



KIPP Bridge Charter School



Charter Petition Renewal with Material Revisions

2016 - 2021

Submitted to the Oakland Unified School District Board of Education

October 14, 2015

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INTRODUCTION

No Shortcuts. No Excuses.

KIPP Bridge Charter School has been operating in the Oakland Unified School District since 2002. As a public charter school, KIPP Bridge Charter School has served fifth through eighth grade students in West Oakland. KIPP Bridge Charter School students develop the mindsets, character, and skillsets to succeed in high school, college, and beyond.

KIPP Bridge Charter School deeply values its partnership with the Oakland Unified School District. We look forward to continuing to work closely with the District toward a shared mission of educating underserved students at high levels and sharing best practices to benefit all students in the community.

KIPP Bridge Charter School is characterized by these approaches:

- Students and teachers at KIPP Bridge Charter School spend more time in the classroom than their counterparts in other schools in the district.
- Students at KIPP Bridge Charter School focus on developing the knowledge, skills, and character traits necessary for success in high school, college and beyond.
- Students at KIPP Bridge Charter School develop the skills to become poised, articulate, confident leaders who are committed to giving back to the Oakland community and other communities to which they belong.
- KIPP Bridge Charter School works closely with students to prepare them for success in high performing, college-preparatory high schools.
- KIPP Bridge Charter School teachers are accessible to students after school hours for homework-related guidance and broader support.
- KIPP Bridge Charter School engages parents as partners in their student's education through regular parent contact, student-parent-teacher conferences, family events, and regular parent meetings.

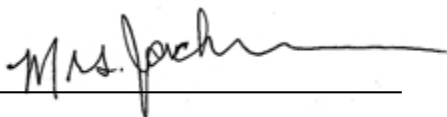
KIPP Bridge Charter School, with Oakland Unified School District as its partner, will prepare students with the knowledge, academic skills, intellectual habits, and character traits to achieve success to and through college and beyond.

AFFIRMATIONS/ASSURANCES

The information submitted in this petition for renewal and material revision of the KIPP Bridge Charter School (the “school” or the “Charter School”), a California public charter school located within the boundaries of the Oakland Unified School District (“OUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition for renewal does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, KIPP Bridge Charter School will follow any and all federal, state, and local laws and regulations that apply to KIPP Bridge Charter School, including but not limited to:

- KIPP Bridge 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 KIPP Bridge Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- KIPP Bridge Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- KIPP Bridge Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- KIPP Bridge Charter School shall admit all students who wish to attend KIPP Bridge Charter School, and who submit a timely application; unless KIPP Bridge Charter School receives a greater number of applications than there are spaces for students, in which case admission will be determined through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to KIPP Bridge 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)]
- KIPP Bridge 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)]
- KIPP Bridge 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.

- KIPP Bridge 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)]
- KIPP Bridge Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- KIPP Bridge Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- KIPP Bridge 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 KIPP Bridge Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- KIPP Bridge Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- KIPP Bridge Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- KIPP Bridge Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- KIPP Bridge Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- KIPP Bridge Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- KIPP Bridge Charter School shall comply with the Public Records Act.
- KIPP Bridge Charter School shall comply with the Family Educational Rights and Privacy Act.
- KIPP Bridge Charter School shall comply with the Ralph M. Brown Act.
- KIPP Bridge Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Lolita E. Jackson
 School Leader
 KIPP Bridge Charter School

October 14, 2015

Date

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.

The following shall serve as documentation confirming that KIPP Bridge Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Please see Appendix A):

- KIPP Bridge Charter School has exceeded its API growth target in the last three years, both schoolwide and for all groups of pupils served by the school, exceeding the requirement of Education Code Section 47607(b)(1).
- KIPP Bridge Charter School has achieved a statewide API rank of 9 or higher in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- KIPP Bridge Charter School has achieved a similar schools API rank of 10 in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Over the prior charter term, KIPP Bridge Charter School had the following API scores:

2010-2013 Schoolwide API Scores*					
Year	API Statewide Rank	API Similar Schools Rank	API Growth Score	API Growth Target (Actual Growth)	Met Schoolwide Growth Target?
2013-2014	N/A: State Testing Suspended. See <u>Note</u> Below.				
2012-2013	9	10	905	A (+5)	Yes
2011-2012	9	10	901	A (-9)	Yes
2010-2011	9	10	911	A (+48)	Yes

Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils’ schoolwide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision. (Source: CDE Information Guide, *Status of the Academic Performance Index and 3-Year Average*, May 2014, available at: <http://www.cde.ca.gov/ta/ac/ap/>; also see CDE Charter Renewals FAQs, Section 11, *Academic Performance Determinations for Charter Renewal*, available at: <http://www.cde.ca.gov/sp/cs/re/csfagsect11.asp>).

Analysis of Charter Renewal Criteria

KIPP Bridge Charter School has two numerically significant student subgroups which had the following API scores the last three years:

2012-2013 API Growth Scores: Significant Student Subgroups*				
Subgroup	Numerically Significant in Both Years?	2013 API Growth Score	API Growth Target (Actual Growth)	Met Student Group's Growth Target?
Black or African American	Yes	899	A (+14)	Yes
Socioeconomically Disadvantaged	Yes	895	A (+5)	Yes

2011-2012 API Growth Scores: Significant Student Subgroups*				
Subgroup	Numerically Significant in Both Years?	2012 API Growth Score	API Growth Target (Actual Growth)	Met Student Group's Growth Target?
Black or African American	Yes	887	A (-21)	Yes
Hispanic or Latino	Yes	924	A (+13)	Yes
Socioeconomically Disadvantaged	Yes	892	A (-4)	Yes

2010-2011 API Growth Scores: Significant Student Subgroups*				
Subgroup	Numerically Significant in Both Years?	2011 API Growth Score	API Growth Target (Actual Growth)	Met Student Group's Growth Target?
Black or African American	Yes	909	A (+54)	Yes
Socioeconomically Disadvantaged	Yes	896	A (+39)	Yes

* "A" means the school or Student Groups scored at or above the statewide performance target of 800. (Source: CDE DataQuest, accessed August 27, 2014.)

By achieving an API growth score of above 900 over the last three years, KIPP Bridge Charter School's scores well exceed the statewide performance target of 800. KIPP Bridge Charter School has scored high enough that the school has not been assigned a growth target for over the last three years and is noted to have met its API growth target for all years. Moreover, for the last three years, KIPP Bridge Charter

School has had a statewide API rank of 9, and a similar schools rank of 10. As a result, KIPP Bridge Charter School has met and exceeded all three of the charter renewal standards of Education Code Section 47607(b).

KIPP Bridge Charter School's outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3), which states: "The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as "a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052." *EC § 47607(a)(3)(B)*) as the most important factor in determining whether to grant a charter renewal." All of KIPP Bridge Charter School's numerically significant student subgroups exceeded their API growth targets in the last three years and have surpassed the statewide performance target of 800. By exceeding its growth targets in all significant student subgroups, KIPP Bridge Charter School respectfully requests a renewal approval for our materially revised charter from Oakland Unified School District pursuant to Education Code Section 47607(a).

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

KIPP Bridge Charter School is dedicated to providing its students with the knowledge, skills and character traits they will need to succeed in college preparatory high schools, colleges, and the competitive world beyond. KIPP Bridge Charter 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 the global society. The school partners with teachers, parents, community members, and the Oakland Unified School District to accomplish its mission and to impart upon its students that there are no shortcuts to realize this goal; rather, hard work and absolute determination are key.

Central to the mission is an unwavering belief that all students can succeed in high school and in college when prepared with a rigorous, college-preparatory education, extended time for learning inside and outside the classroom, and a wide range of supports. A college education is necessary for expanded opportunities in an increasingly competitive global 21st century job market. KIPP Bridge Charter School believes that all students must be prepared for higher education and equipped with the skills and the option to pursue it at the highest levels.

At KIPP Bridge Charter School, hard work is crucial, along with the other values of the school – **Achievement, Commitment, Honesty, Respect, Responsibility, and Teamwork**. The school’s mission and values drive everything at KIPP Bridge Charter School, from the culture to the academic program. Each value exemplifies a quality necessary to excel in high school and college, develop good character, and create positive change in the world and in students’ lives. The values are described in more detail below.

Achievement

All students participate in, and all adults plan and execute, a rigorous, college preparatory academic program, striving for 100% mastery in each academic discipline. Students are celebrated for their achievement and love for learning. Teachers and families do whatever is necessary to obtain positive academic results. If homework is not up to KIPP Bridge Charter School standards, the student is asked to redo the assignment. Student effort and success are recognized at assemblies at the end of each quarter by announcing Honor and High-Honor Rolls. The school offers extra-curricular activities that stimulate curiosity and reinforces academic achievement: math club, spoken-word, science labs, and yearbook.

Commitment

All students and adults commit to do whatever it takes to prepare each student to achieve success in the finest high schools and colleges. Each teacher, parent, and student must first demonstrate their commitment to excellence by signing a contract that highlights KIPP's high expectations. Students and teachers commit themselves to the extended day schedule, where appropriate, additional days of school on Saturday and during the summer. Students are committed to results both academically and behaviorally.

Honesty

All students and adults speak honestly and act with integrity while practicing a steadfast adherence to a strict moral code. Students at KIPP Bridge Charter School honor and respect the diverse backgrounds from which they come. Issues such as bullying and disrespectful language are dealt with immediately and consistently. An Honor Council composed of peer nominated and teacher selected students and a faculty mentor deal with student issues regarding cheating, disrespect and behavior that distracts from the learning process. The council recommends consequences for the behavior to the administration. Students are celebrated for their honesty and self-respect.

Respect

All students and adults treat others just as they wish to be treated and continuously display courteous manners and self-discipline. Students are held accountable for their actions. When their behaviors are interpreted as disrespectful or disruptive to the learning environment students have restorative conversations to understand the impact on their peers and environment. Students are taught to use their manners and say "please" and "thank you". Students are taught to treat others the way they would like to be treated, which means leaving a space better than they find it, sharing, and being mindful of their body-language and tone when speaking with others. Students are taught to always address adults by their names and give eye contact when speaking with someone.

Responsibility

Taking responsibility for one's education, behavior and actions is a key to KIPP Bridge Charter School's success in developing the whole child and creating the next generation of leaders. The expectation is that students will WORK HARD and BE NICE. Homework will be monitored and expected to be of high

quality. Parents, students, and staff must work together to ensure that academic rigor and behavior is consistent throughout the community. KIPP Bridge Charter School is a community of learners and a resource for families. The school reinforces the importance of responsible action by maintaining constant and effective communication with parents. Students will participate in community service and any staff member who volunteers at outside agencies will be recognized and celebrated.

Teamwork

Teamwork is at the core of KIPP Bridge Charter School’s success in building a school that is collaborative and open-minded. Teachers work on teams and communicate weekly around student issues and curriculum. Weekly class meetings occur to ensure consistency around school policy and expectations. The classroom doors remain open so that it is inviting for anyone to enter and observe the learning that exists. The athletic program is a metaphor and reminder of the kind of collaboration that is necessary for success in life. Although KIPP Bridge Charter School emphasizes the importance of individual academic pursuit, change truly occurs when this pursuit is applied to those outside the individual.

II. Target Population

The Students We Want to Serve

KIPP Bridge Charter School believes that all students should have access to a top-quality education, and that knowledge and a college education are the keys to success. KIPP Bridge Charter School serves high-poverty students in the West Oakland community. Approximately 71% of KIPP Bridge Charter School’s student body is eligible for a free or reduced-price lunch and 94% are students of color. KIPP Bridge Charter School creates a safe haven for students to thrive despite living in one of the most environmentally stressed neighborhoods in the city of Oakland.

Outlined below are the demographics for the schools in West Oakland region. KIPP Bridge Charter School aims to serve a similar student population to the student population of neighborhood Oakland Unified School District schools, with a specific goal of serving high-poverty students in West Oakland. To ensure that we serve the students who need us most, we have included a preference for West Oakland students who qualify for free and reduced priced meals in our admissions process.

