

KIPP Bay Area Schools

Essential College Prep Public Education

The KIPP K-8 School
Charter Petition to
Ravenswood City School District
November 20, 2015

Table of Contents

INTRODUCTION	2
ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM	3
ELEMENT B: MEASURABLE STUDENT OUTCOMES	57
ELEMENT C: ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES	73
ELEMENT D: GOVERNANCE AND LEGAL ISSUES	81
ELEMENT E: EMPLOYEE QUALIFICATIONS	87
ELEMENT F: HEALTH AND SAFETY PROCEDURES	93
ELEMENT G: MEANS TO ACHIEVE ETHNIC AND RACIAL BALANCE	95
ELEMENT H: ADMISSIONS REQUIREMENTS	96
ELEMENT I: FINANCIAL AUDIT	98
ELEMENT J: STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION PROCEDURES	99
ELEMENT K: RETIREMENT SYSTEM	101
ELEMENT L: ATTENDANCE ALTERNATIVES	102
ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS	103
ELEMENT N: DISPUTE RESOLUTION PROCESS	104
ELEMENT O: LABOR RELATIONS	106
ELEMENT P: SCHOOL CLOSURE PROCEDURES	107
BUSINESS OPERATIONS	110
SUPPLEMENTAL INFORMATION	115
AFFIRMATIONS/ASSURANCES	119

INTRODUCTION

In response to parent and community demand, KIPP Bay Area Schools seeks to open a KIPP K-8 School that will provide the students of the East Palo Alto and Belle Haven with a highest quality educational option. KIPP Bay Area Schools currently operates seven KIPP middle schools in the Bay Area (five of which are California Distinguished Schools and two of which are National Blue Ribbon Schools), three KIPP high schools (two of which are ranked by *US World & News Report*, *Newsweek*, and *The Washington Post* as among the top high schools serving low-income students), and our newest K-8 school in neighboring Redwood City (see page 49 for KIPP's track record of success). Working with the Ravenswood City School District, we are committed to replicating these successes in East Palo Alto and Belle Haven.

The KIPP K-8 School will be founded on the proven principles of the Knowledge is Power Program (KIPP), and make no excuses based on race, gender, socioeconomic status, or disability. We will provide a rigorous academic program and instill a lifelong love of learning that prepares our students for success in college and in life. By partnering with our charter authorizers and leveraging the resources of a regional organization, thousands of KIPP students across the Bay Area have achieved at unprecedented levels. At the KIPP K-8 school, we will similarly develop in our East Palo Alto and Belle Haven students the academic and character skills necessary to succeed in high school, college and beyond.

Importantly, the KIPP K-8 School experience will go well beyond the achievement of academic excellence. The KIPP K-8 School will also emphasize the development of character strengths that will enable students to succeed in college and beyond. KIPP K-8 School graduates will be responsible, resourceful citizens of their community and understand the impact of their actions on others. They will be confident advocates for their community, speak their minds clearly, value service to others, take pride in their accomplishments but approach new tasks and working relationships with humility.

Underscoring its investment in long-term success, KBAS is applying for this charter 18 months prior to a 2017 opening of the KIPP K-8 school. We have worked extensively with the East Palo Alto and Belle Haven communities, and intend to collaborate closely with the Ravenswood City School District to ensure success for all students. We are fully prepared, willing and committed to the promises set forth in this charter petition.

ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

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

I. Mission and Vision

The KIPP K-8 School is committed to developing poised, confident, articulate leaders who will use their education and life experiences to create positive change in their own lives, within their communities, and among our global society. The school will partner with teachers, parents, community members, and the Ravenswood City School District to accomplish its mission and to impart upon its students that there are no shortcuts to realizing this goal; rather, hard work and absolute determination are key. At the KIPP K-8 School, we will prepare our students to succeed in high school, college, and beyond by developing in them the knowledge, skills, and character essential to thrive academically, shape their futures, and positively impact the world.

Central to the mission of the school is an unwavering belief that all students in the East Palo Alto and Belle Haven communities can succeed in the nation’s most competitive colleges when provided with extended time for learning inside and outside the classroom, a rigorous, college-preparatory education, and a wide range of supports. An excellent college education is necessary for expanded opportunities in an increasingly competitive global 21st century job market. The KIPP K-8 School will prioritize the goal of a college education in achieving personal success and creating a life of choices and opportunities.

The KIPP K-8 School’s mission and values drive everything at the school, from the culture to the academic program. We have a deep and resolute commitment to the school’s values, which will reflect the values of KIPP Bay Area Schools as well as draw on the research done by Martin Seligman on character strengths. Each value exemplifies a quality necessary to excel in high school and college, develop a good character, and create positive change in students lives’ and in the world around them. The school leader and founding staff will develop The KIPP K-8 School’s mission, vision

and values prior to the school opening. Examples of mission, vision and values from an existing KIPP school in East San Jose, KIPP Heritage Academy, are outlined in Appendix A.

II. Target Population

KIPP believes that all students should have access to a high quality education to prepare them for success in college and in life. KIPP has spoken with many families in East Palo Alto and Belle Haven and have learned of parents’ desire to have additional quality school options located in their community and designed for their community. Historically, additional school options have often required students to travel to other school districts and bear the costs of long commutes and not being able to attend school within their community. The KIPP K-8 school would like to respond to this parent desire for additional options close to home and will strive to bring more students back to attending school within the District boundaries.

Across the national network, 96% of KIPP students are students of color and 87% receive free or reduced price meals through the federal school lunch program.

Outlined below are the demographics and recent California Smarter Balanced Assessment results for the Ravenswood City School District. The KIPP K-8 School will serve a similar student population, targeting high-poverty and underserved students in the East Palo Alto and Belle Haven communities. KIPP will also strive to serve a student population that reflects the ethnic diversity in East Palo Alto and Belle Haven. As explained in our subsequent “Track Record of Success” section, existing KIPP schools have consistently served this demographic of students well, and believe the KIPP model will help to address the achievement gap for students in this community.

Figure 1: Ravenswood City School District 2013 -2014 Demographics¹

School	SBAC – ELA % met or exceeded	SBAC – Math % met or exceeded	API	English Learners	Free or Reduced Price Meals
District Average	17%	12%	709	72%	95%
Aspire East Palo Alto Charter	30%	22%	822	52%	92%
Belle Haven Elementary	12%	5%	661	71%	92%
Brentwood Academy	26%	17%	782	79%	97%
Cesar Chavez Elementary	15%	13%	640	70%	97%
Costaño Elementary	18%	11%	765	64%	93%
Green Oaks Academy	27%	15%	715	78%	96%
Los Robles Magnet Academy	15%	16%	675	92%	96%
Ronald McNair Academy	19%	9%	621	62%	97%
Willow Oaks Elementary	17%	13%	741	82%	96%

¹ <http://dq.cde.ca.gov/dataquest>, 2013-2014

KIPP believes that elementary and middle school years are crucial, formative years, and that the choices students make during these years will set them on a path of success in life. The KIPP K-8 School will create a personalized learning environment for its students. The school will start with Transitional Kindergarten, Kindergarten, first grade, and sixth grade and expand each year until reaching all grade levels. Fully scaled, enrollment will hold steady at approximately 610 students. The school will focus on creating a cohesive school culture, where all students and families are known and feel a sense of community and belonging.

The KIPP K-8 School is also fully prepared to offer Transitional Kindergarten given the new state of California guidance and parent need. The KIPP K-8 School is fully capable, academically and financially, to provide Transitional Kindergarten and invites the District to request more information if interested. If it is determined that there is demand from the East Palo Alto and Belle Haven communities for Transitional Kindergarten, the KIPP K-8 School will enroll 25 Transitional Kindergarten students starting in the first year of operation.

Figure 2: Student Enrollment by Year*

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Transitional Kindergarten	25	25	25	25	25
Kindergarten	65	65	65	65	65
1st Grade	65	65	65	65	65
2nd Grade		65	65	65	65
3rd Grade			65	65	65
4th Grade				65	65
5th Grade					65
6th Grade	65	65	65	65	65
7th Grade		65	65	65	65
8th Grade			65	65	65
Total Enrollment	220	350	480	545	610

* Will reach full scale at Year 5

As an open-enrollment, non-selective public school, the KIPP K-8 School will be tuition-free and will admit any student, regardless of ethnic, socioeconomic or religious background or upon any of the characteristics listed in Education Code Section 220.

The KIPP K-8 School will work alongside parents, community members, and the Ravenswood City School District to realize the mission of the school. Each student, teacher and parent will be asked to uphold the school’s Commitment to Excellence (see Appendix H for a sample commitment from KIPP San Francisco Bay Academy). This document sets the expectation that the students, parents, and teachers have the desire, discipline and dedication to do everything in their power to support the education of the student.

III. Cultivating 21st Century Learners

At the KIPP K-8 School, becoming a 21st Century Learner means:

- Students possess a strong foundation of basic academic skills and a broad knowledge base in the disciplines of language arts, mathematics, science, and history, and foreign language;
- Students are effective and confident communicators, and are comfortable utilizing a wide range of technologies;
- Students are critical thinkers and problem solvers;
- Students have an appreciation for the humanities and show respect for diverse cultures;
- Students possess a life-long love of learning;
- Students possess a strong desire to serve the community in which they live;
- Students have the desire, discipline, and dedication to achieve their highest aspirations and dreams; and
- Students actively engage with technology to extend their learning through creativity and innovation.

Academic Development: Developing 21st Century Learners through Academic Skills

Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement².

The content of the educational program at the KIPP K-8 School centers on gaining knowledge and mastering particular academic skills, forming effective intellectual habits, and building character qualities. For more details on our academic program, please refer to section IV, How Learning Best Occurs.

Character Development: Developing 21st Century Learners Through Character Strengths

More than academic and intellectual skills alone are needed to maximize students' potential in high school, college and the world beyond. In the words of David Levin, co-founder of KIPP, "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."

According to Dr. Howard Gardner, defining and creating an effective character development program depends on "clarity and common vision". From the time students enter the KIPP K-8 School, students will be taught character strengths in all classes.

² Marzano, Robert. September 2003, Educational Leadership.

Character Strengths at KIPP

To provide high quality instruction for every student in the school, fostering a productive learning environment through developing character qualities is essential. The KIPP K-8 School will implement the seven character traits identified by the KIPP network as being most crucial to success: zest, self-control, gratitude, curiosity, optimism, grit, and social intelligence. Students learn that they must respect themselves, their classmates, their teachers, and their families. Moreover, they learn the value of integrity and the importance of being polite, humble individuals. In addition to character-focused community meeting time, the school's values are supported through the student management and rewards systems.

The following research-based character strengths are modeled by staff and encouraged in students every day:

- **Zest.** Approaching life with excitement and energy; feeling alive and activated
- **Self-control.** Regulating what one feels and does; being self-disciplined
- **Gratitude.** Being aware of and thankful for opportunities that one has and for good things that happen
- **Curiosity.** Taking an interest in experience and learning new things for its own sake; finding things fascinating
- **Optimism.** Expecting the best in the future and working to achieve it
- **Grit.** Finishing what one starts; completing something despite obstacles; a combination of persistence and resilience.
- **Social Intelligence.** Being aware of motives and feelings of other people and oneself; including the ability to reason within large and small groups

The school wide culture will support and reinforce the KIPP K-8 School's values and development of character. Common slogans are posted throughout the school and the classrooms such as: "There are No Shortcuts," "Work Hard. Be Nice," "Team Builds Individual," "Assign Yourself," "100% Everyday", and "We Will All Learn." There is a clear and common set of behavior norms such as looking a person in the eye when speaking or listening, "SLANTing" (Sit up straight, Listen, Ask and answer questions, Nod your head if you understand, and Track the person speaking), in class at all times displaying positive body language and wearing neat uniforms. In addition, each week, the school community may focus on one particular school value through classroom instruction, conversations with students, and end-of-the-day school-wide and grade level community meetings.

Character Development through Social Emotional Learning and Restorative Practices

The KIPP K-8 school will focus on character development through Social Emotional Learning and restorative justice practices. We have created specific region-wide goals around Social Emotional Learning, and are tracking key metrics like attendance and suspensions by subgroup. The KIPP K-8 will dedicate forty-five minutes a week to Social Emotional Learning and revisit the lessons learned

in the class 2-3 times per week. In addition, teachers and leaders will be trained through the International Institute for Restorative Practices using a “train the trainer” model.

Restorative practices will complement the focus on Social Emotional Learning. Through restorative practices, KIPP K-8 students will have the opportunity to learn strategies to manage their emotions and understand how their behavior impacts the school community. Please refer to Element J to learn more about our restorative practices as it relates to discipline.

The KIPP K-8 school and KIPP Bay Area Schools strongly believe Social Emotional Learning and restorative justice will position our students for success in school and in life. Our organization is excited to improve and deepen our understanding of these practices and looks forward to doing so alongside the District in order to improve outcomes for all students.

IV. How Learning Best Occurs

KIPP’s Five Pillars

The KIPP K-8 School will ascribe to Five Pillars of success: More Time, High Expectations, Choice & Commitment, Power to Lead, and Focus on Results. These pillars provide the framework of the school’s educational philosophy.

- **High Expectations.** KIPP schools have explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the background of our students. We expect every student to possess core habits of mind and character and ultimately gain acceptance to college. We expect every adult to share the core belief that all students can achieve at the highest levels.
- **Choice & Commitment.** Students, their parents, and the faculty of KIPP schools are part of the school by choice. Students who choose to enroll at a KIPP school commit to meeting the academic and behavioral expectations of a KIPP student. Parents who choose to enroll their students at KIPP commit to supporting their child through their high school and college experience. However, no student will be denied a space nor be disenrolled for lack of parental commitment. Staff members who choose to work at KIPP commit to doing whatever it takes to ensure that students succeed in high school and college. By making the choice and commitment to be part of the school community; students, parents, and staff at KIPP play an integral role in the school’s success.
- **More Time.** Students at KIPP put in long hours and, at times, give-up immediate gratification to earn a lifetime of choice and opportunity. In addition to a longer school day, students have homework, dedicate several of their weekends to community service, and use their summers to expand their cultural experiences and extend their academic pursuits.

- **Power to Lead.** Students at KIPP embody school values and embrace the ability to lead that comes with the level of preparation, skill, and knowledge they possess upon graduating from the school. In addition, KIPP principals have the power to lead the school to meet the needs of its students. KIPP principals are effective academic, operational, and organizational leaders who understand that there are no great schools without great school leaders. KIPP principals have control over the school budget and personnel, allowing them to allocate financial resources and make staffing decisions in order to be most effective in helping students learn. KIPP teachers also have the power to lead in their classrooms. In alignment with state standards, regional guidelines, and school leader approval, teachers choose the curricula and methods of instruction that are best suited to students' needs.
- **Focus on Results.** KIPP schools focus unrelentingly on results. The KIPP K-8 School's goal is to prepare 100% of students to be ready for high school, to ultimately gain admittance to college, and to mature into passionate, compassionate, and relentless achievers. In order to assess attainment of the school's mission, it is essential that the KIPP K-8 School commit to a focus on results. The KIPP K-8 School will measure student success through a variety of assessments, including NWEA MAP tests and the new CAASPP/SBAC testing modules. The KIPP K-8 School will align to Common Core State Standards. Interim assessments will also be used to inform instruction and provide guidance on goal attainment throughout the year.

The Five Pillars provide the framework for the educational philosophy, however, without high-quality instruction, the school will not succeed. Implementing a high-quality instructional program is paramount to KIPP's track record of success. At the KIPP K-8 School, high-quality instruction is standards-based, with an emphasis on academic, intellectual, and character skills, and explicitly ties to the school's mission of preparing students with the knowledge, skills, character, and intellectual habits needed to excel in high school and college.

Implementing High Quality Instruction

At KIPP we have learned that high quality instruction is a result of proper planning and varied instructional techniques and methods that are relevant to students. There are four components to The KIPP K-8 School's approach to high quality instruction:

1. **Quality Instruction is Standards-Based.** The KIPP K-8 School will correlate its curriculum objectives to the Common Core State Standards adopted by the California State Board of Education. Incoming student needs and performance levels determine the weight that teachers place on different elements of the curriculum. The school accelerates 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 high school Honors and Advanced Placement programs.

2. **Quality Instruction is Meticulously Planned.** At the beginning of the year and during staff development opportunities, teachers present their scope and sequences as well as a weekly breakdown of content covered. Sharing their long-term plans ensures that maximum alignment exists both vertically within content areas and horizontally across grade levels. Teachers plan lessons using a common lesson structure that generally includes: the lesson's aim, a do now, a motivation for the lesson, key vocabulary, direct instruction, guided practice, independent practice and homework. Teachers modify their lessons, assessments, classwork, and homework for students with special learning needs as appropriate. Regular classroom observations are used to explore successful planning and implementation.

3. **Quality Instruction is Varied Instruction.** Students process material in a variety of ways, so teachers at the KIPP K-8 School 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 benefit from varied techniques that include direct instruction, small group work, personalized learning, reading/writing workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques. In addition, students with special needs work with the school's learning specialists in small group and one-on-one settings. Lesson plans incorporate auditory, visual and kinesthetic activities in order to meet the individual needs of all students.

4. **Quality Instruction is Relevant to Students.** The KIPP K-8 School combines rigorous Common Core California State Standards with the pedagogical methodologies that have proven successful in established KIPP schools. The California state standards may be supplemented in the following ways: character education, extra-curricular activities, technology, and community service. Teachers also take into consideration the interests and cultural backgrounds of students in an effort to make all instruction relevant and purposeful. The K-8 school recognizes the importance of a school that has curriculum and activities relevant to the cultural backgrounds of its students and will strive to infuse culturally-responsive practices into all aspects of the school.

Structures for Optimal Learning

In addition to the Five Pillars, several structures of the KIPP K-8 School will reinforce high-quality instruction, and promote optimal learning. These research-based structures, together with high quality instruction, will allow the KIPP K-8 School to implement its educational design in a system designed for success.

1. **Student Supports.** The school offers comprehensive supports for students and makes available both physical space and time for those goals to be realized. The school schedule provides for high levels of flexibility, so students and staff can be regrouped easily, and to make room for extensive tutoring, counseling, learning laboratories, extracurricular activities and other activities that support the core academic time. Likewise, is staffed appropriately for support and education outside the academic core. The KIPP K-8 School may partner with outside organizations to provide student and family counseling. The school will make good efforts to offer psychological support to students; sex education; drug and alcohol education; family counseling; and referrals and connections to services the school cannot offer.
2. **Parent and Family Involvement.** The KIPP K-8 School will operate under the premise that teachers, parents, and students must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership. One way in which the school will foster this culture of collaboration is through the Commitment to Excellence (CTE), an agreement, signed when parents first enroll their students in KIPP, which holds students, teachers and parents accountable to working together to support student learning. The CTE outlines the ways in which the parents, student, and teachers of the KIPP K-8 School will work together to ensure students are set up for success. The commitments for parental support include ensuring that homework is completed every night, assisting their child in contacting the teacher regarding any problem or question on an assignment, and being available to meet with teachers at home or at school if the need arises.

In addition to setting a school culture of strong parent engagement throughout the life of the school, there will also be set structures parents to engage. The KIPP Family Leadership Council (KFLC) will have active families that participate in monthly meetings to contribute to the school community and plan special events for students and families. Parents are the primary drivers of the KFLC and the Principal meets regularly with the KFLC leadership team. The KFLC will advise and assist the Principal in areas including staff hiring and selection, community outreach, resource development, extracurricular programs and community service projects and will be a forum for parents to provide input on overall school decision-making. Parent will also participate in annual surveys about the school to ensure that parent feedback is considered in school decisions. In addition, we will seek opportunities for parents to actively engage with board members and regional leadership, by enabling occasions for interaction, input, feedback, and questions and answers.

3. **Community Involvement.** Building strong links with the local community is critically important to the KIPP K-8 School's success. The KIPP K-8 School will strive to maintain strong community relations with the East Palo Alto, Belle Haven, and greater Silicon Valley communities. The KIPP K-8 School seeks to partner with community individuals and organizations that are dedicated to helping students obtain their academic goals and gain admission into college. By developing partnerships with community based organizations, non-profit organizations, local schools, universities, and local businesses, the KIPP K-8 School hopes to provide students with the opportunities to work closely with prominent leaders in the East Palo Alto and Belle Haven communities. Please refer to Appendix N for our community outreach plan.

V. Instructional Design and Program Components

Starting with the End in Mind

The curriculum framework described herein is based upon Common Core State Standards and California State Standards for kindergarten through eighth grade. The framework is designed to ensure that graduates of the KIPP K-8 School are prepared for the rigor and intensity of college-preparatory high school pre-AP and AP coursework. Teachers will work with the Principal to supplement this curriculum with their own innovations, research, and expertise.

Ideal KIPP K-8 School Eighth Grader: Starting With the End in Mind

The KIPP K-8 School eighth graders are academic scholars who possess a lifelong love of learning.

The academic program at the KIPP K-8 School will prepare every student for the intensity and rigor of college-preparatory high school academics. The courses offered at the KIPP K-8 School will be grounded in rigor and high engagement. The KIPP K-8 School teaching staff will create learning environments that actively engage the student body. The KIPP K-8 School hopes that students will leave the school with an intellectual curiosity for all academic disciplines and the academic preparation to be successful in high school, college, and the competitive world beyond.

The KIPP K-8 School eighth graders are creative and critical thinkers. Students at the KIPP K-8 School will learn the habits of inquiry, which lead to a greater understanding and meaning. By knowing how to ask good questions, pose arguments, and provide logical and strong reasoning for their opinions, students will develop an intellectual curiosity and creativity for all academic disciplines. Students will also possess the ability to listen to different arguments and perspectives as a way to guide and form their own opinions and thinking.

The KIPP K-8 School eighth graders are confident and articulate speakers and writers. Students who are promoted from the KIPP K-8 School will have the confidence and poise to clearly articulate points and make arguments in their classes. Students will feel comfortable sharing ideas or asking questions in groups and in front of their class. In addition, students will have several opportunities to make presentations to their classmates.

The KIPP K-8 eighth graders will exemplify the school values. For the students of the KIPP K-8 School failure is not an option. Students will acquire the personal qualities and the skills to confront difficulty and challenges, thoughtfully problem solve, and move forward. Students will learn he/she must approach life challenges and obstacles with a sense of possibility and resilience. Students will learn to be honest citizens who give back to their communities and take responsibility for their actions. Students will learn the importance of being part of a functioning team and learn how to work cooperatively in class with their teammates. Students will gain the skills in communication and problem solving and learn how to manage impulses.

Implementing a Rigorous, Standards-Based Curriculum

The KIPP K-8 School will correlate its curriculum objectives to the Common Core State Standards adopted by the California State Board of Education. The KIPP K-8 School will provide age-appropriate curriculum for Mathematics, Science, English-Language Arts, History-Social Science, and Visual-Performing Arts. These courses will be supplemented by offering additional instruction to provide both remediation and extra time for critical thinking skills and advanced curriculum, in preparation for entering the Honors/AP track at college preparatory high school programs.

The KIPP K-8 School will combine the rigorous Common Core State Standards with the pedagogical methodologies that have proven successful in established KIPP schools. The state standards are supplemented with geography, character education, study skills, extra-curricular activities, technology, music, and community service. Clear and specific standards-based academic objectives are mastered at each grade level as students move through the curriculum with the KIPP K-8 School's rigorous approach.

Implementing the Common Core

Developing 21st century learners also means aligning to a rigorous, standards based curriculum. The Common Core State Standards (CCSS), adopted by California in 2010, detail what K-12 students should know in English language arts (ELA) and mathematics at the end of each grade. The initiative seeks to establish consistent learning standards across the states as well as ensure that students graduating from high school are prepared to enter two or four-year college programs or enter the workforce. KIPP Bay Area Schools is committed to ensuring that our students meet the challenging demands of the Common Core State Standards.

