys, San Fernando, Pasadena and Pomona
- Rendered legal services and provided direct supervision, guidance and direction to 5 Head Deputies and 6 Deputies-In-Charge
- · Consulted with judges, attorneys, and representatives of law enforcement agencies, public officials, and community groups

Los Angeles County Public Defender's Office

Los Angeles, CA Head Nov 2007 – Jun 2010

Deputy Public Defender

- Formally trained, mentored and supervised all new attorneys; trained approximately 150 attorneys during the course of the assignment
- Created CURE (Community Uniting for Resolution and Empowerment) gang intervention program, partnering with L.A. City Attorney's 640 of 2742

Office

- Helped establish the Prostitution Diversion program within the L.A. City Attorney's Office program, to assist sex-trafficking victims
- Created the HALO (Homeless Alternatives to Living On the streets) program, connecting homeless participants to service providers with
 - access to housing for individuals in need
- Provided guidance to subordinates on the management of their assigned cases by addressing questions of law, procedure and strategy

Los Angeles County Public Defender's Office

Los Angeles, CA Special

Counsel to the Public Defender

Sept 2004 – Nov 2007

- Advised the Public Defender, Michael P. Judge, on matters affecting the successful management of the department
- Assisted in preparation of the annual budget, implementation of management control systems and reforms to IT systems
- Collaborated with law schools, elected officials, law enforcement entities, prosecution agencies and judges on behalf of Mr. Judge
- · Assured that the law clerk and the newer attorney work forces were rich in diversity and representative of L.A. County

Los Angeles County Public Defender's Office

Los Angeles, CA

Juvenile Division-Resource Specialist

Jul 2003 - Sept 2004

- Secured individualized dispositions for clients by collaborating with probation, judges, prosecutors and law enforcement agencies
- Advocated for our juvenile clients by securing behavioral needs services, special education support, and Regional Center services
- Gained comprehensive knowledge of juvenile delinquency procedures and substantive law in the areas of delinquency and education

Los Angeles County Public Defender's Office

Whittier, CA

Deputy In Charge-Supervisor

Jul 2000 - Nov 2002

- Managed the Whittier Area Office; Directed and assigned the work of attorneys and staff and implemented management control systems
- Conferred with Judges, Probation officers and prosecutors regarding issues concerning the criminal justice system
- Served as Liaison for the department with the public, outside agencies and community groups

Los Angeles County Public Defender's Office

Los Angeles, CA

Trial Attorney-Deputy Public Defender

Nov 1994 – Jun 2003

- Provided legal representation to indigent clients in felony and misdemeanor cases including a high-profile Death Penalty case
- Conferred with judges, prosecutors and community stakeholders regarding issues dealing with the criminal justice system
- Applied comprehensive knowledgeable of applicable immigration and criminal procedure and law.

AFFILIATIONS

California La Raza Lawyers Association

President 2003 - 2004

Mexican American Bar Association of Los Angeles County

President 2001- 2002

Los Angeles County Bar Association

Member

California Public Defender Association

Member

CIVIC LEADERSHIP

KIPP - Los Angeles Public Charter Schools CA

Los Angeles,

Chair-Board of Directors | (Knowledge is Power Program)
Board Member

Jan. 2023 to Present July 2016 to Present

- The KIPP Mission is to teach academic skills, foster intellectual habits, and cultivate character traits for our students in school to thrive
- Operate open enrollment for college-preparatory public charter schools serving over 6,000 students across 20 schools
- Majority of demographics are Latino and African-American families served in South-Central Los Angeles and East Los Angeles neighborhoods

California Bar Foundation

Board of Trustees

Dec 2015 - Sept. 2017

- The California State Bar Foundation is a 501(c)(3) nonprofit organization dedicated to building a better justice system for all Californians.
- Distribute grants to nonprofit organizations, public interest advocates, and bar associations for law-related projects
- Promote and encourage the philanthropic and charitable efforts of California's lawyers

State Bar of California | Board of Trustees

President Emeritus President Vice President Trustee Sept 2014 – Oct 2015

Oct 2013 – Sept 2014 Sept 2012 – Oct 2013

Sept 2012 Sept 2012

- Regulated and monitored over 250,000 attorneys to assure compliance with Ethical Rules and Professional Rules of Conduct
- Directly oversaw a budget of over 150 million dollars along with management of over 700 employees statewide
- Established the Unauthorized Practice of Law Unit created to serve as a regulatory entity aimed at protecting consumers
- Created Civil Justice Strategies Task Force to examined ways to close the "civil justice gap" and reduce student debt
- Founded the Task Force on Discipline Reform to assure fair discipline standards to both the attorneys and consumers
- Oversaw the development of the RFP process to revamp the State Bar and the State Bar Courts' Case Management System (CMS)

Sen. Barbara Boxer | Federal Selection Committee

Member

2014 - 2017

- Recommended candidates for federal judicial and prosecutorial appointments forwarded to White House for Senate confirmation
- Regularly conferred with state and federal judges to vet judicial and prosecutorial candidates
- · Consulted with local, state and federal law enforcement entities in addition to state and federal state legislators

Executive Advisory Committee to Dean Erwin Chemerinsky

Member

2015 - 2017

• Advise Dean on policy issues impacting the legal profession in relation to the academic institution at the UC Irvine School of Law

Open Courts Coalition

Member

Jun 2011 - Jun 2016

- The Open Courts Coalition was a statewide steering committee convened to propose a secure funding base for the California state courts
- 17- member steering committee was comprised of bar leaders from the public, private and government sectors (civil & criminal)
- the coalition lobbied the Governor and legislature to restore court funding

State Bar of California's Council on Access & Fairness

Member

2007- 2010

Chair 2008 -2009

• The Council on Access and Fairness (COAF) was established by the CA State Bar Board of Trustees 642 of 2742

- Advised the State Bar Board of Trustees on appropriate strategies consistent with State Bar policies and procedures
- Enhanced opportunities and advancement in the legal profession for diverse populations, geared towards underrepresented groups

Vista Del Mar Children & Family Services

Board Member

2004-2006

- Served needs of children and families in our community by offering high-quality treatment programs
- Assisted children with significant emotional, social, learning, and developmental disabilities
- Promoted educational and behavioral health services that encourage children, adolescents and their families to lead self-reliant, stable lives

California State Board of Education

Member

2003

- Appointed by Gov. Davis as a Public Member to serve on the State Board of Education (SBE)
- Assisted in the governing and policy-making within the California Department of Education
- Set K-12 education policy in the areas of standards, instructional materials, assessment, and accountability

EDUCATION

Santa Clara University, School of Law; Santa Clara, CA

1992

Degree: Juris Doctor

Santa Clara University; Santa Clara, CA

1989

B.S: Political Science **Minor**: Business

BAR ADMISSIONS

California State Bar

1994

Federal Court

1994

OTHER

Languages: Fluent in English, Fluent in Spanish

Name of Board Member:
Mel Carlisle
Name of Charter School:
KIPP Sol Academy

INDEPENDENT CHARTER SCHOOL GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, serving as a member of the governing board of an independent charter school is a position of great trust and responsibility. Members of the governing board of an independent charter school act as fiduciaries. For instance, each member owes a duty of care to its nonprofit corporation and is required to perform with the level of care that an ordinary prudence person in a like position would use similar circumstances. This includes making reasonable inquiries as needed. As part of its fiduciary duties, the governing board of a charter school not only is responsible for ensuring that the charter organization provides high quality educational opportunity and programming for all charter school students, but also must ensure that all public monies it receives are spent responsibly in accordance with all applicable legal, LAUSD and charter requirements.

In order to make its recommendation to the LAUSD Board of Education whether the charter school petition is likely or unlikely to be successfully implemented,³ the Charter Schools Division (CSD) seeks complete and detailed responses to the questions below, as such responses will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

^{*}Should be current, within the last 12 months.

¹ A member of a governing board of a charter school owes what is known as a fiduciary duty to the nonprofit corporation and charter school. A fiduciary duty imposes on a member of a governing board of a charter school a duty to act with the utmost good faith in the best interests of their nonprofit corporation and charter school. (*See Wolf v. Superior Court* (2003) 107 Cal. App. 4th 25, 29.)

² (See Corp. Code, § 5231, subd. (a).)

³ (See Ed. Code, § 47605, subd. (c).)

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

The central role of a public charter school governing board is to ensure the school is providing students with a well-rounded superior education. The board achieves this through the following:

- 1) Collaborating with the executive director in the development of strategic and financial plans and setting annual goals to achieve them. In my experience if you don't have a strategy to achieve your mission it is very difficult to survive as an organization.
- 2) Provide support and oversight of the executive director. The executive director is responsible for the day-to-day management of the school. The board should periodically assess progress toward annual goals.
- 3) The board is accountable for protecting the school from legal risk. The board should ensure compliance with state and federal regulations and upholding the mission of the charter.
- 4) The board is accountable for protecting the school from financial risk. The board should approve all financial commitments and approve budgets. This will ensure the organization is operating in a fiscally sound manner.
- 5) Financial support. By providing financial support through personal giving and participation in fundraising the board helps to ensure the financial stability of the school.
- 2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

Data driven culture - Setting clearly defined and measurable expectations for academic achievement. Use of student achievement data to inform instruction and curriculum. Providing transparency to students, parents and teachers to a student's growth trajectory and progress. Focusing on the development of the whole student by helping students foster character strengths that are essential for success and well-being. Empowering educators to lead school teams and investment in training to help them grow.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, <u>and</u> how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

I have worked in the investment management industry for twenty plus years. I know the importance of making fiscally sound decisions toward ensuring the success of an organization. I am aware of the importance of managing risks. I am also familiar with the weight of being a fiduciary for public funds. My knowledge and experience and finance would be an asset in governance and oversight.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

A conflict of interest would arise if KIPP SoCal was contemplating the purchase of land for a school and a board members spouse has a financial interest in the land. In this case the board member would have to disclose the financial interest to the board. After the disclosure the board member would be excluded from any discussion to determine if a conflict exists. If in fact, at conflict exists the board member would be excluded from any further discussion or votes related to the property.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

The most important factors that a charter school's governing board should consider in order to ensure sound decisions are maintaining the school's mission, goals, and compliance with regulatory legal requirements.

6. Describe your experience and/or connection with the community that your school proposes to serve.

As a child I lived in a low-income community. I have experienced what it is like to live in an underserved community where schools did not provide the proper tools to prepare students for success.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

Over my career I have had to make many difficult decisions. One of the most difficult decisions that I have had to make was to terminate an employee whom I liked as a person but was no longer a good fit for the organization. As the organization was growing and evolving this person's abilities were not going to assist us in achieving our goals.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

In evaluating candidates, I would consider the candidates commitment to KIPP SoCal's mission, the diversity in the candidate's background, unique skills or expertise that would add to the strength of the board, and their ability to actively engage in fundraising.

9.	Please identify your relationship, if any, with each of the following:
	a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
	Immediate Family (spouse, domestic partner, child, parent) (Specify:)
	Non-immediate family (Specify:)
	Professional/business Friend (Specify:)

	☐ Casual/social (Specify:) ☐ Other (Specify:) ☐ None
b.	Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
c.	Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
d.	Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
e.	Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY. One or more is immediate family (spouse, domestic partner, child, parent) (Specify:) One or more is non-immediate family (Specify:) I have a professional/business relationship with one or more (Specify:) One or more is a friend (Specify:) One or more is a casual/social acquaintance (Specify:) Other (Specify:) None
f.	Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY. One or more is immediate family (spouse, domestic partner, child, parent) (Specify:) One or more is non-immediate family (Specify:) I have a professional/business relationship with one or more (Specify:) One or more is a friend (Specify:)

	☐ One or more is a casual/socia☐ Other (Specify:)☐ None	ll acquaintance (Specify:)
10.	List other charter schools for which employee. None Specify:	you serve as a board member or of which you are an
11.	Do you have a child or any relative v None Yes, specify relationship and g	
12.	2. Please confirm whether you have accepted, solicited, or directed contributions exceeding \$250 from any party to or participant in the pending proceeding involving this charter petition application. If so, please identify them. No, I have not accepted, solicited, or directed contributions exceeding \$250 from any party to or participant in the pending proceeding involving this charter petition application.	
		Mel Carlisle
		Printed Name of Board Member
	9/13/2024 7:32:37 PM N	IDT
	Date	Signature of Board Member

MEL CARLISLE

PROFESSIONAL EXPERIENCE

OAKTREE CAPITAL MANAGEMENT, LP Managing Director – Global Opportunities Funds

(October 1995 to Present) (January 2022 to Present)

- Collaborate with portfolio managers to shape and execute the strategy's long-term vision
- Cross functional collaboration with departments within the firm to deliver operational excellence for the strategy and investors
- Strategy Finance and Operations: cash management and forecasting, investment projection, fund modeling, and portfolio monitoring
- Strategy ESG Lead: ensure ESG considerations are integrated throughout the investment lifecycle from diligence to exit
- Change management drive operational efficiency through process improvement and technology

Managing Director – Chief Financial Officer of OCSL and OCSI (October 2017 to December 2021)

- Chief Financial Officer of two publicly listed closed-end funds Oaktree Specialty Lending Corporation and Oaktree Strategic Income Corporation
- Corporate finance and planning
- Mergers and acquisitions merged OCSI into OCSL in 2021
- Developed and implemented procedures to ensure strong internal controls, and compliance with all
 policies and requirements
- Oversight of SEC regulatory reporting for Form 10Q and Form 10K

Managing Director - Fund Accounting and Operations (October 1995 to December 2021)

- Developed, implemented, and monitored closed-end fund accounting policies, processes, and procedures
- Managed daily/monthly/quarterly accounting processes
- Treasury (e.g., foreign currency spot transactions, cash movement for trade settlement, payment of vendor invoices, distribution wires, cash projections, and debt administration)
- Oversight of interactions with external accounting firms (PwC and E&Y) and risk management

BOARD POSITIONS

KIPP SoCal Public Schools – Audit Committee 2017 to Present ABC Technologies – Audit Committee 2021 to Present

EDUCATION AND CERTIFICATION

CLAREMONT MCKENNA COLLEGE

Bachelor of Arts Degree, May 1990. Dual major in Economics and Accounting

CERTIFIED PUBLIC ACCOUNTANT (Inactive)

Name of Board Member:
Naeem Arastu
Name of Charter School:
KIPP Sol Academy

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³ (See Ed. Code, § 47605, subd. (c).)