Oakland Unified School District Run Schools 2013 -2014 Demographics¹

School	English Learners	Free or Reduced Price Meals
West Oakland Region Average	19%	79%
Hoover	38%	89%
Martin Luther King, Jr	24%	88%
PLACE at Prescott	27%	92%
Sankofa Academy	10%	89%

¹ 2014 – 15 Preliminary Strategic Regional Analysis

School	English Learners	Free or Reduced Price Meals
Lafayette	30%	95%
West Oakland Middle School	14%	90%
Westlake Middle School	17%	91%
McClymonds High School	2%	87%
Oakland International High School	97%	90%
Street Academy	14%	75%
Ralph J. Bunche High School	14%	90%

[KIPP has spoken with many families in West Oakland and have learned of parents’ desire to have additional quality elementary school options located in and built for their community. KIPP believes that elementary years are crucial, formative years, and that the choices students make during these years will set them on a path for life. As an organization, KIPP Bay Area Schools has shifted from our original middle school model to a full K – 12 model and believe that expanding to elementary grades will better prepare our scholars for success in high school and beyond. We have seen compelling gains from KIPP elementary schools across the KIPP network.](#)

[KIPP Bridge Charter School would like to respond to this parent desire by growing to include elementary school grades. In the process, KIPP Bridge Charter School also hopes to bring students who live in West Oakland but who travel outside of their community for school, back to attending school in West Oakland and to play a part in revitalizing education outcomes for all students in West Oakland.](#)

[The expansion will start with Transitional Kindergarten through fourth grade in the first year, with approximately 60 students in each grade, with the exception of TK, which will serve 25 students. The KIPP school model will balance an overall school size that is large enough to provide a variety of school-wide academic and emotional supports and resources with an overall class size that is small enough to create a cohesive school culture where all students and families are known and feel a sense of community and belonging.](#)

[KIPP Bridge Charter School is fully prepared to offer Transitional Kindergarten given the new State of California guidance and parent need. KIPP Bridge Charter 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 parents for Transitional Kindergarten, KIPP Bridge Charter School will enroll 25 Transitional Kindergarten students starting in the first year of operation.](#)

Figure 1: Student Enrollment by Year

	2016-2017	2017-2018	2018-2019	2019-2020	2020 - 2021
Transitional Kindergarten	25	25	25	25	25

<u>Kindergarten</u>	<u>60</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>
<u>1st Grade</u>	<u>60</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>
<u>2nd Grade</u>	<u>60</u>	<u>60</u>	<u>90</u>	<u>90</u>	<u>90</u>
<u>3rd Grade</u>	<u>60</u>	<u>60</u>	<u>60</u>	<u>90</u>	<u>90</u>
<u>4th Grade</u>	<u>60</u>	<u>60</u>	<u>60</u>	<u>60</u>	<u>90</u>
<u>Total Enrollment</u>	<u>325</u>	<u>385</u>	<u>415</u>	<u>445</u>	<u>475</u>

As a non-selective public school, KIPP Bridge Charter 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.

III. What it Means to be a 21st Century Learner

Becoming a 21st Century Learner

At KIPP Bridge Charter 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;
- Students are effective and confident communicators;
- 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.

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 KIPP Bridge Charter School centers on gaining knowledge and mastering particular academic skills, forming effective intellectual habits, and building character qualities.

Developing 21st Century Learners Through Character Strengths

Students need more than academic and intellectual skills alone to maximize succeed 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 is 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”. KIPP Bridge Charter School has created this clarity and common vision by basing student character development around its six core values: achievement,

² Marzano, Robert. September 2003, Educational Leadership.

commitment, honesty, respect, responsibility, and teamwork. From the time they enter the school, students are taught character traits in all classes.

Character Strengths at KIPP Bridge Charter School

To provide high quality instruction for every student in the school, fostering a productive learning environment through developing character qualities is essential. KIPP Bridge Charter School implements 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 compassionate, humble individuals.

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 supports and reinforces KIPP Bridge Charter School's values. Common slogans are posted throughout the school and the classrooms such as: "There are No Shortcuts," "Be Nice. Work Hard," "Team Builds Individual," "Assign Yourself," "100% Everyday", and "We Will All Learn." There are 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

KIPP Bridge Charter School will also focus on character development through Social Emotional Learning and Restorative Practices. We have created specific region-wide goals around Social Emotional Learning, and are tracking key metrics like attendance and suspensions by subgroup. KIPP Bridge Charter School

will dedicate forty-five minutes each 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 Bridge Charter School 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.

KIPP Bridge Charter 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

KIPP Bridge Charter School is built upon the founding principles of the Knowledge is Power Program (KIPP) and the original two KIPP public charter schools, KIPP Academy in Houston and KIPP Academy in the Bronx, founded by Michael Feinberg and David Levin. KIPP schools make no excuses based on race, gender, socioeconomic status or disability, and have achieved unprecedented success by focusing upon the five founding principles:

- **High Expectations.** KIPP Bridge Charter School has explicitly defined 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.
- **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 student through their high school and college experience. Staff members who choose to work at KIPP commit to doing whatever it takes to ensure that 100% of 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 Bridge Charter School 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 may have as many as three hours of 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 swiftly move dollars or make staffing decisions in order to be most effective in helping students learn. KIPP teachers also have the power to lead in their classrooms. Within the California adopted curricula, teachers choose the curricula and methods of instruction that are best suited to students' needs.
- **Focus on Results.** KIPP Bridge Charter School focuses unrelentingly on results. Our goal is for 100% of our students to gain admittance to college or university and mature into passionate, compassionate, and relentless achievers.

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 KIPP Bridge Charter School's approach to high quality instruction:

1. **Quality Instruction is Standards-Based.** KIPP Bridge Charter School correlates 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 KIPP Bridge Charter 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, 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, a student with special needs works 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.** KIPP Bridge Charter School combines California's rigorous content standards with pedagogical methodologies that have proven successful in established KIPP schools. The 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 responsive.

Structures for Optimal Learning

There are several structures of KIPP Bridge Charter School that reinforce high-quality instruction, promote optimal learning, and are rooted in research. These structures, together with high quality instruction, allow KIPP Bridge Charter 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, the school is staffed appropriately for support and education outside the academic core. KIPP Bridge Charter School may partner with outside organizations to provide student and family counseling. The school makes 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. **Parental Involvement.** KIPP Bridge Charter School operates 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 and are key stakeholders in the school. The Commitment to Excellence Form (Appendix B) outlines the ways in which KIPP Bridge Charter School expects and needs parents to support the educational mission of the school. The commitments for parental support include ensuring that homework is completed every night, assisting their student in contacting the teacher regarding any problem or question on an

assignment, providing a quiet place with light for their student to study at home, and being available to meet with the teachers at home or at school if the need arises. Additionally, KIPP Bridge Charter School holds regular parent meetings and community events to build a culture of parent engagement.

- 3. Community Involvement.** Building strong links with the local community is critically important to KIPP Bridge Charter School's success. KIPP Bridge Charter School hopes to maintain its strong community relations with the West Oakland and greater Oakland community. KIPP Bridge Charter School seeks to partner with individuals and organizations in West Oakland 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, KIPP Bridge Charter School provides students with the opportunities to work closely with prominent leaders in the Oakland community. The school also has created opportunities to involve members of the community in a variety of facets. The school's volunteer program is composed of community members, the business community, college students, high school students, and parents. Volunteers tutor students individually and in small groups, assist teachers and assist in the office, and serve as guest presenters. The school also partners with various community organizations for community service projects.

V. Instructional Design and Program Components

KIPP Bridge Charter School 8th Grader: Starting With the End in Mind

KIPP Bridge Charter School eighth graders are academic scholars who possess a lifelong love for learning.

The academic program at KIPP Bridge Charter School prepares every student for the intensity and rigor of college-preparatory high school academics. Students leave well-versed in high-school level texts and multi-cultural literature. For students to be on an advanced math track in high school, all students at KIPP Bridge Charter School will have successfully completed a full yearlong Algebra I course or be prepared for Algebra I by the time they exit 8th grade. With the shift to Common Core State Standards, there will continue to be an accelerated math track. To ensure that students have the knowledge and skills to successfully study science in high school, the science department challenges students to engage in rigorous coursework, including writing research papers and participating in science labs. The courses offered at KIPP Bridge Charter School are grounded in rigor and high engagement. The KIPP Bridge Charter School teaching staff creates learning environments that actively engage the student body. KIPP Bridge Charter School students 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.

KIPP Bridge Charter School eighth graders are creative and critical thinkers. Students at KIPP Bridge Charter School 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 develop an intellectual curiosity and creativity for all academic disciplines. Students

also possess the ability to listen to different arguments and perspectives as a way to guide and form their own opinions and thinking.

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

KIPP Bridge Charter School eighth graders exemplify the school values of Achievement, Commitment, Honesty, Respect, Responsibility, and Teamwork. For the students of KIPP Bridge Charter School failure is not an option. Students acquire the personal qualities and the skills to confront difficulty and challenges, thoughtfully problem solve, and move forward. Students learn he/she must approach life challenges and obstacles with a sense of possibility. The death of a loved one, abuse, or even a divorce, will prove to be challenging life experiences that students may face in high school, college, or beyond. KIPP Bridge Charter School students learn how to move past the hard parts of their lives that are out of their control. Students learn to be honest citizens who give back to their communities and take responsibility for their actions. Students learn the importance of being part of a functioning team and learn how to work cooperatively in class with their teammates. Most importantly, students gain skills in communication and problem solving and learn how to manage strong feelings and impulses.

Implementing a Rigorous, Standards-Based Curriculum

KIPP Bridge Charter School correlates its curriculum objectives to the state content standards adopted by the California State Board of Education. KIPP Bridge Charter School provides age-appropriate curriculum from the state-adopted list for Mathematics, Science, English-Language Arts, History-Social Science, and Visual-Performing Arts at each grade level. These courses are 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.

KIPP Bridge Charter School combines 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 at KIPP Bridge Charter School's intensified pace.

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 the information K-12 students should know in English language arts 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:

1. Set College Ready achievement goals based upon Measures of Academic Progress (MAP) and ACT's Educational and Planning Assessment System (EPAS)
2. Piloted researched based, Common Core-aligned curriculum in mathematics for third through ninth grade (Eureka Math) and in selected classrooms for ELA (KIPP Wheatley).
3. Provided regional summer learning sessions for Math and English Language Arts (EL) 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 3-11.
5. Focused instructional coaching and classroom observations on Common Core teaching and learning shifts, including 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

The curriculum framework described herein is based upon Common Core State Standards and Next Generation Science Standards for grades [five-Transitional Kindergarten](#) through [eighth grade](#). The framework is designed to ensure that graduates of KIPP Bridge Charter School are prepared for the rigor and intensity of college-preparatory high school pre-AP and AP coursework. Teachers work with the Principal to supplement this curriculum with their own innovations, research, and expertise.

[Transitional Kindergarten](#)

[KIPP Bridge Charter 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. KIPP Bridge Charter School TK teachers will have the appropriate credential to work with this age group.

KIPP Bridge Charter School is also committed to collaborating with the Oakland Unified School District to ensure that every student thrives by establishing strong outcomes for students from early grades. We share in the broader vision to improve student outcomes, in particular, the goal of ensuring that all 3rd graders are reading on grade level. We look forward to supporting, learning from, and sharing our learnings to support the collective effort in the community.

Core Curriculum Framework (Grades TK through 4th)

English-Language Arts

Literacy is the focal point of all instruction at KIPP Bridge Charter School, as the school acknowledges its fundamental importance in every academic discipline and life. To promote literacy, the English-Language Arts program provides a challenging curriculum that is academically rich, intellectually stimulating, and culturally diverse. Students benefit from instructional time dedicated to phonics, reading comprehension, and writing. Primary instruction will be supplemented with a variety of novels, story books and other selections that will enhance the program.

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

- Word Study: Students are provided with intensive instruction in phonics, vocabulary, and spelling.
- Read Aloud: The teacher reads a text aloud and involves the students in what is read through comprehension activities. Students acquire and sharpen their listening and comprehension skills through this exercise. The teacher also uses this time to model the application of reading skills.
- Shared Reading: The teachers and students work from a common text to study particular reading skills and strategies. Literature choices take into consideration themes across content areas, literature genres, and texts read and discussed at exemplary elementary schools. Students also gain considerable exposure to expository text. Close reading strategies on grade level text will be used to teach students to notice features and language used by the author.