We view our school's adoption of Common Core State Standards as part of a long-term strategy to increase the percentage of our students persisting in and graduating from college. The content knowledge and instructional shifts demanded by the Common Core State Standards are requiring us to invest even more in our teachers and leaders. KIPP Bay Area Schools' strategies have been implemented across all schools during the past several years and will be further incorporated into this new KIPP K-8 School:

1. Set College Ready achievement goals based upon Measures of Academic Progress (MAP) and ACT's Assessment System.
2. Implemented research based, Common Core-aligned curriculum in mathematics for Grades K-9 (Eureka Math) and in select schools, grades K-8, for ELA (KIPP Wheatley).
3. Provided regional summer learning sessions for math and ELA Teachers, School Leaders, and Assistant Principals/Deans related to Common Core curriculum and assessment.
4. Piloted common regional CCSS-aligned regional performance tasks in math and ELA (writing) in grades 5-11.
5. Focused instructional coaching and classroom observations on Common Core teaching and learning shifts, including the use of regional tool, monitoring and feedback cycles.
6. Led Regional Learning Days to support teachers and leaders in the Common Core shifts.
7. Continued the use of a regional assessment management system (Illuminate) to share assessments, collect and analyze results and access CCSS-aligned item banks for building classroom assessments.
8. Began to transition to a Common Core-aligned mathematics course sequence that better prepares our students for high school and college level mathematics.
9. Led communities of practice to deepen leaders' understanding of the Common Core State Standards in order to lead the implementation.
10. Built a data and assessment infrastructure to meet the demands of our growing region.

Curriculum Framework

Transitional Kindergarten and early grades

The KIPP K-8 school is prepared to offer Transitional Kindergarten (TK), which will offer a modified curriculum that is age and developmentally appropriate. The TK curriculum will be aligned to the California Preschools Learning Foundations as developed by the California Department of Education. The TK classroom will emphasize station-based and individualized learning throughout the school day, as well as hands-on experiential learning. Using data to determine each student's skills, the teachers in the TK classroom will work with small groups of students to meet them at their instructional level and support their individual growth. The academic goals will align with preparing scholars for success in the kindergarten classroom the following year. The KIPP K-8 TK teachers will have the appropriate credential to work with this age group.

The KIPP K-8 school is also committed to collaborating with the Ravenswood City School District and the San Mateo County Office of Education to establish strong outcomes for students from early grades. We share in the broader vision to improve student outcomes and in particular will focus on the Big Lift goal of improving reading proficiency by the third grade. We look forward to supporting, learning from, and sharing our learnings to support the collective effort in the community.

English-Language Arts

The KIPP K-8 School will align its English language arts curriculum to the Common Core State Standards.

The English language arts program will provide a challenging and rewarding curriculum that is text-based, culturally diverse, and intellectually stimulating. A significant emphasis will be placed on developing critical reading and analytical writing skills. Students will set individual reading and writing goals with their teachers and keep track of their progress towards those goals. Students will work collaboratively to guide each other's understanding of texts, novels, media and other sources.

The fundamental elements of reading, writing, speaking and listening are addressed in each English language arts classroom. Students will learn the fundamentals of grammar, the writing process, public speaking, note taking, and learn to identify social and cultural influences and differences in writing. Students will work together to research, write, revise, and present papers. Students whose skills need remediation receive intervention support during school, extra tutorials after school and on weekends in phonics, reading comprehension, spelling, grammar, and the writing process. By eighth grade, students will be able to provide a historically grounded analysis of a literary work and write an expository essay with a strong thesis statement and supporting evidence.

Literacy is a fundamental and vital skill that is crucial in every area of academics and life. The KIPP K-8 School will promote literacy across all subject areas providing a text-based program in subjects such as history-social studies and science.

English language arts skills are interconnected and require constant reinforcement. For this reason, students will be able to break down reading, writing, speaking, and listening into their fundamental elements, but they will also experience and develop these skills holistically and in the context of practical and relevant literature and non-fiction material. As part of this focus, students will read a variety of culturally and historically diverse literature in their English language arts classes through read aloud, shared and independent texts.

Students will learn to read text selections according to the author's intent. Through performances and read-aloud sessions, students will learn to interpret and respond to the devices that poets and playwrights use to direct the reader.

For a sample English language arts instructional blueprint, please see Appendix V1.

Mathematics

The KIPP K-8 School will align its math curriculum to the Common Core State Standards, for both content and mathematical practice.

The math curriculum will provide the students of the KIPP K-8 School with the knowledge and skills they need to excel in college preparatory mathematics. KIPP K-8 students will learn number sense, patterns and relationships, how to use data, tables, graphs, and charts, and learn to apply this knowledge to their everyday lives. The math program focuses on conceptual understanding and problem solving as well as on fluency and procedures to the point of mastery.

The KIPP K-8 School will make sure that students will have the basic skills necessary to learn grade-level content and engage in mathematical practices. Students will develop a strong conceptual understanding of grade level content along with procedural fluency and the problem solving skills to apply that learning. The math program at the KIPP K-8 School will utilize technology and provide students with personalized and differentiated learning so they can demonstrate mastery of the Common Core State Standards.

For a sample math instructional blueprint, please see Appendix V2.

Science

At the KIPP K-8 School, through hands-on practice beginning in Kindergarten, the science curriculum based on the Next Generation of Science Standards (NGSS) emphasizes learning the knowledge, processes, and skills that students need in order to understand the scientific method and its implications. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines and are learned through experimentation and investigation and require a written element, such as lab write-ups and reports, as an end product.

In addition to learning the processes of science, students learn valuable content in the areas of chemistry, geology, biology (human, animal, and plant), and physics. Each science class includes not only scientific content, but also provides an interdisciplinary approach connecting math, science, English-Language arts, and technology, as well as a history of science component.

The science curriculum introduces students to investigation and experimentation in chemistry, earth, life, and physical sciences. At each grade level, hands-on activities are used often so that they can apply the processes and skills they learn.

A broad, multicultural history of science component spans the entire curriculum, as do skills development, a study of the impact of humans on the environment, and an integration of literacy, math and technology skills. By the end of the eighth grade, students will complete a detailed, research-based scientific experiment that follows each step in the scientific method.

History-Social Studies

In order to become global citizens and agents of change who will positively impact the community, developing a strong sense of history as well as social, economic, and political trends over time is essential. The KIPP K-8 School will use curriculum and instructional strategies to ensure mastery of the California History-Social Science Content Standards and the CCSS literacy in history/social studies.

Social studies instruction will include exploration through the use of primary and secondary resources. Students will conduct research to deepen their knowledge. During their time at the KIPP

K-8 School, the students will develop analytical skills in history-social studies, such as: chronological and spatial thinking, research, citing evidence, and identifying point of view.

Physical Education

The KIPP K-8 School will offer a structured physical education program in accordance with the California State Standards for physical education. Both content skills and life skills will be emphasized in the physical education program. Students will become more physically fit and learn the benefits of fitness and teamwork and the rules of various sports. As team is an omnipresent theme at the KIPP K-8 School, the social rules that govern team interaction and competition are taught and reinforced.

Visual and Performing Arts

The KIPP K-8 School will offer a robust arts and music education program to grow the talents of students. Instruction is organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. In addition, literacy skills are woven into these “enrichment” classes.

Instructional Methods

The KIPP K-8 School’s Principal will work with teachers to develop instructional methods that successfully maximize student learning. Students will acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to apply, synthesize, evaluate, and expand upon their knowledge.

There are many educational theories and practices that have proven to be effective in the classroom environment; the KIPP K-8 School will not subscribe to only one approach. KIPP Schools believe in allowing successful teachers to teach in an environment that supports their own successful practices and strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Our instructional methods include, but are not limited to, the following:

- Direct instruction
- Collaborative learning
- Seminar style learning
- Performance assessment
- Personalized and blended learning

The KIPP K-8 School exposes students to a variety of instructional methods that will prepare them for the courses they may encounter in high school and college. For example, students may learn how to debate a given topic, taking sides on an issue and presenting their arguments to the class. Students may also use Socratic Seminar in English and social studies classes. In addition to the

instructional methods, all staff will use the same definition of academic rigor and strive to increase the rigor of all courses as students move through the KIPP K-8 School.

The KIPP K-8 School will teach at all levels of learning. Teachers regularly incorporate technology in the classroom to personalize student learning and allow students to work at their own differentiated levels. The use of technology will also allow for teachers to work with students in smaller groups in the classroom. Students whose needs are not met through these teaching methods will benefit from a number of alternative instructional techniques, which include small group tutorials and one-on-one tutorials outside of the classroom. The KIPP K-8 School is committed to doing whatever it takes to ensure that 100% of students are and competitive for the nation's top colleges.

Professional Development

The KIPP K-8 will provide targeted professional development (PD) for faculty based on individual goals, school goals, and the needs of students based on data. Professional development content is developed by a variety of sources including school leaders, the regional academics team, the KIPP Foundation, and external partners. Professional development takes place at both the school level and regional level. Throughout the year, the KIPP K-8 team and regional academics team will provide targeted professional development to staff in instructional design, classroom management, student culture, data driven instruction, and other topics including common core standards and differentiation through the integrated use of technology in the classroom. Please refer to Appendix U for a sample regional professional development day agenda and Element E for additional detail on professional development.

Course Design Process

All courses at the KIPP K-8 School will use the course design process outlined below:

Philosophy of Backward Design

Many teachers begin curricular planning with textbooks and favored lessons or activities rather than deriving those tools from targeted goals or standards. In contrast, the backward approach to curricular design begins with the end in mind – the desired results.

The second stage in backward design is to determine acceptable evidence – how to measure the attainment of those targeted goals or standards. Creating assessments before the end of a unit not only helps to clarify goals, but also results in more sharply defined teaching and learning.

In the third stage, teachers plan learning experiences and instruction. As a result of this backward design process, teachers make informed choices about which instructional techniques facilitate student learning. Teachers and students perform better when the goals and expectations are well-defined.

Figure 3: Using the Backward Approach to Design a Course

Steps	Resources/Documents
1. Departmental Philosophy	Crafting a Departmental Philosophy document
2. Introductory Course Description	Information to include: Focus of content and knowledge and skills, why we study this, your approach to the discipline.
3. Enduring Understandings for the Course	Understanding By Design, Module 5
4. Essential Questions for the Course	Understanding By Design, Module 6
5. Clustering of Standards into Units	Tactile approach: Cut standards into strips and cluster them; then paste on sheets of paper under descriptive headings. Visual approach: Cut and paste the standards document; add unit headings.
6. Sequence and Spiral with Units	Sequence and Spiral Introduction and Template
7. Unit Exam	Creating a Unit Exam
8. First Trimester Unit(s) Design(s)	Unit Plan Template
9. First Trimester Calendar	Approximate a time frame for topics and activities in the unit(s) for the first 13-weeks

Repeat steps 10-12 for second, third, and fourth quarter.

Personalized Learning and Instructional Technology

Personalized Learning at KIPP Bay Area Schools

KIPP Bay Area Schools recognizes the value of leveraging instructional technology to improve student outcomes. Over the last few years and with the support of our regional Academics team, our schools have made strategic investments and have undergone significant change management to implement personalized learning and instructional technology best practices. Here are some examples of these investments:

- Hired regional staff to develop personalized learning at all schools
- Supported schools to work towards a 1:1 student to device ratio
- Curated a portfolio of instructional tools and developed best practices for implementation and integration into instruction
- Conducted professional development for teachers and school leaders on effectively integrating personalized, technology-enabled learning into instructional strategies
- Upgraded our technology infrastructure to broaden students’ access to technology and to support instructional technology

KIPP Bay Area Schools welcomes the opportunity to share our experiences and lessons learned with our local school Districts in the spirit of collaborating to positively impact teaching and learning across the communities we serve. KIPP looks forward to collaborating through partnerships such as the Innovation Zone (iZone San Mateo County) or on an ad-hoc basis with local schools. An example of KIPP’s partnerships with a local district can be found in Appendix G.

Personalized Learning at The KIPP K-8 School

Technology will be a central component of enabling high academic achievement at the KIPP K-8 School. Our goal is for each student to have full mastery of the knowledge and skills necessary for high school, college and career, and technology can help us support student success by providing even greater differentiation and personalization of their learning. At KIPP, our teachers use technology in combination with other instructional strategies to achieve the following goals:

- Ensure that our students are mastering foundational content knowledge
- Enhance individual achievement and learning through adaptive content solutions and assessments
- Increase more targeted support and time with teachers
- Build higher order thinking, problem solving, and research skills by allowing students to interact with information in multiple ways
- Enable students to collaborate closely with peers on projects
- Enable new forms of student expression and creation
- Facilitate access to data, professional development opportunities, and enhance instructional support (including the organization and distribution of teacher lesson plans)

In addition, all students at the KIPP K-8 School will learn to use computer technology through their coursework. By the end of the eighth grade, they will become adept at typing, writing and editing essays, using spreadsheets to analyze data, creating and delivering presentations, and using the internet to conduct research. Ultimately, our long-term goal is to see our students have the opportunity to be creators, not just consumers, in the knowledge economy. Please see Appendix S for a sample list of instructional technology tools that may be used at the KIPP K-8 School.

A Rigorous Schedule and Academic Calendar

Instructional Day

More time on task is central to the success of the KIPP K-8 School students. Under the “More Time in School” model, students will be offered instruction under an extended day model which includes core classes, enrichment classes, and supplemental instruction.

At the beginning of the school year, during the orientation and in executing the “Commitment to Excellence” form, parents are introduced to the “More Time in School” model and approach to

learning. Families will opt-in to the KIPP K-8 School's extended day model by signing the "Commitment to Excellence" form.

A typical day for a KIPP student is broken down into the following three components:

1. **Core Academic Subjects.** Students are engaged in the standard curriculum areas of English-language arts, mathematics, science, and social studies.
2. **Supplemental Instruction.** Students receive supplemental instruction from teachers. For example, 7th grade students identified as being "at risk of failing CAHSEE" may participate in a structured literacy intervention class during this time to supplement their daily core English-Language Arts instruction.
3. **Enrichment.** The extracurricular program may include drama, cooking, school newspaper, yearbook, student government, and service projects. The elective program may also include additional subjects in music, visual arts, Spanish, and physical education.

A typical school day for a KIPP K-8 School student is reflected in Appendix I.

Annual School Calendar

The KIPP K-8 School will meet or exceed the instructional minutes requirement as set forth in Education Code section 47612.5 and may offer a before/after school, Saturday, and/or summer school component. The summer component is scheduled to commence prior to the beginning of the school year (typically August). The KIPP K-8 School will have at least 175 days of instruction, specifically:

- For students in Kindergarten: 36,000 minutes
- For students in First through Third grade, inclusive: 50,400 minutes
- For students in Fourth through Eighth grade, inclusive: 54,000 minutes

A sample annual school calendar is attached in Appendix J. The KIPP K-8 School's actual calendar may change from year to year.

Before and After School Programs

The KIPP K-8 School will offer more time in school, which may include before and/or after school programs. These programs will be developed and determined by the KIPP K-8 School Principal to best fit the needs of the students of the KIPP K-8 School. Examples of potential before and after school programs include 1:1 mentoring time, chess club, coding club, and dance. Programs will be staffed by a combination of KIPP staff and/or qualified service providers.

Saturday School

The KIPP K-8 School students may attend classes on select Saturdays throughout the year. The Saturday programs will typically be two hours long and focus on remediation and supplemental instruction. During this time, students eligible for supplemental instruction will be offered classroom instruction, small group tutorials, and one-on-one tutoring.

Summer Session Program

The KIPP K-8 School may offer a summer session as part of its “More Time in School” model. The KIPP K-8 School’s summer session will include a staff development program that provides the KIPP K-8 School’s teachers with an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year. Once the summer session has ended, teachers will continue their preparation by designing a curriculum for the fall that addresses the specific needs and interests of the students.

The summer session will be brought to life when the students enter the classrooms. During this time, students will be introduced to the concepts, challenges, strengths, and rewards of working as a team and family. Above all, students will be welcomed into the KIPP culture, and learn what it means to be a KIPP student through introductions to elements of KIPP culture that emphasize hard work, teamwork, and a culture of high expectations. On the first day of school, all children will learn what year they will graduate from college, and begin the process of learning how to focus on their short-term, intermediate, and long-term goals to be successful at the KIPP K-8 School and, in the future, high-school and college.

Promotional Standards

Mastery of the objectives at each grade level is the basis for promotion. Teachers will assess a student’s progress every trimester and share that assessment with parents/guardians, in order to gauge whether the student is mastering the objectives throughout the year. Supplemental instruction will be offered for all students as part of the standard program of the school.

The goal of the KIPP K-8 School is to ensure that all students succeed. Students who are in jeopardy of retention will be individually counseled and given extra help in their specific areas of concern. Supplemental instruction will provide teachers with the time needed to do remediation or extension work when necessary. There will also be time built into the school day for students to receive intervention and acceleration, whether it’s through a computer based program or with the teacher directly.

In addition to progress reports, in-class tests and teacher observations, students’ CAASPP or NWEA MAP scores, and where applicable, the California English Language Development Test (CELDT) test scores will also be taken into account for promotional purposes.

Goals and Actions to Achieve the State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing The KIPP K-8 School’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan

Pursuant to Education Code Section 47606.5, the Charter School will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions identified below, using the LCAP template adopted by the State Board of Education. The KIPP K-8 School shall submit the LCAP to the District and the San Mateo County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”

Figure 4: The KIPP K-8 School’s Annual Goals and Actions to Achieve State Priorities

Charter School Goals and Actions to Achieve the State Priorities	
State Priority #1 (Basic Services). The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119), and school facilities are maintained in good repair (E.C. §17002(d))	
Subpriority A – Teachers	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP hires and maintains a highly qualified faculty.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Implement a rigorous hiring process, which includes paper screening, formal and informal interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. • Provide approximately two weeks of targeted professional development per year for faculty, based on individual goals, school goals, and the needs of students based on data.
Subpriority B – Instructional Materials	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School will obtain the most up to date standards aligned instructional materials to prepare students for high school and college.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Provide approximately two weeks of targeted

	<p>professional development per year for faculty, based on individual goals, school goals, and the needs of students based on data.</p> <ul style="list-style-type: none"> • Research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.
Subpriority C – Facilities	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School facilities will be maintained and in good condition.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Regularly review school facilities, document conditions, and address issues in partnership with Ravenswood City School District.

State Priority #2 (Implementation of CCSS). Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.	
Subpriority A – CCSS Implementation	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School will successfully implement the Common Core State Standards into the classroom.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Provide professional development to teachers focused on integrating the Common Core Standards into their classroom.
Subpriority B – EL Students & Academic Content Knowledge	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School teachers will use materials and strategies to ensure EL students have access to grade level content.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Implement a comprehensive structured English immersion program for its EL students.
Subpriority C – EL Students & English Language Proficiency	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School students will achieve proficiency in the English language as quickly as possible through the school's services and teaching methods.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Provide professional development for teachers on communicating with students designated as EL and in techniques for ensuring student access to grade level content.

State Priority #3 (Parental Involvement). Parental Involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.	
Subpriority A – Achieving/Maintaining Parental Involvement	

Goals to Achieve Subpriority	<ul style="list-style-type: none"> Parents will be a vital part of the KIPP K-8 School and key stakeholders for the students and school. Parents of students at the KIPP K-8 School will believe in the mission of the school and are dedicated to helping achieve our goals.
Actions to Achieve Goal	<ul style="list-style-type: none"> Ensure parents subscribe to the Commitment to Excellence form that outlines ways parents are encouraged to support the educational mission of the school. Provide varied communication to parents, including regular calls to parents, home visits, parent-teacher conferences, and other family-focused programming and events.
Subpriority B – Promoting Parent Participation	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> Parents of students at the KIPP K-8 School will believe in the mission of the school and are dedicated to helping achieve our goals.
Actions to Achieve Goal	<ul style="list-style-type: none"> Encourage parents to be active in the school by participating in the KIPP Family Leadership Council (KFLC). Provide parent workshops on various topics (i.e. Common Core, technology at home, character education, healthy relationships, etc.) to enable parents to better support their child’s education.

State Priority #4 (Student Achievement). Pupil achievement , as measured by all of the following, as applicable:

- A. Statewide assessments (CAASPP)
- B. The Academic Performance Index (API)
- C. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- D. EL reclassification rate

Subpriority A – CAASPP: ELA/Literacy and Mathematics

Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School students will exceed the average performance levels of students in schools that serve a similar student population on the Common Core Assessments. Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Common Core Assessments
------------------------------	--

Actions to Achieve Goal	<ul style="list-style-type: none"> The KIPP K-8 School teachers and staff will monitor student progress throughout the year and differentiate accordingly.
Subpriority B – API	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School will maintain an API of above 800 and will exceed the average performance levels of schools in similar areas.
Actions to Achieve Goal	<ul style="list-style-type: none"> Provide a rigorous academic course load, strengthens character traits shown to improve academic growth, and holds students to high expectations consistently.
Subpriority C: EL Proficiency Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School’s EL students’ proficiency rates will be above the district average.
Actions to Achieve Goal	<ul style="list-style-type: none"> Implement a comprehensive structured immersion program for its EL students. Monitor EL student proficiency in English regularly.
Subpriority D: EL Reclassification Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School students will graduate the 8th grade as English proficient at a higher rate than the district average.
Actions to Achieve Goal	<ul style="list-style-type: none"> The KIPP K-8 School students who indicate their home language is other than English will take the California English Language Development Test (CELDT) within thirty days of initial enrollment and at least annually thereafter until re-designated as English proficient.
Subpriority E: College Preparedness	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School will provide data to show students readiness for college and yearly growth. The KIPP K-8 School will successfully monitor students that complete 8th grade into their college years.
Actions to Achieve Goal	<ul style="list-style-type: none"> Administer the NWEA MAP tests in reading, language, and math. These scores provide insight into students’ college preparedness. Monitor students through placement databases and systems, primarily run by the KIPP Through College (KTC) program.

State Priority #5 (Student Engagement). Pupil engagement, as measured by all of the following, as applicable:

A. School Attendance Rates

B. Chronic Absenteeism Rates C. Middle school Dropout Rates D. High school Dropout Rates (not applicable) E. High School Graduation Rates (not applicable)	
Subpriority A – Student Attendance Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School’s attendance rates will be above the District norm for schools with similar demographics.
Actions to Achieve Goal	<ul style="list-style-type: none"> Implement a School Attendance Review Team (SART) to improve attendance.
Subpriority B – Chronic Absenteeism rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School’s mobility and truancy will be below the District norm for schools with similar demographics.
Actions to Achieve Goal	<ul style="list-style-type: none"> Develop a strong school culture that has high expectations for punctuality and attendance for all students.
Subpriority C: Middle School Dropout Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School’s drop-out rates will be below the District norm for schools with similar demographics.
Actions to Achieve Goal	<ul style="list-style-type: none"> Create a small, personalized learning environment, occasionally assisted by technology to address the needs of each child. Incorporate character traits into daily lessons that support a strong work ethic.
Subpriority D: High School Dropout Rates (Not Applicable)	
Goals to Achieve Subpriority	
Actions to Achieve Goal	
Subpriority E: High School Graduation Rates (Not Applicable)	
Goals to Achieve Subpriority	
Actions to Achieve Goal	

State Priority #6 (School Climate). School climate, as measured by all of the following, as application:	
A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	
Subpriority A – Pupil Suspension Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School’s suspension rates will be below the District norm for schools with similar demographics.