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

A public charter school governing board has several key roles and responsibilities, each critical to the school's success.

- 1. Ensuring academic accountability is paramount, as the board must oversee that the school meets or exceeds educational standards and fosters student achievement.
- 2. Financial oversight is crucial for maintaining fiscal health, including approving budgets, managing funds, and ensuring financial sustainability.
- 3. Compliance with laws and regulations ensures that the school operates within local, state, and federal guidelines, avoiding legal issues.
- 4. Strategic planning is vital for long-term success, setting goals that align with the school's mission and vision.
- 5. Hiring and evaluating the school leader is a top responsibility, as strong leadership directly impacts the school's performance and culture. These functions help the board maintain the school's operational, financial, and academic integrity.
- 2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.
 - KIPP SoCal's mission is to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in high school, college, and life. Through the success of our students, the KIPP SoCal team and family will serve as a model of excellence and collaborate with others to raise the quality of education in Los Angeles.
- 3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, <u>and</u> how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.
 - I am very passionate about education, particularly in underserved areas. I've been actively involved on the leadership and governance teams of multiple non-profit organizations that address this cause. Most recently I was a founding board member of another charter school in Southern California. Furthermore, I have 20+ years of professional experience working in private equity where I routinely sit on boards of operating companies and provide strategic oversight and support to help companies and management teams achieve other objectives.
- 4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.
 - A scenario representing a conflict of interest could involve a board member of a nonprofit organization who is also a major supplier for the organization, potentially influencing

decisions that could benefit their business over the nonprofit's mission. To address this conflict, I would expect the governing board to take several steps: first, the board member should disclose their relationship and recuse themselves from any discussions or decisions related to the supplier contract. The board should then review the procurement policies to ensure transparency and fairness, possibly seeking alternative suppliers to avoid favoritism. Finally, the board might implement training on conflict of interest policies for all members to reinforce the importance of ethical decision-making and maintain the organization's integrity.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

A charter school's governing board will prioritize several key factors to ensure sound decision-making. First, they must consider the academic performance of students, focusing on meeting or exceeding state standards and ensuring high-quality education. Financial sustainability is another critical factor, requiring careful budget management, compliance with regulations, and securing funding. Legal and regulatory compliance is essential to avoid penalties and ensure operations align with local, state, and federal laws. Additionally, the board will consider community and stakeholder input, including feedback from parents, teachers, and students, to make decisions that reflect the needs of the school community. Lastly, long-term strategic planning is vital, ensuring the school's growth and success align with its mission and vision.

6. Describe your experience and/or connection with the community that your school proposes to serve.

I have served on the KIPP SoCal board for past 3 years. In my capacity as a member of the board I have been involved in numerous fundraisers and community events. I have participated in board meetings, toured schools and met students and faculty.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

When faced with the difficult decision to downsize a call center business our company owns, I considered several factors, including the financial impact on the bottom line, employee morale, and customer service quality. I conducted a thorough analysis of operational costs and identified areas where efficiency could be improved, while also assessing the potential consequences of layoffs on team dynamics and company culture. After gathering input from key team members and evaluating customer needs, I made the tough decision to reduce staff in a way that prioritized retaining our most skilled employees. I implemented a clear communication plan to explain the rationale behind the decision, provided support for affected employees, and focused on restructuring workflows to maintain service quality and support the remaining team during the transition.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating

NAEEM ARASTU

PROFESSIONAL EXPERIENCE

Skyview Capital Los Angeles, CA

Managing Director and COO (privately held special situations private equity fund with ~\$450m AUM)

Sep 2021 – Present

- Oversee investment platform, lead investment team and manage all stages of investment process.
- Serve on board of four platform companies. Led one exit which resulted in 5.5x cash on cash return to fund.

Select Transaction Experience:

 Continuum Global Solutions: Control equity investment in \$350 million global BPO business. Serve on board and leading numerous strategic initiatives, including M&A, financing, pipeline buildout, management assessment.

Solace Capital Partners Los Angeles, CA

Managing Director (\$576 million special situations private equity / distressed-for-control fund)
Principal

Jan 2019 – Aug 2021 May 2015 – Dec 2018

- Executed private equity, structured debt/equity and distressed-for-control investment opportunities across multiple industries.
- Served on the board of two portfolio companies, recruited investment team and managed all stages of investment process including sourcing, transaction structuring and negotiation, investment thesis formulation, business and financial due diligence. Select Transaction Experience:
- Abbyson Living: \$25 million structured equity investment in \$300 million high-growth home furnishings e-commerce business. Served on board for five years during which EBITDA grew from \$5 million to over \$50 million, led numerous strategic initiatives.

Oaktree Capital Management

Los Angeles, CA

Vice President, Principal Fund (\$3.3 billion special situations private equity / distressed-for-control fund) Assistant Vice President

Aug 2012 – May 2015 Aug 2010 – Jul 2012

Associate Aug 2006 – Jul 2008

- Executed private equity, structured debt/equity and distressed-for-control investment opportunities across multiple industries.
- Actively served on the boards of seven portfolio companies, involved in all stages of credit and equity investment processes, and engaged in recruiting and mentoring junior deal team.

Select Transaction Experience:

- Dayco Products: Equity investment in a \$700 million global auto components supplier. Served on the board for over four years, led three refinancing transactions, one transformative divestiture, three tuck in acquisitions, facility openings, and cost cutting initiatives.
- Cannery Casino & Resorts: Equity investment in a \$900 million gaming company. Served on the board for over five years, led
 two refinancings, executed the sale of one property to a public company for \$500 million, led numerous strategic growth initiatives
 including tribal gaming contracts, new gaming licenses, and evaluation of transformative mergers.
- Stratus Technologies: Distressed-for-control equity investment in \$250 million technology services business

Credit Suisse Los Angeles, CA

Analyst, Investment Banking (Financial Sponsors Group)

Summer 2003, Jul 2004 – Jul 2006

Received top tier ranking. Advised LBO's, equity and debt financings, and mergers and acquisitions across multiple industries.

EDUCATION

Harvard Business School

Boston, MA

MBA with Distinction (top 15% of class).

2008 - 2010

The Wharton School, University of Pennsylvania

Philadelphia, PA

B.S. in Economics. *Concentrations*: Finance, Accounting. *Honors*: Magna Cum Laude. *Cumulative GPA*: 3.7/4.0.

2001 - 2004

PERSONAL

Fluent in Urdu and Gujarati, proficient in Spanish. Enjoy traveling, poker, sports, personal investing, grilling and reading.

Name of Board Member:
Philip Feder
Name of Charter School:
KIPP Sol Academy

INDEPENDENT CHARTER SCHOOL GOVERNING BOARD MEMBER QUESTIONNAIRE*

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³ (See Ed. Code, § 47605, subd. (c).)

- 1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
- •Understand, comply and follow through with staff with the regulatory and legal requirements required of a director of a public agency
- •Ensure that KIPP SoCal complies with local, state and federal regulations and upholds the mission of the charter
- Approve major acquisition decisions that support the mission and goals of KIPP SoCal
- •Appoint, review, advise, support, and hold accountable the Executive Director, Set the compensation of the Executive Director.
- •Be an informed and engaged stakeholder, including attendance at Board of Directors meetings and committee meetings.
- 2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

KIPP SoCal's mission is to teach the academic skills and cultivate the character traits needed for our students to thrive in high school, college, and life. Through the success of our students, the KIPP SoCal team and family will serve as a model of excellence and collaborate with others to raise the quality of education in Los Angeles. KIPP SoCal's board and management continue to think and to act creatively in order to satisfy those objectives.

- 3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, <u>and</u> how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.
- I am an experienced real estate transactional lawyer, and I regularly advise clients on their real estate matters. I can bring that experience to KIPP SoCal while advising KIPP SoCal, in my capacity as a board member, in evaluating real estate investment decisions.
- I have been involved in hundreds of transactions, and I have a deep knowledge of finance as well as interpersonal relationships in a business/professional setting.
- 4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.
- A classic conflict of interest would exist if it were proposed that KIPP SoCal purchase real property from an entity in which a member of the board or management has a financial interest.

- It is the obligation of the affected individual to report his or her financial interest to the organization.
- The conflicted individual should abstain from any evaluation or approval process (including board action if the conflicted person were a member of the board).
- The board should request management (other than the conflicted individual) to report on the fairness of the consideration to be paid by the organization in the transaction.
- The board (or an appropriate committee) should review the information presented and approve the transaction only if it is determined that the transaction is in the best interests of the organization and at a price that is fair.
- 5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?
- Health and safety of all students
- Fiscal health of KIPP SoCal
- Establish policies and programs that are consistent with KIPP SoCal's mission and philosophy and with its charter
- Consistent with Charter and applicable law
- 6. Describe your experience and/or connection with the community that your school proposes to serve.

I have been a board member of A Community of Friends for about 15 years. A Community of Friends provides affordable housing and programs to special needs individuals, serving the exact community in which KIPP SoCal schools are located.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

I was recently involved in a transaction in which the lawyer on the other side made a crucial error in the drafting of a document that was contrary to his client's best interest and likely inconsistent with the agreed terms. I corrected the lawyer--in a separate phone call--so that he could "save face", and at the same time, "do the right thing."

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

I would look for candidates who have some knowledge and experience in education-- whether through their own experience, their spouse or children. A prerequisite is that the individual have a love for education and the process of learning. The candidate would also need to fulfill a need of the board--whether in specific experience or in background that would add to the depth of the board in carrying out its functions and values effectively.

9.		ease identify your relationship, if any, with each of the following: Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
		☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:) ☐ Non-immediate family (Specify:) ☐ Professional/business Friend (Specify:) ☐ Casual/social (Specify:) ☐ Other (Specify:) ☑ None
	b.	Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
	c.	Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
	d.	Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
	e.	Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY. One or more is immediate family (spouse, domestic partner, child, parent) (Specify:) One or more is non-immediate family (Specify:) I have a professional/business relationship with one or more (Specify:) One or more is a friend (Specify:) One or more is a casual/social acquaintance (Specify:) Other (Specify:) None
	f.	Any prospective employees or vendors, including the on-site financial manager:

	SELECT ALL DESCRIPTORS THAT APPLY.	
	One or more is immediate family (spor	ıse, domestic partner, child, parent)
	(Specify:)	
	One or more is non-immediate family	(Specify:)
	☐ I have a professional/business relation	iship with one or more (Specify:)
	One or more is a friend (Specify:	
	One or more is a casual/social acquain	
	Other (Specify:)	,
	None	
	None	
10.	List other charter schools for which you serve	e as a board member or of which you are an
	employee.	
	None	
	Specify:	
11.	Do you have a child or any relative who atten	ds the charter school?
	⊠ None	
	Yes, specify relationship and grade leve	·l
12.	Please confirm whether you have accepted, so	olicited, or directed contributions exceeding
	\$250 from any party to or participant in the p	<u> </u>
	petition application. If so, please identify then	
		contributions exceeding \$250 from any party
	to or participant in the pending proceeding in	
	to or participant in the pending proceeding in	volving this charter petition application.
		Philip Feder
		Printed Name of Board Member
		Timed Name of Board Member
	9/16/2024 7:22:19 AM PDT	
	Date	Signature of Board Member

PHILIP N. FEDER

EXPERIENCE

OCTOBER, 1979 - JULY, 1987

ASSOCIATE AND PARTNER, KADISON PFAELZER WOODARD QUINN & ROSSI

Practicing attorney, specializing in real estate law

JULY, 1987 - PRESENT

PARTNER, PAUL HASTINGS LLP

Practicing attorney, specializing in real estate law; chairman of Real Estate Department for 17 years

EDUCATION

JUNE, 1976

A.B. WITH HONORS, ECONOMICS, STANFORD UNIVERSITY

MAY, 1979

J.D., COLUMBIA UNIVERSITY SCHOOL OF LAW

Harlan Fiske Stone Scholar

EXPERIENCE

- Member, Board of Directors, KIPP SoCal
- Member, Board of Directors, A Community of Friends, one of the leading non-profit developers of affordable housing in Southern California
- Named among Best Lawyers in America and in top tiers as a practicing real estate lawyer in Chambers & Partners

ACTIVITIES

Member, California bar association and New York bar association Speaker at many bar association and real estate conferences.

LEGAL_US_W # 98033833.1

Name of Board Member:
Randy Bishop
Name of Charter School:
KIPP Sol Academy

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Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

^{*}Should be current, within the last 12 months.

¹ A member of a governing board of a charter school owes what is known as a fiduciary duty to the nonprofit corporation and charter school. A fiduciary duty imposes on a member of a governing board of a charter school a duty to act with the utmost good faith in the best interests of their nonprofit corporation and charter school. (*See Wolf v. Superior Court* (2003) 107 Cal. App. 4th 25, 29.)

² (See Corp. Code, § 5231, subd. (a).)

³ (See Ed. Code, § 47605, subd. (c).)