- Guided Reading: In order to meet the individual needs of all students, students spend time in fluid reading groups working on particular reading skills with the teacher. The rationale is to provide students with enrichment and remedial instruction to ensure each student is a successful reader. This will occur during workshop time while the other students are engaged in workshop stations based on targeted standards.
- Independent Reading: There is a time set aside each day for independent reading (also known as Silent Sustained Reading).

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

Writing

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

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

KIPP Bridge Charter School will supplement the writing curriculum organized around the goal of creating lifelong writers. Students will write about their own lives, they will use a consistent writing process; they will work in authentic ways to foster independence. In Writing Workshop, each grade level has specific units of study tailored to meet developmental and curricular needs.

Literacy is a focus in all subjects. Through teacher collaboration, reading and writing strategies will be reinforced across all of the disciplines. Reading skills will be used in reading Science textbooks and materials, in Social Studies readings, primary sources, and materials, and in Math textbooks and word problems. Writing will be stressed in various types of reports, science labs, and explanations of math

processes. This cross-curricular approach gives students the opportunity to understand that the skills of reading and writing are not limited to English-Language Arts.

Mathematics

The math curriculum at KIPP Bridge Charter School is designed to ensure that every student will gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem-solving skills at high levels in the real world. KIPP believes that these strands are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences, and differentiated instruction based on the needs of the students. With a target population of students from both economically and educationally underserved backgrounds, KIPP Bridge Charter School will implement a program to ensure a solid math foundation is developed for each student and work to take students to an even higher level of mathematical knowledge and skills to put them on the path to and through college.

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

KIPP Bridge Charter School will use a curriculum that reflects the major instructional shifts required to ensure mastery of the Common Core math standards. The use of a common math curriculum in KIPP Bridge Charter School will create a cohesive program that allows students to experience the interconnectedness of math concepts, while also providing teachers with the time to focus deeply on the prioritized standards for each grade level. Rigor will be present in the math program through instruction that includes time spent on fluency, conceptual development and application. The teaching staff will build lesson plans that provide adequate time for building deep understanding of math concepts, daily practice in required grade level fluencies and real-world based application problems. Student discourse and discussion will also allow students to make connections between math and literacy. Based on assessment data, the teaching staff may elect to modify the pacing or supplement curriculum as needed.

In order to address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, KIPP supplements math instruction with critical thinking and problem

solving activities, which assist in developing a greater understanding of math concepts and higher order thinking skills.

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

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

Science

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

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

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

Social Studies

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

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

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

Core Curriculum Framework (grades 5 through 8)

By expanding to elementary grades, KIPP Bridge will have students who are acclimated to the culture and learning environment at KIPP Bridge as they enter the middle school grades. The core curriculum framework for fifth through eighth grade will build on the strong foundations developed in the elementary grades. The expansion will allow for greater curriculum alignment between elementary and middle school and ensure that students can go deeper into content and achieve greater mastery of the content.

English-Language Arts

KIPP Bridge Charter School aligns its English-Language Arts curriculum to the Common Core State Standards.

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

Although individual teachers define and hone each specific curricular strand, the fundamental elements of reading comprehension, writing, listening, speaking, and presentation are covered in each English-Language Arts classroom. Students learn the fundamentals of grammar, the writing process, public speaking, note taking, and learn to identify social and cultural influences and differences in writing. Students work together to revise, edit, and present papers and other research-based presentations. 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 are 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. KIPP Bridge Charter School promotes literacy across all subject areas by employing a "reading and writing across the

curriculum” approach and by providing a literature-intensive program in subjects such as History-Social Science and Science. Skills are reinforced in all areas include reading comprehension (e.g., identifying the main idea, recognizing details, analyzing tone, sequencing, etc.), writing (e.g., creating strong thesis statements and providing supporting evidence, revision, peer editing), speaking (e.g., speeches, debates, class and school-wide presentations, group work), and critical analysis of a text.

English-Language Arts skills are interconnected and require constant reinforcement. For this reason, students are able to break down reading, writing, speaking, and listening into their fundamental elements, but they also experience and develop these skills holistically and in the context of practical and relevant material and literature. As part of this focus, students read a variety of culturally and historically diverse literature in their English-Language Arts classes through read aloud, shared and independent texts. Potential example of novels students may read include Gary Paulsen’s *Night John* (5th), SE Hinton’s *The Outsiders* (6th), John Steinbeck’s *Of Mice and Men* (7th), and Harper Lee’s *To Kill A Mockingbird* (8th).

Throughout their four years at KIPP Bridge Charter School, students are required to write multiple drafts of papers and to use and develop organizational devices such as graphic organizers and outlines. From fifth to eighth grade, students deepen their sophistication and technical mastery in their writing, but organization and process are reinforced from the beginning. Across the school, student writing is evaluated by the 6+1 Writing Traits rubric.

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

Mathematics

KIPP Bridge Charter School aligns its math curriculum to the Common Core State Standards.

The math curriculum provides the students of KIPP Bridge Charter School with the knowledge and skills they need to excel in advanced math tracks in high school. KIPP Bridge Charter School students 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 problem solving as well as on reinforcing basic math skills to the point of mastery. Historically, by the end of the eighth grade, all students have successfully completed a yearlong, high school level Algebra I course and have passed the end-of-course CAASPP assessment.

KIPP Bridge Charter School uses an innovative method of teaching that involves chanting, rapping, and singing in order to make sure that students have the basic skills necessary to learn fifth grade material. In addition to this remediation, students develop a strong number sense that leads to significant gains in their problem solving abilities. By eighth grade, students are engaged in high school level classes where they learn through direct instruction with guided practice and engage in discovery learning. The math program at KIPP Bridge Charter School utilizes technology and provides students with personalized and

differentiated learning that is required to accelerate student learning. Additionally, in the seventh and eighth grades, the math curriculum involves the use of scientific and graphing calculators.

Science

KIPP Bridge Charter School aligns its science curriculum to state-adopted literacy standards, Common Core State Standards, and Next Generation Science Standards.

At KIPP Bridge Charter School, through hands-on practice beginning in the fifth grade, the science curriculum places heavy emphasis on 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 it also provides an interdisciplinary bridge between 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 in the fifth grade, and then focuses on earth science in the sixth grade, life science in the seventh grade, and physical science in the eighth grade. In accordance with KIPP Bridge Charter School's accelerated pace, students gain a strong foundation in biology that enables them to be placed in Honors or accelerated biology classes in high school. 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 does skills development, a study of the impact of humans on the environment, and a reinforcement of English-Language arts, math and technology skills. By the end of the 8th grade, students complete a detailed, research-based scientific experiment that follows each step in the scientific method.

History-Social Science

KIPP Bridge Charter School adheres to state-adopted literacy standards in its History-Social Science curriculum.

Throughout their years at KIPP Bridge Charter School, students receive a college preparatory education in "United States History and Geography" and "World History and Geography." Each strand focuses on civic and economic implications using research and analysis.

An understanding of geography is fundamental to understanding the major events of United States and world history, and thus is a focus of the History-Social Science curriculum. Physical, human, and

environmental geography is studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history.

In order to be fully prepared for excellent high schools and colleges, students need a mastery of the countries, cultures, physical features, environments, and landforms of the world. In addition, they need to be adept at various map skills and must be able to interpret charts, graphs, and other representations of geographical and historical concepts.

A thorough understanding of history is necessary for students to become active citizens in our country, and, with growing interconnectedness, our world. The History-Social Science curriculum prepares students with knowledge of the major events of history, teaches them to analyze the effect of the past on the present, and provides them with the skills necessary to evaluate current events, political structures, and philosophies.

The History-Social Science curriculum is reading and writing intensive and involves the analysis of primary and secondary sources. Students may read historically relevant novels to supplement the knowledge they are gaining in class. Reading historically relevant novels serves the dual function of increasing literacy and providing students with the ability to critically evaluate both historical and contemporary texts. Social Studies classes also reinforce the “writing across the curriculum.” Social Studies teachers partner with English-Language Arts teachers to create common writing expectations and rubrics. All History- Social Science classes require written essays and reports. Students are held accountable not only for content, but for style, organization, and mechanics as well. Students also learn note-taking techniques through Social Studies classes. By the time students leave KIPP Bridge Charter School at the end of the eighth grade, they have written and orally presented an in-depth historical research paper involving historical analysis, connections to the present, visual aids, and the use of technology.

The History-Social Science curriculum is largely project-based. For KIPP Bridge Charter School’s students to become active participants in society, they must be able to function effectively in group-settings and focus on problem solving, analysis, and content. Students see their peers within the school as their family and their class and various groups as a team. The History-Social Science curriculum constantly reinforces the values of teamwork, citizenship, and collective goal attainment.

Each year, students may participate in in-state and out-of-state field lessons that provide practical application to what they have been studying in history class. For example, when studying United States history in the eighth grade, students visit the State Capitol in Sacramento, as well as Washington, D.C to see the historical sights and to learn about the modern-day implications of historical events.

Finally, History-Social Science classes examines the art and music of various cultures and civilizations. Visual art and music is analyzed for its cultural, sociological, and historical implications, and students will understand the connection between art, culture, geography, and history.

Non-Core Curriculum Framework

Visual and Performing Arts

KIPP Bridge is proud of its visual and performing arts program. The school has had a strong, longstanding theater program since the inception of the school. Students, staff, and families come together to produce two full theater shows a year; past productions include *The Lion King*, *The Wiz*, and *Annie*. The theater program accommodates as many students into the production as possible. Students can be actors, set designers, costume designers. Families are also heavily involved in productions by supporting the department by building sets, assisting with costume creation, and fundraising for the production. By participating in the theater program students are able to showcase a variety of talents and the entire school comes together as a team and family to ensure a successful production. Shows regularly sell-out and fill the entire auditorium of the school.

Students at KIPP Bridge also have the option to participate in the music program. Students in the program learn to read music and play an instrument. The KIPP Bridge orchestra regularly hosts concerts, including “Night at the Movies” where students play pieces from popular movie soundtracks. The music program will also work with the theater program to provide live music during the production.

Physical Education

All students at KIPP Bridge Charter School regularly receive a structured physical education class in accordance with the California State Standards for physical education. Both content skills and life skills are emphasized in the Physical Education program. Students 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 KIPP Bridge Charter School, the social rules that govern team interaction and competition are taught and reinforced.

The Physical Education program focuses on sports-related activities and physical fitness. Students develop competency in a variety of sports, develop motor skills and coordination, and learn strategies for different sports. Each year, students set individual fitness goals for themselves and work with their instructor throughout the year to meet their goals.

KIPP Bridge Charter School believes that competency and excellence in athletics can lead to confidence and mental wellbeing in life and that team sports instill dedication and a sense of working for the collective good. The Physical Education program is thereby focused on improving physical and mental health of students, as well as building an understanding of and appreciation for shared outcomes and collaborations.

In addition to fitness and sports, the physical education program also encompasses a comprehensive health education curriculum. In their extra-curricular time, students have an opportunity to participate in various activities such as hip hop, ballet, sports, and yoga. KIPP Bridge Charter School’s competitive sports teams may include girls’ volleyball, girls’ and boys’ basketball, soccer, and track and field.

Instructional Methods

KIPP Bridge Charter School 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; KIPP Bridge Charter School does 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
- Performance assessment
- Personalized and blended learning

KIPP Bridge Charter School exposes students to a variety of instructional methods that will prepare them for the courses they may encounter in middle school. 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 strives to increase the rigor of all courses as students move through KIPP Bridge Charter School.

KIPP Bridge Charter School teaches 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.

Professional Development

KIPP Bridge Charter School provides 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, KIPP Bridge Charter School team and regional

academics team 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 D for a sample regional professional development day agenda and Element E for additional detail on professional development.

Course Design Process

All courses at KIPP Bridge Charter School 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. Thinking like an assessor and 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 2: Using the Backward Approach to Design a Class

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

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 with the Oakland Unified School District or on an ad-hoc basis with local schools.

Personalized Learning at KIPP Bridge Charter School

Technology is a component of enabling high academic achievement at KIPP Bridge Charter School. Our goal is for each student to have full mastery of the knowledge and skills necessary for high school 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 KIPP Bridge Charter School will learn to use computer technology through their coursework. Please see Appendix E for a sample list of instructional technology tools that are used at KIPP Bridge Charter School.