Actions to Achieve Goal	<ul style="list-style-type: none"> Integrate character lessons into classroom teaching to promote behavior conducive to learning. Hold students accountable for their behavior with parental involvement and systems designed to create accountability and instill a sense of personal responsibility.
Subpriority B – Pupil Expulsion Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School’s expulsion rates will be below the District norm for schools with similar demographics.
Actions to Achieve Goal	<ul style="list-style-type: none"> Hold students accountable for their behavior with parental involvement and systems designed to create accountability and instill a sense of personal responsibility. Monitor student behavior trends to provide individualized support to students.
Subpriority C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School’s faculty, students, and parents will endorse the school’s safety procedures and overall climate.
Actions to Achieve Goal	<ul style="list-style-type: none"> Conduct an annual survey of students, parents, and staff to better understand the school’s strengths and areas for improvement.

<p>State Priority #7 (Course Access). The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM – eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following as applicable:</p> <ul style="list-style-type: none"> Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education (E.C. §51220 (a)-(i)) 	
Goals to Achieve Priority	<ul style="list-style-type: none"> The KIPP K-8 School will have a rigorous curriculum that encompasses English, math, social sciences, science, visual and performing arts, health, and physical education for 1st through 6th grade. The KIPP K-8 School will have a rigorous curriculum that encompasses English, math, social sciences, science, visual and performing arts, applied arts, and physical

	education for 7 th and 8 th grade.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Create daily lesson plans and long-term scope and sequences in each of these classes that align with California and Common Core standards. • Offer classes in English, math, social sciences, science, visual and performing arts, health, and physical education as standard course enrollment for all students in 5th and 6th grade. • Offer classes in English, math, social sciences, science, visual and performing arts, and physical education as standard course enrollment for all students in 7th and 8th grade. • Offer after school enrichment courses for students that include applied arts, dance, foreign language, and athletics.
State Priority #8 (Other Student Outcomes). Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
Subpriority A – English	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School’s students’ scores will exceed the District on California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Common Core assessments
Actions to Achieve Goal	<ul style="list-style-type: none"> • Align curriculum and benchmark assessments to the California and Common Core State Standards
Subpriority B – Mathematics	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School’s students’ scores will exceed the District on California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Common Core assessments
Actions to Achieve Goal	<ul style="list-style-type: none"> • Align curriculum and benchmark assessments to the California and Common Core State Standards
Subpriority C: Social Sciences	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School’s students’ scores will exceed the District California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Common Core Assessments
Actions to Achieve Goal	<ul style="list-style-type: none"> • Align curriculum and benchmark assessments to the California and Common Core State Standards

Subpriority D: Science	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School's students' scores will exceed the District California and Common Core assessments. Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Common Core Assessments
Actions to Achieve Goal	<ul style="list-style-type: none"> Align curriculum and benchmark assessments to the California and Common Core State Standards
Subpriority E: Visual and Performing Arts	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School's students will be introduced to music and learn to play an instrument. Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Common Core Assessments
Actions to Achieve Goal	<ul style="list-style-type: none"> Offer enrichment courses to choose from both in and out of the classroom.
Subpriority F: Physical Education	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School's students are offered a variety of physical education activities.
Actions to Achieve Goal	<ul style="list-style-type: none"> Offer enrichment courses to choose from both in and out of the classroom.
Subpriority G: Applied Arts, Foreign language, Other subjects	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School's students are exposed to many different activities and opportunities to learn.
Actions to Achieve Goal	<ul style="list-style-type: none"> Offer enrichment courses to choose from both in and out of the classroom.

VI. Special Populations

KIPP believes that *all students*, regardless of family background, income, race, religion, disability, gender, or health *can and will learn*. This common belief covers the realm from students behind grade level to special education students to English Language Learners (ELL).

The KIPP K-8 School welcomes students with special needs. The KIPP K-8 School recognizes its responsibility and commitment to support students with disabilities and pledges to work in cooperation with the Ravenswood City School District to ensure that a free and appropriate education is provided to all students.

The KIPP K-8 School's dedicated staff of specialists, counselors, and psychologists will work closely together with our teachers to ensure that the needs of each student, especially those with IEPs, are met. The special education staff meets regularly for professional and program development and to share best practices for supporting special education students.

Differentiation is an essential component to all instruction at KIPP. We work to support the needs of all students, including those who may be academically behind or academically accelerated.

Academically Low-Achieving Students

Identification and Assessment

The KIPP K-8 School will use a variety of methods, including parent and teacher referrals, as well as sources of data, to identify students who are most in need of additional support. This includes regular benchmark assessments, standardized tests such as the Developmental Reading Assessment (DRA), state and national assessments (CAASPP and MAP) and other methods. School leadership will use the classroom assessment data to refer and monitor at-risk students via a Student Success Team model for intensive interventions in math, reading and writing.

We have developed intervention programs to support students who are having difficulty learning or are starting further behind. Student Success Teams, composed of the student, the student's parent or guardian, the Principal, and a KIPP K-8 School faculty member, are responsible for identifying the student's needs and developing a plan to enable that student to be successful. Student response to general education interventions will be tracked and interventions will be modified as necessary to support individual students' progress. Students who do not make expected gains despite carefully designed, individualized interventions will be referred to the Special Education team for further assessment of needs and, where appropriate for the student, development of an individual Education Plan (IEP) (see section below).

Intervention

In class, teachers will use a variety of instructional methods to reach students of all learning modality preferences. With longer school hours and supplemental instruction offered, struggling students will spend more time learning in smaller group environments. The school will utilize a combination of differentiated small group instruction, one-on-one tutorials, and extra support from content area teachers to get students up to grade level. In addition, teachers will be available to help students with homework by phone in the evenings and on weekends. Students who are behind grade level or in jeopardy of retention will be individually counseled and given extra help in their specific areas of need.

The content of the KIPP K-8 School curriculum will focus on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas. Teachers will use materials that are aligned with a student's lexile and/or performance level and will also utilize digital content solutions that target specific skills that a student needs to develop.

Family Involvement

Families are an essential component of supporting student success. Teachers regularly notify parents about the academic experience of their student(s). Weekly progress reports, benchmark exam scores, teacher notes and phone calls and comments on homework assignments are several examples of how parents may be notified of their child's progress. As each student's progress is tracked in one or more of these methods, a request for a Student Success Team may be offered when expected progress is not demonstrated within the appropriate time period.

Academically High-Achieving Students

All courses will maintain a standard of rigor that challenges our most academically advanced students. Teachers will develop individualized strategies to engage and challenge these students so that they can continue to accelerate their learning.

We have a plan to ensure every teacher is ready to set classroom routines and rely on digital formative assessments and adaptive online content to ensure that all students have opportunity to continue learning after they complete the day's objective during class.

The KIPP K-8 school also plans to use MAP assessment data to assign weekly personalized usage targets for each student to meet for adaptive online programs in ELA and math. High achieving students are placed at above-grade levels in each program and/or expected to meet higher progress/per week targets.

Because all students are challenged to reach their intellectual potentials within the instructional program, the KIPP K-8 School does not plan to offer a formal, separate program for academically high-achieving students. However, as described, the KIPP K-8 school will equip teachers with the necessary tools to enable high-achieving students to continue advancing.

Special Education

General Assurances and Overview

The KIPP K-8 School embraces its responsibility to enroll and support all students who qualify for enrollment, and pledges to ensure that a free and appropriate education is provided to all students with exceptional needs. The school will comply with all applicable state and federal laws in serving students with exceptional needs, including, but not limited to Ravenswood Self Improvement Plan (RSIP) (see below), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act, and any other civil rights laws enforced by the U.S. Department of Education Office of Civil Rights (OCR).

The KIPP K-8 School plans to be its own local educational agency ("LEA") and shall apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code

Section 47641(a). The KIPP K-8 School will apply for membership in a SELPA to commence in the 2017-18 initial year of school operations. Upon acceptance in a SELPA, the KIPP K-8 School will provide the District with evidence of membership and will then receive state and federal revenues directly, in accordance with the SELPA's allocation plan. The KIPP K-8 School's application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter.

Because the KIPP K-8 School cannot apply for membership in a SELPA until its charter application is granted, for the purposes of this petition the description of the special education program is written as if the KIPP K-8 School will be a "school of the district" pursuant to the default provisions of Education Code Section 47641(b). In the event that the KIPP K-8 School does not gain membership in a SELPA for its first year of operation, or as otherwise agreed upon between the KIPP K-8 School and the District, the KIPP K-8 School will seek membership in a SELPA to commence in year two of operation. For any period of time in which the KIPP K-8 School is not an independent LEA member of a SELPA, the KIPP K-8 School shall enter into an MOU with the District that delineates duties between the District and the KIPP K-8 School with respect to Special Education services and other matters. Although a change in LEA status or SELPA membership shall not require a material revision of the KIPP K-8 School charter, it may require an update of the parties' MOU to reflect these changes in legal status.

Ravenswood Self Improvement Plan (RSIP)

The KIPP K-8 School will comply with all components of the Ravenswood Self Improvement Plan (RSIP). The school team has researched the implications and is aware of the responsibilities related to RSIP. The KIPP K-8 school recognizes that compliance requirements for RSIP may exceed typical Special Education legal requirements and pledges to work with the Ravenswood City School District and the Court Monitor to ensure that special education services meet both the needs of students and all RSIP requirements.

Services for Students Under the IDEA

For any period during which the KIPP K-8 School operates, pursuant to Education Code Section 47641(b), as a public school of Ravenswood City School District for purposes of providing special education and related services under the IDEA, a Memorandum of Understanding ("MOU") will be developed between KIPP and Ravenswood City School District. This MOU will delineate the respective responsibilities of the KIPP K-8 School and Ravenswood City School District with regard to the funding and delivery of special education and related services in alignment with the RSIP, Education Code Section 47646 and 20 USC 1413. The KIPP K-8 School shall comply with all state and federal laws, RSIP requirements for the provision of special education instruction and related services.

The KIPP K-8 School seeks to cooperate with the Ravenswood City School District for the provision of special education services to charter school students. The KIPP K-8 School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow

Ravenswood City School District access to charter school students, staff, facilities, equipment and records as required to fulfill all District obligations under this charter or an attendant MOU. The KIPP K-8 School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between Ravenswood City School District and its school sites.

The description below is meant to summarize the terms that the KIPP K-8 School anticipates will be included in the MOU based upon best practices and applicable law, but recognizes that the terms regarding special education services will ultimately be agreed upon in the MOU that will be developed between the KIPP K-8 School and the Ravenswood City School District. All students with disabilities will be fully integrated into the KIPP K-8 School with the necessary materials, services, facilities, and equipment to support their learning. The KIPP K-8 School will ensure that any student with a disability attending the KIPP K-8 School will be properly identified, assessed, and provided with necessary services and supports.

Search and Serve

The KIPP K-8 School will take on the responsibility to identify, refer, and work cooperatively in locating students enrolled in the school who have or may have exceptional needs that qualify them to receive special education services. The KIPP K-8 School will implement Ravenswood City School District, RSIP, and applicable SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student will be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. **The KIPP K-8 School will not conduct any assessments or evaluation for admission purposes; these assessments and evaluations will occur only after a student has enrolled in the KIPP K-8 School.**

It is the KIPP K-8 School’s hope that Ravenswood City School District will provide the KIPP K-8 School with any assistance that it generally provides its schools in the referral processes, and will ensure that the KIPP K-8 School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the KIPP K-8 School from a District school. Ravenswood City School District will have access to all Charter School student records and information in order to serve all of the KIPP K-8 School’s students with special needs.

The KIPP K-8 School will follow Ravenswood City School District and RSIP 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.

Upon the commencement of the KIPP K-8 School’s first school year, all students will be evaluated as a means of class placement. Through collaboration between the faculty and the Principal, the KIPP K-8 School will work to identify any students who do not currently have an IEP but may be in need of

a pre-referral intervention plan. The Principal and faculty will then convene the Student Success Team for that student.

For students who are identified as needing interventions, a Student Success Team composed of the student, the student's parent or guardian, the Principal, and a the KIPP K-8 School faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful. Such a plan will include, but not be limited to, the appropriate individual tutoring schedule, classroom accommodations, and other strategies and techniques to enhance the student's ability to be successful. If the Student Success Team finds that the general education intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. The KIPP K-8 School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed in their home language that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Students

The KIPP K-8 School shall comply with Education Code Section 56325 and RSIP 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 KIPP K-8 School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the KIPP K-8 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 the District and The KIPP K-8 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 KIPP K-8 School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the KIPP K-8 School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the KIPP K-8 School with an IEP from outside of California during the same academic year, the District and the KIPP K-8 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 District 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 District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The KIPP K-8 School's internal method for referral for assessment will be the Student Success Team. KIPP K-8 will work closely with the District to ensure the referral process aligns with RSIP requirements. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the KIPP K-8 School within 15 days. The KIPP K-8 School will notify Ravenswood City School District of the assessment request within 5 days of receipt. Parents will be informed that special education and related services are provided at no cost to them. Parents will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with Ravenswood City School District's general practice and procedure and applicable law. The KIPP K-8 School shall work in collaboration with Ravenswood City School District to obtain parent/guardian consent to assess The KIPP K-8 School students. The KIPP K-8 School shall not conduct special education assessments unless directed by Ravenswood City School District.

The Principal will be responsible for gathering all pertinent information and sharing such information with the District. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's dominant language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to individual testing, teacher observations, interviews, review of school record, reports, and work samples, and parent input.

Unless conflicting with the Ravenswood City School District and RSIP policies and procedures, the KIPP K-8 School will follow the following assessment guidelines. If a conflict with the District exists, then District policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.
- The student must be evaluated in all areas related to his/her suspected disability.

- Assessments must be conducted by a person with knowledge of the student’s suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student’s need for special education. Ravenswood City School District, in coordination with the Charter School will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

As previously stated in the general assurances, the KIPP K-8 School plans to be its own local educational agency (“LEA”) and shall apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). However, since SELPA membership can only be granted after charter approval, the following section reflects the policies and procedures as if the KIPP K-8 School were operating as a “school of the district”.

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

The KIPP K-8 School understands that the Ravenswood City School District shall arrange and notice the necessary IEP meetings unless the District directs the KIPP K-8 School to do so. IEP team membership shall be in compliance with state and federal law. The KIPP K-8 School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the Ravenswood City School District and KIPP: the Principal and/or KIPP’s designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher; the student, if appropriate; and other KIPP K-8 School representatives who are knowledgeable about the regular education program at the KIPP K-8 School and/or about the student.

It is the KIPP K-8 school's understanding that the Ravenswood City School District shall arrange for the attendance or participation of all other legally necessary participants. The contents of the IEP shall comply with all applicable legal requirements and applicable Ravenswood City School District policies and procedures.

The KIPP K-8 School understands 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 Ravenswood City School District and RSIP IEP process. Programs, services and placements shall be provided to all eligible KIPP students in accordance with the policies, procedures and requirements of Ravenswood City School District, of the RSIP and of the SELPA and State and Federal law.

The KIPP K-8 School shall promptly notify Ravenswood City School District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

A copy of the IEP will be given to the parent in accordance with state laws and applicable SELPA policies.

The District shall be responsible for all school site implementation of the IEP in collaboration with the KIPP K-8 School. The KIPP K-8 School shall assist Ravenswood City School District in implementing IEPs, pursuant to Ravenswood City School District and applicable SELPA policies in the same manner as any other school of the District. Ravenswood City School District and the KIPP K-8 School will need to be jointly involved in all aspects of the special education program, with Ravenswood City School District holding ultimate authority over implementation and supervision of services.

As part of its responsibility, the KIPP K-8 School shall provide Ravenswood City School District and the 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 KIPP K-8 School's non-special education students. The KIPP K-8 School shall also provide all home to school coordination and information exchange unless directed otherwise by Ravenswood City School District. The KIPP K-8 School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by Ravenswood City School District. The KIPP K-8 School shall comply with any directive of Ravenswood City School District as it relates to the coordination of the KIPP K-8 School and Ravenswood City School District for IEP implementation including, but not limited to, adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters. The petitioners will also notify Ravenswood City School District of relevant circumstances and communications immediately and act according to Ravenswood City School District administrative authority. The KIPP K-8 School shall ensure that all appropriate staff and faculty at the school are informed of the contents of the IEP for appropriate

implementation. The KIPP K-8 School will provide special transportation for students whose IEPs indicate that the service is necessary for the provision of FAPE.

Mental Health

Whenever necessary, as evidenced by student need, assessment or recommendation of emergency mental health provider, a referral for assessment of eligibility for mental health as a related service will be made to address a students' mental health needs and potentially access other supports or services for a student and his/her family.

Staffing

Although Ravenswood City School District will hold ultimate responsibility for providing Special Education services (in the event that the KIPP K-8 school operates as a of the district), the KIPP K-8 School is committed to assuring all IEPs are properly implemented at the school and supporting all students.

All special education services at the KIPP K-8 School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. The KIPP K-8 School staff shall participate in all mandatory Ravenswood City School District in-service training relating to special education.

Unless current District practice is for the individual school sites to hire site special education staff or Ravenswood City School District and the KIPP K-8 School agree that KIPP may hire on-site special education staff, it is the KIPP K-8 School's understanding that Ravenswood City School District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students in the event that the KIPP K-8 School is delayed in becoming its own LEA and gaining membership in a SELPA. Site staff includes, without limitation, special education teachers, paraprofessionals, and resource specialists. Details regarding responsibilities for hiring staff will be outlined in an MOU. In the instance KIPP may hire on-site special education staff, the KIPP K-8 School shall ensure that all special education staff hired by KIPP are qualified pursuant to Ravenswood City School District and applicable SELPA policies, as well as meet all legal requirements. Ravenswood City School District may review the qualifications of all special education staff hired by KIPP (with the agreement of Ravenswood City School District) and may require pre-approval by the District of all hires to ensure consistency with Ravenswood City School District and applicable SELPA policies. Ravenswood City School District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to the KIPP K-8 School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Reporting

The KIPP K-8 School, in collaboration with Ravenswood City School District, will collect and maintain all information on disabled students as necessary to ensure KIPP and District compliance with the

IDEA. All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the KIPP K-8 School Principal.

Procedural Safeguards

The KIPP K-8 School will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year as required by law. The KIPP K-8 School will utilize the Notice of Procedural Safeguards used by Ravenswood City School District or the SELPA.

Due Process Hearings

In the event that a parent/guardian files a request for a due process hearing or request for mediation, Ravenswood City School District and the KIPP K-8 School shall work together to defend the case, so long as the KIPP K-8 School operates as a school of Ravenswood City School District for special education purposes. In the event that Ravenswood City School District determines that legal representation is needed, the KIPP K-8 School agrees that it shall be jointly represented by legal counsel of Ravenswood City School District's choosing.

So long as the KIPP K-8 School operates as a school of Ravenswood City School District for special education purposes, Ravenswood City School District may initiate a due process hearing or request for mediation with respect to a student enrolled in the KIPP K-8 School if Ravenswood City School District determines such action is legally necessary or advisable. The KIPP K-8 School agrees to cooperate fully with Ravenswood City School District in such a proceeding.

So long as the KIPP K-8 School operates as a school of Ravenswood City School District for purposes of special education, the KIPP K-8 School understands that Ravenswood City School District shall have sole discretion to settle any matter in mediation or due process. Ravenswood City School District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any the KIPP K-8 School student necessary to protect its rights.

Complaint Procedures

The KIPP K-8 School shall follow Ravenswood City School District policies as they apply to all Ravenswood City School District schools for responding to parental concerns or complaints related to special education services. The KIPP K-8 School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to Ravenswood City School District unless otherwise directed by the District. The KIPP K-8 School shall immediately notify Ravenswood City School District of any concerns raised by parents. In addition, the KIPP K-8 School and Ravenswood City School District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with KIPP's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The KIPP K-8 School shall allow Ravenswood City School District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The KIPP K-8 School and Ravenswood City School District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. Ravenswood City School District shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the KIPP K-8 School shall comply with Ravenswood City School District's decision. The KIPP K-8 School and Ravenswood City School District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Professional Development for the KIPP K-8 School Staff

The Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by Ravenswood City School District or the SELPA.

Non-Public Placements/Non-Public Agencies

The KIPP K-8 School is committed to serving students in the least restrictive environment in accordance with the IEP. In the event that a student requires services of a non-public agency or a non-public school, Ravenswood City School District shall have the sole authority for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The KIPP K-8 School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of Ravenswood City School District. The KIPP K-8 School shall immediately notify Ravenswood City School District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to the KIPP K-8 School and no student shall be denied admission nor counseled out of the 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.

SELPA Representation

In the event that KIPP is delayed in becoming its own LEA and gaining membership to the SELPA, the Ravenswood City School District shall represent the KIPP K-8 School at all applicable SELPA meetings

and report to the KIPP K-8 School the applicable SELPA activities in the same manner as is reported to all schools within the District.

Funding

In the event that the KIPP K-8 School is delayed in becoming its own LEA and gaining membership in a SELPA, the KIPP K-8 School anticipates, based upon State and Federal law, that the fiscal relationship of operating as a “school of the district” could be summarized as follows:

Retention of Special Education Funds by the District

Ravenswood City School District shall retain all state and federal special education funding allocated for the KIPP K-8 School students through the SELPA Annual Budget Plan, and shall be entitled to count the KIPP K-8 School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that Ravenswood City School District may be required to pay for or provide the KIPP K-8 School students with placements at locations other than at the KIPP K-8 School’s school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other Ravenswood City School District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at Ravenswood City School District expense, the District shall be entitled to receive from the KIPP K-8 School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the KIPP K-8 School site.

Contribution to Special Education Fees

The KIPP K-8 School shall contribute its fair share to offset special education costs to Ravenswood City School District’s general fund. Accordingly, the KIPP K-8 School shall pay to Ravenswood City School District a pro-rata share of the District’s unfunded special education costs. At mid school year and at the end of each fiscal year, Ravenswood City School District shall invoice the KIPP K-8 School for the school’s pro-rata share of the district-wide fees for that year as calculated by the total unfunded special education costs of Ravenswood City School District (including those costs attributable to the KIPP K-8 School) divided by the total number of District ADA (including KIPP K-8 School students), and multiplied by the total number of KIPP K-8 School ADA. The KIPP K-8 School ADA shall include all KIPP K-8 School students, regardless of home district.

Section 504 of the Rehabilitation Act

The KIPP K-8 School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the school shall be accessible for all students with disabilities in accordance with the ADA.

The KIPP K-8 School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student, a qualified staff member, 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 who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent 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 the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal 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.

English Language Learners

The KIPP K-8 School will comply with all federal, state, and judicial mandates for English Language Learners (ELL) as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The school will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners. An evaluator will test and assess the English proficiency of students having an ELL classification using the California English Language Development Test (CELDT).

Given the demographics of the Ravenswood City School District, a significant percentage of the incoming students at the KIPP K-8 School are likely to be ELL. The school recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, and life-skills curriculum.

Students at the KIPP K-8 School with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. ELL students may receive pull-out services from a language specialist for a determined number of hours each week. The KIPP K-8 School will ensure that ELL students are not excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students are not assigned to special education because of their lack of English proficiency.

Identification of English Language Learners

As part of the enrollment process, the school will administer a home language survey for every student who is new to the California public school system. For students who are not new to the state public school system, we will determine their EL classification based on prior records.

At the beginning of the school year, all students new to the California public school system upon enrollment who indicate a home language other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment³ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. If the student scores below the established cut-off point on the CELDT, the student will be classified as an EL student. If the student scores above the established cut-off points on the CELDT, the student is determined not to be an EL student and will be classified as Initial Fluent English Proficient.

The KIPP K-8 School’s teachers will also be responsible for observing students with an eye towards detecting limited English proficiency. Should a student not be officially identified as EL, he/she will be monitored regularly via various assessment techniques to ensure their retention of the material.