- 1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
- 1) Governance: Ensuring regulatory, legal, state and federal guidelines are being upheld, as well as the mission of the non-profit is being preserved.
- 2) Strategy: Help set the short term and long-term goals of the organization and help the organization achieve these goals.
- 3) Administration: Ensure internal policies are correct and consistent; ensure the academic performance is on track and improving, ensure that schools are consistently improving. Approve budget and audit.
- 4) Fundraising: Assist in fundraising efforts for the organization.
- 5) Mission: Ensure the mission is correct and the organization is aligned and succeeding in the mission. Promote the mission to others to increase awareness.
- 2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

KIPP SoCal focuses on helping students in poorer demographic neighborhoods graduate from high school and attend AND graduate college. It does this through an innovative system of high standards, engaged teachers, and proprietary processes and philosophies. The focus of the organization is on building both the character and the academic achievement of all attending students. Character is built through focusing on Grit, Zest, Self-Control, Optimism, Gratitude, Social Intelligence, and Curiosity. Academic achievement happens through the five pillars of KIPP: High Expectations, Choice and Commitment, More Time at School, Power to Lead, and Focus on Results. Another key element in achieving this success is the successful deployment of technology in the classroom. All of the above are measured and decisions are made based upon data and performance, not upon gut decisions.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, <u>and</u> how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

I ran a 1,000 person company that is very metrics-focused. I bring skills I used in running my business to help KIPP SoCal at the board level as well. I also have many years of board participation in private, public and non-profit companies which helps me ensure that I can be a productive and effective board member for KIPP SoCal. Finally, I am a passionate believer in public school and the opportunity that it provides when successfully executed. This belief helps drive my commitment to KIPP SoCal and my ability to engage others in the mission. It also helps me drive to ensure that KIPP SoCal is succeeding in that mission, and that the

organization is set up to succeed.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

A conflict of interest would be for example, if the non-profit organization wanted to source a service from a board member's business (or a business they were involved with). Our board has a written policy on conflict of interest and I would expect the board to follow due process in this case. The conflict would need to be disclosed, and the board would have to explore whether it is advisable and feasible to proceed based on the conflict of interest policy.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

Health and Safety of all Students Fiscal Health of Organization Academic Success of all Students in the program KIPP Mission and Philosophy Fairness

6. Describe your experience and/or connection with the community that your school proposes to serve.

I am a third generation Los Angeleno. I attended public school here. I have mentored and volunteered around the city. I believe that the only way to preserve and promote the future of Los Angeles is to ensure that we have a well-educated work force, and as a result I volunteer as a board member at KIPP SoCal.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

Ultimately, we decided the best path was to try to save the company and to raise additional money. We gave up our share in the company to try to bring in new investors, and we presented our plan for the turnaround. We raised the money we needed, and we successfully implemented the plan. We grew to become a leader in our industry.

- 8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?
- -Diversity
- -Interest in education
- -Passion for the mission of KIPP Ethics and integrity
- -Specific needed expertise (real estate, finance, operations, education, HR, legal, etc)
- -Political savvy
- -Willingness to financially support the organization

Board Member 665 of 27 4 2 s

9.		ease identify your relationship, if any, with each of the following: Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
		☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:) ☐ Non-immediate family (Specify:) ☐ Professional/business Friend (Specify:) ☐ Casual/social (Specify:) ☐ Other (Specify:) None
	b.	Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
	C.	Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
	d.	Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY. Immediate Family (spouse, domestic partner, child, parent) (Specify:) Non-immediate family (Specify:) Professional/business Friend (Specify:) Casual/social (Specify:) Other (Specify:) None
	e.	Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY. One or more is immediate family (spouse, domestic partner, child, parent) (Specify:) One or more is non-immediate family (Specify:) I have a professional/business relationship with one or more (Specify:) One or more is a friend (Specify:) One or more is a casual/social acquaintance (Specify:) Other (Specify:) None
	f.	Any prospective employees or vendors, including the on-site financial manager:

	SELECT ALL DESCRIPTORS T	HAT APPLY.
	One or more is immediate	family (spouse, domestic partner, child, parent)
	(Specify:)	
		diate family (Specify:)
	I have a professional/busi	ness relationship with one or more (Specify:)
	One or more is a friend (S	
	One or more is a casual/so	ocial acquaintance (Specify:)
	Other (Specify:)	
	⊠ None	
10.		ich you serve as a board member or of which you are an
	employee.	
	None Specify:	
	Specify:	
11.	Do you have a child or any relati	ve who attends the charter school?
11.	None	ve who attenus the charter school:
	Yes, specify relationship ar	nd grade level
	res, specify relationship at	id grade level
12.	Please confirm whether you have	e accepted, solicited, or directed contributions exceeding
		pant in the pending proceeding involving this charter
	petition application. If so, please	
		, or directed contributions exceeding \$250 from any party
		proceeding involving this charter petition application.
	1 1 1	
		Randy Bishop
		Printed Name of Board Member
	9/20/2024 9:44:11 /	AM PDT
	Date	Signature of Board Member

Randy Bishop

Los Angeles Metropolitan Area







linkedin.com/in/randy-bishop-a584b

Summary

CEO, founder, general manager with experience founding, building, running and scaling high-growth consumer and B2B businesses.

I enjoy building companies, creating strong teams and cultures, strategic planning, improving operations and solving problems. It is important to me to create a transparent work environment where there is a high degree of trust and people enjoy working with each other.

Specialties: General management, P&L, high performing cultures, strategic planning, marketing, call center management, sales training and leadership, fundraising, energy efficiency, software development, private equity, investing, international experience

Experience



President

ContractSafe

Sep 2015 - Present (7 years 10 months)

We founded ContractSafe because we desperately needed it at our last business, and couldn't find anything that was easy to use and reasonably priced. ContractSafe is a simple and affordable way to keep all your contracts and legal docs in one place, search through them easily, get reminders about key dates, and share them with others. Kind of like a smarter DropBox or Box. Check it out at www.contractsafe.com.



Managing Director

BearTree Partners, LLC

Aug 2005 - Present (17 years 11 months)

BearTree Partners was formed with a partner to consult with, invest in or acquire small businesses.

Past projects have included:

Energy efficiency/Solar

Organic/Natural Foods

Software development/Website development

Strategic planning

Market research and analytics

Product management

Fundraising



Board Member

KIPP SoCal Public Schools

2012 - Present (11 years)

Chair of Audit Committee, Member of Governance and Student Discipline Committees



Verengo Solar

Feb 2008 - Mar 2015 (7 years 2 months)

Founded and grew business from zero to over \$115MM per year.

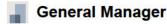
Saved US families millions of dollars in energy costs and delivered environmental benefits equivalent to planting 39 million trees or taking nearly 300,000 cars off the road.

- -Scaled complex operations across multiple geographies, to total workforce of 1,400.
- -Created sophisticated multi-channel direct response marketing engine with best-in-class metrics and analytics.
- -Innovated sales process and service delivery to create many industry firsts.
- -Developed industry-leading sales training and qualification processes.
- -Expanded operations from single office in Southern California to seven offices across four states.
- -Built new 200 seat call center in Phoenix, AZ for national lead generation, customer service, and sales and operations support.
- -Raised multiple rounds of institutional equity and debt from top tier venture capital firms, strategic partners and venture lenders.
- -Built award-winning culture recognized on Glassdoor and CareerBuilder as top in industry.
- -Created customer-centric culture that led to 95% willingness to refer friends and family and an A+ rating with the Better Business Bureau.

Legislation

Key proponent of AB 2188, "Solar Permitting Efficiency Act," estimated to save California homeowners \$1,000 per solar system.

Vocal advocate for pro-solar legislation, through public relations, direct advocacy, and trade associations (SEIA, CAL SEIA, and founding member of CASE).



Specialty Merchandise Corp May 2003 - 2005 (2 years)



Business Leader, DIY Payroll

Intuit

Nov 1998 - Apr 2003 (4 years 6 months)

From August '01 through May '03 I was the business leader for the DIY Payroll Product in QuickBooks.

From February '00 through August'01 I was the Group Product Manager for Quicken.com

From November '98 through February '00 I was the Senior Product Manager for QuickenMortgage.com (which become QuickenLoans.com).



REMY Investors

Jun 1993 - Nov 1998 (5 years 6 months)

Education

Harvard Business School

MBA, Marketing, General Management, Finance 1995 - 1997 Baker Scholar, top 5% of class

Stanford University

BA, Japanese 1987 - 1991 Graduated with Distinction, top 15% of class

Skills

Strategic Planning • Marketing • Private Equity • Call Center • Energy Efficiency • Investments • Software Development • Mergers • Venture Capital • Business Development

Honors & Awards

Entrepreneur of the Year Award, 2011 - Orange County Business Journal
Apr 2012

■ Top Companies to Work for in Arizona - CareerBuilder

Jun 2014 Second year in a row

Inc 500 Fastest Growing Company List - Inc Magazine

Aug 2014 Fourth straight year in a row

Angie's List Super Service Award - Angie's List

Feb 2015 Third straight year in a row

Fastest Growing Companies List - Los Angeles Business Journal

Nov 2014 Third year in a row

■ Top 100 of US Job Creators - Hire Power

Nov 2013 Second year in a row

Advantage Award for Enriching the Community - City of Torrance

Apr 2013

#1 Residential Solar Installer in Country - Solar Power World
Jan 2013



Master Plan for Multilingual Learners

KIPP SoCal Mission

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career and beyond—so they can lead fulfilling lives and create a more just world.

We believe the purpose of education is liberation, in cultivating a place and space where diverse identities are affirmed, voices are heard, and our students can envision what a just world is and feels like.

About 25% of all students served by KIPP SoCal Public Schools are classified as English Learners. KIPP SoCal Public Schools' Master Plan for Multilingual Learners outlines our approach in educating our culturally and linguistically diverse students and is founded on the following guiding principles:

- <u>Assets-based Education:</u> Educators foster an assets-oriented mindset by knowing, valuing, and affirming students', and families' cultures and languages, empowering students' voices, and cultivating a joy of learning.
- <u>Sociocultural Competence:</u> There is an affirming classroom and school culture where staff, students, and families foster positive attitudes among students regarding both their own and others' diverse and complex cultural and linguistic identities.
- Rigorous Academics for All: Language learners engage in intellectually rigorous and developmentally appropriate learning experiences that promote high levels of proficiency in English.
- <u>Systemic Support:</u> Leaders and educators across all levels of the school system are provided integrated professional development. They share responsibility for educating and monitoring the progress of language learners, are accountable and responsive to the needs of diverse learners, and ensure that fiscal investments are equity-oriented and research-based.
- <u>Alignment and Articulation:</u> Language learners experience a coherent, articulated, and aligned set of practices and pathways across contexts, from identification to instructional support to reclassification and beyond.

Included within the Master Plan for Multilingual Learners are overviews of KIPP SoCal's EL pathway, English Language Development instructional program, and approach for engaging families of multilingual learners.



APPROACH & PHILOSOPHY

KIPP SoCal Public Schools will comply with all federal, state, and judicial mandates for English Learners. KIPP SoCal Public Schools is dedicated to providing multilingual learners with an exceptional education that transitions them into English proficiency through the use of our schools' services and teaching methods. KIPP SoCal Public Schools is committed to reclassifying all English Learners who enroll in KIPP schools as Kindergarteners. For students enrolling in a KIPP school in 5th grade or later, we are committed to implementing more individualized supports and reclassification goals to account for greater diversity in language needs. KIPP SoCal Public Schools recognizes the importance of valuing students' native languages and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, elective course offerings, and character building curriculum. It is the goal of KIPP SoCal Public Schools that all students will leave their schools proficient in the English language and with pride and support for their home languages.

ENGLISH LEARNER PATHWAY

Identification of English Learners

Initial Identification. All students enrolling in a California public school for the first time are given the Home Language Survey as part of the process to determine their level of English proficiency. Students who are found to have a primary language other than English will be assessed using the state-approved English Language Proficiency Assessment, currently the ELPAC. Parents/guardians will be notified prior to the student being assessed. If a student is determined to be an English Learner after completing the Initial ELPAC, he or she will be identified as such in KIPP SoCal Public Schools' student information system, and have their CALPADS record updated as necessary. Parents or guardians of newly-identified EL students will be notified of the student's status within 30 days of enrollment.

Previously-identified English Learner. Students enrolling in a KIPP SoCal school for the first time, with an existing English Language Acquisition Status (ELAS) record in CALPADS, will be programmed accordingly. Previous assessment scores, as well as the student's historic academic performance, will be taken into consideration when programming previously-identified English Learners. KIPP SoCal's monitoring process will ensure that the supports the student receives are in line with his or her needs and will be adjusted as necessary.

Long-term English Learners (LTELs). KIPP SoCal will use the California Department of Education's guidelines for identifying long-term English Learners as the basis for our identification process. Our approach to supporting LTELs academically will be based on each individual student's unique needs.



More information on specific strategies, supports and interventions are detailed in the following sections of this Master Plan for Multilingual Learners.

Newcomers. Students who are new to the United States and are English Learners will be programmed and provided supports according to their English proficiency level. KIPP SoCal's Newcomer Guide outlines the process that schools will follow to intake and onboard newcomer students and families so that connections to school and community services are maximized. Newcomer students' progress will be monitored and adjusted, as necessary, leveraging processes in the regional MTSS approach.

Monitoring and Reclassifying of English Learner Students

Academic Progress Monitoring. KIPP SoCal takes a two-prong approach to monitoring EL progress. At the school level, the Multilingual Learner Program Coordinator, traditionally a member of the school leadership team, leads the instructional team in monitoring academic progress through analysis of the annual summative ELPAC and other forms of summative and formative assessment provided through curricular assessments. School-specific trackers are used to monitor student progress, as well as reports that are created and housed in KIPP SoCal's custom data repository, KASTLE (KIPP SoCal Analytics System to Leverage Excellence). Additionally, Ellevation is used to organize all EL student data, support critical meeting and monitoring processes, enable accurate reporting and support instructional planning for multilingual students. The regional process is similar to what happens at each school, with a regional ML Coordinator monitoring EL progress and providing support to school-based coordinators. Through this two-pronged approach, trends can be identified, and supports and programs can be adjusted in a timely manner. Routine check-ins between the regional and school-based coordinators, regionally-normed trackers and reclassification checkpoints, and regular regional PD and trainings help to ensure that all multilingual learners at KIPP SoCal are receiving the proper academic supports and are reclassifying as soon as they reach eligibility.