A Rigorous Schedule and Academic Calendar

More time on task is central to the success of KIPP Bridge Charter School students. Under the “More Time in School” model, students are 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 opt-in to KIPP Bridge Charter School’s extended day model by signing the “Commitment to Excellence” form. We have found that KIPP Bridge Charter School students enthusiastically attend school each day and opt into supplemental instruction; KIPP Bridge Charter School has a 95% attendance rate.

A typical day for a KIPPster 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, social studies.
2. **Supplemental Instruction.** Students receive supplemental instruction from teachers. For example, students in the elementary grades may receive additional guided reading time to work on particular reading skills with a teacher. Meanwhile, 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 competitive sports for upper grades, fine arts, technology classes, and design labs to teach design thinking for all grade levels.

A typical school day for a KIPP Bridge Charter School student is reflected in Appendix F.

Annual School Calendar

KIPP Bridge Charter School meets or exceeds the instructional minutes requirement as set forth in Education Code section 47612.5(a) and may offer a before/after school, Saturday, or summer school component. The summer component is scheduled to commence prior to the beginning of the school year (typically August). KIPP Bridge Charter 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: 54,000 minutes

A sample annual school calendar for KIPP Bridge Charter School is attached in Appendix G. The school's actual calendar may change from year to year.

Before and After School Programs

KIPP Bridge Charter School offers after school programs. These programs are developed and determined by the principal to best fit the needs of the students of the school. KIPP Bridge Charter School may also partner with local organizations to provide before and after school programming.

Saturday School

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

Summer School Program

KIPP Bridge Charter School typically offers a summer session as part of its "More Time in School" model, where students are offered enrichment courses and/or supplemental instruction. KIPP Bridge Charter School's summer session typically includes a staff development program that provides KIPP Bridge Charter School 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 continue their preparation by designing a curriculum for the fall that addresses the specific needs and interests of the students identified during the summer.

The summer session is brought to life when the students enter the classrooms. During this time, students are introduced to the concepts, challenges, strengths, and rewards of working as a team and family. Above all, students are welcomed into the KIPP culture, and learn what it means to be a KIPP student through introductions to KIPP songs, chants, and projects emphasizing hard work, teamwork, and a culture of high expectations. On the first day of school, all students learn what year they will graduate from college, and begin the process of learning how to focus on their short-term, intermediate,

and long-term goals to be successful at KIPP Bridge Charter School and at the best high-schools and colleges in the country.

Promotional Standards

Mastery of the objectives at each grade level is the basis for promotion. Teachers 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 is offered for all students as part of the standard program of the school.

The program design of KIPP Bridge Charter School is to ensure that all students succeed. Supplemental instruction provides teachers with the time needed to do remediation or extension work when necessary. There is also 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. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern. Students who continue to struggle are provided with tutoring from outside sources. 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 are also taken into account for promotional purposes.

KIPP Bridge Charter School Annual Goals and Actions to Achieve Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing KIPP Bridge Charter School’s annual goals to be achieved in the state priorities schoolwide 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 (“LCAP”)

Pursuit to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, 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 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 3: KIPP Bridge Charter 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"> • KIPP Bridge Charter School obtains 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.
Subpriority C – Facilities	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter School facilities are 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 OUSD.

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"> • KIPP Bridge Charter 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"> • KIPP Bridge Charter School teachers 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.
Subpriority C – EL Students & English Language Proficiency	

Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter School students 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.

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 are a vital part of KIPP Bridge Charter School and key stakeholders for the students and school. • Parents of students at KIPP Bridge Charter School 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 need 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.

Subpriority B – Promoting Parent Participation

Goals to Achieve Subpriority	<ul style="list-style-type: none"> • Parents of students at KIPP Bridge Charter School 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 Parent Association (KPA). • 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 student’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 pupils who have successfully completed courses that satisfy UC/CSU entrance requirements , or career technical education (not applicable)
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT

<p>E. EL reclassification rate</p> <p>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher (not applicable)</p> <p>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</p>	
<p>Subpriority A – CAASPP: ELA/Literacy and Mathematics</p>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District on the Common Core Assessments.
Actions to Achieve Goal	<ul style="list-style-type: none"> • KIPP Bridge Charter School teachers and staff will monitor student progress throughout the year and differentiate accordingly.
<p>Subpriority B – API</p>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter 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.
<p>Subpriority C: EL Proficiency Rates</p>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter 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. • Monitor EL student proficiency in English regularly.
<p>Subpriority D: EL Reclassification Rates</p>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter School students 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"> • KIPP Bridge Charter 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.
<p>Subpriority E: College Preparedness</p>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter School provides data to show students readiness for college and yearly growth. • KIPP Bridge Charter School will successfully track 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

	<p>preparedness.</p> <ul style="list-style-type: none"> Track students through placement databases and tracking systems, primarily run by the KIPP Through College (KTC) program.
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State Priority #5 (Student Engagement). Pupil engagement, as measured by all of the following, as applicable:	
<p>A. School Attendance Rates</p> <p>B. Chronic Absenteeism Rates</p> <p>C. Middle school Dropout Rates</p> <p>D. High school Dropout Rates (not applicable)</p> <p>E. High School Graduation Rates (not applicable)</p>	
Subpriority A – Student Attendance Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> KIPP Bridge Charter 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 Board (SARB) to improve attendance.
Subpriority B – Chronic Absenteeism rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> KIPP Bridge Charter 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"> KIPP Bridge Charter 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 student. Incorporate character traits into daily lessons that support a strong work ethic.
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:	
<p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p>	
Subpriority A – Pupil Suspension Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> KIPP Bridge Charter 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 “paycheck systems” and parental involvement.
Subpriority B – Pupil Expulsion Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> KIPP Bridge Charter 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 “paycheck systems,” and parental involvement. Track 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"> KIPP Bridge Charter 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"> KIPP Bridge Charter School will have a rigorous curriculum that encompasses English, math, social sciences, science, visual and performing arts, health, and physical education for grades 1st through 4th grade KIPP Bridge Charter School will have a rigorous curriculum that encompasses English, math, social sciences, science, visual and performing arts, health, and physical education for 5th and 6th grade. KIPP Bridge Charter School will have a rigorous curriculum that encompasses English, math, social sciences, science, visual and performing arts, applied arts, foreign language(s), 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

	<p>each of these classes that align with California and Common Core standards.</p> <ul style="list-style-type: none"> • Offer classes in English, math, social sciences, science, visual and performing arts, health, and physical education as standard course enrollment for all students in 1st 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, and athletics.
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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"> • KIPP Bridge Charter School’s students’ scores will exceed those of the District and California 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"> • 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"> • KIPP Bridge Charter School’s students’ scores will exceed those of the District and California 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"> • 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"> • KIPP Bridge Charter School’s students’ scores will exceed those of the District and California 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"> • 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"> • KIPP Bridge Charter School’s students’ scores will exceed those of the District and California on the 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 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"> • KIPP Bridge Charter 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.
Subpriority F: Physical Education	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter School’s students are offered activities like dance, 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.
Subpriority G: Applied Arts, -Other subjects	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter 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 (such as coding and innovation labs) 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).

KIPP Bridge Charter School implements comprehensive programs for all students with special needs, in accordance with applicable state and federal law, and the needs of each student. KIPP Bridge Charter School may not provide exemptions on state tests to English Language Learners or students with disabilities unless otherwise permitted by law.

Academically Low-Achieving Students

Identification and Assessment

KIPP Bridge will use a variety of methods, including parent and teacher referrals, and 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) and STEP, 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 response to 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 Bridge 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 KIPP Bridge 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 student'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 and 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 the opportunity to continue learning after they complete the day's objective during class.

KIPP Bridge 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, KIPP Bridge does not plan to offer a formal, separate program for academically high-achieving students. However, as described, KIPP Bridge will equip teachers with the necessary tools to enable high-achieving students to continue advancing.

Students with Disabilities

KIPP Bridge Charter School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment, and ensure that a free and appropriate education is provided to all students with exceptional needs. KIPP Bridge Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

KIPP Bridge Charter School shall continue to operate as its own local educational agency ("LEA") and a member of the El Dorado County Charter School Special Education Local Plan Area ("SELPA") in accordance with Education Code Section 47641(a).

In the event KIPP Bridge Charter School seeks membership in a different state-approved SELPA, KIPP Bridge Charter School will provide notice to the District and the SELPA before June 30th of the year before services are to commence and provide to the District written verifiable assurances of the school's membership in such SELPA. In the event KIPP Bridge Charter School seeks to be categorized as a public school of the District solely for purposes of providing special education and related services under the IDEIA in accordance with Education Code Section 47641(b), KIPP Bridge Charter School will provide required notices and anticipates that a Memorandum of Understanding ("MOU") would be developed between the District and KIPP Bridge Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of KIPP Bridge Charter School.

KIPP Bridge Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. KIPP Bridge Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA

approval and availability. KIPP Bridge Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

KIPP Bridge Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by KIPP Bridge Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

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

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

Services for Students under the “IDEIA”

KIPP Bridge Charter School shall provide special education instruction and related services in accordance with the provision of special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA. KIPP Bridge Charter School has adopted its own policies and procedures which will align with SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records.

KIPP Bridge Charter School agrees to promptly respond to all SELPA inquiries, and to comply with SELPA directives. KIPP Bridge Charter School is exclusively responsible for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation).

Staffing

All special education services at KIPP Bridge Charter School is delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. KIPP school staff participates in in-service training relating to special education by KIPP Bridge Charter School and/or the SELPA.

KIPP Bridge Charter School is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. KIPP Bridge Charter School ensures

that all special education staff hired by KIPP Bridge are qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications is maintained on site for inspection.

Response to Requests

KIPP Bridge Charter School shall promptly address all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process, whether these requests are verbal or in writing.

Identification and Referral

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

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

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. KIPP Bridge Charter School determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. KIPP Bridge Charter School shall obtain parent/guardian consent to assess KIPP school students.

IEP Meetings

KIPP Bridge Charter School arranges and notices the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. KIPP Bridge Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or KIPP Bridge Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the parent(s) or legal guardian(s) if the student is under 18 years old; the student if he/she is 18 years or older, or as appropriate; and other KIPP school representatives who are knowledgeable about the regular education program at KIPP Bridge Charter School and/or about the student. KIPP Bridge Charter School shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply

with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IEP Development

KIPP Bridge Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be its own, exclusively. Programs, services and placements are provided to all eligible KIPP school students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

KIPP Bridge Charter School is responsible for all school site implementation of the IEP. As part of this responsibility, KIPP Bridge Charter School provides parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as progress reports are provided for KIPP Bridge Charter School's non-special education students. KIPP Bridge Charter School also provides all home-school coordination and information exchange. KIPP Bridge Charter School is responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New KIPP School Students

For students who enroll during the school year in KIPP Bridge Charter School from another school district outside of the SELPA with a current IEP, KIPP Bridge Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, KIPP Bridge Charter School shall implement the existing IEP at KIPP Bridge Charter School, to the extent practicable or as otherwise agreed between KIPP Bridge Charter School and parent/guardian.

Non-Public Placements/Non-Public Agencies

KIPP Bridge Charter School is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. KIPP Bridge Charter School shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Professional Development for KIPP Bridge 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 Oakland Unified School District or the SELPA.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

KIPP Bridge Charter School has adopted policies and procedures in alignment with SELPA policies as they apply to responding to parental concerns or complaints related to special education services. KIPP Bridge Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

KIPP Bridge Charter School shall timely schedule meetings with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. KIPP Bridge Charter School, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints. KIPP Bridge Charter School shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency.

Due Process Hearings

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

SELPA Representation

KIPP Bridge Charter School shall represent itself at all SELPA meetings.

Funding

KIPP Bridge Charter School is subject to the allocation plan of the SELPA.

English Learners

KIPP Bridge Charter School complies with all federal, state, and judicial mandates for English Learners. An evaluator tests and assesses the English proficiency of students having an English Learner (EL) classification using the California English Language Development Test (CELDT).