The KIPP K-8 School will notify parents of the school’s responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results.

Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. All parents or guardians of students classified as ELL will be notified in writing of all EL assessment and placement procedures for their child. The school will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

All references in the charter petition to the CELDT will be understood by the KIPP K-8 School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

Structured English Immersion Program

In accordance with KIPP’s philosophy of *no excuses* and *more time on task*, all students who are ELL are expected to become proficient in the English language at a rapid pace. Based on a substantial research base proving the benefits of a structured English immersion program, the KIPP K-8 School will implement a comprehensive structured immersion program for its EL students⁴. It is the goal of the KIPP K-8 School that all of its students leave the school proficient in the English language and with pride and support for their home language.

English Proficient students will participate in an English Language Arts program with a curriculum based on the Common Core State Standards. Teachers of English Language Learners at the KIPP K-8 School will teach to the English Language Development standards as set forth by the California

³ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

⁴ *The Benefits of English Immersion* (Educational Leadership Magazine of the Association for Supervision and Curriculum Development, January 2000).

Department of Education. KIPP teachers will be trained to use Specially Designed Academic Instruction in English (“SDAIE”) techniques to meet the needs of English Language Learners.

Students of limited English proficiency will receive the same grade-level academic content as those students who are native English speakers. In addition to core content, students who are assessed as ELL will receive assistance in oral language development. The KIPP K-8 School will ensure that all ELL students have access to the core content, and may contract with the necessary specialists as needed in order to do so. All instruction will be in English; however, the level of English used for instruction – both oral and written – will be modified appropriately for each ELL student. Language acquisition will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum.

In addition to the structured English immersion modifications teachers will make in their mainstream classes within the school’s extended day schedule, there will be ample time that can be used for additional intensive English language instruction. For example, students who enter the school as English Language Learners can be tutored during study hall or the enrichment period. The school will use proven methodologies including increased time for reading and math, individualized instruction, and extra tutorials for students who are acquiring English.

Examples of instructional models that are employed with EL students include:

1. **Total Physical Response (TPR).** Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands- on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)*
2. **Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent

opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

3. **Academic Language Scaffolding.** The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. *(See Gibbons [2002] for specific scaffolding strategies.)*

Teachers at the KIPP K-8 School will use techniques such as songs, dialogue journals, and culturally relevant materials that maximize comprehensible input. Teachers will create learning environments that allow students to practice academic English and produce comprehensible output. At the KIPP K-8 School, teachers will understand that in order for students to gain proficiency in both functional and academic English, students must be exposed to multiple opportunities for receiving comprehensible input and producing comprehensible output.

Furthermore, all teachers will receive professional development on communicating with students designated as ELL and in techniques for detecting whether a student has English language deficiencies. The KIPP K-8 School will provide staff with specialized curricular materials to enable ELL students to achieve proficiency. In addition, staff may be trained in various teaching strategies such as, scaffolding techniques, songs and chants, and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.

Monitoring and Re-Designation of ELL Students

The proficiency in the English language of ELL students will be monitored by teachers and qualified evaluators, and measured at least annually using the CELDT and other measures. These assessments benchmark their progress towards proficiency and determine whether continued special services are warranted.

Upon a student's reaching proficiency in the English language, specialized English-learning services will no longer be required. An ELL student may be considered as having acquired a "reasonable level

of English proficiency" and may be reclassified as Fluent English Proficient utilizing, but not limited to, the following criteria:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Prior to re-classification, all parents will receive a re-classification meeting notification letter, where they are invited to a meeting to discuss their child's English proficiency and academic achievement, and possible re-designation to Fluent English Proficient. Progress of students who have been re-designated will be monitored for two years.

The KIPP K-8 School will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student fails to show appropriate progress in these academic areas, modifications to the instructional program are made. In addition, the KIPP K-8 School will annually evaluate the progress of its ELL students as a group to determine if any broader programmatic modifications are necessary.

Special Education and English Language Learners

The KIPP K-8 School will apply the same high standard of learning to all students, regardless of disability or language barriers. English Language Learners who are suspected of having a learning disability will be assessed according to the Child Find requirements described in the Special Education section above. Just as all students who are classified as ELL students are as fully integrated as possible into the programs of the KIPP K-8 School, so are students with disabilities. ELL students with IEP's will be given the necessary materials, mandated services, and equipment to support their learning. The school's extended day and year model allows for significant time for staff to work in a variety of settings with English Language Learners who are also special education students, in order to bring them to English proficiency as quickly as possible, while meeting all the needs outlined in their IEP.

VII. KIPP's Track Record of Success

The KIPP K-8 School believes it will be able to implement the aforementioned structures and practices because it is modeled after successful KIPP schools that are operating in low-income urban and rural neighborhoods across the country. While over 96% of KIPP's students are students of color and over 87% receive free meals through the federal school lunch program, KIPP makes no excuses based on race, gender, socioeconomic status or disability.

All KIPP schools are open-enrollment public schools that accept students regardless of previous academic achievement, conduct, or socioeconomic background. Students face many obstacles, yet they choose to attend a KIPP school because they want a safe, challenging environment that will provide them with many educational opportunities and put them on the path to college. Many students enter KIPP well below grade level. After just a short time at KIPP, these same students are performing at extremely high levels – KIPP is demonstrating that the achievement gap can be closed.

Structural Supports that Contribute to Success

KIPP Foundation

The KIPP Foundation trains outstanding educators to open and run high-performing KIPP schools. KIPP began when the founders launched a program for 50 fifth graders at Garcia Elementary, a public school in an underserved area of Houston, Texas. Their students' accelerated academic achievement fueled the program's expansion: KIPP Academy New York was opened by David Levin in the South Bronx in 1995, and KIPP Academy Houston was founded by Michael Feinberg as one of Houston's first charter schools.

In 2000, Doris and Don Fisher created the KIPP Foundation to grow the KIPP network by training outstanding school leaders to open and operate KIPP schools. Since 1994, KIPP has grown from two teachers in a single classroom to over 4,000 teachers serving more than 70,000 students in 183 schools across the country. The KIPP Foundation, through its KIPP School Leadership Program, has recruited and trained more than 200 KIPP school leaders to open new KIPP schools or succeed founding school leaders.

Beyond recruiting and training new school leaders, the KIPP Foundation is responsible for supporting excellence and sustainability across the network and leading network-wide innovation efforts. The KIPP Foundation provides a variety of supports and services to KIPP schools and regions in areas such as legal support, real estate, technology, finance, corporate governance, operations, communications, marketing, and development.

The Principal of the KIPP K-8 School will benefit from rigorous and innovative leadership and management training provided by the KIPP Foundation. The training includes an intensive summer

institute focused on instructional, operational, and organizational leadership and targeted trainings with a cohort of KIPP principals throughout the year. Please see Appendix B for more details about the KIPP leadership model and related training programs.

KIPP Bay Area Schools

KIPP Bay Area Schools is the nonprofit organization that holds the charters for KIPP schools in the Bay Area and manages their sustainability, quality, and growth. KIPP Bay Area Schools serves over 3,800 students across 11 schools throughout the Bay Area. The schools are located in West Oakland, East San Jose, Redwood City, San Lorenzo, and San Francisco. KIPP Bay Area Schools enables its schools to focus on teaching, learning, and continuous improvement by centralizing and managing functions such as academic support, fund development, facilities acquisition and development, technology, financial reporting, accounting, payroll, talent recruitment, compliance, human resources, marketing, scalable back-office business operations, and alumni support. Please see Appendix C for information on the management team of KIPP Bay Area Schools.

KIPP Through College

As part of the KIPP commitment to ensure that its students climb the mountain to and through college, KIPP Bay Area Schools continues to support students after they graduate from KIPP through the KIPP Through College (KTC) program. Our goal is for all students to have the access, skills and resources necessary to navigate to and through college and into self-sufficient adulthood. The KTC team provides structured support focused on college readiness, persistence, and completion until the day alumni receive their college degrees.

Across the country, 40% of students who completed a KIPP middle school ten or more years ago have graduated from a four-year college. This means the original KIPP students from Houston and New York — who are 95% African American or Latino, with more than 85% qualifying for federal free or reduced price meals — have a higher college completion rate than the average of all students across all income levels nationwide (33 percent of all Americans age 25 to 29 have earned a bachelor's degree or higher). KIPP's college completion rate is four times the rate of comparable students from low-income communities across the country (for students from low-income families, only 10 percent have earned a bachelor's degree by their mid-20s). For more information about KIPP's Promise of College Completion, please see Appendix D.

While the college graduation rate of our current students is a significant achievement, it is far short of our goal of closing the achievement gap. However, our progress is encouraging. In the Bay Area, 85% of college aged students who completed eighth grade at a KIPP school and are, have enrolled in college. Of our students who have enrolled in college, 83% continue to persist towards completion.

KIPP's National Track Record of Success

Since 1999, KIPP Schools nationwide track and support their students through college completion. Every year, hundreds of educators, parents, professors, and interested citizens visit KIPP schools to

learn from KIPP's success in boosting academic achievement and implementing strong school-wide cultures. KIPP has been celebrated as a model that works by *The New York Times*, *The Washington Post*, *Newsweek*, *People*, *Education Week*, *Business Week*, *ABC's Good Morning America*, *CBS's 60 Minutes*, *U.S. News and World Report*, *USA Today*, *National Public Radio*, *PBS*, *The Oprah Winfrey Show*, and many others.

In September 2015, Mathematica Policy Research released findings from a five-year evaluation of KIPP schools. This is the first report to ever include KIPP schools at all K-12 levels, including elementary and high schools. The report also examines KIPP's middle school impacts over the past decade. Their key findings are:

- KIPP elementary schools have positive, statistically significant, and educationally meaningful impacts on three of four measures of reading and mathematics skills.
- Consistent with prior research, KIPP middle schools have positive, statistically significant, and educationally meaningful impacts on student achievement in math, reading, science, and social studies. Average impacts of middle schools were positive and statistically significant throughout the 10-year period covered by the study, though higher in earlier years than recent years.
- KIPP high schools have positive, statistically significant, and educationally meaningful impacts on student achievement for high school students new to the KIPP network. For students continuing to KIPP high schools from KIPP middle schools, impacts on achievement are not statistically significant. For this group of continuing KIPP students, KIPP high schools have positive impacts on a variety of college preparation activities and the likelihood of applying to college.
- On surveys of student motivation, engagement, behavior, and educational aspirations, KIPP schools showed no significant impact. However, KIPP elementary and middle schools had positive impacts on parent satisfaction.

A complete copy of the 2015 Mathematica Policy Research Report can be found in Appendix E.

KIPP Bay Area Schools' Track Record of Success

KIPP Bay Area Schools has achieved similar results with the five middle schools and two high schools operating in 2013, as evidenced in our students' API results over time. Please refer to Appendix E for research demonstrating the efficacy of the KIPP model.

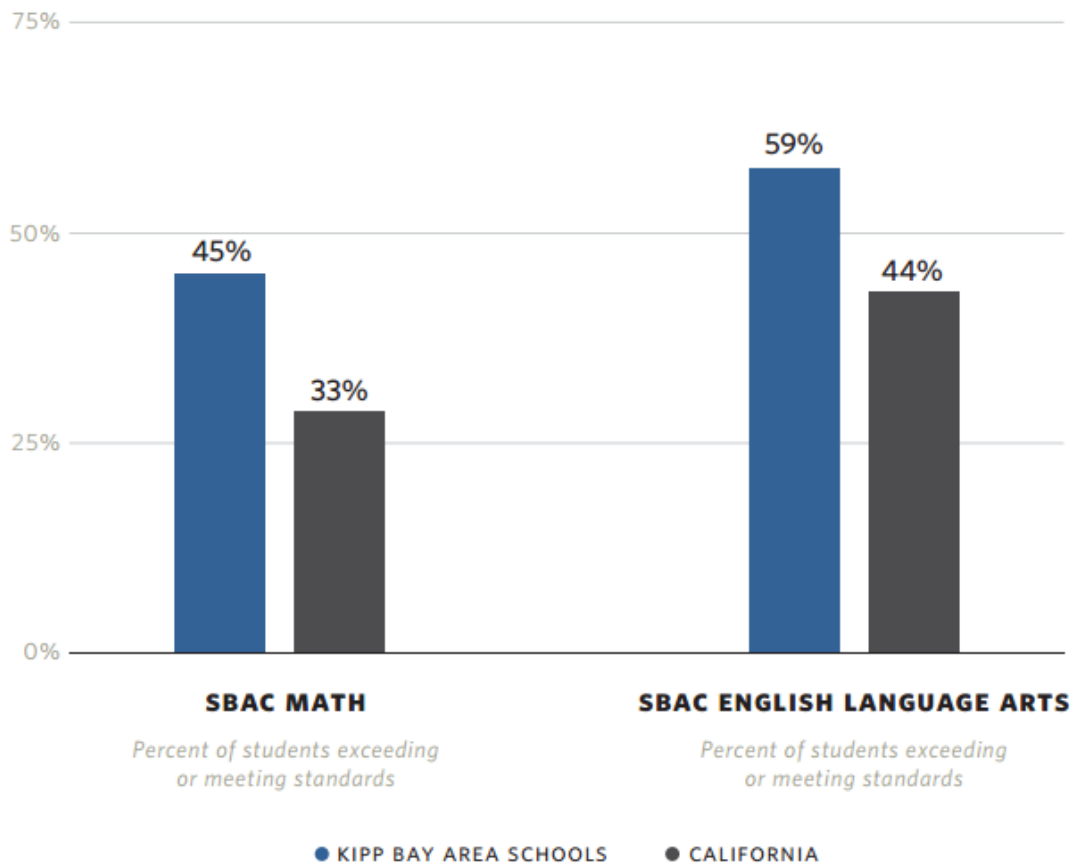
The KIPP K-8 School will be based upon the track record of success of all seven KIPP Bay Area Schools that were in operation for the 2012-2013 school year, which is the last year that state testing data is available due to the suspension of state testing and calculation of the Academic

Performance Index in 2013. Students at KIPP Bay Area Schools are performing at impressive levels and it is our prediction that the KIPP K-8 School will perform at similar levels.

An independent study conducted by SRI International published in 2008 found that KIPP schools in the Bay Area have large and statistically significant effects on students' academic achievement. The report also found that our schools do not attract higher performing students. In fact, the study found that students with lower prior English Language Arts and Math scores on the California Standards Test were more likely to choose KIPP than higher performing students from the same neighborhood.

Results on the California Assessment of Student Performance and Progress

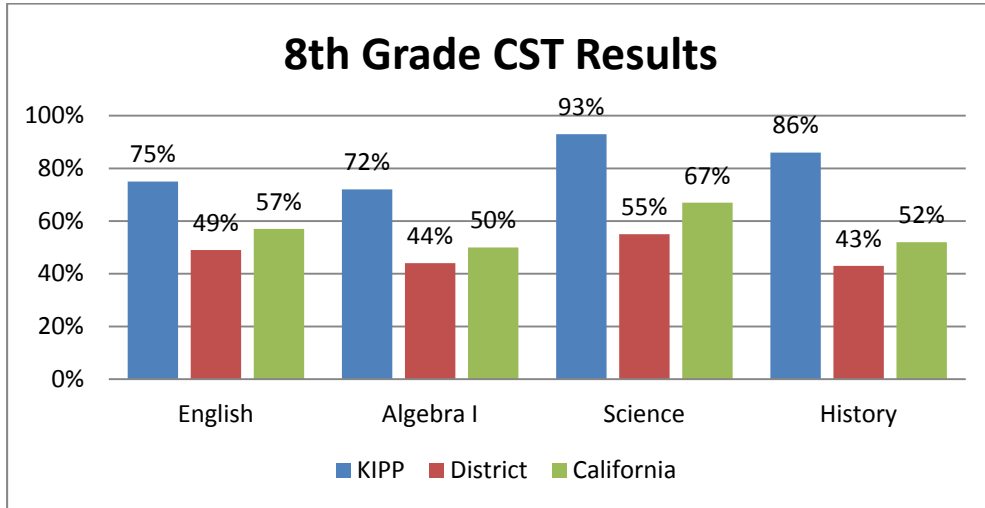
The California Assessment of Student Performance and Progress (CASPP) replaced the Standardized Testing and Reporting (STAR) system. The Smarter Balanced assessments are new computer-based tests that measure student knowledge of California's English language arts/literacy and mathematics standards. These new assessments replace the former paper-based, multiple-choice assessments for students in grades three through eight and eleven. The chart below shows the English language arts and mathematics results for KIPP Bay Area Schools compared to California.



Results on the California Standards Test, 2012-2013

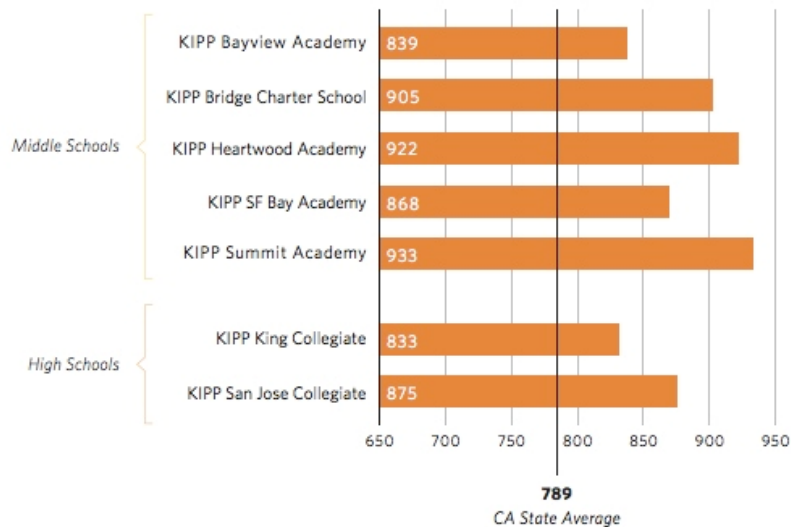
The California Standards Test (CST) is a criterion-referenced test that shows how well students performed in a given year on mastery of state standards compared with state averages. Despite entering the school, on average, several grade levels below in reading and math, students across all KIPP Bay Area Schools significantly outperform district and state averages. The graph below shows the average percentage of proficient or advanced students across KIPP Bay Area Schools and the district average across all of KIPP’s authorizing districts.

Figure 5: 2013 CST Results for KIPP Bay Area Schools, 8th grade



KIPP Bay Area Schools’ Results on the Academic Performance Index

The average Academic Performance Index (API) score across all KIPP Bay Area Schools’ middle schools in 2013 was 893, above the state’s goal of 800. Based on the API score, KIPP Bay Area Schools’ middle schools rank in the top ten percent of all California public schools, regardless of student demographics.

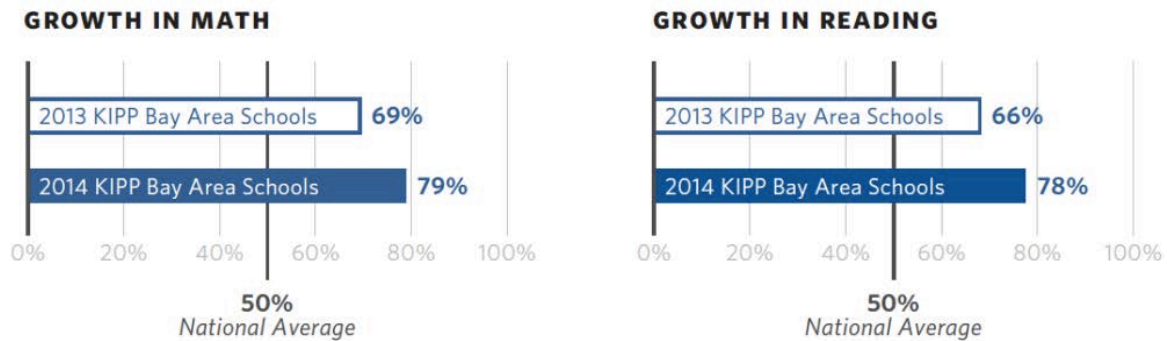


KIPP Bay Area Schools Measures of Academic Progress (MAP)

Math and Reading Student Outcomes

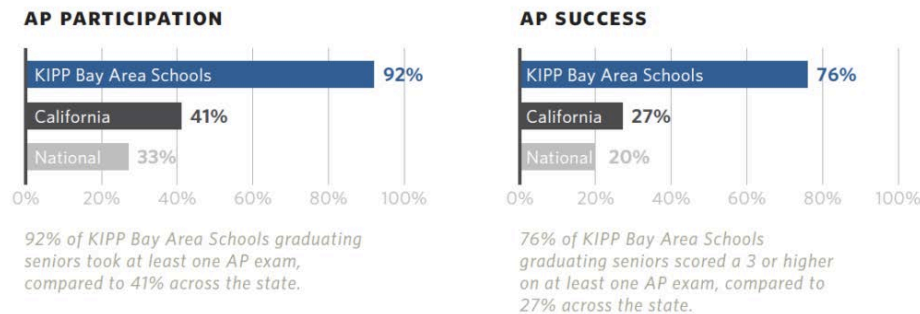
In place of the 2013-2014 California standardized tests, KIPP administered the NWEA Measures of Academic Progress (MAP) exam, a nationally norm referenced exam taken by KIPP schools across the country.

Nationally, 50% of students make typical growth in reading and math. At KIPP Bay Area Schools, 79% did so in math and 78% in reading, and we are improving each year.



2013-2014 Advanced Placement (AP) Exams: High School

- 92% of KIPP Bay Area Schools graduating seniors took at least one AP exam, compared to 41% across the state.
- 76% of KIPP Bay Area Schools graduating seniors scored a 3 or higher on at least one AP exam, compared to 27% across the state.



Other KIPP Bay Area Successes

- KIPP Bay Area Schools have maintained an average attendance rate of over 98% across all schools.
- 84% of students who have completed eighth grade with a KIPP Bay Area School have matriculated to college, including institutions such as CSU East Bay, Harvard University, Stanford University, San Jose State University, University of Pennsylvania, UC Berkeley, and Yale University.
- KIPP Bay Area Schools encourages our students to participate in summer enrichment programs in extended, off-campus, learning activities throughout the year and in the summer. Over the years, students participated in the Center for Talented Youth programs around the U.S., Stanford University's residential Great Books program, Stanford Jazz Camp, Summer of Learning, Camp Galileo's camps at the San Jose Tech Museum, and Girls for a Change in addition to other local and national programs.

KIPP Bay Area Schools Awards

KIPP Bay Area Schools have received the following awards and recognition:

- California Distinguished Schools
 - KIPP Bridge Charter School, Oakland, 2011
 - KIPP Bayview Academy, San Francisco, 2011
 - KIPP Heartwood Academy, San Jose, 2009
 - KIPP Summit Academy, San Lorenzo, 2011
 - KIPP San Francisco Bay Academy, San Francisco, 2013
 - KIPP San Jose Collegiate, San Jose, 2013
- Title I Academic Achievement Award
 - KIPP Bayview Academy, San Francisco, 2011, 2012
 - KIPP Heartwood Academy, San Jose, 2009, 2014
 - KIPP San Jose Collegiate, San Jose, 2012
 - KIPP Summit Academy, San Lorenzo, 2014
- National Blue Ribbon School
 - KIPP Heartwood Academy, San Jose, 2010
 - KIPP Summit Academy, San Lorenzo, 2014
- US News and World Report-Best High Schools⁵
 - KIPP San Jose Collegiate, San Jose, Gold #13 in California, 2015
 - KIPP King Collegiate, San Lorenzo, Gold #21 in California, 2015
- Washington Post Most Challenging High Schools⁶

⁵ US News and World Report evaluated over 21,000 high schools nationally and awarded Gold, Silver or Bronze. Over 900 California schools were ranked on the list. <http://www.usnews.com/education/best-high-schools/california/rankings?int=c0b4c1>

⁶ Washington Post - Most Challenging High Schools, evaluated over 2,300 high schools nationally, with almost 300 in California. <http://apps.washingtonpost.com/local/highschoolchallenge/schools/2015/list/california-schools/>

- KIPP King Collegiate, San Lorenzo, #35 in California, 2015
- KIPP San Jose Collegiate, San Jose, #44 in California, 2015
- Newsweek America’s Top High Schools Beating the Odds for Low-Income Students⁷
 - KIPP King Collegiate, San Lorenzo, #59, 2016
 - KIPP San Jose Collegiate, San Jose, #96, 2015

Sharing Best Practices and Collaboration

The KIPP K-8 School will carry out the spirit of partnership and looks forward to collaborating with The Ravenswood City School District and the San Mateo County Office of Education to close the achievement gap. We intend to learn from and to share learning in a variety of areas, including how we might engage with the Big Lift and iZone initiatives. Furthermore, the KIPP K-8 school welcomes the opportunity to share information about any of our programmatic elements including our transition to restorative justice practices, our supports for students with special needs, and our focus on culturally-responsive teaching.