Assessments. Once students are identified as an English Learner, they are assessed annually using the English Language Proficiency Assessments of California (ELPAC). In addition to the ELPAC assessment, multilingual learners at KIPP SoCal Public Schools are assessed with either the NWEA Measures of Academic Progress (MAP) Test in Reading, iReady Reading, DIBELS, or STAR Reading in the fall, winter and spring. Through these assessments, schools are able to monitor the progress of English Learners throughout the school year, and adjust program placement and academic support as necessary. English Learners who also have an individualized education plan (IEP) or Section 504 Plan will be assessed with ELPAC and MAP, iReady, DIBELS or STAR, unless an alternate assessment is specified in the IEP or Section 504 Plan. All required accommodations and modifications to assessments will be provided, as specified in the student's IEP or Section 504 Plan.



Reclassification of English Learner Students.

Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all four criteria outlined below. Guidance for reclassification of multilingual learners with an IEP can be found in <u>EL Reclassification for Students</u> with IEPs.

<u>Criterion 1:</u> Assessment of English Language Proficiency

The English Language Proficiency Assessments for California (ELPAC) constitute the required state assessments for English language proficiency (ELP). With the possible exception of students with unique needs or who are dually identified, students with an EL status who do not have either a Summative ELPAC or Summative Alternate ELPAC score are not eligible to be reclassified, even if they have met other locally-determined criteria. English language proficiency is demonstrated as:

- Summative ELPAC overall score of 4 Well Developed
- Summative Alternate ELPAC overall score of 3 Fluent English Proficient

Criterion 2: Teacher Evaluations

Review of student's curriculum mastery and progress in English language development as evidenced by:

- Grades K-4: average ELA score of 2.0 or higher (out of 5) in the most recent quarter
- Grades 5-8: final grade of "C" or better in ELA class in the most recent quarter
- OPTEL aligned teacher input for reclassification

Criterion 3: Parent Consultation

Parent or guardian approval to exit from the Multilingual Learner program as evidenced by parent signature on KIPP SoCal's reclassification form.

Criterion 4: Basic Skills

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

- CAASPP ELA (Grades 3-8): score of 3- Standard Met or 4 Standard Exceeded
- NWEA MAP Reading: score of 50th percentile or above in grades K-8
- <u>iReady Reading:</u> score of 50th percentile or above in grades K-8
- Renaissance STAR Reading: score of 50th percentile or above for grades K-8
- <u>DIBELS 8th Edition (Grades 1-8):</u> BOY, MOY, EOY composite score equivalent to benchmark or above benchmark for grade level

Monitoring of Reclassified Fluent English Proficient Students. KIPP SoCal Public Schools will notify parents and guardians of reclassification, update school and school district records, as well as monitor the student's progress for four years. The academic progress of RFEP students will be



monitored regularly for a minimum of four years, as required by state and federal guidelines. Bi-annually, during parent conferences student grades and language proficiency are reviewed by teachers and parents. RFEP students' academic progress will be monitored to ensure academic achievement continues to grow, as well as to quickly identify any students who may have been reclassified prematurely and may still require interventions.

INSTRUCTIONAL PROGRAM

KIPP SoCal Public Schools will provide a comprehensive designated and integrated ELD instructional program to meet the grade-appropriate academic goals and language learning needs of every enrolled English Learner. Teachers at KIPP SoCal Public Schools use the English Language Development standards set forth by the California Department of Education and in alignment with the Common Core State Standards to assist in supporting and assessing the progress of multilingual learners.

Teachers ensure effective instructional practices across all disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Develop both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge
- Utilize visual models whenever possible

Integrated ELD. KIPP SoCal teachers use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all students. When using SDAIE strategies, teachers organize the subject matter so that it is grade level appropriate and cognitively demanding in the core curriculum. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community. Examples of utilizing SDAIE strategies include supporting verbal explanations with nonverbal cues, designing appropriate learning sequences to build background knowledge, and incorporation of visuals, graphic organizers, manipulatives and hands-on-learning experiences.

Designated ELD. Multilingual learners participate in designated ELD, a protected time during the regular school day during which qualified teachers work with EL students grouped by similar English language proficiency levels and focus on the critical language students need to develop to be successful in school subjects. All KIPP SoCal schools have adopted ELD curriculum aligned to the California English Language Development Standards.

In grades TK- 4, teachers implement Reading Wonders for English Learners at least 4 days per week for 20-30 minutes with groupings of EL students according to proficiency levels. For students in



grades 5 through 8, identified teachers utilize the English 3D curriculum to provide designated ELD instruction for 20-30 minutes 4 times per week. Support for Long Term English Learners (LTEL) is maximized and aligned to LTELs individualized reclassification plan.

MULTI-TIERED SUPPORT SYSTEM

KIPP SoCal Public Schools will use Student Support and Progress Teams (SSPT) aligned to the Multi-Tiered Systems of Support (MTSS) approach in determining appropriate support strategies and research-based interventions for all students, including multilingual learners. SSPTs will use a collaborative model to identify tier 2 and tier 3 interventions to improve student performance in order to have early identification and provision of supports to students who are struggling academically, linguistically, and/or behaviorally in the general education setting.

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

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

- Referring teacher (required)
- Parent or guardian (required)
- Support services providers
- Counselors
- Discipline administrator
- Registrar
- Section 405 designee
- Regional behaviorist

The ML Coordinator, who is part of the Core SSPT, will review progress of ELs and LTELs on at least a quarterly basis to determine if additional intervention is needed or if students become eligible to reclassify.

FAMILY ENGAGEMENT

KIPP SoCal Public Schools will ensure meaningful communication with parents of ELs, who often have limited English proficiency (LEP), and notify these parents adequately about any program, service, or activity called to the attention of non-LEP parents. KIPP SoCal Public Schools will determine parents' language needs via the Home Language Survey, which will be translated into the languages common within the community. Based on the results of the Home Language Survey, KIPP



SoCal Public Schools will ensure that written communications are provided in a language LEP parents can understand. KIPP SoCal Public Schools will also provide translation and interpretation services for all meetings involving these family members.

All KIPP SoCal Public Schools will appoint an ML Coordinator who, in addition to overseeing their school's English Learner Advisory Council (ELAC), manages student language information, home language surveys, ELPAC testing, and reclassification. The ML Coordinator will ensure their school is implementing the KIPP SoCal's Master Plan for Multilingual Learners.

English Learner Advisory Council (ELAC). KIPP SoCal Public Schools will comply with all federal, state, and judicial mandates for English Learners, including having an ELAC. KIPP SoCal ELACs will be comprised of no fewer than 3 members: 2 parents or guardians of English Learners and one school representative, often the school's ML Coordinator. ELAC family representatives will be elected by fellow parents and guardians of ELs. Minimum ELAC membership will increase with number of enrolled ELs, and parents will always constitute a majority of the Council. Once an ELAC is established in compliance with Ed Code, the Council will be maintained regardless of the number of ELs enrolled in a particular school year. As direct-funded charters, each KIPP SoCal school is a single school district, therefore our schools' ELACs will perform the required functions of both an ELAC and District ELAC (DELAC).



Board of Directors

VOTING ITEM: 4C

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30	_	_	_

KIPP Sol Academy's Plan to Improve Performance

BACKGROUND

On April 26, 2024, the Los Angeles Unified School District's Charter Schools Division ("CSD") emailed a letter to KIPP Sol Academy in anticipation of considering the school's charter for renewal. The letter requested a written plan addressing areas of "low performance or concern." In response, KIPP Sol Academy developed a written plan analyzing root causes, setting measurable goals, and outlining actions for improvement. The plan will be submitted to CSD as part of KIPP Sol Academy's charter renewal petition.

RECOMMENDATION

Approve KIPP Sol Academy's plan to improve performance.

APPROVAL:

6/21/2024 | 3:30:13 PM PDT

DATE

SIGNATURE Randy Bishop, Board Secretary



KIPP SoCal Public Schools

KIPP SoCal Special Board Meeting

Date and Time

Friday June 21, 2024 at 1:00 PM PDT

Location

1933 S. Broadway St., Suite 1144, Los Angeles, CA 90007

Public Comment Procedures

By law, the Board is only allowed to discuss or take action on items listed on the agenda. The Board may, at its discretion, refer a matter to KIPP SoCal management or add the issue to a future meeting agenda for discussion.

Individual speakers will be invited to address the Board for up to three minutes. Speakers may have less time depending on the number of individuals who express interest in addressing the Board. Please respect the time limit allotted to each speaker. The meeting host will indicate a speaker's time has expired and invite the next speaker to begin.

Accessibility

If you need special assistance, disability-related modifications, translation, or other reasonable accommodations in order to participate in this meeting, please contact Roxy Ulloa at 213-489-4461. Notification at least 48 hours in advance of the meeting will enable KIPP SoCal to make arrangements that will ensure accessibility.

KIPP SoCal Board Meetings are available to view and provide public comment at the following locations:

- 1. KIPP Academy of Opportunity 8500 S. Figueroa St., Los Angeles, CA 90003
- 2. KIPP Adelante 426 Euclid Ave., San Diego, CA 92114
- 3. KIPP Comienza Lower 7300 Roseberry Ave., Huntington Park, CA 90255
- 4. KIPP Comienza Upper 6410 Rita Ave., Huntington Park, CA 90255

- 5. KIPP Compton Lower 1650 W. 134th St., Compton, CA 90222
- 6. KIPP Compton Upper 12501 Wilmington Ave., Compton, CA 90222
- 7. KIPP Corazon Lower 9325 Long Beach Blvd., South Gate, CA 90280
- 8. KIPP Corazon Upper 8616 Long Beach Blvd, South Gate, CA 90280
- 9. KIPP Empower 8466 S. Figueroa St., Los Angeles, CA 90003
- 10. KIPP Endeavor 1263 S. Soto St., Los Angeles, CA 90023
- 11. KIPP Generations 1415 W. 162nd St., Gardena, CA 90247
- 12. KIPP Ignite 8300 S Central Ave., Los Angeles, CA 90002
- 13. KIPP Iluminar 4800 E Cesar Chavez Ave., Los Angeles, CA 90022
- 14. KIPP Innovation 4240 E. Olympic Blvd., Los Angeles, CA 90023
- 15. KIPP LA Prep 2810 Whittier Blvd., Los Angeles, CA 90023
- 16. KIPP Promesa Prep 1241 S Soto St, Los Angeles, CA 90023
- 17. KIPP Pueblo Unido 3759 E. 57th St., Maywood, CA 90270
- 18. KIPP Poder 501 School Ave., Montebello, CA
- 19. KIPP Philosophers 1999 E. 102nd Street, Los Angeles, CA 90002
- 20. KIPP Raices 668 S. Atlantic Blvd., East Los Angeles, CA 90022
- 21. KIPP Scholar 6100 S. Hoover St., Los Angeles, CA 90044
- 22. KIPP Sol Academy 4800 E Cesar E Chavez Ave, East Los Angeles, CA 90022
- 23. KIPP Vida 4410 S. Budlong Ave., Los Angeles, CA 90037

Agenda

			Purpose	Presenter	Time
I.	Оре	ening Items			1:00 PM
	A.	Record Attendance		Belen Sanchez	5 m
	В.	Call the Meeting to Order		Luis Rodriguez	
	C.	Meeting Overview		Belen Sanchez	
II.	Pul	olic Comment			1:05 PM
	A.	Public Comment	FYI	Luis Rodriguez	30 m
III.	Coi	nsent Agenda			1:35 PM
	A.	Consent Agenda: As Presented	Vote	Belen Sanchez	5 m
	В.	Minutes: March 21 Board Meeting	Approve Minutes	Belen Sanchez	

Purpose Presenter Time

C. 2024-2025 Instructional Calendars

Vote

Kevika Amar

Vote on instructional calendars for 2024-2025 and grant KIPP SoCal's Senior Leadership Team the authority to make changes as needed.

D. KIPP Adelante Instructional Minutes

Vote

Kevika Amar

KIPP Adelante Instructional Minutes

E. SELPA Intent

Vote

Kim Dammann

KIPP SoCal Public Schools seeks Board approval to inform both El Dorado and LAUSD it intends to explore its SELPA options for the 2025-26 school year for all KIPP SoCal schools.

F. Cross Country Contract Addendum 24-25SY

Vote

Kim Dammann

KIPP SoCal has a need to contract required special education services. Cross Country will provide services needed due to vacancies.

G. Speechful Therapy Services Contract 24-25SY

Vote

Kim Dammann

KIPP SoCal has a need to contract speech services to cover vacancies in the 24-25 school year.

H. LA Speech Pathology Services Contract 24-25

Vote

Kim Dammann

KIPP SoCal has a need to contract special education services to cover potential vacancies in the 24-25 school year.

Approving Listed Teacher Assignment based on Vote KIPP SoCal Public Schools' Board Policy in

Chelsea Ozaeta

Accordance with EC 44263

Approve the list of fully credentialed teachers who will be teaching in a self-contained setting under the Local Assignment Option.

J. Approving Listed Teacher Assignment based on Vote Chelsea Ozaeta

KIPP SoCal Public Schools' Board Policy in

Accordance with EC 44258.3

Approve the list of fully credentialed teachers who will be teaching a single subject content area outside of the designated subject on their credential.

K. Multilingual Learner Master Plan for 2024-25 SY Vote

Marianne Perez

KIPP SoCal is seeking approval of revisions to the KIPP SoCal Master Plan for Multilingual Learners.