KIPP Bridge Charter School is dedicated to providing English Learners with an exceptional education and transitioning them into English Proficiency as soon as possible. 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 KIPP Bridge Charter School with limited proficiency in English achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. KIPP Bridge Charter School ensures that EL 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 EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited receive notices and information from the school in their native language whenever possible to encourage participation in the school by all members of the KIPP Bridge community.

KIPP Bridge Charter School directly provides or makes referrals to appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling.

Structured English Immersion Program

In accordance with KIPP’s philosophy of no excuses and more time on task, all students who are English Learners 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, KIPP Bridge Charter School implements a comprehensive structured immersion program for its EL students³. Research shows that with the passage of Prop. 227, California students have made significant gains in reading and writing in English as well as math⁴. It is the goal of KIPP Bridge Charter 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 participate in a mainstream English Language Arts program with a curriculum based on the Common Core State Standards.

Teachers of English Learners at KIPP Bridge Charter School teach to the English Language Development standards as set forth by the California Department of Education. Students of limited English proficiency receive the same academic content as those students who are native English speakers. In addition to core content, students who are assessed as English Learners receive assistance in oral language development. KIPP Bridge Charter School ensures that all EL students have access to the core content, and may contract with the necessary specialists as needed in order to do so. All instruction is in English, however, the level of English used for instruction – both oral and written— is modified appropriately for each EL student. Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum.

In addition to the structured English immersion modifications teachers make in their mainstream classes within KIPP Bridge Charter School’s extended day schedule, there is ample time that can be used for additional intensive English language instruction. For example, students who enter the school with an EL label can be tutored during study hall or the enrichment period. The school uses proven

³ *The Benefits of English Immersion* (Educational Leadership Magazine of the Association for Supervision and Curriculum Development, January 2000).

⁴ Amselle, Jorge and Allison, Amy C. *Two Years of Success: An Analysis of California Test Scores After Proposition 227* (READ Institute, August 2000).

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 at KIPP Bridge Charter School 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.*)

In addition, KIPP Bridge Charter School teachers employ the following techniques:

- Language experience approach
- Dialogue journals
- Questioning techniques
- Books on tape
- Graphic organizers
- Pre-teaching vocabulary
- Using culturally relevant materials
- Repetition
- Modeling
- Song, raps, chants
- Jigsaws

KIPP Bridge Charter School teachers use techniques that maximize comprehensible input. Teachers create learning environments that allow students to practice academic English and produce comprehensible output. At KIPP Bridge Charter School, teachers 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.

KIPP Bridge Charter School hires faculty who have received CLAD (Cross-Cultural Language Acquisition Design) training or who are working towards CLAD certification. All teachers are trained to teach using the structured English immersion and SDAIE methodologies. Furthermore, all teachers receive professional development on communicating with students designated as English Learners and in techniques for detecting whether a student has English language deficiencies. KIPP Bridge Charter School provides all necessary staff with specialized curricular materials to enable EL students to achieve proficiency. In addition, staff may be trained in various teaching strategies such as GLAD (Guided Language Acquisition Design), 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.

Identification of EL Students

At the beginning of the school year, KIPP Bridge Charter School has a trained evaluator test and assess the English proficiency of students having an English Learner classification, using the California English Language Development Test (CELDT). In addition, the school administers a home language survey to every student's family as part of the enrollment process. All students who are of foreign birth or come from a home where language other than English is spoken are subject to an informal, standardized interview conducted by school staff (in the English language). If the interviewer determines that the student speaks some or no English, that student is assessed using the CELDT. If the student scores

below the established cut-off point on this test, the student is classified as an EL student. If the student scores above the established cut-off point on the written test, the student is determined not to be an EL student.

KIPP Bridge teachers are also responsible for observing each student throughout the class day with an eye towards detecting limited English proficiency. Should a student not be officially identified as EL, he/she is monitored regularly via various assessment techniques to ensure their retention of the material.

All parents or guardians of students classified as English Learners are notified in writing of all EL assessment and placement procedures for their student. The school translates 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 student.

Monitoring and Re-Designation of EL Students

The proficiency in the English language of EL students is monitored by teachers and qualified evaluators, and is 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 are no longer required. An EL 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 receive a re-classification meeting notification letter, where they are invited to a meeting to discuss their student's English proficiency and academic achievement, and possible re-designation to Fluent English Proficient. Progress of students who have been re-designated is monitored for two years.

KIPP Bridge Charter School evaluates each student's performance in academic content areas to measure the student's progress in core subjects. If an EL student fails to show appropriate progress in these

academic areas, modifications to the instructional program are made. In addition, KIPP Bridge Charter School annually evaluates the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

Parental Waiver Process

The requirement that EL students be placed in a structured English immersion program may be waived by parental consent. At the beginning of each school year, parents/guardians are informed of the placement of their student in a structured English immersion program and are notified of an opportunity to apply for a parental exception waiver. Parents are directed to meet with the Principal to complete the waiver process. Individual schools in which 20 students or more of a given grade level of the same language receive an approved waiver shall be required to offer an alternative program; otherwise, students must be allowed to transfer to a school where such a program is available. KIPP Bridge Charter School honors waivers whenever feasible, as per the terms of the law.

Special Education and English Learners

KIPP Bridge Charter School applies the same high standard of learning to all students, regardless of disability or language barriers. English Learners who are suspected of having a learning disability are assessed according to the Child Find requirements described in the Special Education section above. Just as all students who are classified as EL students are as fully integrated as possible into the programs of KIPP Bridge Charter School, so are students with disabilities. EL students with IEP's are 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 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

KIPP Bridge Charter School is modeled after successful schools that are operating in low-income urban neighborhoods across the country. Over 95% of KIPP's students are students of color, and 85% receive free meals through the federal school lunch program and KIPP schools believe that all students can succeed at the highest levels, regardless of race, gender, socioeconomic status, or disability.

All KIPP schools are open-enrollment public schools that accept students regardless of previous academic achievement, conduct, special needs, or socioeconomic background. KIPP 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 and through 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.

Organizational Supports that Contribute to Success

KIPP Foundation

The KIPP Foundation trains outstanding educators to open and run high-performing KIPP schools. KIPP began in 1994 when Michael Feinberg and David Levin completed their commitment with Teach for America and 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 5,000 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 KIPP Bridge Charter School benefits 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 H for more details about the KIPP leadership model and related training programs.

KIPP Bay Area Schools

KIPP Bay Area Schools is the regional charter management organization that holds the charters for KIPP schools in the Bay Area and manages their sustainability, quality, and growth. 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 I for information on the management team of KIPP Bay Area Schools.

KIPP Through College

As part of the KIPP commitment to ensure that students climb the mountain to and through college, KIPP Bay Area Schools continues to support students after they leave KIPP middle and high schools through the KIPP Through College (KTC) program. The KTC 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, 44% 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 (29 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 8 percent have earned a bachelor’s degree by their mid-20s).

While the college graduation rate of our current students is a significant achievement, it is far short of our goal. However, our progress is encouraging. In the Bay Area, 84% of students who completed eighth grade at a KIPP school have enrolled in college. [For more information about KIPP Through College program and results, please see Appendix J.](#)

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.

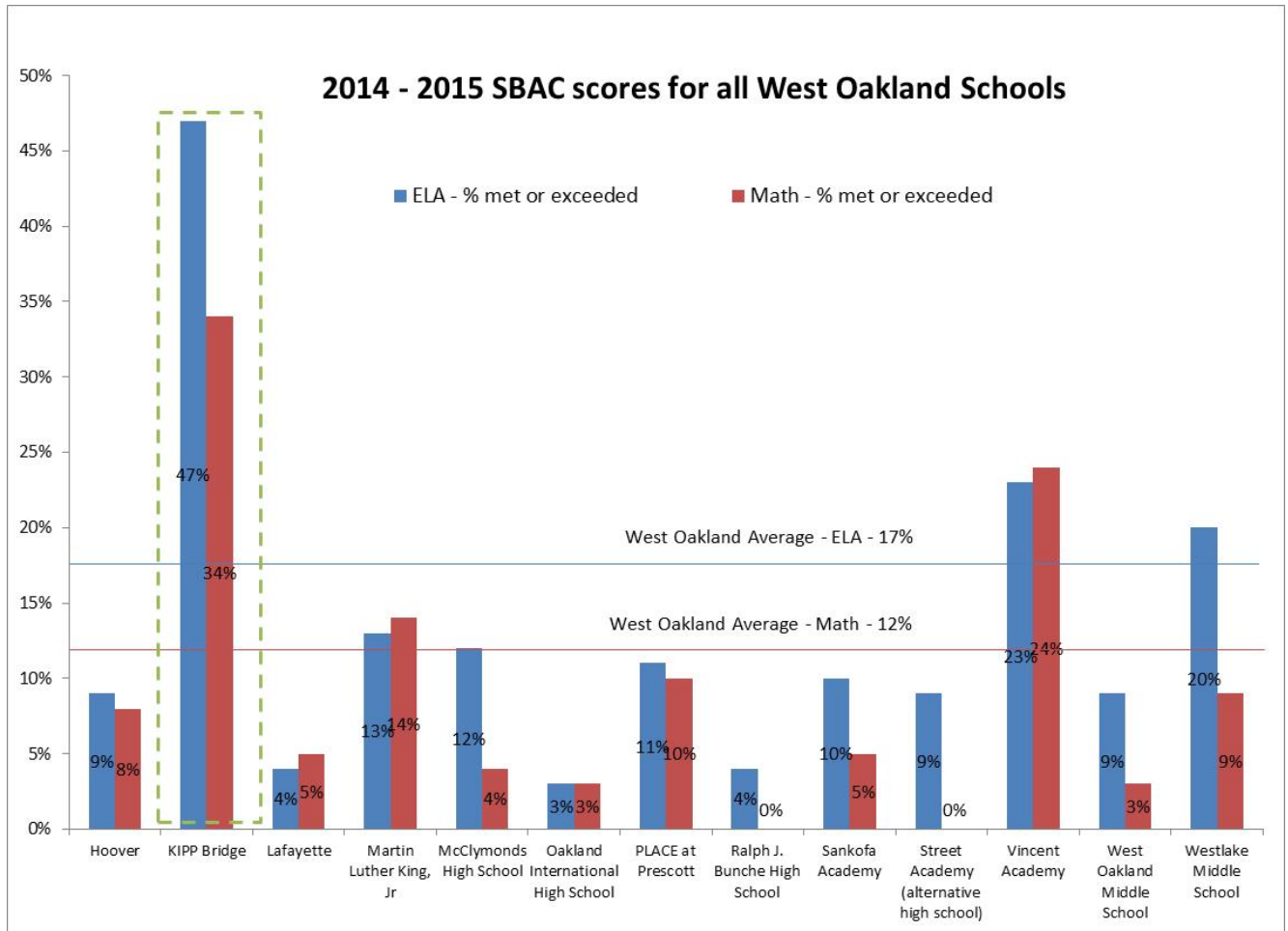
A complete copy of the 2015 Mathematica Policy Research Report can be found in Appendix K.

KIPP Bridge Charter School’s Track Record of Success

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 all schools in the West region, as defined by Oakland Unified School District’s Strategic Regional Analysis.