As an example of local district collaboration, KIPP Bay Area Schools has partnered closely with the Franklin-McKinley School District in East San Jose to help redesign two district elementary schools. KIPP shared our approach to developing a strong culture in new schools, shared sample school design plans, hosted principals on school visits locally and at KIPP schools in Los Angeles, and helped the district interview principal candidates. KIPP Bay Area Schools is also a part of a district-charter compact with the Franklin-McKinley School District, which was awarded a Gates Foundation Compact grant. For more information on KIPP Bay Area Schools’ partnership with the Franklin-McKinley School District, please see Appendix G.

Across the KIPP network, KIPP aspires to build a community of reform-minded districts and educators who will continue to tackle the challenges of sustaining strong principal preparation and development programs. As a result of KIPP’s federal Investing in Innovation Grant, the KIPP Leadership Design Fellowship was launched 2012, at no cost to participants. It is a cohort-based program tailored for public and charter school system administrators that will provide intensive training on KIPP’s principal development model, as a way to share best practices with districts. Thirty district and charter leaders from across the country representing over three million students participated in the inaugural cohort. This is just one example of KIPP’s desire to share our lessons learned in recruiting, selecting, training, and evaluating school leaders over the last decade. Please refer to Appendix F, which contains more information about the KIPP Leadership Design Fellowship.

KIPP also shares best practices and emphasizes transparency of data by publishing an Annual Report Card outlining achievement and attainment data for each school in the KIPP network and publishing the KIPP College Completion Report.

⁷ Newsweek Beating the Odds 2015: Top High Schools for Low-Income Students:
<http://www.newsweek.com/high-schools/beating-odds-2015>

ELEMENT B: MEASURABLE STUDENT OUTCOMES

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

Commitment to KIPP’s educational philosophy will empower students at the KIPP K-8 School to achieve the following measurable student outcome goals, which are explicitly aligned with the school’s definition of what it means to be a 21st century learner. The KIPP K-8 School goals will be student focused and will be aligned to state priorities and new Common Core State Standards. The Principal at the KIPP K-8 School will work with KIPP Bay Area Schools’ regional academics team to set appropriate growth targets for all students to ensure that all students are college ready, as indicated by NWEA MAP test results.

Charter School Outcomes that Align with the State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the KIPP K-8 School’s outcomes that align with the state priorities and the KIPP K-8 School’s goals and actions to achieve the state priorities, as identified in Element A of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the KIPP K-8 School at the school site.

Figure 6: The KIPP K-8 School’s Outcomes to Achieve State Priorities

Outcomes that Align with the State Priorities	
State Priority #1 (Basic Services). The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119), and school facilities are maintained in good repair (E.C. §17002(d))	
Subpriority A – Teachers	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> KIPP hires and maintains a highly qualified faculty.
Actions to Achieve Goal	<ul style="list-style-type: none"> Implement a rigorous hiring process, which includes paper screening, formal and informal interviews, performance tasks, curricular and teaching materials

	<p>review, teaching demonstration, and reference checks.</p> <ul style="list-style-type: none"> • Provide approximately two weeks of targeted professional development per year for faculty, based on individual goals, school goals, and the needs of students based on data.
Measurable Outcome	<ul style="list-style-type: none"> • Number of teachers appropriately assigned and fully credentialed.
Method of Measurement	<ul style="list-style-type: none"> • The Principal, together with the Human Resources team at KIPP Bay Area Schools, will monitor the credentials.
Subpriority B – Instructional Materials	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School will obtain the most up to date standards aligned instructional materials to prepare students for high school and college.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Provide approximately two weeks of targeted professional development per year for faculty, based on individual goals, school goals, and the needs of students based on data. • Research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.
Measurable Outcome	<ul style="list-style-type: none"> • Number of teachers with instructional materials that are most up-to-date and standards-aligned.
Method of Measurement	<ul style="list-style-type: none"> • Conduct an annual survey with faculty and staff.
Subpriority C – Facilities	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School facilities will be maintained and in good condition.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Regularly review school facilities, document conditions, and address issues in partnership with Ravenswood City School District.
Measurable Outcome	<ul style="list-style-type: none"> • Condition of facilities and progress made towards repairs/maintenance.
Method of Measurement	<ul style="list-style-type: none"> • Staff will do regular walkthroughs to rate the condition of the facility and address issues in a timely manner. • Conduct an annual survey to students, parents, and staff.

State Priority #2 (Implementation of CCSS). Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.	
Subpriority A – CCSS Implementation	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School will successfully implement the Common Core State Standards into the classroom.
Actions to Achieve Goal	<ul style="list-style-type: none"> Provide professional development to teachers focused on integrating the Common Core Standards into their classroom.
Measurable Outcome	<ul style="list-style-type: none"> Student performance on CAASPP assessments will exceed the average performance levels of students in schools that serve a similar student population.
Method of Measurement	<ul style="list-style-type: none"> Internal benchmark assessments CAASPP
Subpriority B – EL Students & Academic Content Knowledge	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School teachers will use techniques that maximize comprehensible input for EL students.
Actions to Achieve Goal	<ul style="list-style-type: none"> Implement a comprehensive structured immersion program for its EL students.
Measurable Outcome	<ul style="list-style-type: none"> Student performance on CAASPP assessments will exceed the average performance levels of students in schools that serve a similar student population
Method of Measurement	<ul style="list-style-type: none"> Internal benchmark assessments CAASPP
Subpriority C – EL Students & English Language Proficiency	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School students will achieve proficiency in the English language as quickly as possible through the school’s services and teaching methods.
Actions to Achieve Goal	<ul style="list-style-type: none"> Provide professional development for teachers on communicating with students designated as EL and in techniques for detecting whether a student has English language deficiencies.
Measurable Outcome	<ul style="list-style-type: none"> Student performance on CAASPP assessments will exceed the average performance levels of students in schools that serve a similar student population.
Method of Measurement	<ul style="list-style-type: none"> CELDT Internal benchmark assessments CAASPP

State Priority #3 (Parental Involvement). Parental Involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.	
Subpriority A – Achieving/Maintaining Parental Involvement	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> Parents will be a vital part of the KIPP K-8 School and key stakeholders for the students and school. Parents of students at the KIPP K-8 School will believe in the mission of the school and are dedicated to help achieve our goals.
Actions to Achieve Goal	<ul style="list-style-type: none"> Ensure parents ascribe to the Commitment to Excellence form that outlines ways parents are encouraged to support the educational mission of the school. Provide varied communication to parents, including regular calls to parents, home visits, parent-teacher conferences, and other family celebration nights.
Measurable Outcome	<ul style="list-style-type: none"> At least 80% of parents or guardians will participate in parent-teacher conferences at the school.
Method of Measurement	<ul style="list-style-type: none"> The KIPP K-8 School faculty will track parental involvement throughout the year.
Subpriority B – Promoting Parent Participation	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> Parents of students at The KIPP K-8 School will believe in the mission of the school and are dedicated to help achieve our goals.
Actions to Achieve Goal	<ul style="list-style-type: none"> Encourage parents to be active in the school by participating in the KIPP Family Leadership Council (KFLC). Provide parent workshops on various topics (i.e. Common Core, technology at home, character education, healthy relationships, etc.) to enable parents to better support their child’s education.
Measurable Outcome	<ul style="list-style-type: none"> 80% of parents or guardians will participate in a school activity throughout the year.
Method of Measurement	<ul style="list-style-type: none"> The Commitment to Excellence form is a part of the enrollment packet. The KIPP K-8 School teachers and staff will be expected to keep parents aware of student progress.

<p>State Priority #4 (Student Achievement). Pupil achievement, as measured by all of the following, as applicable:</p> <p>A. Statewide assessments (CAASPP)</p> <p>B. The Academic Performance Index (API)</p> <p>C. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT</p> <p>D. EL reclassification rate</p>	
<p>Subpriority A – CAASPP: ELA/Literacy and Mathematics</p>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School students will exceed the average performance levels of students in schools that serve a similar student population on the Common Core Assessments. Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Common Core Assessments.
Actions to Achieve Goal	<ul style="list-style-type: none"> The KIPP K-8 School teachers and staff will monitor student progress throughout the year and differentiate accordingly.
Measurable Outcome	<ul style="list-style-type: none"> The KIPP K-8 School will exceed the average performance levels of schools that serve a similar student population on the Academic Performance Index (API). Students who fall within a subgroup will exceed the average performance levels of subgroup students in the District on the Common Core Assessments.
Method of Measurement	<ul style="list-style-type: none"> CAASPP California Modified Assessment (as appropriate) Benchmark Exams
<p>Subpriority B – API</p>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School will exceed the average performance levels of similar schools on the Academic Performance Index (API). Students who fall within a subgroup will exceed the average performance levels of subgroup students in the District on the Common Core Assessments.
Actions to Achieve Goal	<ul style="list-style-type: none"> Provide a rigorous academic course load, strengthens character traits shown to improve academic growth, and holds students to high expectations consistently.
Measurable Outcome	<ul style="list-style-type: none"> The KIPP K-8 School will exceed the average performance levels of schools that serve a similar

	<p>student population on the Academic Performance Index (API).</p> <ul style="list-style-type: none"> Students who fall within a subgroup will exceed the average performance levels of subgroup students in the District on the Common Core Assessments.
Method of Measurement	<ul style="list-style-type: none"> CAASPP API
Subpriority C: EL Proficiency Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School's EL students' proficiency rates are above the district average.
Actions to Achieve Goal	<ul style="list-style-type: none"> Implement a comprehensive structured immersion program for its EL students.
Measurable Outcome	<ul style="list-style-type: none"> Student performance on CAASPP assessments will exceed the average performance levels of students in schools that serve a similar student population.
Method of Measurement	<ul style="list-style-type: none"> CELDT CAASPP California Modified Assessment (as appropriate) Benchmark Exams Biannual DRA testing
Subpriority D: EL Reclassification Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School students will graduate the 8th grade as English proficient at a higher rate than the district average.
Actions to Achieve Goal	<ul style="list-style-type: none"> The KIPP K-8 School students who indicate their home language is other than English will take the California English Language Development Test (CELDT) within thirty days of initial enrollment and at least annually thereafter until re-designated as English proficient. Students designated as English Learners will receive additional academic support
Measurable Outcome	<ul style="list-style-type: none"> The KIPP K-8 School students will graduate the 8th grade as English proficient at a higher rate than schools that serve a similar student population.
Method of Measurement	<ul style="list-style-type: none"> CELDT CAASPP California Modified Assessment (as appropriate) Benchmark Exams Biannual DRA testing
Subpriority E: College Preparedness	

Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School will provide data to show students readiness for college and yearly growth. The KIPP K-8 School will successfully track students (including students in subgroups) that complete 8th grade into their college years.
Actions to Achieve Goal	<ul style="list-style-type: none"> The KIPP K-8 School teachers and staff will analyze the NWEA MAP tests in reading, language, and math. These scores provide insight into students' college preparedness. Monitor students through placement databases and systems, primarily run by the KIPP Through College (KTC) program.
Measurable Outcome	<ul style="list-style-type: none"> Number of students completing 8th grade at the KIPP K-8 School matriculating to a college-preparatory high school.
Method of Measurement	<ul style="list-style-type: none"> High school matriculation data

State Priority #5 (Student Engagement). Pupil engagement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> A. School Attendance Rates B. Chronic Absenteeism Rates C. Middle school Dropout Rates D. High school Dropout Rates (not applicable) E. High School Graduation Rates (not applicable) 	
Subpriority A – Student Attendance Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School's attendance rates will be above the norm for schools that serve a similar student population.
Actions to Achieve Goal	<ul style="list-style-type: none"> Implement a School Attendance Review Team (SART) to improve attendance.
Measurable Outcome	<ul style="list-style-type: none"> The KIPP K-8 School's attendance rates will be above the norm for schools that serve a similar student population.
Method of Measurement	<ul style="list-style-type: none"> Attendance records
Subpriority B – Chronic Absenteeism rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School's mobility and truancy will be below the norm for schools that serve a similar student population.
Actions to Achieve Goal	<ul style="list-style-type: none"> Develop a strong school culture that has high expectations for punctuality and attendance for all students.
Measurable Outcome	<ul style="list-style-type: none"> The KIPP K-8 School's mobility and truancy will be below

	the norm for schools that serve a similar student population.
Method of Measurement	<ul style="list-style-type: none"> The KIPP K-8 School's will track truancy and compare to District norms.
Subpriority C: Middle School Dropout Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School's drop-out rates will be below the norm for schools that serve a similar student population.
Actions to Achieve Goal	<ul style="list-style-type: none"> Create a small, personalized learning environment, occasionally assisted by technology to address the needs of each child. Incorporate character traits into daily lessons that support a strong work ethic.
Measurable Outcome	<ul style="list-style-type: none"> The KIPP K-8 School's drop-out rates will be below the norm for schools that serve a similar student population.
Method of Measurement	<ul style="list-style-type: none"> The KIPP K-8 School's will track drop-out rates and compare to District norms.
Subpriority D: High School Dropout Rates (Not Applicable)	
Subpriority E: High School Graduation Rates (Not Applicable)	

State Priority #6 (School Climate). School climate, as measured by all of the following, as application:	
<ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. 	
Subpriority A – Pupil Suspension Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School's suspension rates will be below the norm for schools that serve a similar student population.
Actions to Achieve Goal	<ul style="list-style-type: none"> Integrate character lessons into classroom teaching to promote behavior conducive to learning. Hold students accountable for their behavior with incentive systems designed to promote a sense of personal responsibilities for students and with parental involvement.
Measurable Outcome	<ul style="list-style-type: none"> The KIPP K-8 School's suspension rates will be below the norm for schools that serve a similar student population.
Method of Measurement	<ul style="list-style-type: none"> The KIPP K-8 School will monitor suspensions throughout the year and compare data to District norms.
Subpriority B – Pupil Expulsion Rates	
Goals to Achieve	<ul style="list-style-type: none"> The KIPP K-8 School's expulsion rates will be below the

Subpriority	norm for schools that serve a similar student population.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Hold students accountable for their behavior with incentive systems designed to promote a sense of personal responsibilities for students and with parental involvement. • Monitor student behavior trends to provide individualized support to students.
Measurable Outcome	<ul style="list-style-type: none"> • The KIPP K-8 School’s expulsion rates will be below the norm for schools that serve a similar student population.
Method of Measurement	<ul style="list-style-type: none"> • The KIPP K-8 School will monitor expulsions throughout the year and compare data to District norms.
Subpriority C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School’s faculty, students, and parents will endorse the school’s safety procedures and overall climate.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Conduct an annual survey of students, parents, and staff to better understand the school’s strengths and areas for improvement.
Measurable Outcome	<ul style="list-style-type: none"> • At least 80% of survey respondents will provide positive feedback on the school safety and connectedness
Method of Measurement	<ul style="list-style-type: none"> • Annual survey to parents, students, and staff

<p>State Priority #7 (Course Access). The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM – eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following as applicable:</p> <ul style="list-style-type: none"> • Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) • Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education (E.C §51220 (a)-(i)) 	
Goals to Achieve Priority	<ul style="list-style-type: none"> • The KIPP K-8 School will have a rigorous curriculum that encompasses English, math, social studies, science, visual and performing arts, health, and physical education for grades Kindergarten through 6th grade. • The KIPP K-8 School will have a rigorous curriculum that encompasses English, math, social sciences, science, visual and performing arts, applied arts, foreign language, and physical education for 7th and 8th grade.

Actions to Achieve Goal	<ul style="list-style-type: none"> • Create daily lesson plans and long-term scope and sequences in each of these classes that align with California and Common Core standards. • Offer classes in English, math, social studies, science, visual and performing arts, health, and physical education for grades Kindergarten through 6th grade. • Offer classes in English, math, social sciences, science, visual and performing arts, and physical education as standard course enrollment for all students in 7th and 8th grade. • Offer after school enrichment courses for students that include applied arts, dance, foreign language, and athletics.
Measurable Outcome	<ul style="list-style-type: none"> • 100% of Kindergarten through 6th grade students will be enrolled in English, math, social sciences, science, visual and performing arts, health, and physical education • 100% of 7th and 8th grade students will be enrolled in English, math, social sciences, science, visual and performing arts, applied arts, foreign language(s), and physical education
Method of Measurement	<ul style="list-style-type: none"> • Enrollment records

State Priority #8 (Other Student Outcomes). Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
Subpriority A – English	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School’s students’ scores will exceed schools that serve a similar student population on California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Academic Performance Index (API).
Actions to Achieve Goal	<ul style="list-style-type: none"> • Align curriculum and benchmark assessments to the California and Common Core State Standards
Measurable Outcome	<ul style="list-style-type: none"> • The KIPP K-8 School’s students’ scores will exceed schools that serve a similar student population on California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Academic Performance Index (API).
Method of Measurement	<ul style="list-style-type: none"> • CAASPP • Benchmark assessments

	<ul style="list-style-type: none"> • Student writing samples
Subpriority B – Mathematics	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School’s students’ scores will exceed schools that serve a similar student population on California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Academic Performance Index (API).
Actions to Achieve Goal	<ul style="list-style-type: none"> • Align curriculum and benchmark assessments to the California and Common Core State Standards
Measurable Outcome	<ul style="list-style-type: none"> • The KIPP K-8 School’s students’ scores will exceed schools that serve a similar student population on California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Academic Performance Index (API).
Method of Measurement	<ul style="list-style-type: none"> • CAASPP • Benchmark assessments • Teacher-made assessments
Subpriority C: Social Sciences	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School’s students’ scores will exceed schools that serve a similar student population on California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Academic Performance Index (API).
Actions to Achieve Goal	<ul style="list-style-type: none"> • Align curriculum and benchmark assessments to the California and Common Core State Standards
Measurable Outcome	<ul style="list-style-type: none"> • The KIPP K-8 School’s students’ scores will exceed schools that serve a similar student population on California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Academic Performance Index (API).
Method of Measurement	<ul style="list-style-type: none"> • Benchmark assessments • Student projects
Subpriority D: Science	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • The KIPP K-8 School’s students’ scores will exceed schools that serve a similar student population on California and Common Core assessments.

	<ul style="list-style-type: none"> Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Academic Performance Index (API).
Actions to Achieve Goal	<ul style="list-style-type: none"> Align curriculum and benchmark assessments to the California and Common Core State Standards
Measurable Outcome	<ul style="list-style-type: none"> The KIPP K-8 School's students' scores will exceed schools that serve a similar student population on California and Common Core assessments. Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Academic Performance Index (API).
Method of Measurement	<ul style="list-style-type: none"> Benchmark assessments Student lab reports
Subpriority E: Visual and Performing Arts	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School's students are introduced to music and learn to play an instrument.
Actions to Achieve Goal	<ul style="list-style-type: none"> Offer enrichment courses to choose from both in and out of the classroom.
Measurable Outcome	<ul style="list-style-type: none"> 100% of students will be introduced to music and learn to play an instrument
Method of Measurement	<ul style="list-style-type: none"> Teacher-created assessments and assignments
Subpriority F: Physical Education	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School's students are offered activities such as dance, volleyball, basketball, etc.
Actions to Achieve Goal	<ul style="list-style-type: none"> Offer enrichment courses to choose from both in and out of the classroom.
Measurable Outcome	<ul style="list-style-type: none"> 100% of students will be offered activities such as dance, volleyball, basketball, etc.
Method of Measurement	<ul style="list-style-type: none"> Teacher-created assessments and assignments
Subpriority G: Applied Arts, Foreign language, Other subjects	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> The KIPP K-8 School's students are exposed to many different activities and opportunities to learn.
Actions to Achieve Goal	<ul style="list-style-type: none"> Offer enrichment courses to choose from both in and out of the classroom.
Measurable Outcome	<ul style="list-style-type: none"> 100% of students are exposed to many different activities and opportunities to learn.
Method of Measurement	<ul style="list-style-type: none"> Teacher-created assessments and assignments

Student Outcome Goals

Commitment to KIPP’s educational philosophy empowers the KIPP K-8 School students to achieve the following measurable student outcome goals, which are explicitly aligned with the school’s definition of what it means to be a 21st century learner.

Figure 7: Student Outcome Goals

Academic Goals	Benchmark
1. Students will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.	Student performance on mathematics assessments will exceed the average performance levels of their peers in schools that serve a similar student population. Students will be assessed using Common Core aligned state tests, including NWEA MAP.
2. Students will become proficient readers of the English language.	Student performance on English-Language Arts assessments will exceed the average performance levels of their peers in schools that serve a similar student population. Students will be assessed using Common Core aligned state tests, including NWEA MAP.
3. Students will become proficient writers of the English language.	Student performance on writing assessments will exceed the average performance levels of students in schools that serve a similar student population. Students will be assessed using Common Core aligned state tests, including NWEA MAP.
4. Students will demonstrate competency and understanding in the application of scientific concepts, principles, reasoning, and theories.	Student performance on science assessments will exceed the average performance levels of students in schools that serve a similar student population.
5. Students will understand, analyze, and evaluate history, geography, and social studies.	Student performance on social studies assessments will exceed the average performance levels of students in schools that serve a similar student population.

Character Goals	Benchmark
Students will demonstrate strong study skills.	At least 90% of daily homework assignments will be completed and turned in.
Students will demonstrate a strong work ethic.	At least 96% of students will attend school on a daily basis.
Students will demonstrate teamwork.	Each year beginning in 2 nd grade, 100% of the KIPP K-8 School students will work collaboratively within a small group to complete (and if appropriate, present) a group project in at least one class.
Students will demonstrate community awareness and involvement.	Beginning in the fifth grade, 90% of students will have the opportunity to visit and evaluate at least one university each year.
Students will develop strong social skills.	Extended learning enrichment programs that students attend will report that students were hard working, responsible, and respectful.

Life-Long Learning Skills

KIPP believes that for our students to become successful, contributing members of society they must also achieve non-academic goals. During their tenure at the KIPP K-8 School, students will develop the following:

Social Skills

All students will develop specific social skills necessary to exist positively in society, including but not limited to:

- Making and maintaining eye contact
- Shaking hands in a proper manner
- Addressing adults and peers with respect
- Understanding where and when responses are appropriate

Work Ethic

All students will learn to approach their required work with attitudes and skills necessary to be successful in life, including but not limited to:

- Perseverance
- Integrity
- Attention to detail
- Completeness
- Accuracy
- Neatness

Study Skills

All students will develop academic skills necessary to be successful in subsequent schools, including but not limited to:

- Research techniques
- Reading informational texts
- Note-taking skills
- Organizational skills
- Text analysis

Community Awareness and Involvement

All students will develop the character traits and skills that allow and encourage them to become concerned and active citizens of the East Palo Alto and Belle Haven communities, nation, and the world beyond.