Purpose Presenter Time L. Dedicated Building Services Assignments & Morelia Sotelo Vote Contract Janitorial contract renewal M. CM Cleaning Solutions Service Agreement Vote Morelia Sotelo Janitorial contract renewal for KIPP Raices and SST office. Morelia Sotelo N. American Guard Services Contract Vote Security & Crossing Guard contract renewal O. KLARE Holdings Board Member Appointments Vote Kyle Salyer Appoint the Board Members of KLARE Holdings for FY2024-25 P. Liability and Workers Comp Insurance 2024-25 Vote Kyle Salyer Approve KIPP SoCal Public Schools' insurance contracts for 2024-25 **Q.** PNC Line of Credit Amendment Vote Kyle Salyer Approve an Amendment to the PNC Line of Credit Vivian Boc **R.** Certification of Signatures Form - LACOE Vote Submission Bank Account Update on LACOE Forms - Certification of Signatures Form **S.** Receipt of 2022 IRS Form 990 for Fiscal Year Vote Alvina Arutyunyan 2022-23 Receipt of 2022 IRS Form 990 for Fiscal Year 2022-23 Alvina Arutyunyan **T.** Acknowledge receipt of the annual audit report of Vote KIPP SoCal Schools' 401(K) Plan. Acknowledge receipt of the annual audit report of KIPP SoCal Schools' 401(K) Plan. **U.** Financial Audit Governance Communication Vote Alvina Arutyunyan Planning Letter from CliftonLarsonAllen (CLA) Financial Audit Governance Communication Planning Letter from CliftonLarsonAllen (CLA) V. KIPP SoCal Public Schools 'Grant and SNP Vote Alvina Arutyunyan Procurement Policies Updates Effective July 1,

2024

Purpose Presenter Time

KIPP SoCal Public Schools 'Grant and SNP Procurement Policies Updates Effective July 1, 2024- micro-purchase threashold update from \$15k to \$50k

W. KIPP SoCal Public Schools' Fiscal Policies Vote Alvina Arutyunyan Updates Effective July 1, 2024

KIPP SoCal Public Schools' Fiscal Policies Updates Effective July 1, 2024- Updated the \$15,000 threshold requiring two authorized signatures for checks to \$25,000

X. 2024-2025 Consolidated Application (ConApp) Vote Esther Rhie Approval of 2024-2025 Consolidated Application (ConApp) for KIPP SoCal schools to participate in federal programs.

Y. 2024-25 Board-Adopted Instructional Materials Vote Esther Rhie List

Approval of instructional materials for the 24-25 school year to ensure quality and alignment with curriculum standards.

Z. 2023-24 Prop 28 Arts and Music in Schools Vote Esther Rhie Funding Annual Report

Approval of the Prop 28 Arts and Music in Schools Annual Report for schools that received this funding in 2023-2024

AA. 2024 Start Strong-AV Contract (The One Up Vote Analisa Cabral Group)

Board approval for AV needs in regards to KIPP SoCal's Start Strong on August 2, 2024 at the Los Angeles Convention Center

AB. SY24-25 Unity Meals Food Contract Vote Karla Armendariz

Request to approve KIPP SoCal management execution of FSMC contract

AC. Purchase/Contract: Apple Product Purchases Vote Teri Green (2024-25)

KIPP SoCal Public Schools has a need to purchase laptops and mobile devices from Apple for both proactive replacement and new grade levels.

AD. Student Regional Acceptable Resource Policy Vote Teri Green (2024-25)

This policy outlines the acceptable use of technology resources provided by KIPP SoCal Public Schools.

Purpose Presenter Time

AE. Team Member Regional Acceptable Resource Vote Teri Green

Policy (2024-25)

Policy outlining personal Internet use at KIPP SoCal including consequences for misuse.

AF. KIPP SoCal Public Schools Data Retention Vote Teri Green

Policy

Our Data Retention Policy ensures compliant data management, protecting privacy and security while the Technology Department oversees its implementation and updates.

AG. Minutes: June 13 Board Meeting Approve

Minutes

AH. Revision of Non-Discrimination Statement Vote Cesely

Westmoreland

Approve the Revision of Non-Discrimination Statement

AI. Revision of Title IX Non-Discrimination Policy Vote Cesely

Westmoreland

Revision of Title IX Non-Discrimination Policy

AJ. Approve KIPP Scholar Field Trip Lesson to Vote Rhonda Webb

Newport Beach Dunes Water Sports

Approve KIPP Scholar Field Trip Lesson to Newport Beach Dunes Water Sports

AK. KIPP Park Usage for PE & Extended Learning - Vote Rhonda Webb

Belvedere Park SY 24-25 MOA

KIPP Iluminar and KIPP Sol Academy are seeking to enter into a memorandum of agreement (MOA) with Belvedere Park for SY 24-25 to access the baseball field, gymnasium, and soccer field at Belvedere Park for physical education and extended learning classes for all grades.

IV. Voting Items 1:40 PM

A. Approval of the 2024-25 budget for KIPP SoCal Vote Kyle Salyer 5 m

Public Schools

		Purpose	Presenter	Time	
	At the Finance Committee meeting on June 5 the FY25 budget was presented and reviewed. The Finance Committee forwards the budget to the full Board of Directors for approval.				
B.	2024 - 2025 Declaration of Need for Fully Qualified Educators	Vote	Chelsea Ozaeta	5 m	
	Approval of the annual Declaration of Need for each applications to the CTC for emergency permits for				
C.	KIPP Sol Academy's Plan to Improve Performance	Vote	Kevika Amar	5 m	
	KIPP Sol Academy developed a written plan analy measurable goals, and outlining actions for improve	•	s, setting		
D.	KIPP Corazón Academy's Plan to Improve Performance	Vote	Kevika Amar	5 m	
	KIPP Corazón Academy developed a written plan measurable goals, and outlining actions for improve	, ,	auses, setting		
E.	KIPP Philosophers Academy's Plan to Improve Performance	Vote	Kevika Amar	5 m	
	KIPP Philosophers Academy developed a written plan analyzing root causes, setting measurable goals, and outlining actions for improvement.				
F.	KIPP Scholar Academy's Plan to Improve Performance	Vote	Kevika Amar	5 m	
	KIPP Scholar Academy developed a written plan analyzing root causes, setting measurable goals, and outlining actions for improvement.				
G.	Submission of KIPP Corazón Academy's Petition	Vote	Curtis Whatley	2 m	
	Authorize submission of KIPP Corazón Academy's	s charter renewa	I petition to LAUSD.		
Н.	Submission of KIPP Philosophers Academy's Petition for Charter Renewal	Vote	Curtis Whatley	2 m	
	Authorize submission of KIPP Philosophers Academy's charter renewal petition to LAUSD.				
l.	Submission of KIPP Scholar Academy's Petition for Charter Renewal	Vote	Curtis Whatley	2 m	
	Authorize submission of KIPP Scholar Academy's charter renewal petition to LAUSD.				

		Purpose	Presenter	Time
J.	Submission of KIPP Sol Academy's Petition for Charter Renewal	Vote	Curtis Whatley	2 m
	Authorize submission of KIPP Sol Academy's cha	rter renewal peti	tion to LAUSD.	
K.	2024-25 Local Control and Accountability Plan (LCAP) and Budget Annual Update	Vote	Esther Rhie	5 m
	Approval of 2024-25 Local Control and Accountable schools.	oility Plan (LCAP) for KIPP SoCal	
L.	LCFF Local Performance Indicators	Vote	Esther Rhie	5 m
	Approval of LCFF Local Performance Indicators for progress in meeting educational priorities.	or KIPP SoCal so	chools, measuring	
M.	Resolution for wind-up plan after closure of KIPP Generations Academy	Vote	Cesely Westmoreland	3 m
	Wind-up plan for payoff of any debt and other fina KIPP Generations Academy effective June 30, 20	_	after closure of	
N.	Resolution for wind-up plan after closure of KIPP Poder Public School	Vote	Cesely Westmoreland	3 m
	Wind-up plan for payoff of any debt and other fina KIPP Poder Public School effective June 30, 2024	_	after closure of	
Ο.	Resolution for wind-up plan after closure of KIPP Pueblo Unido	Vote	Cesely Westmoreland	3 m
	Wind-up plan for payoff of any debt and other financial obligations after closure of KIPP Pueblo Unido effective June 30, 2024.			
Gov	vernance			2:37 PM
A.	Board Member Term Renewal - Heather Lord	Vote	Luis Rodriguez	2 m
	Vote on term renewal for Heather Lord			
В.	Board Member Term Renewal - Carlos Bermudez	Vote	Heather Lord	2 m
	Vote on term renewal for Carlos Bermudez			

Heather Lord

Vote

C. Board Member Term Renewal - Randy Bishop

Vote on term renewal for Randy Bishop

٧.

2 m

			Purpose	Presenter	Time
	D.	Board Member Term Renewal - Philip Feder	Vote	Heather Lord	2 m
		Vote on term renewal for Philip Feder			
	E.	Board Member Term Renewal - Julie Miller	Vote	Heather Lord	2 m
		Vote on term renewal for Julie Miller			
VI.	Clo	sed Session			2:47 PM
	A.	Executive Compensation for Chief Financial Officer	Vote	Heather Lord	10 m
		Discuss compensation for KIPP SoCal CFO			
VII.	Clo	sing Items			2:57 PM
	A.	Adjourn Meeting	FYI	Luis Rodriguez	3 m





KIPP SoCal Public Schools

Minutes

KIPP SoCal Special Board Meeting

Date and Time

Friday June 21, 2024 at 1:00 PM

Location

1933 S. Broadway St., Suite 1144, Los Angeles, CA 90007

Public Comment Procedures

By law, the Board is only allowed to discuss or take action on items listed on the agenda. The Board may, at its discretion, refer a matter to KIPP SoCal management or add the issue to a future meeting agenda for discussion.

Individual speakers will be invited to address the Board for up to three minutes. Speakers may have less time depending on the number of individuals who express interest in addressing the Board. Please respect the time limit allotted to each speaker. The meeting host will indicate a speaker's time has expired and invite the next speaker to begin.

Accessibility

If you need special assistance, disability-related modifications, translation, or other reasonable accommodations in order to participate in this meeting, please contact Roxy Ulloa at 213-489-4461. Notification at least 48 hours in advance of the meeting will enable KIPP SoCal to make arrangements that will ensure accessibility.

KIPP SoCal Board Meetings are available to view and provide public comment at the following locations:

- 1. KIPP Academy of Opportunity 8500 S. Figueroa St., Los Angeles, CA 90003
- 2. KIPP Adelante 426 Euclid Ave., San Diego, CA 92114

- 3. KIPP Comienza Lower 7300 Roseberry Ave., Huntington Park, CA 90255
- 4. KIPP Comienza Upper 6410 Rita Ave., Huntington Park, CA 90255
- 5. KIPP Compton Lower 1650 W. 134th St., Compton, CA 90222
- 6. KIPP Compton Upper 12501 Wilmington Ave., Compton, CA 90222
- 7. KIPP Corazon Lower 9325 Long Beach Blvd., South Gate, CA 90280
- 8. KIPP Corazon Upper 8616 Long Beach Blvd, South Gate, CA 90280
- 9. KIPP Empower 8466 S. Figueroa St., Los Angeles, CA 90003
- 10. KIPP Endeavor 1263 S. Soto St., Los Angeles, CA 90023
- 11. KIPP Generations 1415 W. 162nd St., Gardena, CA 90247
- 12. KIPP Ignite 8300 S Central Ave., Los Angeles, CA 90002
- 13. KIPP Iluminar 4800 E Cesar Chavez Ave., Los Angeles, CA 90022
- 14. KIPP Innovation 4240 E. Olympic Blvd., Los Angeles, CA 90023
- 15. KIPP LA Prep 2810 Whittier Blvd., Los Angeles, CA 90023
- 16. KIPP Promesa Prep 1241 S Soto St, Los Angeles, CA 90023
- 17. KIPP Pueblo Unido 3759 E. 57th St., Maywood, CA 90270
- 18. KIPP Poder 501 School Ave., Montebello, CA
- 19. KIPP Philosophers 1999 E. 102nd Street, Los Angeles, CA 90002
- 20. KIPP Raices 668 S. Atlantic Blvd., East Los Angeles, CA 90022
- 21. KIPP Scholar 6100 S. Hoover St., Los Angeles, CA 90044
- 22. KIPP Sol Academy 4800 E Cesar E Chavez Ave, East Los Angeles, CA 90022
- 23. KIPP Vida 4410 S. Budlong Ave., Los Angeles, CA 90037

Directors Present

C. Bermudez, H. Lord, J. Miller, L. Rodriguez, R. Bishop

Directors Absent

J. Berg, M. Carlisle, N. Arastu, P. Feder

Guests Present

B. Sanchez

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

L. Rodriguez called a meeting of the board of directors of KIPP SoCal Public Schools to order on Friday Jun 21, 2024 at 1:11 PM.

C. Meeting Overview

II. Public Comment

A. Public Comment

No members of the public provided comment

III. Consent Agenda

A. Consent Agenda: As Presented

- J. Miller made a motion to approve the consent agenda as presented.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

B. Minutes: March 21 Board Meeting

- J. Miller made a motion to approve the minutes from KIPP SoCal Board Meeting on 03-21-24.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

- C. 2024-2025 Instructional Calendars
- D. KIPP Adelante Instructional Minutes
- E. SELPA Intent
- F. Cross Country Contract Addendum 24-25SY
- G. Speechful Therapy Services Contract 24-25SY
- H. LA Speech Pathology Services Contract 24-25 SY
- Approving Listed Teacher Assignment based on KIPP SoCal Public Schools' Board Policy in Accordance with EC 44263
- J. Approving Listed Teacher Assignment based on KIPP SoCal Public Schools' Board Policy in Accordance with EC 44258.3
- K. Multilingual Learner Master Plan for 2024-25 SY
- L. Dedicated Building Services Assignments & Contract
- M. CM Cleaning Solutions Service Agreement

N.