Figure 4: 2014 – 2015 SBAC results for all West Oakland Schools

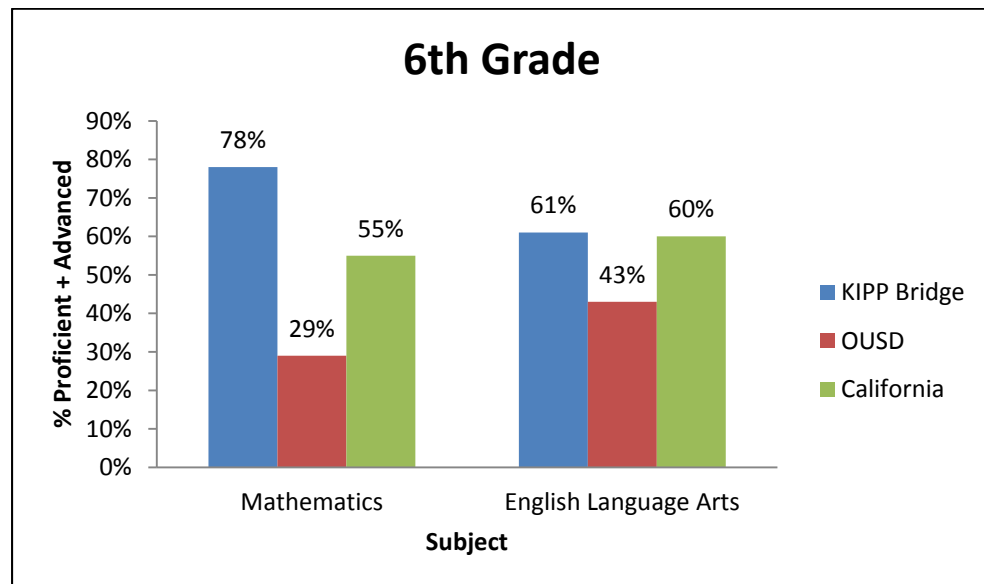
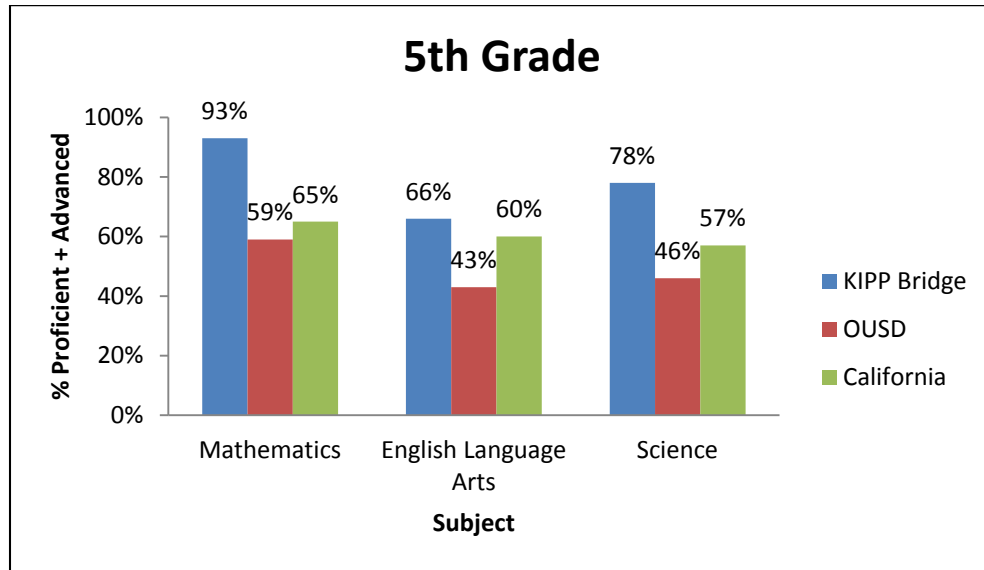


Source: 2015 California Assessment of Student Performance and Progress: <http://caaspp.cde.ca.gov/sb2015/>

Results on the California Standards Test

The California Standards Test measures how well students have learned a set of academic skills established by the state. The CST is a criterion-referenced test that shows how well KIPP Bridge Charter School performed in a given year on mastery of state standards as compared with district and state averages.

Figure 5: 2013 CST Results for KIPP Bridge Charter School 5th – 8th graders



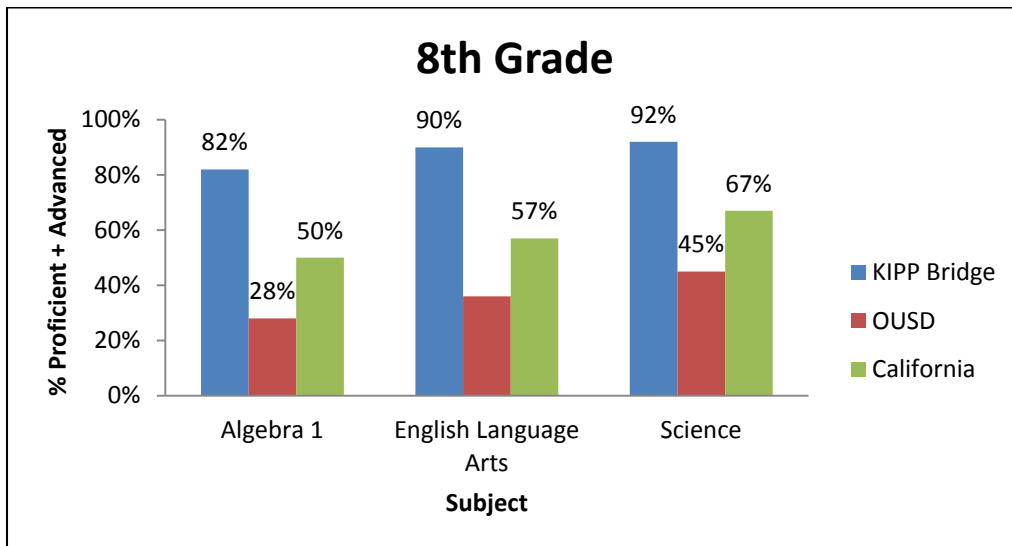
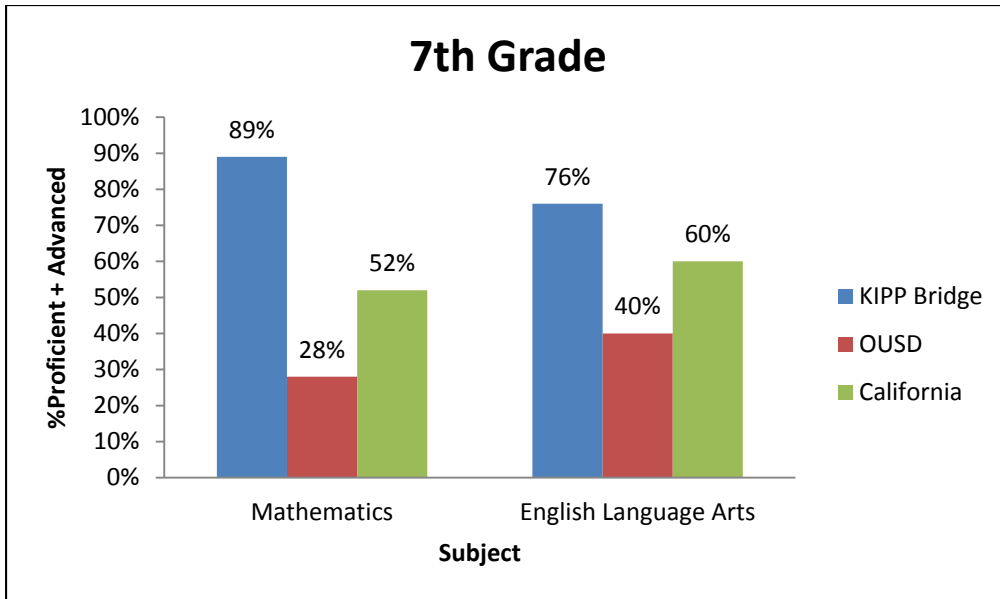
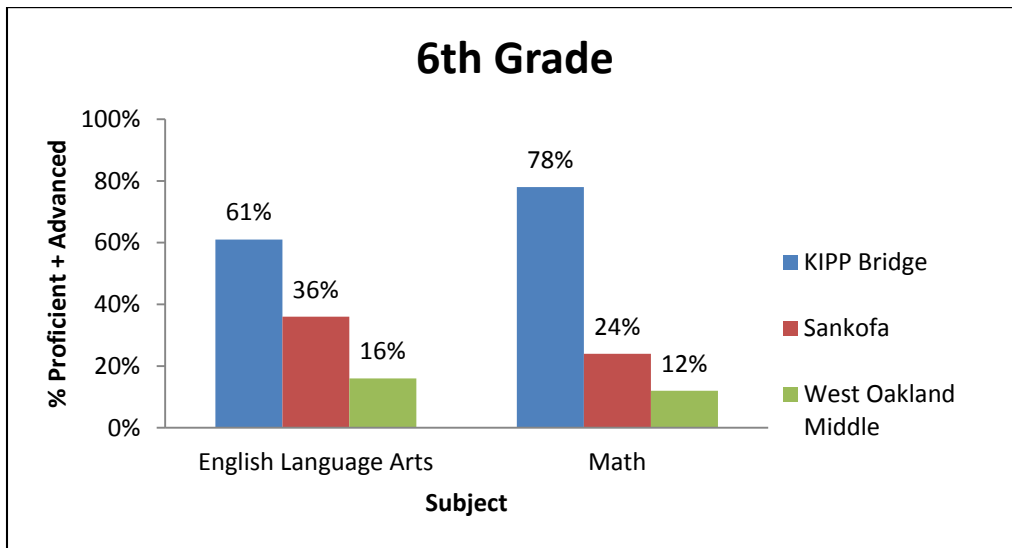
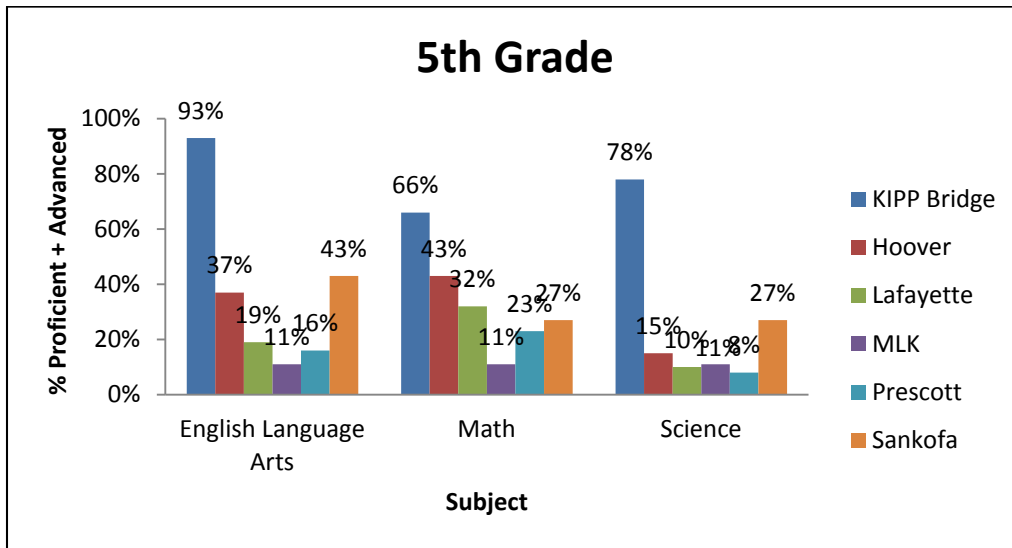
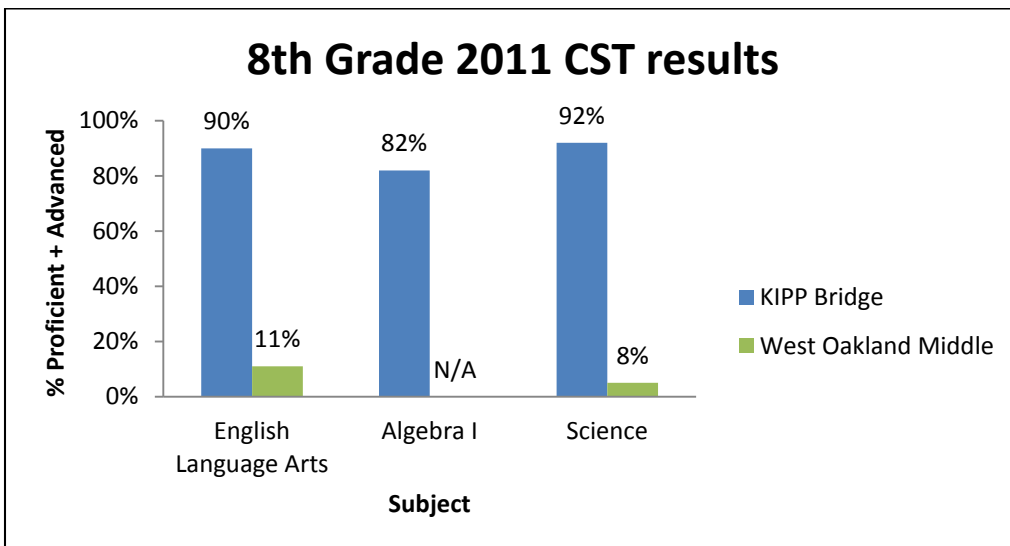
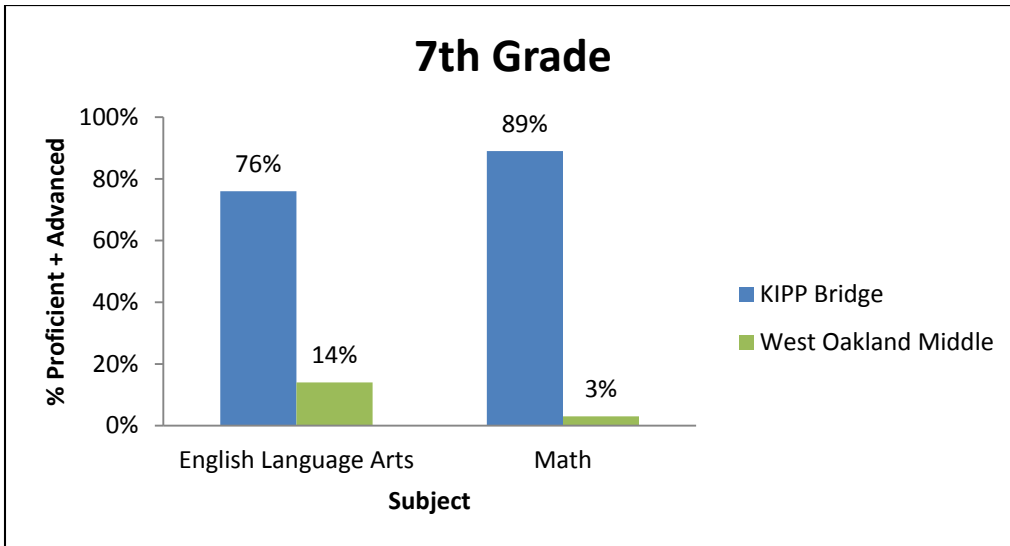