School Outcome Goals

The KIPP K-8 School's overarching school outcome goals are the implementation of a consistently high-quality educational program, a fiscally sound business and management structure, and successful networking strategies emphasizing parental and community involvement.

High Quality Educational Program

The KIPP K-8 School will provide a meaningful college-preparatory experience to our students by showing them what they can accomplish in a single year of dedicated hard work, and the level to which they can enhance their self-confidence through academic achievement. Furthermore, the KIPP K-8 School will instill in students the belief that they can and should attend college, and through this process we will provide them the tools to be successful in high school and college.

Fiscally Sound Business and Management Structure

The KIPP K-8 School business management structure is paramount to the success of the school. Many charter operators focus almost exclusively on the academic program of their school, with very little training and attention towards the school's fiscal health. KIPP Bay Area Schools' expert staff, overseen by the Finance and Audit Committees of the Board of Directors, will provide professional financial management for the KIPP K-8 School. The regional organization's finance, accounting, human resources, operations, and technology staff provide monthly training and facilitate the sharing of best practices among the school-site business operations staff across the organization.

Parent and Community Involvement

Building strong links with the local community is critically important to the KIPP K-8 School's success. The KIPP K-8 School hopes to cultivate strong community relations with the East Palo Alto and Belle Haven community. The KIPP K-8 School seeks to partner with individuals and organizations in East Palo Alto and Belle Haven that are dedicated to helping students reach their academic and life goals. By developing partnerships with community based organizations, non-profit

organizations, local schools, universities, and local businesses, the KIPP K-8 School hopes to provide students with the opportunities to work closely with prominent leaders in the community.

Figure 8: School Outcome Goals

High Quality Educational Program	Benchmark
1. Students will demonstrate competency in their knowledge and understanding of fundamental concepts.	<ul style="list-style-type: none"> Students will exceed the average performance levels of similar schools on the Academic Performance Index (API) or whatever might take its place following the implementation of new assessments and state accountability framework.
2. The school will create a personalized learning environment that addresses the needs of each child.	<ul style="list-style-type: none"> Attendance rates will be above the District norm for schools with similar demographics. KIPP will successfully maintain relationships with at least 90% of students as they leave the KIPP K-8 School in 8th grade and go on to high school and college.
Fiscally Sound Business and Management Structure	Benchmark
1. The school will implement fiscal policies and controls.	<ul style="list-style-type: none"> KIPP Bay Area Schools will involve at least one business and finance expert as a board member or advisor. The school will meet 100% of state financial reporting deadlines. The school will receive an unqualified audit opinion on annual audits.
2. The school will maintain a healthy budget and cash flow.	<ul style="list-style-type: none"> The school's budget will be approved by its Board of Directors by July 1 each year. The school will meet student recruitment and enrollment goals. The school will maintain at least a 5% cash reserve.
Parent and Community Involvement	Benchmark
1. Parents will be welcomed and involved in the school.	<ul style="list-style-type: none"> At least 80% of parents or guardians will participate in parent-teacher conferences at the school. At least 80% of parents or guardians will participate in a school activity throughout the year.
2. The school will involve members of the community in a variety of ways.	<ul style="list-style-type: none"> Opportunities at the school will involve volunteers and instructors from the community.

ELEMENT C: ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

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

The KIPP K-8 School affirms that its methods for measuring pupil outcomes for State Priorities, as described in Element B of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Assessment of Student Outcome Goals

The KIPP K-8 School's mission is to prepare students to succeed in high school, college, and the competitive world beyond. This includes taking "at-risk" populations and putting them onto a college track. While understanding that such skill mastery occurs in gradual steps, the KIPP K-8 School will measure the impact and success of its academic programs utilizing several forms of evaluation and assessment.

Teachers will be expected to use tracking tools to understand student performance. Teachers will track their students' progress by measuring student achievement towards mastery of Common Core State Standards. Additionally, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP or MAP) assessment will be conducted to gain a national perspective on student progress and achievement. The information gathered from standards tracking, in-class evaluations, and exams is used by teachers, Department Heads, Assistant Principals, and the Principal to determine progress towards goals.

Progress toward mastery of the standards will be tracked through formative assessments. All assessments (i.e. unit exams, performance tasks, reading assessments) will be shared with students and parents. Students' grades are tied directly to mastery of standards.

At the KIPP K-8 School, consistent and regular assessment will be a key component in providing students with an excellent college preparatory education. To effectively assess student work, various forms of assessment will be integrated into the instructional program. Student assessment will be fundamental to high-level instruction. Assessment will allow teachers to gauge student academic levels, and then to use this information to drive classroom instruction and make appropriate modifications in the curriculum. Every instructional unit will be composed of strong daily lessons that utilize multiple assessment tools and have a clear final assessment to measure the student's overall mastery of that academic unit.

Tools to check for student understanding of academic content and skills will include informal verbal check-ins throughout lessons, class work and homework. These assessment tools will allow a

teacher to gauge the level of understanding for individual lesson objectives. Quizzes, tests, essays, projects and other performance-based assessments provide more formal gauges of a student's mastery of a particular unit of study and the corresponding state academic standards.

The KIPP K-8 School students will participate in the California Assessment of Student Performance and Progress (CAASPP). Students will take the Common Core Standards Tests to officially assess student mastery of state academic standards. Students designated as English Language Learners will take the CELDT to assess literacy and communication levels in the English language. Students will also take the MAP assessment three times each year to assess growth in mathematics, language, and reading. This data will be used in particular to inform instructional decisions and compare student performances at the KIPP K-8 School to that of other KIPP students across the nation and measure year over year growth for students.

Student assessment may begin in summer session. During the summer session, the school may assess the current skill level of students in all subject areas. To collect additional baseline measures, each teacher would choose or design a comprehensive diagnostic subject area assessment for their subject to be administered during the summer session. This would allow the school to determine the relative strengths of the students as a whole and individually. It would also frame the plan for each subject so that each individual teacher can design instructional units to best meet the needs of the students and bring them up to the school and state standards.

Multiple, Varied Assessments

The KIPP K-8 School will employ a variety of internal assessment tools to ensure that students are developing the academic, intellectual, and character skills necessary to maximize their potential in high school, college, and the world beyond. These additional assessment tools will allow the school's teachers and administrators to critique the instructional program, and to quickly adjust instructional practices, including the establishment of new goals and expectations to better serve the student population.

These assessments will measure progress towards content and performance standards constructed by the teacher at the beginning of the year. These assessments may or may not be graded, but serve an essential role in communicating a student's deficits and growth to the student, his or her family, and teachers. Some of these assessments will assess basic content and skill knowledge. Other assessments will measure more sophisticated performance abilities, such as writing a speech in English class, participating in a debate in social studies class, or solving a complex equation in math class. Teachers will modify their instructional plans based upon the results of these assessments. In addition to the assessments outlined in Figure 9, the following performance evaluation and assessment tools to be used include:

- Tests and quizzes
- Portfolios
- Student notebooks (in grades 5 – 8)
- Subject area monitoring

- Unit tests
- End-of-course exams or interim assessments
- Projects
- Homework
- Class attendance

Alignment of Assessments

The student outcome and performance goals from Element B shall be assessed as indicated in the following table.

Figure 9: Student Outcome Goals & Corresponding Assessment

Academic Goals	Benchmark	Assessment
Students will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.	Student mathematics will exceed the average performance levels of their peers in schools that serve a similar student population.	<ul style="list-style-type: none"> • CAASPP assessments • California Modified Assessment (as appropriate) • Benchmark Exams
Students will become proficient readers of the English language.	Student English-language arts will exceed the average performance levels of their peers in schools that serve a similar student population.	<ul style="list-style-type: none"> • CAASPP assessments • California Modified Assessment (as appropriate) • Benchmark Exams • Biannual DRA testing
Students will become proficient writers of the English language.	Students writing assessments will exceed the average performance levels of students in schools that serve a similar student population.	<ul style="list-style-type: none"> • CAASPP assessments • California Modified Assessment (as appropriate) • Student portfolios and writing samples • California English Language Development Test (CELDT) • Benchmark Exams
Students will demonstrate competency and understanding in the application of scientific concepts, principles, reasoning, and theories.	Student science assessments will exceed the average performance levels of students in schools that serve a similar student population.	<ul style="list-style-type: none"> • CAASPP assessments • California Modified Assessment (as appropriate) • Lab reports • Teacher-made tests
Students will understand, analyze, and evaluate history, geography, and social studies.	Student social studies assessments will exceed the average performance levels	<ul style="list-style-type: none"> • CAASPP assessments • California Modified Assessment (as appropriate)

	of students in schools that serve a similar student population.	<ul style="list-style-type: none"> • Teacher-made tests
Students will demonstrate competency in their knowledge and understanding of fundamental concepts.	Students will possess a strong foundation of basic academic skills and will maintain progress towards benchmarks of proficiency in all academic subjects as defined by state content standards.	<ul style="list-style-type: none"> • California English Language Development Test (CELDT) • Number of students re-classified as Fully English Proficient. • Triannual DRA and/or STEP testing

Character Goals	Benchmark	Assessment
Students will demonstrate a strong work ethic.	At least 96% of students will attend school on a daily basis.	<ul style="list-style-type: none"> • Student attendance reporting for the appropriate grades
Students will demonstrate teamwork.	Each year beginning in 2 nd grade, KIPP K-8 School students will work collaboratively within a small group to complete (and present if appropriate) a group project in at least one class.	<ul style="list-style-type: none"> • Teacher-made project rubrics
Students will demonstrate community awareness and involvement.	Beginning in the fifth grade, 90% of students will have the opportunity to visit and evaluate at least one university each year.	<ul style="list-style-type: none"> • Attendance at field lessons
Students will develop strong social skills.	Extended learning enrichment programs that students attend will report that students were hard working, responsible, and respectful.	<ul style="list-style-type: none"> • Survey administered to extended learning enrichment partners.

Administration of State and National Tests

One of the most important indicators of the KIPP K-8 School’s success will be its Academic Performance Index (API) score. The API is part of California’s Public School Accountability Act and will now be measured using the results of the California Assessment of Student Performance and Progress (CAASPP). The CAASPP consists of the criterion-referenced tests aligned with the Common Core State Standards. Its purpose is to measure the academic performance and growth of schools in California. Each school will be given a numeric index from 200 to 1000 based on the CAASPP results, and/or additional or alternate API measures as may be approved by the State Board of Education.

The KIPP K-8 School shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

The KIPP K-8 School will administer all state and national tests for grades two through eight as determined by the state and national testing schedule. The school will administer the following tests at each grade level as outlined in Figure 10 below. The shaded boxes below indicate times when a test is not administered.

Figure 10: The KIPP K-8 School Testing Schedule by Grade

	CAASPP	CELDT (if applicable)	MAP	Physical Fitness
Kindergarten		X	X	
First Grade		X	X	
Second Grade		X	X	
Third Grade	X	X	X	
Fourth Grade	X	X	X	
Fifth Grade	X	X	X	X
Sixth Grade	X	X	X	
Seventh Grade	X	X	X	X
Eighth Grade	X	X	X	

Additional Assessments

Constant measurement and assessment is a hallmark of all KIPP Schools. In addition to administering the CAASPP, the KIPP K-8 School will administer NWEA MAP. The MAP assessment was chosen because it allows the school to compare student performance with many KIPP Schools across the country and to measure year-over-year student growth. When students enter the KIPP K-8 School, they will take MAP in the fall to determine baseline data. This informs teachers of instructional adjustments that need to be made on an individual and class-wide basis to serve those students that may need extra time for certain subjects. In the winter and spring, all students (new and returning) will take MAP again to measure the academic gains or losses achieved within the school year. This data will be used to compare different sets of classes, gains and losses across years and within-year student gains, all in an effort to improve instructional materials, school-developed assessments, instructional methods and sequencing.

Each year, school-wide CAASPP and MAP data will be disaggregated by race and socioeconomic status. We expect students in each racial and each socioeconomic group to demonstrate substantially similar improvements in CAASPP and MAP scores. Data for individual students will be reported to each student’s family. As soon as data is released, it will be carefully examined by the faculty; substantial disparities in improvement across racial or class lines may result in modifications in curriculum, schedule, school staffing, or provision of support services.

Assessment of School Outcome Goals

The school outcome goals listed in Element B will be assessed as indicated in the following:

Figure 11: School Outcome Goals and Corresponding Assessment

Educational Program	Benchmark	Assessment
<p>The KIPP K-8 Schools students will demonstrate competency in their knowledge and understanding of fundamental concepts.</p>	<ul style="list-style-type: none"> • The KIPP K-8 School students will exceed the average performance levels of similar schools on the Academic Performance Index (API), or whichever performance measure the state adopts to measure performance against Common Core State Standards. 	<ul style="list-style-type: none"> • CAASPP or whichever assessment system the state adopts to measure performance against Common Core State Standards.
<p>The KIPP K-8 School will create a small, personalized learning environment that addresses the needs of each child.</p>	<ul style="list-style-type: none"> • The KIPP K-8 School attendance rates will be above the District norm for schools with similar demographics • The KIPP K-8 School’s mobility, truancy, and drop-out rates will be below the District norm. 	<ul style="list-style-type: none"> • Student attendance and reporting forms • Retention and attrition rates
Fiscally Sound Business and Management Structure	Benchmark	Assessment
<p>The KIPP K-8 School will implement fiscal policies and controls.</p>	<ul style="list-style-type: none"> • The KIPP K-8 School will involve at least one business and finance expert as a board member or advisor. • The KIPP K-8 School will meet 100% of state financial reporting deadlines. • The KIPP K-8 School will receive an unqualified audit opinion on annual audits. 	<ul style="list-style-type: none"> • Annual analysis of board makeup • Progress reports to Board of Directors • Annual audit report

The KIPP K-8 School will maintain a healthy budget and cash flow.	<ul style="list-style-type: none"> • The KIPP K-8 School’s budget will be approved by its Board of Directors by July 1 each year. • The KIPP K-8 School will meet student recruitment goals. • The KIPP K-8 School will maintain at least a 5% cash reserve. 	<ul style="list-style-type: none"> • Board of Director’s meeting minutes • Student enrollment forms • Student waiting list • Quarterly review of budget by Board of Directors
Parent and Community Involvement	Benchmark	Assessment
Parents will be welcomed and involved in the KIPP K-8 School.	<ul style="list-style-type: none"> • At least 80% of parents or guardians will participate in parent-teacher conferences at the school. • At least 80% of parents or guardians will participate in a school activity throughout the year. 	<ul style="list-style-type: none"> • Parent-teacher conference documentation forms
The KIPP K-8 School will involve members of the community in a variety of ways.	<ul style="list-style-type: none"> • Opportunities at the school will involve volunteers and instructors from the community 	<ul style="list-style-type: none"> • Attendance logs

Classroom and School-wide Assessment

The KIPP K-8 School staff will be held accountable for assessing their students, classrooms, and the school as a whole. In addition to tracking individual student progress, classroom-based and school-wide evaluation will be on-going, with individual classroom and school-wide performance assessments occurring year-round. Measures of classroom and school-wide assessment may include the use of the following data:

- Pre- and post-assessments of class performance using subject-specific criteria (e.g., scored essays, mathematics assessments, and standardized test scores from MAP)
- Participation in co-curricular activities
- Student, parent and teacher satisfaction (as determined by surveys and retention rates)
- Percentage of graduated students enrolled in college-preparatory high schools and colleges

Use of Data

The KIPP K-8 School will collect, analyze, and report student data by subject, grade level, and performance. The data will be disaggregated annually through KIPP Bay Area Schools’ own annual report as well as the School Accountability Report Card (SARC) to clearly identify the academic performance of students by subgroups.

Data from the KIPP K-8 assessments will be reviewed alongside other schools' data in a monthly Communities of Practice. School leaders and APs/Deans will analyze the data and progress towards goals. This information will inform school-wide professional development and teacher-level coaching needs. For formative assessments, such as performance tasks, the KIPP K-8 staff will participate in regional professional development days where teachers gather to calibrate and discuss student work.

ELEMENT D: GOVERNANCE AND LEGAL ISSUES

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

Legal Affirmations

The KIPP K-8 School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The KIPP K-8 School and KIPP Bay Area Schools will comply with all applicable federal, state and local laws. KIPP Bay Area Schools will retain its own legal counsel when necessary. Both the KIPP K-8 School and KIPP Bay Area Schools will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, and workers compensation insurance policies, either as part of Ravenswood City School District's insurance program or its own insurance program.

The Ravenswood City School District Board of Education shall be responsible for implementing the Charter Schools Act of 1992 and any other applicable laws in a good faith manner, and will cooperatively pursue any necessary waivers or approvals (e.g., any State Board of Education requirements or KIPP grant applications needing a Local Educational Agency signature) required to implement the charter or seek appropriate funding.

The KIPP K-8 School, the KIPP Bay Area Schools Board of Directors, any administrators, managers or employees, and any other committees of the school will comply with applicable federal, state, and local laws, nonprofit integrity standards, and applicable policies and regulations regarding ethics and conflicts of interest.

The KIPP K-8 School shall operate autonomously from Ravenswood City School District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between Ravenswood City School District and the school. Pursuant to California Education Code Section 47604(c), Ravenswood City School District shall not be liable for the debts and obligations of the school, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the school as long as Ravenswood City School District has complied with all oversight responsibilities required by law.

Legal Structure

The charter holder and applicant of this charter petition is KIPP Bay Area Schools, a non-profit 501(c)(3) organization registered in the state of California whose sole member is the KIPP Foundation. It is the responsibility of KIPP Bay Area Schools to be accountable to the State of California and Ravenswood City School District for the implementation of the KIPP K-8 School's charter. KIPP Bay Area Schools exists to ensure that the KIPP K-8 School adheres to the proven success of the KIPP model and to this charter, and that the KIPP K-8 School has the resources and support necessary to be successful. The Board of Directors of KIPP Bay Area Schools will govern the KIPP K-8 School.

KIPP Bay Area Schools is a duly constituted California Nonprofit Public Benefit Corporation, is governed in accordance with applicable California Corporations Code sections, and is wholly accountable to Ravenswood City School District's Board of Education. Please refer to Appendix K for the organizational documents of KIPP Bay Area Schools, including articles of incorporation and bylaws.

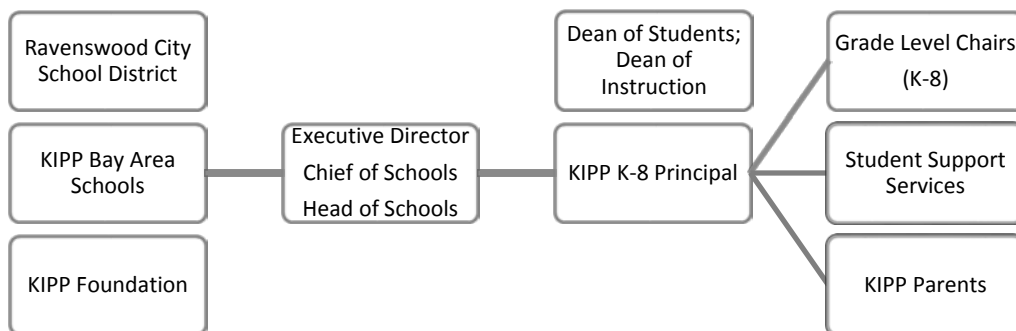
Governance

The governance structure of KIPP Bay Area Schools serves three primary objectives:

- To promote the success of the KIPP K-8 School and its students through local responsibility and autonomy.
- To ensure adherence to the proven success of the KIPP educational philosophy that has been demonstrated across the nation.
- To allow the leadership of the KIPP K-8 School to focus on the educational program of the school, staff development, and community relations.
- To ensure the organization remains financially stable and complies with all relevant regulations

Below is an organizational chart of the KIPP K-8 School's governance structure, including the KIPP Bay Area Schools Board of Directors and the KIPP K-8 School's academic departments:

Figure 12: The KIPP K-8 School Organizational Structure



Board of Directors

The KIPP Bay Area Schools Board of Directors (“the Board”) will be the governing body of the KIPP K-8 School. Please see Appendix L for the Board’s job description, list of current board members, and their biographies.

Governance, policy-making authority, and fiduciary responsibility for the KIPP K-8 School will rest with the KIPP Bay Area Schools’ Board of Directors. The Board will work closely with its Executive Director and the Principal of the KIPP K-8 School to implement KIPP’s educational philosophy.

Composition of KIPP Bay Area Schools Board of Directors

KIPP Bay Area Schools’ Board of Directors holds public meetings in accordance with the Ralph M. Brown Act. Board members support the mission of KIPP Bay Area Schools and serve voluntarily. KIPP Bay Area Schools seeks to ensure that its board members represent a broad area of expertise and cross-section of the community at large. The current by-laws allow for a 27 member board and there are currently 25 members. KIPP Bay Area Schools aims to have Board Members with expertise in real estate, nonprofits, law, finance, management, education, and philanthropy.

Board Development

KIPP Bay Area Schools conducts initial onboarding training for all new Board members and hosts yearly retreats to ensure all Board members have the necessary information and capacity to be effective.

Roles and Responsibilities of Board Members

The KIPP Bay Area Schools Board of Directors’ primary responsibility is to help set policies and guide the executive team and principals of KIPP Bay Area Schools. The Board is empowered to:

- Ensure that the KIPP K-8 School adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP Bay Area Schools policies.
- Hold the Principal of the KIPP K-8 School and the Executive Director of KIPP Bay Area Schools accountable for the academic and fiscal performance of the school.
- Advocate on behalf of the KIPP K-8 School by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education.
- Seek parent, family, and community feedback to support success of schools.
- Define and refine KIPP Bay Area Schools’ mission, vision, and strategic direction.
- Recruit, support, and evaluate the Executive Director of KIPP Bay Area Schools.
- Ensure effective organizational capacity and planning.
- Ensure adequate resources and the effective management of those resources.
- Enhance the organization’s public standing.
- Ensure fiscal, legal and ethical integrity and maintain accountability.
- Recruit and orient new board members.
- Assess board performance.

- Provide support to the KIPP K-8 School for additional fundraising, marketing and other services as needs arise.

The KIPP Bay Area Schools Board of Directors meets at least quarterly. Meeting notices and agendas are posted publicly in high traffic areas at the school, such as the administrative office, as well as on the organization’s website, in compliance with the requirements of the Brown Act. Approved minutes from the previous Board meeting are available in the administrative office. The Board Secretary will be responsible for recording governing board actions.

The KIPP Bay Area Schools Board includes several committees designed to enhance the operation of the board and provide additional oversight. Membership on official board committees will be limited to members of the full board of KIPP Bay Area Schools; however, non-board members may serve as advisors to board committees. Committees of the Board include:

- **Finance and Investment.** The Finance and Investment 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.** The Governance Committee ensures the health and effectiveness of the full board and the work it performs for the organization. The committee focuses on board evaluation, composition, recruiting, nominating, training and education.
- **Audit and Risk Management.** The Audit and Risk Management Committee oversees accounting and financial reporting processes including internal controls, recommends selection of the organization’s auditor to the Board, and oversees the organization’s annual fiscal audit.
- **Executive.** The Executive Committee assists the Board by having the authority to act on behalf of the Board between board meetings and by overseeing key management and compensation matters.

The KIPP Bay Area Schools Board also includes several advisory committees, whose membership is not limited to directors. Advisory committees of the board currently include the following:

- **Development.** The Development Committee ensures that the full board is focused on fundraising, provides valuable input into the fundraising plan and engages the entire board in the fundraising effort without detracting from the Board’s governance responsibilities.
- **Facilities.** The Facilities Committee assists the Board in the Board’s oversight of the organization’s facility needs, operations and planning.