American Guard Services Contract

- O. KLARE Holdings Board Member Appointments
- P. Liability and Workers Comp Insurance 2024-25
- Q. PNC Line of Credit Amendment
- R. Certification of Signatures Form LACOE Submission
- S. Receipt of 2022 IRS Form 990 for Fiscal Year 2022-23
- T. Acknowledge receipt of the annual audit report of KIPP SoCal Schools' 401(K) Plan.
- U. Financial Audit Governance Communication Planning Letter from CliftonLarsonAllen (CLA)
- V. KIPP SoCal Public Schools 'Grant and SNP Procurement Policies Updates Effective July 1, 2024
- W. KIPP SoCal Public Schools' Fiscal Policies Updates Effective July 1, 2024
- X. 2024-2025 Consolidated Application (ConApp)
- Y. 2024-25 Board-Adopted Instructional Materials List
- Z. 2023-24 Prop 28 Arts and Music in Schools Funding Annual Report
- AA.2024 Start Strong-AV Contract (The One Up Group)
- **AB.SY24-25 Unity Meals Food Contract**
- AC.Purchase/Contract: Apple Product Purchases (2024-25)
- AD. Student Regional Acceptable Resource Policy (2024-25)
- AE. Team Member Regional Acceptable Resource Policy (2024-25)
- AF. KIPP SoCal Public Schools Data Retention Policy
- AG.Minutes: June 13 Board Meeting
 - J. Miller made a motion to approve the minutes from KIPP SoCal Board Meeting on 06-13-24.

R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

AH. Revision of Non-Discrimination Statement

Al. Revision of Title IX Non-Discrimination Policy

AJ. Approve KIPP Scholar Field Trip Lesson to Newport Beach Dunes Water Sports

AK.KIPP Park Usage for PE & Extended Learning - Belvedere Park SY 24-25 MOA

IV. Voting Items

A. Approval of the 2024-25 budget for KIPP SoCal Public Schools

- J. Miller made a motion to Approve the 2024-25 budget for KIPP SoCal Public Schools.
- H. Lord seconded the motion.

The board **VOTED** to approve the motion.

B. 2024 - 2025 Declaration of Need for Fully Qualified Educators

- R. Bishop made a motion to Approve the 2024-2025 Declaration of Need for each school listed below through June 30, 2025, to allow for KIPP SoCal Public Schools to apply for Emergency and Limited Assignment Permits on behalf of our teachers.
- C. Bermudez seconded the motion.

The board **VOTED** to approve the motion.

C. KIPP Sol Academy's Plan to Improve Performance

- H. Lord made a motion to Approve KIPP Sol Academy's plan to improve academic performance.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

D. KIPP Corazón Academy's Plan to Improve Performance

- H. Lord made a motion to Approve KIPP Corazón Academy's plan to improve academic performance.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

E. KIPP Philosophers Academy's Plan to Improve Performance

- J. Miller made a motion to Approve KIPP Philosophers Academy's plan to improve academic performance.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

F. KIPP Scholar Academy's Plan to Improve Performance

- C. Bermudez made a motion to Approve KIPP Scholar Academy's plan to improve academic performance.
- H. Lord seconded the motion.

The board **VOTED** to approve the motion.

G. Submission of KIPP Corazón Academy's Petition

- R. Bishop made a motion to Authorize KIPP SoCal to submit KIPP Corazón Academy's petition for charter renewal.
- H. Lord seconded the motion.

The board **VOTED** to approve the motion.

H. Submission of KIPP Philosophers Academy's Petition for Charter Renewal

- J. Miller made a motion to Authorize KIPP SoCal to submit KIPP Philosophers Academy's petition for charter renewal.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

I. Submission of KIPP Scholar Academy's Petition for Charter Renewal

- J. Miller made a motion to Authorize KIPP SoCal to submit KIPP Scholar Academy's petition for charter renewal.
- C. Bermudez seconded the motion.

The board **VOTED** to approve the motion.

J. Submission of KIPP Sol Academy's Petition for Charter Renewal

- J. Miller made a motion to Authorize KIPP SoCal to submit KIPP Sol Academy's petition for charter renewal.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

K. 2024-25 Local Control and Accountability Plan (LCAP) and Budget Annual Update

- R. Bishop made a motion to Approve the LCAP for the schools listed below.
- H. Lord seconded the motion.

The board **VOTED** to approve the motion.

L. LCFF Local Performance Indicators

- J. Miller made a motion to Approve the LCFF Local Performance Indicators for schools listed here.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

M.

Resolution for wind-up plan after closure of KIPP Generations Academy

- C. Bermudez made a motion to Approve the Resolution for the wind-up plan for KIPP Generations Academy.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

N. Resolution for wind-up plan after closure of KIPP Poder Public School

- R. Bishop made a motion to Approve the Resolution for the wind-up plan for KIPP Poder Public School.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

O. Resolution for wind-up plan after closure of KIPP Pueblo Unido

- H. Lord made a motion to Approve the Resolution for the wind-up plan for KIPP Pueblo Unido.
- R. Bishop seconded the motion.

The board **VOTED** to approve the motion.

V. Governance

A. Board Member Term Renewal - Heather Lord

- R. Bishop made a motion to Renew Heather Lord's term as a KIPP SoCal Board Member effective July 1, 2024.
- C. Bermudez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

H. Lord Abstain
R. Bishop Aye
N. Arastu Absent
M. Carlisle Absent
C. Bermudez Aye
J. Miller Aye
J. Berg Absent
P. Feder Absent
L. Rodriguez Aye

B. Board Member Term Renewal - Carlos Bermudez

- R. Bishop made a motion to Renew Carlos Bermudez's term as a KIPP SoCal Board Member effective July 1, 2024.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

J. Berg Absent L. Rodriguez Aye H. Lord Aye J. Miller Aye P. Feder Absent C. Bermudez Abstain R. Bishop Aye M. Carlisle Absent N. Arastu Absent

C. Board Member Term Renewal - Randy Bishop

- C. Bermudez made a motion to Renew Randy Bishop's term as a KIPP SoCal Board Member effective July 1, 2024.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

P. Feder Absent M. Carlisle Absent L. Rodriguez Aye H. Lord Aye J. Berg Absent J. Miller Aye N. Arastu Absent R. Bishop Abstain C. Bermudez Aye

D. Board Member Term Renewal - Philip Feder

- R. Bishop made a motion to Renew Philip Feder's term as a KIPP SoCal Board Member effective July 1, 2024.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

R. Bishop Aye J. Miller Aye J. Berg Absent N. Arastu Absent L. Rodriguez Aye H. Lord Aye C. Bermudez Aye M. Carlisle Absent P. Feder Absent

E.

Board Member Term Renewal - Julie Miller

- R. Bishop made a motion to Renew Julie Miller's term as a KIPP SoCal Board Member effective July 1, 2024.
- C. Bermudez seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

H. Lord Aye
C. Bermudez Aye
J. Miller Abstain
J. Berg Absent
M. Carlisle Absent
P. Feder Absent
N. Arastu Absent
R. Bishop Aye

L. Rodriguez Aye

VI. Closed Session

A. Executive Compensation for Chief Financial Officer

- R. Bishop made a motion to Approve KIPP SoCal's CFO annual compensation to be 321,360 with the standard benefits package available to all KIPP SoCal team members.
- J. Miller seconded the motion.

The board **VOTED** to approve the motion.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:11 PM.

Respectfully Submitted,

L. Rodriguez

PLAN TO IMPROVE PERFORMANCE As Submitted to the Governing Board of KIPP SoCal Public Schools June 21, 2024

Introduction

On March 12, 2024, the California Department of Education ("CDE") categorized KIPP Sol Academy ("Sol") as a middle-performing charter school. The CDE reached this conclusion on the basis of the school's performance on the California School Dashboard ("Dashboard").

The Dashboard noted that Sol trailed the state in the following areas:

- Sol's schoolwide average Distance From Standard ("DFS") in ELA was -21.4, while California's average DFS was -13.6
- Sol's English Learners posted an average DFS of -68.5 in ELA, just behind the average of English Learners across California, which was -67.7
- Sol's average DFS in math was -73.4, while the state posted an average DFS of -49.1
- Sol's English Learners averaged a DFS of -113.7 in math, while English Learners across California averaged -93.4
- The average DFS of Sol's Students With Disabilities ("SWD") was -143.6 in math, while their statewide peers averaged -127.3

The Los Angeles Unified School District's Charter Schools Division ("CSD") asked Sol to deliver a plan for improving areas of low performance or concern.

Sol's plan for improving performance is detailed in the sections below. In the first section, the school outlines its plans to improve academic performance in English Language Arts ("ELA"). And in the second section, the school outlines its plans to improve academic performance in math.

Sol submitted this plan for review and approval by KIPP SoCal's governing board on June 21, 2024.

Plan to Improve Academic Performance in English Language Arts ("ELA")

The 2023 Dashboard shows that Sol trails the state and one of its student groups in ELA performance:

- Sol's schoolwide average Distance From Standard ("DFS") in ELA was -21.4, while California's average DFS -13.6
- Sol's English Learners posted an average DFS of -68.5 in ELA, just behind the average of English Learners across California, which was -67.7

In the subsections below, we provide a root-cause analysis, measurable goals, action plan, and timeline for improving our school's academic performance in ELA.

Root-Cause Analysis

The main root causes of low ELA performance on the 2023 Dashboard were: (1) post-pandemic teacher and leader staffing challenges; (2) need for strong data-driven practices; (3) inconsistent instructional coaching; and (4) high chronic absenteeism. We elaborate on each root cause below:

• Post-Pandemic Teacher and Leader Staffing Challenges - During the 2022–2023 school year, every member of Sol's leadership team was new to their role, and more than 50% of classroom positions were either vacant or held by teachers in their first year of teaching. In ELA specifically, 75% of teachers were in their first year teaching, and one position was vacant for the first two months of the school year. The lack of institutional knowledge on staff, combined with the need to re-establish academic and cultural structures after the pandemic, forced the school to prioritize basic

operational functions. That prevented school leadership from putting an intensive focus on academic coaching and teacher development, which was needed to address the skill level of staff.

- Need for Strong Data-Driven Practices In the years prior to 2022–2023, Sol's data practices lived with their teachers, the majority of whom had multiple years of teaching experience. With the significant teacher turnover in the year fully returning from the pandemic, these data practices were lost and they were not yet reestablished at the schoolwide level. In ELA specifically, without an experienced teacher serving as a content-area lead, there was not a current practitioner modeling how to respond to data within their own classroom. That, in turn, prevented new teachers from seeing what strong literacy data response looked like on a day-to-day basis.
- Inconsistent Instructional Coaching In both frequency and quality, instructional coaching was inconsistent and fell short of providing a differentiated approach that was well-matched to the quantity of new teachers on staff. With a team of leaders all new to their roles, much of the leadership's time was spent responding and reacting to challenges common to new teachers (e.g., classroom management, time management, etc.). The leadership team did not effectively interrupt the cycle of reactivity in order to proactively address the root cause of new teachers struggling to establish strong cultural and academic practices to further student engagement and learning. By way of example, our ELA team uses an excellent curriculum called Reading Reconsidered, but it needed some teacher-made adjustments (e.g.,the curriculum is designed for a 90-minute block but Sol had 60-minute blocks). These adjustments were challenging for new teachers to navigate without intensive coaching and co-planning. As a result, teachers sometimes cut out essential components of the lessons, which contributed to lagging progress in ELA.
- **High Chronic Absenteeism** Like many public schools across the country, Sol is chipping away at historically high rates of chronic absenteeism. Prior to the pandemic, our school's chronic absenteeism rate was 3.4%, about seven percentage points lower than the statewide average. In 2021–2022, the year our students returned to in-person instruction, our school's chronic absenteeism rate rose to 37.9%. The following year, in 2022–2023, we cut the chronic absenteeism rate down to 29.7%. While our team was happy to see this year-to-year decline, chronic

absenteeism was still dramatically higher than it was pre-pandemic. With so many students missing school, it is difficult to make year-to-year academic gains.

Measurable Goal to Improve Sol's ELA Performance

The table below outlines Sol's measurable goals for improving ELA performance. These goals are set on a time horizon that assumes our school will submit a renewal petition again in the summer of 2029. If that is the case, then the 2028 California School Dashboard ("Dashboard") will be the final Dashboard published before our school submits its next renewal petition.

Student Group	2023 Distance From Standard (Actual)	2023 Performance Level (Actual)	2028 Distance From Standard (Goal)	2028 Performance Level (Goal)
Whole School	-21.4	Orange	3.6	Green
English Learners	-68.5	Orange	-43.5	Yellow

Action Plan & Timeline

To reach our goals for improving ELA performance, Sol is taking or will take the following actions:

• Responding Effectively and Intentionally to Data - Since the 2022–2023 school year, Sol has been working to reestablish data collection systems that were thrown off course by the pandemic and the staffing changes that came with it. During the 2024-2025 school year, Sol will respond effectively and intentionally to data in four ways. First, school leadership will set clear expectations for strategic groupings in our daily 30-minute intervention block to ensure that all students with below-grade-level proficiency (as measured by iReady data) have regular access to small-group ELA instruction. Second, teachers will use iReady's skill-based lessons to target student needs in an individualized and strategic way. As part of this effort, Sol will fully train and support teachers in the skills needed to leverage formative-assessment data to assign targeted lessons. Third, Sol will create consistent structures within teacher content-team meetings, grade-level team meetings, and leadership team meetings for data analysis and response planning.

And fourth, Sol will add the DIBELS assessment for 5th graders in order to create more targeted, data-driven intervention plans for students with significant gaps in early literacy skills.