Figure 6 compares the performance of KIPP Bridge Charter School to other schools in the West Oakland neighborhood. KIPP Bridge Charter School outperforms neighborhood elementary and middle schools in all grade levels and subjects.

Figure 6: 2013 CST Results for KIPP Bridge Charter School 5th – 8th graders compared to schools in the West Oakland neighborhood





Results on the Academic Performance Index

The Academic Performance Index (API) score for KIPP Bridge Charter School in 2013 was 905, above the state’s goal of 800. Based on the API score, KIPP Bridge Charter School ranks in the top ten percent of all California public schools, regardless of student demographics.

Figure 7: KIPP Bridge Charter School’s Historical API Scores

Year	API Score
2012-2013	905
2011-2012	900
2010-2011	911

Other KIPP Bridge Charter School Successes

Since the school's inception, KIPP Bridge Charter School has maintained an attendance rate of over 95%. 85% of students who have completed 8th grade with KIPP Bridge Charter School have matriculated to college, including institutions such as CSU East Bay, St. Mary's College, Spelman College, UC Berkeley, and UC Riverside.

KIPP Bridge Charter School's summer enrichment program allows students to participate 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, College Track, and the Boys and Girls Club in addition to other local and national programs.

KIPP Bridge Charter School Awards

KIPP Bridge Charter School has received the following awards and recognition:

- 2011 California Distinguished School Award
- 2011 Hart Vision Charter School of the Year Award

Sharing Best Practices and Collaboration

[KIPP Bridge Charter School looks forward to collaborating with Oakland Unified School District to close the achievement gap. By participating in the Fall Call for Quality Schools, we intend to learn from and to share learning in a variety of areas, including how we may continue in dialogue and conversation with the OUSD team about the revitalization of West Oakland. Furthermore, KIPP Bridge Charter 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. Please see Appendix V for supplemental Fall Call for Quality Schools materials.](#)

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 L.

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 M, 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.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

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

KIPP Bridge Charter 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

KIPP Bridge Charter School provides 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 Bridge Charter School instills 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

KIPP Bridge Charter School’s 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 KIPP Bridge Charter 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.

Charter School Outcomes that Align with State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing KIPP Bridge Charter School’s outcomes that align with the state priorities and the school’s goals and actions to achieve the state priorities, as identified in Element A of this 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 KIPP Bridge Charter School at the school site.

Figure 8: KIPP Bridge Charter 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 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.
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"> • KIPP Bridge Charter School obtains 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"> • KIPP Bridge Charter School facilities are 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 OUSD.
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"> • KIPP Bridge Charter 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 with similar demographics in the District.
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"> • KIPP Bridge Charter School teachers 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 with similar demographics in the District.
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"> • KIPP Bridge Charter School students 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 with similar demographics in the District.
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 are a vital part of KIPP Bridge Charter School and key stakeholders for the students and school. • Parents of students at KIPP Bridge Charter School 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 need 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"> • 80% of parents or guardians will participate in parent-teacher conferences at the school.
Method of Measurement	<ul style="list-style-type: none"> • KIPP Bridge Charter 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 KIPP Bridge Charter School 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 Parent Association (KPA). • 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 student’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 required part of the enrollment packet. • KIPP Bridge Charter 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 pupils who have successfully completed courses that satisfy UC/CSU entrance requirements , or career technical education</p> <p>D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT</p>
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E. EL reclassification rate	
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher	
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness	
Subpriority A – CAASPP: ELA/Literacy and Mathematics	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District on the Common Core Assessments.
Actions to Achieve Goal	<ul style="list-style-type: none"> • KIPP Bridge Charter School teachers and staff will monitor student progress throughout the year and differentiate accordingly.
Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge Charter School will exceed the average performance levels of similar schools on the Academic Performance Index (API).
Method of Measurement	<ul style="list-style-type: none"> • CAASPP • California Modified Assessment (as appropriate) • Benchmark Exams
Subpriority B – API	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter School will exceed the average performance levels of similar schools on the Academic Performance Index (API).
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"> • KIPP Bridge Charter School will exceed the average performance levels of similar schools on the Academic Performance Index (API).
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"> • KIPP Bridge Charter 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 with similar demographics in the District.
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"> • KIPP Bridge Charter School students 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"> • KIPP Bridge Charter 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"> • KIPP Bridge Charter School students graduate the 8th grade as English proficient at a higher rate than the district average.
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"> • KIPP Bridge Charter School provides data to show students readiness for college and yearly growth. • KIPP Bridge Charter School will successfully track students that complete 8th grade into their college years.
Actions to Achieve Goal	<ul style="list-style-type: none"> • KIPP Bridge Charter School teachers and staff will analyze the NWEA MAP tests in Reading, Language, and Math. These scores provide insight into students' college preparedness. • Track students through placement databases and tracking 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 KIPP Bridge Charter School matriculating to a college-preparatory high school
Method of Measurement	<ul style="list-style-type: none"> • High school matriculation data

<p>State Priority #5 (Student Engagement). Pupil engagement, as measured by all of the following, as applicable:</p> <p>A. School Attendance Rates</p> <p>B. Chronic Absenteeism Rates</p> <p>C. Middle school Dropout Rates</p> <p>D. High school Dropout Rates (not applicable)</p> <p>E. High School Graduation Rates (not applicable)</p>	
Subpriority A – Student Attendance Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter 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 Board (SARB) to improve attendance.
Measurable Outcome	<ul style="list-style-type: none"> KIPP Bridge Charter School's attendance rates will be above the District norm for schools with similar demographics.
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"> KIPP Bridge Charter 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.
Measurable Outcome	<ul style="list-style-type: none"> KIPP Bridge Charter School's mobility and truancy will be below the District norm for schools with similar demographics.
Method of Measurement	<ul style="list-style-type: none"> KIPP Bridge Charter School will track truancy and compare to District norms.
Subpriority C: Middle School Dropout Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> KIPP Bridge Charter 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 student. Incorporate character traits into daily lessons that support a strong work ethic.
Measurable Outcome	<ul style="list-style-type: none"> KIPP Bridge Charter School's drop-out rates will be below the District norm for schools with similar demographics.
Method of Measurement	<ul style="list-style-type: none"> KIPP Bridge Charter School 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:	
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"> KIPP Bridge Charter 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 "paycheck systems," and parental involvement.

Measurable Outcome	<ul style="list-style-type: none"> KIPP Bridge Charter School’s suspension rates will be below the District norm for schools with similar demographics.
Method of Measurement	<ul style="list-style-type: none"> KIPP Bridge Charter School will monitor suspensions throughout the year and compare data to District norms.
Subpriority B – Pupil Expulsion Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> KIPP Bridge Charter 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 “paycheck systems,” and parental involvement. Track student behavior trends to provide individualized support to students.
Measurable Outcome	<ul style="list-style-type: none"> KIPP Bridge Charter School’s expulsion rates will be below the District norm for schools with similar demographics.
Method of Measurement	<ul style="list-style-type: none"> KIPP Bridge Charter 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"> KIPP Bridge Charter 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"> 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"> KIPP Bridge Charter School will have a rigorous curriculum that encompasses English, math, social sciences, science, visual and performing arts, health, and physical education for 5th and 1st 5th through 6th grade. KIPP Bridge Charter 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, and physical education as standard course enrollment for all students in 1st through 4th grade. • 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.
Measurable Outcome	<ul style="list-style-type: none"> • 100% of 5th and 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"> • KIPP Bridge Charter 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
Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge Charter School’s students’ scores will exceed the District on California and Common Core assessments.
Method of Measurement	<ul style="list-style-type: none"> • CAASPP • Benchmark assessments • Student writing samples
Subpriority B – Mathematics	

Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Charter 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
Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge Charter School’s students’ scores will exceed the District on California and Common Core assessments.
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"> • KIPP Bridge Charter 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
Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge Charter School’s students’ scores will exceed the District on California and Common Core assessments.
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"> • KIPP Bridge Charter 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
Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge Charter School’s students’ scores will exceed the District on California and Common Core assessments.
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"> • KIPP Bridge Charter School’s students are introduced to music and learn to play an instrument or a performing arts class
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 and/or participate in the performing arts program
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"> • KIPP Bridge Charter 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"> • KIPP Bridge Charter 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

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).

Assessment of Student Outcome Goals

KIPP Bridge Charter 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, KIPP Bridge Charter School measures the impact and success of its academic programs utilizing several forms of evaluation and assessment.

Teachers are expected to use tracking tools to understand student performance. Teachers track their students’ progress by measuring student achievement towards mastery of Common Core State Standards. Additionally, Northwest Evaluation Association Measures of Academic Progress (MAP) assessment is 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 is tracked through formative assessments. All summative assessments (i.e. unit exams, performance tasks, reading assessments) are shared with students and parents. The students’ grades are tied directly to mastery of standards.

At KIPP Bridge Charter School, consistent and regular assessment is a key component in providing students with an excellent college preparatory education. To effectively assess student work, various forms of assessment must be integrated into the instructional program. Student assessment is fundamental to high-level instruction. Assessment allows 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 must 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 include informal verbal check-ins throughout lessons, class work and homework. These assessment tools 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.

In the 2014-2015 school year, KIPP Bridge Charter School students participated in the California Assessment of Student Performance and Progress (CAASPP) through the Smarter Balanced Assessments Consortium (SBAC). Students will take the Common Core Standards Tests to officially assess student mastery of state academic standards. Students designated as English Language Learners take the CELDT to assess literacy and communication levels in the English language. The 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.

Students also take the MAP assessment three times each year to assess growth in mathematics, language, and reading. This data is used in particular to inform instructional decisions and compare student performances at KIPP Bridge Charter School to that of other KIPP students across the nation and measure year over year growth for students. (More on this in the Additional Assessments section, below)

Student assessment begins in summer school. During the summer session, the school assesses the current skill level of students in all subject areas. To collect additional baseline measures, each teacher chooses or designs a comprehensive diagnostic subject area assessment for their subject to be administered during the summer session. This allows the school to determine the relative strengths of the students as a whole and individually. It also frames 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

KIPP Bridge Charter School employs 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 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 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 assess basic content and skill knowledge. Other assessments 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 modify their instructional plans based upon the results of these assessments. In addition to other assessments described in this charter, KIPP Bridge Charter School utilizes the following performance evaluation and assessment tools:

- Tests and quizzes

- Portfolios
- Student notebooks
- Subject area monitoring
- Unit tests
- End-of-course exams
- Projects
- Homework
- Class attendance

Alignment of Assessments

Please see the table in Element B of this charter for information regarding the assessments used to measure KIPP Bridge Charter School’s student and schoolwide measurable outcomes and performance goals.