The KIPP Bay Area Schools Board may also use, from time to time, ad hoc committees as well as task forces to help with specific issues or projects.

KIPP Bay Area Schools' Board of Directors and Regional Leadership Team will have and exercise the right to regularly inspect and evaluate the operations and performance of the KIPP K-8 School to ensure that the school's educational programs are closely monitored and maintaining KIPP standards.

Role and Responsibilities of the Executive Director

The Executive Director of KIPP Bay Area Schools is accountable, directly to the Board of Directors and indirectly to the KIPP Foundation, for the performance of the region and the schools within it. The Executive Director's primary goal is to ensure the high quality, strategic growth and operational sustainability of KIPP schools in their region. Key responsibilities include:

- Develop and execute on the region's vision.
- Build and manage a high-performing Regional Team that is able to support schools in their drive to deliver transformational educational outcomes for students.
- Build the short and long-term organizational capacity required for operational excellence and sustainability.
- Engage key constituents.

Please see Appendix M for job descriptions of KIPP Bay Area Schools' Executive Director and the regional leadership team.

Methods for Holding Governance Structure Accountable to Parents and School Community

Parent and Family Engagement

The KIPP K-8 School will operate under the premise that the teachers, parents/families, and students must work together as partners to create the potential for a quality education. Parents and families will be a vital part of this partnership. The KIPP K-8 School will involve parents and families as key stakeholders in the school. The KIPP K-8 School will utilize opportunities for parent and family engagement and seek feedback from them as key partners in the success of the school.

Opportunities for family involvement include participation in the KIPP Family Leadership Council, parent-teacher conferences, report card pick up, parent night and newsletters, local field trips, and a multitude of school events each year. The KIPP K-8 School will provide seminars for parents on the college admissions and financial aid process as well as on other pressing needs of the student population. The KIPP K-8 School parents will be encouraged to join the KIPP K-8 School KIPP Family Leadership Council (KFLC). The KFLC is a direct forum for the principal and families to engage in

ongoing collaboration to ensure the success of the school. The KFLC will advise and assist the Principal with activities such as hiring, interviews, community outreach, resource development, extracurricular programs, and community service projects. Parents have a variety of pathways for providing input, including to the board directly, through KIPP Bay Area Schools leadership, or via the KIPP K-8 KFLC. In addition, we will seek opportunities for members of the board and regional leadership to reach out with parents, either by hosting in-person Q&A sessions onsite at the school or by enabling parents to present their testimony during board meetings.

Community Engagement

Building strong links with the local community will be critically important to the KIPP K-8 School's success. The KIPP K-8 school respects and honors the legacy of the East Palo Alto community. In an effort to celebrate the richness the community has to offer, the KIPP K-8 School will seek to partner with individuals and organizations in the community that complement KIPP's mission. The KIPP K-8 School will also utilize opportunities for parental involvement as a way to solicit feedback from the community.

The school will create opportunities to involve members of the community to support the school. One example of this will be the school's volunteer program, which will be composed of community members, the business community, college students, and parents. Volunteers will perform duties that include small group tutorials, office assistance, career days, and hosting job shadowing visits. The school strives to foster a supportive family environment inside the classroom and throughout the school and community so that students have pride in themselves, their school, their family, their heritage, and their community.

KIPP Bay Area Schools' management team and/or Board of Directors will respond to all parent and community concerns. Any individual or group may bring complaints or concerns to the management team and/or Board for any reason. Such complaints or concerns directed to the Board are submitted to the Board up to one week prior to the next board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board. Emergency issues are dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort is made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, shall direct the Principal or other responsible party to act upon the complaint and report to the Board. The Board of Directors shall as necessary render its determination in writing.

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

Certification

The KIPP K-8 School will conform to the legal requirement of Education Code Section 47605(l) that all core, college preparatory charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other certification equivalent to that which a teacher in other public schools would be required to hold. KIPP Bay Area Schools will employ teachers at the KIPP K-8 School who are “highly-qualified” and fully compliant with the Elementary and Secondary Education Act (“ESEA”) requirements. Certificated teachers will be responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. The Principal, together with the Human Resources team at KIPP Bay Area Schools, will monitor the credentials and ensure teachers hold their certification(s). KIPP Bay Area Schools may also employ or retain non-certificated instructional support staff at the school in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the school’s rigorous academic environment. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. Job descriptions for teachers, administration, and special education staff are included in Appendix M.

The KIPP K-8 School will not discriminate or harass based on race, color, religion, sex, gender, gender identity, gender expression, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. The KIPP K-8 School is a School of Choice and no employee will be forcibly employed. The KIPP K-8 School will comply with all state and federal laws concerning the maintenance and disclosure of employee records and federal mandates and legal guidelines relative to ESEA.

Commitment

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development. Staff must also meet any additional guidelines and standards set by the KIPP K-8 School and KIPP Bay Area Schools.

All KIPP K-8 School faculty will commit to:

- Abide by applicable federal, state, and local laws.
- Maintain a professional relationship with all students and a high level of professional conduct.
- Refrain from the abuse of alcohol or drugs during the course of professional practice.
- Exemplify honor and integrity in the course of professional practice, particularly in the use of

public funds and property.

- Comply with state, federal, and local laws regarding the confidentiality of student records.
- Fulfill the terms and obligations detailed in the KIPP K-8 School's charter.
- File necessary reports of child abuse.
- Adhere to the KIPP K-8 School's Commitment to Excellence.
- Adhere to all guidelines in KIPP Bay Area Schools Handbook.

Hiring Procedure

The KIPP K-8 School will recruit teachers through various channels including Education Week, Teach for America, Idealist, Ed-Join, the KIPP Bay Area Schools website, graduate schools of education, Teacher Residency Programs, LinkedIn and referrals. The KIPP Bay Area Schools Regional Support Office will support the KIPP K-8 School with talent recruitment, primarily by advertising open positions and conducting early-stage interviews.

Prospective teachers usually teach a demonstration lesson that must be student-driven and exhibit a strong command of the subject area. Each applicant will undergo formal and informal interviews to ensure that his/her values are aligned with the KIPP educational philosophy. The Principal will be responsible for the final hiring decision.

All faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well as a child abuse registry check. The applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization. For medical safety, all staff must have medical clearance, including a Montoux tuberculosis (TB) risk assessment and examination (if necessary).

Compensation

Teachers are the core element of KIPP's success. It is therefore essential that teachers are supported, developed, and well compensated. The school will offer competitive salaries, and compensation will be determined individually based on teaching experience, responsibilities undertaken, performance, and to the agreement of the teacher.

It is KIPP's belief that teachers are and should be treated as professionals, and as such, are not hourly employees. In addition to salary, teachers will be offered a competitive benefits package. Salary and stipends will be outlined in formal employment offer letters signed by KIPP Bay Area Schools and the employee. In addition, KIPP Bay Area Schools has a formalized salary scale that will be updated as necessary to adjust for cost of living standards. Standards of professional conduct will be clearly explained in the Employee Handbook.

School Management

The Principal will be responsible for the implementation of all aspects of this charter, and for the day-to-day operations and management of the school.

The KIPP Foundation has developed a comprehensive Competency Model for Principals. The Competency Model is a leadership development tool that describes the essential qualities, skills, and knowledge that successful KIPP Principals must possess. It is intended to guide Principals' evaluation and ongoing professional development. The Competency Model includes a self-assessment template, sample teacher, student, and parent interview questions and a template for board member feedback. These feedback tools are designed to facilitate a breadth and depth of information on the Principal's performance. Please see Appendix B for the KIPP Leadership and Competency Model.

Role and Responsibilities of the Principal

Reporting to the Head of Schools for KIPP Bay Area Schools, the Principal coordinates all campus level planning and decision making that involve the school's professional staff, parents, and community members. The Principal coordinates with these stakeholders in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This structure allows the Principal, teachers, parents, and the community to make school-based decisions within the boundaries of the decisions and policies set by the executive team and Board of Directors of KIPP Bay Area Schools.

The role of the Principal is to implement KIPP's Five Pillars in the operation of the KIPP K-8 School and to be responsible for ensuring that overall curricular policy remains aligned to the school's mission. The Principal develops and maintains, with input from teachers, a cohesive kindergarten through eighth grade curriculum. The Principal is also responsible for ensuring that the school's curriculum addresses state academic standards and for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving expectations.

The qualifications, skills, and qualities of the Principal include the following:

- Bachelor's degree (required); Master's degree (preferred).
- Teaching and/or leadership experience in a low-income school with demonstrated exemplary results strongly preferred.
- A deep passion for social justice and equity for all children; a belief that all students can achieve at the highest levels, regardless of demography.
- Ability to evaluate instructional programs and teaching effectiveness.
- Ability to work with diverse student body and staff.
- Ability to exercise excellent judgment in decision-making.
- Strategic thinking and proactive problem-solving.
- Ability to effectively balance the larger vision and plan for the school with ensuring that day-to-day operations are sound.
- Team player.

- Ability to effectively manage instructional and non-instructional personnel.
- Excellent communication, public relations, and interpersonal skills.
- Ability to implement effective business systems that ensure proper stewardship of school funds.
- Knowledge in the selection, training and supervision of personnel.

Role and Responsibilities of Teachers

Reporting to the Principal, teachers will be responsible for all levels of classroom instruction and management. They will design, plan and implement a standards-based curriculum that prepares students for success in college. Teachers will additionally be responsible for ensuring the school's values are lived through the school's culture. Teachers at the KIPP K-8 School will have the base qualifications and will be appropriately credentialed for grades and subjects they will teach.

A Professional Teaching and Learning Environment

Strong, dedicated teachers are the backbone of any excellent school, and KIPP schools are no exception. The KIPP K-8 School will hire outstanding and committed teachers. Much is expected of KIPP teachers. In addition to the extended time in class, teachers are expected to be wholly focused on the school's mission, committed to its values, and open to collaboration and constant learning.

In return, KIPP teachers are treated as the professionals that they are. They are supported in their professional growth with time for planning and collaboration, stipends for conferences and school visits, and resources for improving instruction. Teachers at KIPP regularly visit each other's classrooms to create consistency in content of lessons as well as classroom culture, and to learn from their peers. To continually improve instruction and the implementation of the KIPP model at the school, teachers have the opportunity to receive feedback from their peers and the school's leadership team on the results of their students. Each teacher is also provided with the necessary tools for effective lesson preparation and communication with families, including a laptop computer, cell phone, and high-speed Internet access.

Professional Development

At the KIPP K-8 School, the Principal and instructional leadership team will set the tone and develop the conditions under which staff members will become the keepers of the school's culture and values and grow as teachers and learners. As a result, staff development will support the school's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning in staff orientation before summer session, the Principal and instructional leadership team will ensure that teachers fully understand and support the school's mission, goals, and basic values, emphasizing a rigorous, standards-based college-preparatory program. This orientation involves specific activities designed to align the staff and foster teamwork, such as visiting other KIPP schools and schools of excellence.

During the school year, staff development continues through professional development days, whole staff meetings, and department and grade level team meetings. Over the course of the year,

teachers may receive up to two weeks of professional development during which they are trained to function effectively within the parameters of the school and to meet the goals outlined in the accountability plan. Teachers are encouraged to observe each other and other excellent teachers in the community and receive regular feedback on their performance, goals, and growth.

Prior to the summer program for students, teachers attend staff development sessions in order to provide teachers with an opportunity to design their goals, objectives, and curriculum for the summer and the upcoming school year. Once the summer program has ended, teachers will continue their preparation by designing a curriculum for the fall that address the specific needs and interests of the students identified during the summer.

KIPP teachers consistently exchange best practices with each other and teachers at similar schools, both charter and district schools. Professional development involves structured whole staff and small group practice, and is individualized to best serve each teacher's needs. Teachers may also receive approximately 40 hours of professional development at conferences sponsored by the KIPP Foundation, including the KIPP School Leadership Programs. Finally, staff may participate in online communities of teachers throughout the KIPP network of schools.

Staff Evaluation Plan

The Principal is responsible for evaluating all teachers and support staff. A critical part of teacher evaluation and retention is based on performance outcomes, measuring student achievement and the teacher's implementation of the curriculum. The annual performance assessment will be based on those standards.

The KIPP K-8 School will establish clearly defined criteria for performance reviews that may include:

- Demonstrated commitment to the KIPP K-8 School's mission and goals;
- Successful implementation of the curriculum and educational philosophy;
- Student academic progress;
- Contribution to school community;
- High level of professionalism;
- High level of accomplishment; and
- Effective participation in the school's staff and team.

Tools used in the evaluation process may include:

- Written evaluations based on classroom observations;
- Self-evaluation completed by teacher being evaluated;
- Student performance on major assessments; and
- Feedback from parents, students, and peers.

Those teachers failing to adhere to the guidelines outlined above, and/or failing to meet the specifications of the evaluation plan, will be subject to dismissal or may not have their employment renewed at the request of the Principal. See Figure 13 below for a sample teacher evaluation plan.

Figure 13: Sample Teacher Evaluation Plan

Weekly	<ul style="list-style-type: none"> • 5-10 minute observations focused on a particular aspect of teaching excellence
Semi-Annual Evaluation	<ul style="list-style-type: none"> • Full class observation • Review professional goals: means of achievement and criteria for success • Describe performance related to criteria • Compare performance to criteria • Discuss evaluation • Convey findings of evaluation • Supervisor summarizes goals, criteria, and findings • Teacher reads summary and responds
Annual End of Year Evaluation	<ul style="list-style-type: none"> • Discuss evaluation • Convey findings of evaluation • Discuss goals for next year • Supervisor summarizes goals, criteria, and findings • Teacher reads summary and responds

ELEMENT F: HEALTH AND SAFETY PROCEDURES

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

In order to provide safety for all students and staff, KIPP Bay Area Schools will adopt and implement full health and safety procedures and risk management policies at the KIPP K-8 School site in consultation with its insurance carriers and risk management experts. The following is a summary of the health and safety policies of the KIPP K-8 School:

Employees

The KIPP K-8 School and KIPP Bay Area Schools comply with all provisions and procedures of Education Code 44237, including the requirement that contractors and employees (as a condition of employment for each new employee not possessing a valid California Teaching Credential) must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Human Resources Department of KIPP Bay Area Schools shall monitor compliance with this policy.

As stated in Element E (Employee Qualifications), all faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well as a child abuse registry check. Applicants are required to provide a full disclosure statement regarding prior criminal records. All staff is required to produce documents for U.S. employment authorization, and to follow all mandated child abuse reporting laws. Faculty and staff will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Mandated Child Abuse Reporters

All staff at the KIPP K-8 School will be mandated child abuse reporters and follow all applicable reporting laws.

Drug Free/Alcohol Free/Tobacco Free Environment

The KIPP K-8 School shall function as a drug, alcohol and tobacco free workplace.

Students

Immunizations and Health Screenings

The KIPP K-8 School will comply with the requirement that all students and staff provide records documenting immunizations to the same extent that this is required for non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Additionally, KIPP K-8 School complies with applicable student immunization and health screening requirements.

Comprehensive Discrimination and Harassment Policies and Procedures

The KIPP K-8 School will be committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, disability, or any of the characteristics listed in Education Code Section 220. KIPP Bay Area Schools has developed a comprehensive policy to prevent and immediately address any concerns about discrimination or harassment at the 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 school's harassment policy, which shall be outlined in detail in the school's Employee Handbook.

Safety Plan

The KIPP K-8 School will adhere to a safety plan, which will be outlined in the Employee Handbook and drafted specifically to meet the needs of the school site. The safety plan will include a comprehensive set of health, safety and risk management policies that will address, at a minimum, policies and procedures for responses to disasters and emergencies, including fires and earthquakes, blood borne pathogens, and a policy establishing the KIPP K-8 School as a drug, alcohol and tobacco free workplace. Instructional and administrative staff shall also receive training in emergency response including "first responder training" or its equivalent.

Facility Safety

The KIPP K-8 School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code.

In the event that the KIPP K-8 School, for any reason, operates wholly or partially in facilities other than those provided by the District, the school will not be hampered in meeting the goals and objectives set forth in this charter. The KIPP K-8 School shall partner with the District to ensure that prior to commencement of operations such facilities shall comply with local building and zoning ordinances. The school shall partner with the District to test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times.

ELEMENT G: MEANS TO ACHIEVE ETHNIC AND RACIAL BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

KIPP strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people. The KIPP K-8 School will strive to maintain academic results while serving a student population that is reflective of the racial and ethnic balance of the general population residing within the Ravenswood City School District, in addition to other demographics such as Free and Reduced Lunch, English Language Learner and Special Education percentages. The KIPP K-8 School may take any of the following steps to recruit and welcome all students who are representative of East Palo Alto and Belle Haven’s diverse communities:

- Partner with local community-based organizations to recruit a diverse population of students
- Visit and speak at local community based organizations serving families and youth in the Ravenswood and Belle Haven community
- Bring diverse staff on recruiting visits, including those fluent in the native languages of families
- Develop marketing materials in multiple languages and with appropriate cultural context
- Post materials and notices in community hubs, including local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhoods
- Seek opportunities to visit prospective students and families at home to better understand the home context for individual students and to share the mission of the KIPP K-8 School
- Conduct public parent information sessions to elaborate on the experience of being part of the KIPP K-8 School community
- Promote the school at community events and festivals
- Encourage referrals from students and families at other KIPP schools
- Speak at civic organizations, with a particular focus on local community populations
- Place advertisements in local newspapers and community association newsletters
- Utilize social media to advertise informational nights and school opening

A detailed outreach plan can be found in Appendix N.

The KIPP K-8 School is also committed to evaluating its racial and ethnic balance on an annual basis and commits to adjusting recruitment practices if needed in order to build a school community that reflects the District’s racial and ethnic composition.

ELEMENT H: ADMISSIONS REQUIREMENTS

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

The KIPP K-8 School will be a free public school open to all residents of the State of California. The KIPP K-8 School will not discriminate on the basis of race, ethnicity, religion, gender, gender expression, gender identity, national origin, sexual orientation, or disability of the students, parents or guardians, or any of the characteristics listed in Education Code Section 220. The KIPP K-8 School is nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. Families' inability to pay for materials or activities will not preclude students from being admitted to the school or participating in these activities.

The KIPP K-8 School shall admit all pupils who wish to attend the school. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The school complies with all laws establishing minimum and maximum age for public school attendance in charter schools.

The KIPP K-8 School will serve approximately 610 students in grades kindergarten through eighth grade. Formal recruitment of incoming students may begin as early as fall of each calendar year for the following school year. The KIPP K-8 School staff and parents will advertise open registration at the beginning of its enrollment period. The KIPP K-8 school will be responsive to the needs of the community and will ensure that parents have access to translated admissions information and other school-related information whenever possible. After open registration, interested families will be able to meet with the KIPP K-8 School staff and review the expectations of the school. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event applications exceed capacity, the school will hold a public random drawing to determine enrollment for the impacted grade level(s), with the exception of existing students who are guaranteed enrollment in the following school year.

Enrollment Preferences

Enrollment preferences in the case of a public random drawing shall be as follows:

1. Siblings of current KIPP students and children of KIPP employees
2. Students who reside within the Ravenswood City School District and qualify for Free and Reduced Priced Meals (FRPM)
3. All other students who reside within the District
4. Students who reside outside the District and qualify for Free and Reduced Price Meals (FRPM)

If additional spaces remain in any grade after all such students in the preference categories listed above have been enrolled, the balance will be filled by other eligible applicants through the public random drawing. All students not admitted through the public random drawing will be given the

option to put their name on a waitlist according to their draw in the public random drawing. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Pursuant to federal and state guidelines, the KIPP K-8 School reserves the right to modify the admissions and public random drawing procedures to comply with the requirements of the Public Charter Schools Grant Program (“PCSGP”) or Charter Schools Program (“CSP”) grant in any year in which the school receives such funds. Such changes to comply with PCSGP or CSP shall not be deemed a material revision of the charter and the KIPP K-8 School is authorized to pledge compliance with PCSGP and/or CSP admissions requirements as a condition of receipt of these funds.

ELEMENT I: FINANCIAL AUDIT

Governing Law: 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. Education Code Section 47605(b)(5)(l).

An annual independent financial audit of the books and records of the KIPP K-8 School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the school will be kept in accordance with generally accepted accounting principles (GAAP), and as required by applicable law, the audit will employ generally accepted accounting procedures. The Board of Directors has formed an Audit Committee, a majority of whose members are independent members of the Board. That Audit Committee annually oversees the selection of an independent auditor who has experience in education finance, and will oversee the completion of an annual audit of the KIPP K-8 School's financial books and records. This audit will be conducted in accordance with the applicable GAAP and provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide, and will verify the accuracy of the KIPP K-8 School's financial statements, attendance and enrollment accounting practices, and internal controls.

The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required by applicable federal law, the scope of this audit will be expanded to include any relevant items or processes identified in applicable Office of Management and Budget Circulars. KIPP Bay Area Schools will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The school will also make available the receivable and disbursement files.

The annual audit will be completed each year and will be forwarded to the District, the San Mateo County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year.

The Audit Committee will review any audit exceptions or deficiencies and report recommendations to the full Board of KIPP Bay Area Schools as to how these have been, or will be, resolved. The Board will act upon these recommendations, and report its actions to the District. Any disagreement by the District concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element N, herein. 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 KIPP K-8 School will be public record, to be provided to the public upon request. KIPP Bay Area Schools will continue to budget in the cost of a full financial audit in its yearly budgeting process.

ELEMENT J: STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION PROCEDURES

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

Restorative Justice

KIPP Bay Area Schools strives to create an environment where students, staff, and community members feel positive and valued, are engaged with their surroundings, form relationships with others, ascribe meaning to what they do, and feel a sense of accomplishment. At KIPP, we believe that all students can learn. Staying true to that belief means keeping students with KIPP and supporting not only their academic success, but students' overall well-being and sense of belonging in the community.

To that end, KIPP is focused on restorative justice practices and social emotional learning as it relates to our retention and disciplinary methods. Restorative justice at KIPP focuses on the needs of the victim and the offender, as well as the involved community. Restorative justice in schools emphasizes repairing the harm caused by negative behavior using cooperative processes that include all stakeholders; it means involving students in designing and implementing disciplinary processes that take into account what's best for the student and the community. As much as possible, school staff will seek to utilize a restorative circle in response to any violations. Furthermore, KIPP is focused on reducing suspensions and protecting student learning. When suspension is the most appropriate disciplinary action, we aim to keep students in school with a teacher to ensure instructional minutes are not lost.

The KIPP K-8 School will work with KIPP Bay Area Schools to develop restorative justice practices for the school. The KIPP K-8 School recognizes the history of East Palo Alto and the surrounding community and will work closely with the students, families and community to establish practices that will instill a sense of self-worth and pride in the students.

Pupil Suspension and Expulsion Policy

The KIPP K-8 School staff is committed to providing a safe learning environment for all students. By signing the Commitment to Excellence, parents and students will be aware of the behavioral expectations of KIPP students. However, if a student's actions are in violation of KIPP Bay Area Schools Pupil Suspension and Expulsion Policy, there may be grounds for suspension and/or recommendation for expulsion and subject to normal due process requirements described therein.

The Pupil Suspension and Expulsion Policy (please refer to Appendix P) has been established in order to promote learning and protect the safety and well-being of all students at the school. In creating this policy, the school has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code

Section 48900 *et seq.* The school is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. The policy shall serve as the KIPP K-8 School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures are printed and distributed as part of the Student Handbook and clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. The school will seek to remedy misconduct, in appropriate cases, by allowing for a variety of in-house disciplinary actions that could include:

- Additional assignments to be completed at home and/or at school
- Detention after school
- Mandatory homework study hall after school
- Loss of school incentives and school trips

The KIPP K-8 school will not dismiss students based on poor achievement or minimum grade point average, incomplete or missing assignments, poor attendance nor discipline issues that do not meet criteria for expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The administration of the KIPP K-8 School shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal's office.