- **<u>Strengthening Consistency and Quality of Instructional Coaching</u>** Sol will also take the following steps to strengthen consistency and quality of instructional coaching:
 - Applying Learnings From Research For Better Teaching In 2022–2023, Sol's instructional coaches began receiving professional development from Research For Better Teaching ("RBT") to refine their skills in (1) helping teachers understand what is and isn't working in their classrooms, and (2) focusing feedback on improving student outcomes. By the end of 2023–2024, all of Sol's instructional coaches had received professional development on RBT, which means that 2024–2025 will be the first year that all instructional coaches share this foundation. In ELA, we are hoping that RBT will lead to an aligned approach to instructional coaching that is grounded in research-based best practices focused on the highest leverage instructional coaching moves. Our instructional coaches will continue receiving support from RBT through 2025–2026. At that point, KIPP SoCal will determine if the partnership with RBT is effectively driving outcomes.
 - o Observing Teachers and Providing Feedback In the past, Sol had a longstanding practice of observing teachers once or twice per week. In the 2024–2025 school year, the school leadership team will restore this practice, with a renewed focus on using student outcomes to adjust instruction. As part of this effort, beginning in the 2024–2025 school year, instructional leaders will create a unified instructional coaching schedule to ensure that instructional coaching time is protected. In addition, a school leadership team member will work with the ELA lead to develop an aligned content-area vision, structures for the ELA content team, and protocols for analyzing iReady diagnostic data to identify students' conceptual gaps. The school leadership team member will conduct walkthroughs of ELA classrooms in support of those efforts. The school leadership team member will also receive support from KIPP SoCal's Teaching & Learning team in launching school-based ELA content teams where teachers can work together in implementing feedback.

- **Building ELA and ML Content Expertise Among Teachers and Leaders** Sol has taken and will continue to take steps to build ELA and Multilingual Learner ("MLs")¹ content expertise among teachers and leaders:
 - o Implementing a Standardized Internalization Protocol In 2023–2024, our school collaborated with KIPP SoCal's Teaching & Learning team to implement a standardized internalization protocol across the school. As part of this effort, school leadership and teachers participated in foundational development in objectives and criteria for success. Next year, the updated internalization protocol will include specific space for thinking through targeted ELA support for MLs. To further support this effort, school leadership will receive professional development and coaching in the lesson cycle, feedback, questioning, and differentiation all with the aim of clear alignment on expectations. Faithful implementation of a standardized internalization protocol will be integral to accomplishing our five-year goals for ELA achievement.
 - Implementing a Year-Long Teacher Development Scope and Sequence Next year, school leadership will create and enact a year-long teacher development scope and sequence, including whole-school professional development, school-based content team meetings, and individual coaching to develop teachers' planning and preparation in lesson cycles, feedback, questioning, and differentiation. Sol's leadership team will continue this practice through 2028.
 - Leveraging Support From KIPP SoCal's Teaching & Learning Team KIPP SoCal's Teaching & Learning team including ELD Specialist Marianne Perez will continue supporting Sol's school leadership by co-observing ELA classrooms and co-planning professional development. KIPP SoCal's Teaching & Learning team will also observe school leadership in preparation meetings, coaching, and professional-development sessions. Their feedback will be aligned to Sol's internalization protocol. These targeted supports will continue to be in place until outcomes improve.

6

¹ The term English Language Learner positions English proficiency as the main way to describe students' linguistic ability, rather than holistically understanding the variety of languages students may be developing. Therefore, KIPP SoCal has adopted the term "Multilingual Learners" in place of the term "English Learner" to describe students who are developing proficiency in multiple languages.

- Participating in KIPP SoCal's Regional ELA Content Team Sol's school leadership and teachers will continue participating in KIPP SoCal's regional content team, where they: (1) deconstruct standards and assessments, (2) determine the content and skills students need to know and do, and (3) analyze student work within a grade level to plan instruction. In addition to ELA Content Team meetings, KIPP SoCal will continue leading content team meetings for designated ELD. The skills and practices learned in these meetings will build transferable skills in teaching standards, upholding rigor, and aligning lessons to unit goals.
- Leveraging ELA Content Expertise on Staff In addition to leveraging KIPP SoCal's ELA expertise, Sol will leverage the ELA expertise of its own staff. In 2023–2024, our school hired an ELA intervention teacher. We also began the work of strengthening accountability systems for independent reading and reestablishing Accelerated Reader as our way of tracking and measuring words read by students. Starting in 2024–2025, we will turn our attention to improving collaboration between our ELA intervention teacher and our ELA classroom teachers, with a specific focus on addressing fifth- and sixth-grade students' foundational reading needs. We will also aim to make accountability systems for independent reading consistent across grade levels.
- Increasing Student Attendance Sol is striving to increase student attendance. In 2023–2024, Sol instituted an Attendance Support Team ("AST") consisting of school leadership, operations team members, and counselors. They meet biweekly to analyze attendance data and create an individualized approach for every student who is at-risk of becoming chronically absent. After identifying students in need of comprehensive attendance support, the AST reaches out to families to inform them about the negative academic impact of low attendance, discuss barriers to regular attendance, and identify next steps to support regular attendance. This work is especially urgent for supporting SWD. In 2022–2023, 40.3% of them were chronically absent, nearly 11 percentage points higher than the schoolwide average. The AST's work will continue and adapt as necessary through 2028. Sol expects that improved attendance will lead to improved outcomes in ELA.
- <u>Developing Teachers in Designated ELD Curriculum</u> As discussed above, in 2023–2024, teachers who teach designated ELD started participating in ELD content team meetings that support effective implementation of the *English 3D* curriculum.

Teachers also began collaborating with KIPP SoCal's ELD Specialist and Sol's ML Coordinator in strategically grouping students for designated ELD by proficiency level, with the aim of ensuring that students received support aligned to their needs in language development. Starting in 2024–2025, school leadership will conduct walkthroughs of designated ELD instruction to monitor progress and provide feedback that will inform teachers' practice. This practice will continue over the course of the next charter term.

Plan to Improve Academic Performance in Math

The 2023 Dashboard shows that Sol trails the state and some of its student groups in math performance:

- Sol's average DFS in math was -73.4, while the state posted an average DFS of -49.1
- Sol's English Learners averaged a DFS of -113.7 in math, while English Learners across California averaged -93.4
- The average DFS of Sol's Students With Disabilities ("SWD") was -143.6, while their statewide peers averaged -127.3

In the subsections below, we provide a root-cause analysis, measurable goals, action plan, and timeline for improving our school's academic performance in math.

Root-Cause Analysis

As with ELA, the main root causes of low math performance on the 2023 Dashboard were: (1) post-pandemic teacher and leader staffing challenges, (2) need for strong data-driven practices, (3) inconsistent instructional coaching, and (4) high chronic absenteeism. Below, we elaborate on how each root cause was evident in math:

• **Post-Pandemic Teacher and Leader Staffing Challenges** - As discussed above, in the 2022–2023 school year, every member of Sol's leadership team was new to their role, and more than 50% of classroom positions were either vacant or held by teachers in their first year of teaching. In math specifically, 50% of teachers were in their first year teaching, one position was vacant for the entirety of the school year,

and one position was vacant for 4 months of the school year due to lack of credential-eligible candidates. Here again, the lack of institutional knowledge on staff, combined with the need to re-establish academic and cultural structures after the pandemic, forced the school to prioritize basic operational functions. And, here again, that prevented school leadership from putting an intensive focus on academic coaching and teacher development, which was needed to address the skill level on staff.

- Need for Strong Data-Driven Practices A need for strong data-driven practices also contributed to low performance in math. As discussed above, prior to the 2022–2023 school year, Sol's data practices lived with their teachers, the majority of whom had multiple years of teaching experience. With significant teacher turnover in the year fully returning from the pandemic, these data practices were lost and they were not yet reestablished at the schoolwide level. In math specifically, students entered the year with foundational skill gaps that led to difficulty accessing grade-level content. With mostly inexperienced teachers and substitutes leading Sol's math classrooms, teachers struggled to scaffold lessons appropriately in order to both address foundational skill gaps and hold students to grade-level standards. That, in turn, led to teachers slowing down the pacing plan and frequently spending two days on a one-day lesson. Being off-pace led to difficulty in analyzing assessment data at both the school and regional level, which made it difficult to have a true pulse on what students were learning.
- Inconsistent Instructional Coaching Similar to ELA, the frequency and quality of instructional coaching was inconsistent in math, and it fell short of providing a differentiated approach that was well-matched to the quantity of new teachers on staff. As discussed above, with a team of leaders all new to their roles, much of their time was spent responding and reacting to challenges common to new teachers. The leadership team did not effectively interrupt the cycle of reactivity in order to proactively address the root cause of new teachers struggling to establish strong cultural and academic practices to further student engagement and learning. For example, Sol's yearlong fifth-grade math vacancy caused especially significant challenges because the bulk of the math coach/manager's time was spent preparing lessons for substitute teachers, onboarding them to the curriculum, supporting with establishment and re-establishment of solid classroom management structures, and then repeating this process with the next substitute. Ideally, the math

coach/manager's time would have been spent establishing strong cultural and academic practices to further student engagement and learning across grade levels.

High Chronic Absenteeism - High chronic absenteeism has contributed to lagging progress in math as well. As discussed above, prior to the pandemic, Sol's chronic absenteeism rate stood at 3.4%, which was approximately seven percentage points lower than the statewide average. When our students returned to in-person learning in 2021–2022, chronic absenteeism increased to 37.9%. In 2022–2023, we reduced chronic absenteeism to 29.7%, but it was still significantly higher than pre-pandemic levels. In math, missing even 10 days of the school year could equate to missing an entire unit.

Measurable Goal to Improve Sol's Math Performance

The table below outlines Sol's measurable goals for improving math performance. These goals are set on a time horizon that assumes our school will submit a renewal petition again in the summer of 2029. If that is the case, then the 2028 California School Dashboard ("Dashboard") will be the final Dashboard published before our school submits its next renewal petition.

Student Group	2023 Distance From Standard (Actual)	2023 Performance Level (Actual)	2028 Distance From Standard (Goal)	2028 Performance Level (Goal)
Whole School	-73.4	Orange	-48.4	Yellow
English Learners	-113.7	Red	-88.7	Yellow
Students With Disabilities	-143.6	Red	-118.6	Orange

Action Plan & Timeline

To reach our goals for improving math performance, Sol is taking or will take the following actions:

- **Responding Effectively and Intentionally to Data** As with ELA, Sol will take a multi-pronged approach to responding effectively and intentionally to math achievement data. First, just as we will do in ELA, school leadership will set clear expectations for strategic groupings in a daily 30-minute intervention block to ensure that all students with below-grade-level proficiency have regular access to small-group math instruction. Second, Sol's teachers will use iReady's skill-based lessons to target student needs in math in an individualized and strategic way. To support their efforts, our school will provide training and support to teachers in the skills needed to leverage formative-assessment data to assign targeted lessons. And third, Sol will create consistent structures within math content-team meetings, grade-level meetings, and leadership team meetings for data analysis and response planning. Our team anticipates that responding effectively and intentionally to data will be especially impactful in math. Unlike in ELA, where literacy skills are tightly intertwined and sequentially built upon, many math skills are often more isolated from one another. In other words, it is often the case that students don't understand a specific math topic, but they understand other math topics that come before and after. Therefore, timely responses to gaps in their math knowledge can make a big impact quickly.
- **Strengthening Consistency and Quality of Instructional Coaching** Sol will continue strengthening consistency and quality of instructional coaching in math. Here are the specific actions that we have taken and will take:
 - Applying Learnings From Research For Better Teaching As discussed above, Sol's instructional coaches began receiving professional development from Research For Better Teaching ("RBT") in 2022–2023. In 2023–2024 and the years ahead, RBT will continue being a valuable resource for helping our teachers refine their skills in (1) understanding what is and isn't working in their classrooms, and (2) focusing feedback on improving student outcomes. In math specifically, RBT will push our teams to identify high-impact instructional levers, with a focus on strong lesson objectives and differentiated coaching that meets the needs of newer teachers learning to improve instructional clarity. Our instructional coaches will continue receiving support from RBT through 2025–2026. At that point, KIPP SoCal will determine if the partnership with RBT is effectively driving outcomes.

- o Observing Teachers and Providing Feedback As discussed above, Sol previously had a longstanding practice of observing teachers once per week. In the 2024–2025 school year, the school leadership team will restore this practice not just in ELA, but in math as well. The school leadership team will bring a renewed focus to using student outcomes to adjust instruction. Similar to the approach in ELA, instructional leaders will create a unified instructional coaching schedule for math. Our School Leader who is an experienced math teacher herself will work with our math content lead to develop an aligned math vision, structures for the math content team, and protocols for analyzing iReady diagnostic data to identify students' conceptual gaps. She will conduct walkthroughs of math classrooms in support of these goals. And she will conduct walkthroughs of pull-out and push-in special-education instruction, where 28 of our 64 Students With Disabilities are also identified as MLs.
- **Building Math and ML Content Expertise Among Teachers and Leaders** Similar to our action plan in ELA, Sol must also build content and ML expertise among teachers and leaders in math. This action is also necessary because of the significant overlap between our ML and SWD populations. Therefore, our action plan includes:
 - Implementing a Standardized Internalization Protocol In 2023–2024, our school collaborated with KIPP SoCal's Teaching & Learning team to implement a standardized internalization protocol that took into account the needs of SWD. As part of this effort, school leadership and teachers participated in foundational development in objectives and criteria for success. Next year, the updated internalization protocol will include specific space for thinking through targeted math support for MLs. To further support this effort, school leadership will receive professional development and coaching in the lesson cycle, feedback, questioning, and differentiation — all with the aim of clear alignment on expectations. Faithful implementation of a standardized internalization protocol will be integral to accomplishing our five-year goals for math achievement. Due to the newness of Sol's math teaching team, internalization of the new curriculum will be especially important. The internalization protocol not only supports effective implementation of Tier-1 academic supports that are often novel to new teachers, but also supports teachers in identifying needs for individual student groups and creating intervention plans for those student groups.

Sol's standardized internalization protocol will continue to be in place over the next charter term.

- Implementing a Year-Long Teacher Development Scope and Sequence As with ELA, in 2024–2025, school leadership will create and enact a year-long teacher development scope and sequence in math, including whole-school professional development, school-based content team meetings, and individual coaching to develop teachers' planning and preparation in lesson cycles, feedback, questioning, and differentiation. Sol's leadership team will continue this practice through 2028.
- Leveraging Support From KIPP SoCal's Teaching & Learning Team KIPP SoCal's Teaching & Learning team will support Sol's school leadership by co-observing math classrooms and co-planning professional development. Similar to our approach in ELA, KIPP SoCal's Teaching & Learning team will also observe school leadership in preparation meetings, coaching, and professional-development sessions for math instruction. Their feedback will be aligned to Sol's internalization protocol. These targeted supports will continue to be in place until outcomes improve.
- Participating in KIPP SoCal's Regional Math Content Team As mentioned above, Sol's school leadership and teachers will continue participating in KIPP SoCal's regional content team, where they: (1) deconstruct standards and assessments, (2) determine the content and skills students need to know and do, and (3) analyze student work within a grade level to plan instruction. We anticipate that this work in regional content team meetings will continue for the duration of our next charter term. Additionally, KIPP SoCal's Teaching & Learning team will assist Sol in launching school-level math content teams aligned to their internalization protocol. The Teaching & Learning team's support will include helping Sol re-establish math content team meetings and model content team meetings. We Teaching & Learning team's support with launching school-level content teams will likely continue through 2026.
- **Planning Strategically to Address Staffing Needs** Sol has experienced challenges in hiring credentialed math and science teachers due to the teacher shortage. To address these staffing shortages, Sol will continue to core fifth grade in order to expand the talent pool to include teachers with multiple-subject credentials. This will

allow for flexibility in hiring to find the highest quality teacher possible, while also creating a more fluid transition for our fifth-grade students and families, who are transitioning from one self-contained teacher in fourth grade. We will continue this practice of coring as long as necessary to meet the needs of students.

- Increasing Student Attendance As discussed above, Sol is striving to increase student attendance. In 2023–2024, Sol instituted an Attendance Support Team ("AST") consisting of school leadership, operations team members, and counselors. They meet biweekly to analyze attendance data and create an individualized approach for every student who is at-risk of becoming chronically absent. After identifying students in need of comprehensive attendance support, the AST reaches out to families to inform them about the negative academic impact of low attendance, discuss barriers to regular attendance, and identify next steps to support regular attendance. This work is especially urgent for supporting SWD. In 2022–2023, 40.3% of them were chronically absent, nearly 11 percentage points higher than the schoolwide average. The AST's work will continue and adapt as necessary through 2028. Sol expects that improved attendance will lead to improved outcomes in math.
- Strategically Leveraging ML Curricular Resources We want to ensure that our MLs are accessing the math curriculum. Therefore, beginning in 2024–2025, Sol will support teachers and leaders in developing their knowledge of language resources embedded in the Ready Mathematics curriculum. To that end, instructional team members will participate in a combination of regionally led content team meetings, instructional coaching, and school-based professional development sessions that focus on implementation of lesson internalization structures, use of integrated ELD strategies, and use of specific curricular tools that support mathematical discourse. School leadership will conduct walkthroughs focused on integrated ELD supports in math and provide feedback to inform teacher practice. These ML-focused walkthroughs will take place at least once a quarter alongside individualized coaching that supports teachers with planning and executing strategies that will occur at least monthly. Sol anticipates that these walkthroughs will continue through 2028.
- Strengthening GenEd Classroom Push-in Support for Students with Disabilities In 2024–2025, the SpEd team will strengthen its push-in support for SWD to ensure they can access the math curriculum. First, our SpEd teachers will lesson plan for

math push-in services a week prior and ensure they follow the general education scope and sequence for the push-in/pull-out model. Then SpEd teachers and GenEd teachers will co-internalize upcoming lessons to ensure appropriate IEP accommodations, scaffolds, and supports during math lesson delivery. To further these efforts, SpEd and GenEd teachers will analyze math assessment data during common planning time. The SpEd program specialist and school administrator will conduct walkthroughs to monitor RSP math push-in services and provide feedback. Our school anticipates that these supports will continue through 2028.

Conclusion

Over the next charter term, KIPP Sol Academy will continue using student achievement data to adapt and refine our plans as necessary. Our hope is for our school and its student groups to match and exceed the statewide averages on the California School Dashboard's academic performance indicators.

Together with families and communities, it is the mission of KIPP SoCal Public Schools and KIPP Sol Academy to create a joyful and academically excellent school. Our students deserve a school that prepares them with the skills and confidence to pursue the paths they choose — college, career, and beyond — so they can lead fulfilling lives and create a more just world. The goals and action steps outlined in this plan will bring our school closer to accomplishing that mission.

If the Los Angeles Unified School District or its Charter Schools Division have additional questions, please contact kippcharters@kippsocal.org.



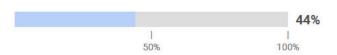
School Kipp Sol Academy

Subject Math Academic Year 2023 - 2024

Comparison Diagnostic Spring (March 2 - End of Year)

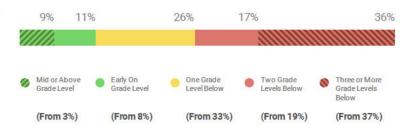
Students Assessed/Total: 470/473

Progress to Annual Typical Growth (Median)



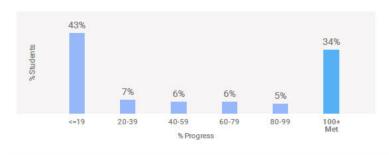
The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



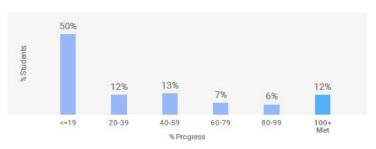
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

English Learner

All	Annual Typical Grov	Annual Typical Growth		Annual Stretch Growth®		Students
	Progress (Median)	% Met	Progress (Median)	% Met	% Students with Improved Placement	Assessed/Total
Yes - English Learner	21%	29%	9%	8%	31%	93/93
No - English Learner	50%	35%	23%	13%	39%	377/380



School Kipp Sol Academy

Subject Math Academic Year 2023 - 2024

Comparison Diagnostic Spring (March 2 - End of Year)

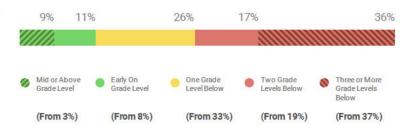
Students Assessed/Total: 470/473

Progress to Annual Typical Growth (Median)



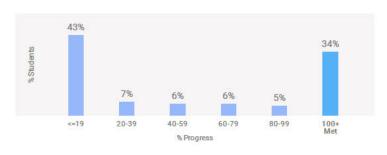
The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



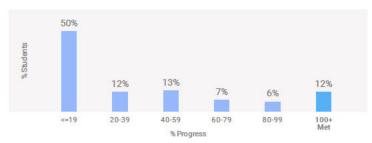
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Economically Disadvantaged

All	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Yes - Economically Disadvantaged	33%	33%	15%	11%	36%	402/405
No - Economically Disadvantaged	79%	33%	38%	0%	39%	18/18
Not Reported	64%	42%	32%	22%	48%	50/50



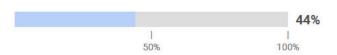
School Kipp Sol Academy

Subject Math Academic Year 2023 - 2024

Comparison Diagnostic Spring (March 2 - End of Year)

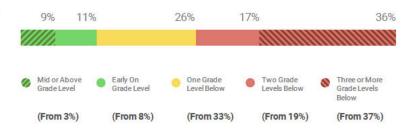
Students Assessed/Total: 470/473

Progress to Annual Typical Growth (Median)



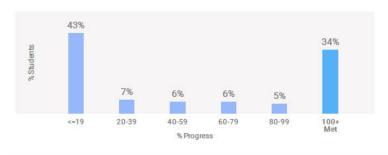
The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



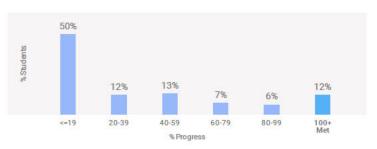
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Hispanic or Latino

All	Annual Typical Grov			% Students with	Students	
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Yes - Hispanic or Latino	44%	34%	19%	12%	37%	467/470
No - Hispanic or Latino	0%	33%	0%	0%	33%	3/3



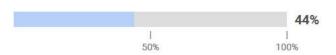
School Kipp Sol Academy

Subject Math Academic Year 2023 - 2024

Comparison Diagnostic Spring (March 2 - End of Year)

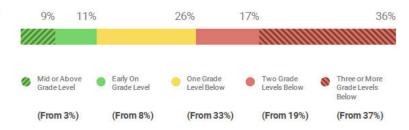
Students Assessed/Total: 470/473

Progress to Annual Typical Growth (Median)



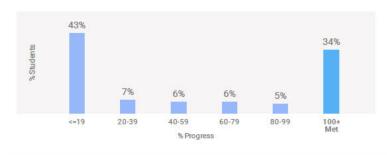
The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



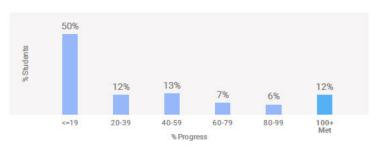
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Special Education

All	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Yes - Special Education	60%	32%	26%	14%	38%	66/66
No - Special Education	40%	34%	18%	11%	37%	404/407



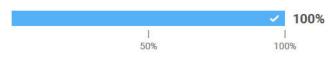
School Kipp Sol Academy

Subject Reading Academic Year 2023 - 2024

Comparison Diagnostic Spring (March 2 - End of Year)

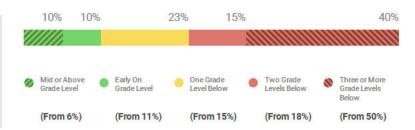
Students Assessed/Total: 471/473

Progress to Annual Typical Growth (Median)



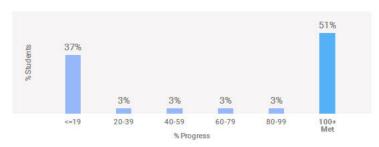
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



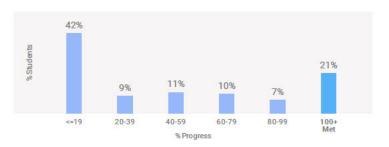
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

English Learner

All	Annual Typical Grov			% Students with	Students	
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Yes - English Learner	✓ 112%	56%	44%	29%	54%	93/93
No - English Learner	87%	49%	35%	19%	47%	378/380



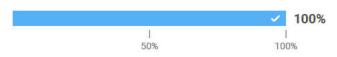
School Kipp Sol Academy

Subject Reading Academic Year 2023 - 2024

Comparison Diagnostic Spring (March 2 - End of Year)

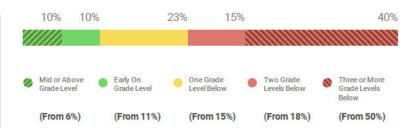
Students Assessed/Total: 471/473

Progress to Annual Typical Growth (Median)



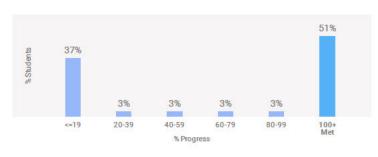
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



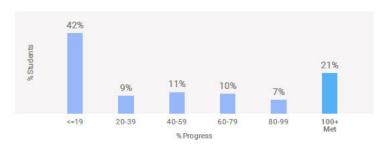
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Economically Disadvantaged

All	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Yes - Economically Disadvantaged	93%	50%	34%	20%	47%	403/405
No - Economically Disadvantaged	✓ 277%	72%	95%	44%	72%	18/18
Not Reported	91%	50%	36%	22%	50%	50/50



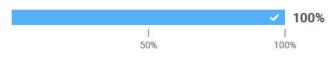
School Kipp Sol Academy

Subject Reading Academic Year 2023 - 2024

Comparison Diagnostic Spring (March 2 - End of Year)

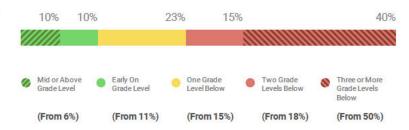
Students Assessed/Total: 471/473

Progress to Annual Typical Growth (Median)



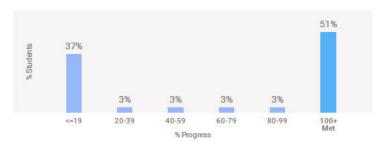
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



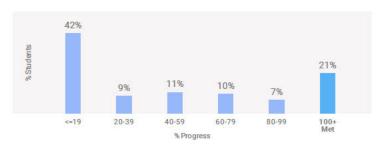
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Hispanic or Latino

All	Annual Typical Grov	vth			% Students with	Students	
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total	
Yes - Hispanic or Latino	✓ 100%	50%	36%	21%	48%	468/470	
No - Hispanic or Latino	✓ 100%	67%	43%	33%	67%	3/3	



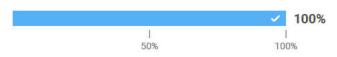
School Kipp Sol Academy

Subject Reading Academic Year 2023 - 2024

Comparison Diagnostic Spring (March 2 - End of Year)

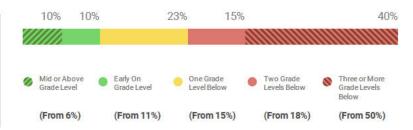
Students Assessed/Total: 471/473

Progress to Annual Typical Growth (Median)



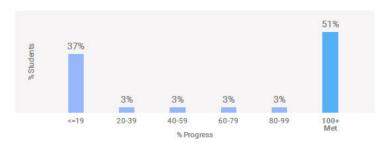
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



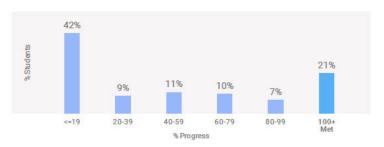
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Special Education

All	Annual Typical Grov			% Students with	Students	
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Yes - Special Education	✓ 156%	59%	59%	32%	56%	66/66
No - Special Education	88%	49%	34%	20%	47%	405/407