ELEMENT K: RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

KIPP Bay Area Schools is committed to providing the most competitive benefit package to its teachers and staff that it can afford. All the KIPP K-8 School staff will participate in the federal social security system. In addition, the KIPP K-8 School staff will have the option to participate in the KIPP Bay Area Schools' sponsored 401(K) retirement savings plan. Today, KIPP Bay Area Schools' matches individual contributions up to 4% annually, and the match vests over three (3) years. This policy has been in place since 2008. Policies may change during the term of the charter. KIPP Bay Area Schools will routinely review potential retirement options for its faculty and staff and will provide the most valuable and convenient options to its employees that the organization can sustain. The Human Resources Department of KIPP Bay Area Schools is responsible for ensuring that all appropriate arrangements for retirement coverage have been made for employees.

ELEMENT L: ATTENDANCE ALTERNATIVES

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

No student shall be required to attend the KIPP K-8 School. The parent or guardian of each pupil enrolled in the school shall be informed that the pupils have no right to admission to a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the KIPP K-8 School, except to the extent that such right is extended by the local education agency. A student who chooses not to attend the KIPP K-8 School, or whose conduct requires that student's involuntary transfer from the school, may attend either a local public school to which s/he is assigned or chooses. In addition, s/he can pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Ravenswood City School District.

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the KIPP K-8 School. Permanent employees of Ravenswood City School District who leave their positions to work at the KIPP K-8 School will have no automatic rights of return to the District after employment by the school unless specifically granted by the District through a leave of absence or other agreement. The KIPP K-8 School employees will be eligible to work in the District, subject to District policies and all applicable laws.

All employees of the KIPP K-8 School will be considered the exclusive employees of KIPP Bay Area 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 KIPP K-8 School. Employment by KIPP Bay Area Schools provides no rights of employment at any other entity, including any rights in the case of closure of the KIPP K-8 School.

ELEMENT N: DISPUTE RESOLUTION PROCESS

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

The following provisions are intended to define a mechanism for: (a) the resolution of any disputes between KIPP Bay Area Schools or the KIPP K-8 School and the District pursuant to their policies and; (b) ensuring the high operational standards of the KIPP K-8 School while minimizing the oversight burdens on the District. With respect to each of these procedures, it is KIPP Bay Area Schools' intention that all public commentary be withheld pending full resolution.

KIPP Bay Area Schools will provide the District a copy of its Uniform Complaint Process in accordance with provisions of Title 34, Code of Federal Regulations, Section 76.780-783, as defined in Title 5-Education, California Code of Regulations, 4600-4671. Should any section of this element pertaining to resolving disputes be in conflict with District policies or desired protocols, then the KIPP K-8 School is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Disputes Between KIPP Bay Area Schools or The KIPP K-8 School and the District

KIPP Bay Area Schools and/or the KIPP K-8 School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. The KIPP K-8 School and KIPP Bay Area Schools acknowledge the District's ongoing right to inspect or observe the school under Education Code Section 47607, et seq., and such inspection and observation is not subject to this dispute resolution mechanism.

In the event of a dispute between KIPP Bay Area Schools and/or the KIPP K-8 School and the District, the staff, employees, and Board members of KIPP Bay Area Schools, the KIPP K-8 School, and the District agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent and the Principal of the KIPP K-8 School, who will in turn notify KIPP Bay Area Schools. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Principal of the KIPP K-8 School, Executive Director of KIPP Bay Area Schools, and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, if practicable no more than five business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the

Principal of the KIPP K-8 School and Executive Director of KIPP Bay Area Schools and attempt to resolve the dispute within 15 business days from the initial informal meeting. If this joint meeting fails to resolve the dispute, the Superintendent, Executive Director, and Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within 60 business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the KIPP K-8. If mediation does not resolve the dispute either party may pursue any other remedy available under the law, and nothing in the foregoing shall preclude either party from seeking injunctive or other extraordinary relief in the event of a threat of irreparable injury. All timelines in this section may be revised upon mutual written agreement of the District and KIPP Bay Area Schools.

ELEMENT O: LABOR RELATIONS

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

KIPP Bay Area Schools shall be deemed the exclusive and independent public school employer of the employees of the KIPP K-8 School for the purposes of the Education Employment Relations Act (EERA) and with respect to collective bargaining. As such, KIPP Bay Area Schools will comply with all provisions of the EERA and will act independently from the District for bargaining purposes.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an individual basis. In compliance with California law, all employees are employed “at-will” and unless otherwise specified in writing and approved by the Executive Director, not for a specified term.

ELEMENT P: SCHOOL CLOSURE PROCEDURES

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

Should the KIPP K-8 School cease operation, KIPP Bay Area Schools shall comply with all portions of Education Code section 47605(b)(5)(P) and Title 5, California Code of Regulations, section 11962 regarding the closure of the School. The entity responsible for conducting closure-related activities shall be KIPP Bay Area Schools. Closure of the KIPP K-8 School shall be documented by official action of the Board of Directors of KIPP Bay Area Schools (“Closure Action”). The Closure Action will identify the reason for closure. The District will work cooperatively to assist KIPP Bay Area Schools in closure-related activities.

In the event of closure, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of the KIPP K-8 School will be issued by the school within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the District and other Districts whose attendance boundaries the KIPP K-8 School reside in within the same time frame.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - b. The process for transferring student records to the receiving schools shall be in accordance with District procedures for students moving from one school to another.
 - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to Ravenswood City School District and other relevant Districts of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records, including cumulative files, to the receiving schools, within seven calendar days from the determination of a Closure Action.
4. Written notification to the California Department of Education, the San Mateo County Office of Education, the SELPA, and the federal social security system of the Closure Action

shall be made by KIPP Bay Area Schools by registered mail within 72 hours of the decision to Closure Action.

5. All written notifications regarding the Closure Action shall include the effective date of the closure; 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.
6. KIPP Bay Area Schools shall allow Ravenswood City School District access, inspection and copying of all school records, including financial and attendance records, upon written request by the District.
7. As applicable, KIPP Bay Area Schools will provide parents, students and Ravenswood City School District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. KIPP Bay Area Schools will ask Ravenswood City School District to store original records of the KIPP K-8 School students. All student records of the KIPP K-8 School shall be transferred to Ravenswood City School District upon closure. If Ravenswood City School District will not or cannot store the records, the KIPP K-8 School shall work with the San Mateo County Office of Education to determine a suitable alternative location for storage.
8. All state assessment results, academic records, special education records, and personnel records will be transferred to and maintained by KIPP Bay Area Schools in accordance with applicable law.
9. A financial closeout audit of the school will be paid for by KIPP Bay Area Schools to determine the disposition of all assets and liabilities of the KIPP K-8 School, including plans for disposing of any net assets. 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 KIPP K-8 School. The assets of the KIPP K-8 School shall first be prioritized towards paying any debts of the KIPP K-8 School including any overpayment or over apportionment of state funding, and any and all fees or sums owed to Ravenswood City School District. All other assets shall be distributed in accordance the Articles of Incorporation, applicable laws and regulations and, to the extent permitted, may be distributed by KIPP Bay Area Schools to other charter schools operated by KIPP Bay Area Schools. The final independent audit shall be completed within six months from the

last day of student attendance and will be provided to Ravenswood City School District promptly upon its completion.

10. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by the KIPP K-8 School will be the responsibility of KIPP Bay Area Schools and not Ravenswood City School District. KIPP Bay Area Schools understands and acknowledges that it will cover the outstanding debts or liabilities of the KIPP K-8 School. Any unused monies at the time of the audit will be returned to the appropriate funding source.
11. KIPP Bay Area Schools 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, and other categorical funds will be returned to the source of funds. Any Ravenswood City School District property that is used by the KIPP K-8 School will remain District property, is not an asset of KIPP K-8 School, and must be returned to Ravenswood City School District when the KIPP K-8 School closes.
12. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the KIPP Bay Area Schools Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
13. The KIPP Bay Area Schools Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
14. In addition to a final audit, KIPP Bay Area Schools will also submit any required year-end financial reports and any annual reports required pursuant to Education Code Section 47604.33 to the California Department of Education and the District, in the form and time frame required.
15. As specified by the school's budget in Appendix Q, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

BUSINESS OPERATIONS

Financial Plan and District Impact Statement

KIPP K- 8 School will operate with a sound financial model. The operation of the school is designed to be self-sufficient. However, KIPP Bay Area Schools may contract with the District for various operational services such as leasing of facilities and food service.

Financial Position

Due to a focus on a fiscally sound business and management structure, KIPP Bay Area Schools has received unqualified audit opinions year after year, maintains a fund balance of approximately 170% of annual expenditures, and held cash reserves totaling approximately 80% of annual expenses as of June 30, 2014.

The KIPP K-8 School funding sources will be diverse. The per-pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations. In partnership with KIPP Bay Area Schools, the KIPP K-8 School will supplement public funding through philanthropic efforts in order to provide for the full KIPP educational program. If the KIPP K-8 School's financial goals were to fall short, the organization's substantial fund balance would provide a cushion while the school made necessary changes to its operating model.

The KIPP K-8 School will maintain a relatively lean administrative staff and low overhead in order to allocate more funds to direct instructional materials and teaching staff. The KIPP K-8 School will pay KIPP Bay Area Schools a management and service fee. This fee supports the shared services at the KIPP Bay Area Schools regional support office, capturing efficiencies and economies of scale so that the administration at the KIPP K-8 School can focus on instructional leadership. Services provided by the regional office include compliance, reporting, food service administration, facilities management, human resources, technology support, accounting, payroll, benefits administration, financial management, audit preparation, board development, teacher recruitment, academic oversight and support, special education, blended learning support, fundraising, outreach, strategy, and alumni support.

Budgeting

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

The Executive Director of KIPP Bay Area Schools will submit an annual budget for the KIPP K-8 School to the Board of KIPP Bay Area Schools during the spring of each year. The organization's annual fiscal period runs from July 1 through June 30. The KIPP Bay Area Schools Board of Directors must approve the annual budget by June 30 of each fiscal year.

The financial plan for the KIPP K-8 School will be based on KIPP Bay Area Schools' experiences to date. Historical experience provides an amount of certainty in the budget development process. The KIPP K-8 School makes the following assumptions:

- The school will maintain enrollment of approximately 610 students at full scale.
- The school will employ approximately 42 team members on staff, which may include core and elective teachers, counselors, deans and assistant principals, a principal, and operations staff.
- The school will receive revenue principally from the following sources: state and local general purpose and general purpose entitlement funds, categorical block grant, and state lottery funds.
- The school will apply directly for federal entitlement funds.
- The school will make inflation assumptions of approximately 2% to 3% for both revenues and expenditures.
- The school is aware of the federal consent decree regarding student with special needs and the Ravenswood Self Improvement Plan. At this point in time, the school budget does not fully reflect those expenses because we need further input from the District. The KIPP K-8 school recognizes the potential need to further refine the budget based on what we learn after the charter is authorized.

As required by Education Code Section 47605(g), please refer to Appendix Q for multi-year financial projections, including a budget and cash flow for the first three years of operation. These documents are based upon the best data available to the petitioners at this time.

Financial Reporting

The KIPP K-8 School shall provide reports to the District as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the school's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, and California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the school's receipts and expenditures for the preceding fiscal year.

Audits

KIPP Bay Area Schools will conduct yearly independent financial audits, to be completed by December 15 of each year. An auditor with knowledge and experience in auditing publicly funded schools will be engaged. The school will also keep records of what other information has been requested by the various ad-hoc audits it undergoes throughout the year so that it can prepare for them in advance from year to year. Please see Appendix R for KIPP Bay Area Schools' most recent audited financial statements.

Potential Users of Financial Information

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow will be prepared by KIPP Bay Area Schools. Financial statements will be used by the independent auditors hired each year. KIPP Bay Area Schools also expects the financial statements to be requested by such institutional sources of financing as the KIPP K-8 School may require, including commercial banks and issuers of bonds. The financial statements will also be available for review as desired by any of the school's administration, managers, or Board Members who want to assess the school's financial condition. In addition, Board Members will use the financial statements to confirm existing policies or to create new policies. Finally, KIPP Bay Area Schools will submit its annual audited financial statement to the appropriate authorities within the California Department of Education and the District.

Administrative Services

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

KIPP Bay Area Schools will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor, and is responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The Principal, Executive Director, and the KIPP Bay Area Schools Board will also develop other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, and student information systems.

Systems for Managing Cash Flow, Purchasing, Payroll and Audits

KIPP Bay Area Schools has successfully established strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management and procurement. KIPP Bay Area Schools has a check signing policy in place to ensure multiple levels of internal controls involving the Principal, Director of Finance, Executive Director, and Board Chair.

Tools Used for Tracking and Reporting Financial Matters

KIPP Bay Area Schools uses an accounting software package to aid in preparing for monthly financial reports and end-of-year audits. This computer system is employed by the KIPP Bay Area Schools finance

and accounting team. The Director of Finance will prepare financial reports (e.g., a balance sheet, income statement, and statement of cash flows) for the Principal of the KIPP K-8 School. KIPP Bay Area Schools will prepare regular financial reports according to GAAP and will submit them to the District on a regular basis.

Attendance Accounting

The KIPP K-8 School will report attendance requirements directly to the District in a format acceptable to the District. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

Payroll

Payroll expenses will represent approximately two-thirds of the KIPP K-8 School's total expenses. KIPP Bay Area Schools may choose to either contract with a private vendor for full payroll services – including tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees – or may provide payroll services in-house.

Vendor Selection and Purchasing

The Board of Directors will be responsible for approving the KIPP K-8 School's annual budget, with substantial input from the Principal and Executive Director. The Principal will develop the budget proposal in coordination with the Executive Director and Director of Finance, and will have the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors will be responsible for long-range financial and facilities planning. KIPP Bay Area Schools is responsible for soliciting bids through a Request for Proposal (RFP) process as necessary for purchases or contracts with vendors that would represent significant investments or expenses for the organization.

Food Services

KIPP Bay Area Schools may contract for food services with the District. Eligible students will be provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. We expect that the proportion of students who will be eligible for this program will be similar to the proportion eligible within the District, and all eligible students will be included in the District's reported student counts.

Role of Authorizing Agency

The District has the right to monitor the KIPP K-8 School through site visits and reviews of reports. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. If the Charter School is able to obtain substantially rent free facilities from the District, the District may charge for the actual costs of supervisory oversight not to exceed three (3) percent of the revenue of the Charter School in accordance with Education Code Section 47613(b). Pursuant to Education Code Section 47613(f), "revenue of the charter school" means the amount

received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03

Facilities

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

The KIPP K-8 School will seek to operate in District facilities, as it is important for the school to be located within the East Palo Alto or Belle Haven communities. In partnership with the District, the KIPP K-8 School will be interested in securing a long-term lease on District facilities to provide a stable, safe learning environment for students and families. The KIPP K-8 School may exercise its rights under Proposition 39 to secure affordable, quality facilities.

The KIPP K-8 School will be committed to serving the East Palo Alto and Belle Haven communities and thus intends to operate in the neighborhood. To ensure that the KIPP K-8 School is able to provide its entire academic program and extra-curricular activities necessary for a Transitional Kindergarten through eighth grade program, the facility will require access to the following:

- Classrooms: A minimum of 30 classrooms of at least 960 square feet per classroom,
- Multipurpose room, gymnasium and cafeteria with adequate space to safely prepare and serve breakfast and lunch to the entire student body
- Special education resource room
- Sufficient number of bathrooms for students and staff
- Office space for administrative staff (including Principal, Assistant Principal, Deans, Operations Manager, Office Manager, and Counselors)
- Routine access to fields large enough for physical education and after school sports programs

SUPPLEMENTAL INFORMATION

Insurance Requirements, Liability, and Indemnity

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

The Board of Directors of KIPP Bay Area Schools, the school's administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of the KIPP K-8 School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like.

The KIPP K-8 Schools shall be operated by KIPP Bay Area Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The KIPP K-8 School shall work diligently to assist Ravenswood City School District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other Ravenswood City School District -requested protocol to ensure the District shall not be liable for the operation of the school.

Further, the KIPP K-8 School and the District shall enter into a memorandum of understanding, wherein the school shall indemnify the District for the actions of the school under this charter. The KIPP Bay Area Schools Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

KIPP Bay Area Schools will hold harmless and indemnify Ravenswood City School District from every liability, claim, or demand that may be made by reason of:

- Any injury to person or property sustained by KIPP Bay Area Schools' employees, or by any person, firm, or corporation employed directly or indirectly by the KIPP K-8 School.
- Any injury to person or property sustained by any person, firm, or corporation caused by an act, neglect, default, or omission of the KIPP K-8 School, its officers, employees, or agents.
- The furnishings or use of any copyrighted or un-copyrighted composition, or patented or un-patented invention.

KIPP Bay Area Schools, at its own expense and risk, will defend all legal proceedings on any such liability, claim, or demand that may be brought against it and/or the Board of Directors, or its officers and employees. In addition, KIPP Bay Area Schools will satisfy any resulting judgments that may be rendered as the result of any such liability, claim, or demand, whether or not such liability, claim, or demand was actually or allegedly caused wholly or in part through the negligence or other tortuous conduct of the KIPP K-8 School, the Board of Directors or their officers and employees. KIPP Bay Area Schools has complete liability for all actions of the school and its employees in the performance of their duties. KIPP Bay Area Schools will further indemnify and hold harmless the Ravenswood City School District of any present or future liability for the school's actions.

In order to mitigate both the potential legal and fiscal liabilities of the KIPP K-8 School, KIPP Bay Area Schools will have in force at all times prepaid liability insurance for the KIPP K-8 School. The Ravenswood City School District Board of Trustees will be named as "other named insured" on the general liability insurance of the school.

At minimum, coverage will include:

- Workers' compensation as required by the Labor Code of the State of California and Employers' Liability.
- Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than \$5,000,000 per single occurrence. The Ravenswood City School District Board of Trustees will be named as the "other named insurers." The policy will also provide specifically that any insurance carried by the District, which may be applicable to any claims or loss, will be deemed excess, and KIPP Bay Area Schools' insurance primary, despite any conflicting provisions in the charter school's policy.
- Commercial Crime coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least \$50,000 per occurrence.
- Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the KIPP K-8 School does not operate a student bus service. If the KIPP K-8 School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

Ravenswood City School District will be furnished with certificates of insurance signed by an authorized representative of the insurance carriers. Ravenswood City School District has the right to require complete certified copies of the required insurance policies.

Facsimile or reproduced signatures may be acceptable upon review by Ravenswood City School District. However, Ravenswood City School District reserves the right to require certified copies of any required insurance policies.

Should the KIPP K-8 School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, its purchase shall be the responsibility of the school.

Oversight, Reporting, Revocation, and Renewal

Ravenswood City School District may inspect or observe any part of the KIPP K-8 School at any time, but shall provide reasonable notice of at least three working days to the school prior to doing so. In the event that Ravenswood City School District believes a cause exists to revoke this charter, it shall follow the requirements of Education Code Section 47607 and all applicable regulations.

In the event that Ravenswood City School District does not believe that the KIPP K-8 School is making satisfactory progress towards achievement of the goals set forth in this charter, it shall notify KIPP Bay Area Schools in writing, within two months of the receipt of the each performance review, of the specific basis for its conclusions. No later than 120 days prior to the expiration of this charter, KIPP Bay Area Schools will present Ravenswood City School District with a request for renewal (as well as for any amendments), in response to which the District will render a decision pursuant to the processes set forth in Education Code sections 47605 and 47607, and all applicable regulations. The KIPP K-8 School charter may be renewed by Ravenswood City School District for additional five-year terms in accordance with Education Code Section 47607(a)(1).

Term of Charter

The term of this charter shall be for five years beginning July 1, 2017 and expiring on June 30, 2022.

Scope of Charter

KIPP Bay Area Schools shall not operate under the KIPP K-8 School name satellite schools, campuses, sites, resource centers or meeting spaces not identified in this charter without the prior written approval of the Superintendent of Ravenswood City School District.

Force Majeure

Neither party shall be liable if the performance of any part or all of this charter petition is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, earthquake, act of terror, act of God, sabotage, accident or any other casualty beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

Severability

The terms of this charter are severable. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

No Waiver

No waiver of any provision of this petition shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

Amendments

This petition may be altered, amended, changed, or modified only by agreement in writing executed by KIPP Bay Area Schools and the President of the Ravenswood City School District Board of Education authorized to so execute by action of the Board on behalf of Ravenswood City School District. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in California Education Code sections 47605 and 47607.

Notices

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To KIPP Bay Area Schools and the KIPP K-8 School:

KIPP Bay Area Schools
Attn: Executive Director
1404 Franklin Street, Suite 500
Oakland, CA 94612

To Ravenswood City School District:

Ravenswood City School District
Attn: Superintendent's Office
2120 Euclid Avenue
East Palo Alto, CA 94303

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Kelun Zhang, hereby certify that the information submitted in this petition for a California public charter school (“The KIPP K-8 School”, or the “Charter School”), to be located within the boundaries of the Ravenswood City School District (the “District”), is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- KIPP Bay Area Schools shall be deemed the exclusive public school employer of the employees of the KIPP K-8 School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.



Kelun Zhang
Director of Growth and Strategic Projects
KIPP Bay Area Schools

November 12, 2015

List of Appendices

- Appendix A – Example Values from KIPP Heritage Academy
- Appendix B1 – KIPP Leadership and Competency Model
- Appendix B2 – KIPP School Leadership Programs
- Appendix C – KIPP Bay Area Schools Management Team Profiles
- Appendix D – KIPP Promise of College Completion Report
- Appendix E1 – Research Studies Demonstrating the Efficacy of the KIPP Model
- Appendix E2 – Mathematica Policy Research Report February 2013
- Appendix F – KIPP Leadership Design Fellowship
- Appendix G – KIPP Partnership with Franklin-McKinley School District
- Appendix H – KIPP Example Commitment to Excellence Form
- Appendix I1 – KIPP Example Bell Schedule – Elementary school grades
- Appendix I2 – KIPP Example Bell Schedule – Middle school grades
- Appendix J – KIPP Example 2014-2015 School Calendar
- Appendix K1 – KIPP Bay Area Schools Bylaws
- Appendix K2 – KIPP Bay Area Schools Articles of Incorporation
- Appendix L1 – List of 2014-2015 KIPP Bay Area Schools Board of Directors
- Appendix L2 – KIPP Bay Area Schools Board Profiles
- Appendix L3 – KIPP Bay Area Schools Board Job Description
- Appendix M – Job Descriptions for Executive Team and School Level Staff
- Appendix N – KIPP Ravenswood K-8 School Community Outreach Plan
- Appendix O – KIPP Example Enrollment Application
- Appendix P – KIPP Bay Area Schools Suspension and Expulsion Policies and Procedures
- Appendix Q – KIPP Ravenswood K-8 School Financial Statements and Assumptions
- Appendix R – KIPP Bay Area Schools 2013-2014 Audit Report
- Appendix S – KIPP Bay Area Schools Example Instructional Technology Tools
- Appendix T1 – KIPP K-8 School Petition Parent Signatures
- Appendix T2 – KIPP K-8 School Petition Teacher Signatures
- Appendix U1 – KIPP Example Fall Regional Professional Development Agenda
- Appendix U2 – KIPP Example Spring Regional Professional Development Agenda
- Appendix V1 – Sample KIPP K-8 Literacy Instructional Blueprint
- Appendix V2 – Sample KIPP K-8 Math Instructional Blueprint