KIPP Bridge Charter School affirms that its methods for measuring pupil outcomes for the 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).

Administration of State and National Tests

One of the most important indicators of KIPP Bridge Charter School’s success is its Academic Performance Index (API) score. The API is part of California’s Public School Accountability Act and, through 2012-2013, was measured using the results of the Standardized Testing and Reporting System (STAR). Each school is given a numeric index from 200 to 1000 based on the STAR results. The statewide performance target for all public schools is 800. In 2013, the school’s API score was 905.

Starting the 2014-2015 school year, STAR was replaced by 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.

KIPP Bridge Charter School administers all state and national tests for grades [five-two](#) through eight as determined by the state and national testing schedule. The school administers the following tests at each grade level as outlined in Figure 9 below. The shaded boxes below indicate times when a test is not administered.

Figure 9: KIPP Bridge Charter 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, KIPP Bridge Charter School administers MAP. MAP 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 KIPP Bridge Charter School, they take MAP in the fall to determine baseline data. This informs teachers of curriculum changes 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) take MAP again to measure the academic gains or losses achieved within the school year. This data is 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 is 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 is reported to each student's family. As soon as data is released, it is carefully examined by the faculty; substantial disparities in to improvement across racial or socioeconomic subgroups may result in modification curriculum, schedule, school staffing, or provision of support services.

Classroom and School-wide Assessment

KIPP Bridge Charter School staff is 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 is 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)
- Student enrollment and participation in co-curricular activities
- Average daily attendance rates
- Pupil suspension and expulsion rates
- Student, parent and teacher satisfaction (as determined by surveys and retention rates)
- Parent participation rate in school activities
- Percentage of graduated students enrolled in college-preparatory high schools and colleges

Use of Data

KIPP Bridge 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 KIPP Bridge 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, KIPP Bridge 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 by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Legal Affirmations

KIPP Bridge Charter School is non-sectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any student on the basis of 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).

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

The OUSD 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.

KIPP Bridge Charter 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.

KIPP Bridge Charter School operates autonomously from OUSD, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the OUSD and the school. Pursuant to California Education Code Section 47604(c), OUSD 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 OUSD 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 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 OUSD for the implementation of KIPP Bridge Charter School's charter. KIPP Bay Area Schools exists to ensure that KIPP

Bridge Charter School adheres to the proven success of the KIPP model and to this charter, and that KIPP Bridge Charter School has the resources and support necessary to be successful. The Board of KIPP Bay Area Schools governs KIPP Bridge Charter 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 OUSD’s Board of Education. Please refer to Appendix N for the organizational documents of KIPP Bay Area Schools, including articles of incorporation and bylaws.

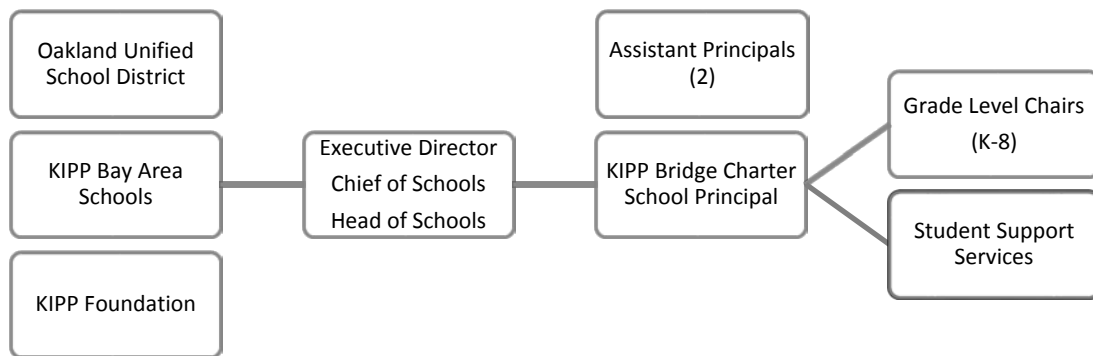
Governance

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

- To promote the success of KIPP Bridge Charter 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 KIPP Bridge Charter School to focus on the educational program of the school, staff development, and community relations.

Below is an organizational chart of KIPP Bridge Charter School’s governance structure, including the KIPP Bay Area Schools Board of Directors and KIPP Bridge Charter School academic departments:

Figure 10: KIPP Bridge Charter School Organizational Reporting Structure



Board of Directors

The KIPP Bay Area Schools Board of Directors (“the Board”) is the governing body of KIPP Bridge Charter School. Please see Appendix O for the Board’s job description, list of board members, and their biographies.

Governance, policy-making authority, and fiduciary responsibility for KIPP Bridge Charter School rest with the KIPP Bay Area Schools' Board of Directors. The Board works closely with its Executive Director and the Principal of KIPP Bridge Charter School to implement KIPP's educational philosophy as set forth in the Five Pillars.

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. KIPP Bay Area Schools aims to have Board Members with expertise in real estate, nonprofits, law, finance, management, and philanthropy. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors.

Board Recruitment Process

The KIPP Bay Area Schools board recruiting process includes the following actions:

- Identification of a prospective board member and completion of a nomination form.
- The Board's Governance Committee reviews nominations quarterly and ranks prospective members based on their qualifications and desire to serve.

The Governance Committee cultivates prospective board members in the following ways:

- Delivers an information packet with information concerning the history and future plans of KIPP Bay Area Schools including specific information regarding the Board and its role in the governance and support of KIPP Bay Area Schools (e.g. board member roles and responsibilities, meeting schedule, committee structure, etc.).
- Prospective board member visits one or more schools operated by KIPP Bay Area Schools.
- Prospective board member meets with Executive Director of KIPP Bay Area Schools.
- Prospective board member interviews with Governance Committee Member.
- Prospective board member interviews with Board Chair or Vice Chair.
- Governance Committee presents formal recommendation to the full board of KIPP Bay Area Schools; Board votes on prospective candidate(s).
- Board Chair meets with candidate and extends offer to join KIPP Bay Area Schools Board of Directors.

Board Selection Process

KIPP Bridge Charter School's Principal and KIPP Bay Area Schools' executive team work closely with the Board of Directors to ensure that board members fully support the school's mission, culture, and goals. The qualifications sought in those candidates interested in serving on the Board include but are not limited to:

- A dedication to furthering the vision and mission of KIPP Bay Area Schools.
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.

- Ability to work within a team structure.
- Expectation that all students can and will realize high academic achievement.
- Specific knowledge, experience, and/or interest in at least one element of governance for KIPP Bay Area Schools.

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

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 KIPP Bridge Charter 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 KIPP Bridge Charter School and the Executive Director of KIPP Bay Area Schools accountable for the academic and fiscal performance of the school.
- Advocate on behalf of KIPP Bridge Charter School by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education.
- Provide support to KIPP Bridge Charter School for additional fundraising, marketing and other services as needs arise.
- 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.

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 school'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 is 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 is 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 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 has and exercises the right to regularly inspect and evaluate the operations and performance of KIPP Bridge Charter 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 P 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

Parental Involvement

KIPP Bridge Charter School operates under the premise that the teachers, parents, and students must work together as partners to create the potential for a quality education. Parents will be a vital part of this partnership. KIPP Bridge Charter School involves parents as key stakeholders in the school. KIPP Bridge Charter School utilizes opportunities for parental involvement also as a way to solicit feedback from parents.

Opportunities for parent involvement include parent-teacher conferences, report card review, parent night and newsletters, local field trips, and a multitude of school-wide events each year. KIPP Bridge Charter School also provides seminars about promoting literacy at home, building financial foundations for college, and on the college admissions process as well as on other needs of the student community. KIPP Bridge Charter School parents are encouraged to join the KIPP Parent Association (KPA). The KPA advises and assists the Principal with activities such as recruitment, interviews, community outreach, resource development, extracurricular programs, and community service projects. Parents can also provide input to the board directly or via the KPA.

Community Engagement

Building strong links with the local community is critically important to KIPP Bridge Charter School's success. KIPP Bridge Charter School respects and honors the legacy of the West Oakland community. In an effort to celebrate the richness the community has to offer, KIPP Bridge Charter School seeks to partner with individuals and organizations in the community that complement KIPP's mission. KIPP Bridge Charter School also utilizes opportunities for parental involvement as a way to solicit feedback from the 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

KIPP Bridge Charter School conforms 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 employs teachers at KIPP Bridge Charter School who are highly qualified and fully compliant with No Child Left Behind requirements. Certificated teachers are 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 staff are available upon request

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 Bridge Charter School and KIPP Bay Area Schools.

All KIPP Bridge Charter 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 KIPP Bridge Charter School's charter.
- File necessary reports of child abuse.
- Adhere to KIPP Bridge Charter School's Commitment to Excellence.
- Adhere to all guidelines in KIPP Bay Area Schools Handbook.

Hiring Procedure

Teachers are the most important in-school factor contributing to student achievement. KIPP Bridge Charter School is dedicated to recruiting a high quality and diverse teaching staff. The school recruits teachers through various channels including Education Week, Teach For America, RISE, 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 supports the KIPP Bridge Charter 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 is responsible for the final hiring decision.

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. The applicants are required to provide a full disclosure statement regarding prior criminal records. All staff members are required to produce documents for U.S. employment authorization. For medical safety, all staff must have medical clearance, including a Mantoux tuberculosis (TB) test.

Compensation

Teachers are the core element of KIPP's success. It is therefore essential that teachers are supported, developed, and well compensated. The school offers competitive salaries, and compensation is determined individually based on teaching experience, responsibilities undertaken, performance, comparable compensation in local districts, and in agreement with 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 are offered a competitive benefits package. Salary and stipends are outlined in formal employment offer letters signed by KIPP Bay Area Schools and the employee. Standards of professional conduct are clearly explained in the Employee Handbook.

School Management

The Principal is 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 Q for the KIPP Competency Model.

Role and Responsibilities of the Principal

Reporting to the Chief 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 KIPP Bridge Charter 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 fifth 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 students; a belief that all students can achieve at the highest levels, regardless of demography.
- 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.
- Ability to evaluate instructional programs and teaching effectiveness.
- Excellent communication, public relations, and interpersonal skills.
- Ability to implement effective business systems that ensure proper stewardship of school funds.
- Knowledge in the selection, training and supervision of personnel.

Role and Responsibilities of Teachers

Reporting to the Principal, teachers are responsible for all levels of classroom instruction and management. They design, plan and implement a standards-based curriculum that prepares students for success in college. Teachers are additionally responsible for ensuring the school's values are lived through the school's culture.

A Professional Teaching and Learning Environment

Strong, dedicated teachers are the backbone of any excellent school. KIPP Bridge Charter School hires 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 highly valued professionals. 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 KIPP Bridge Charter School, the Principal and instructional leadership team set the tone and develop the conditions under which staff members become the keepers of the school's culture and values and grow as teachers and learners. As a result, staff development supports 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 school, the Principal and instructional leadership team 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 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 ends, teachers 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. Professional development involves structured whole staff and small group practice, and is individualized to best serve each teacher's needs. Teachers also receive approximately 40 hours of professional development at conferences sponsored by the KIPP Foundation, including the KIPP School Leadership Programs and the Research for Better Teaching programs. Finally, faculty members have the opportunity to 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 is based on those standards.

KIPP Bridge Charter School establishes clearly defined criteria for performance reviews that may include:

- Demonstrated commitment to KIPP Bridge Charter 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 11 below for a sample teacher evaluation plan.

Figure 12: 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 maintains full health and safety procedures and risk management policies at the KIPP Bridge Charter School site in consultation with its insurance carriers and risk management experts.

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

Employees

KIPP Bridge Charter 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 tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations and Health Screenings

KIPP Bridge Charter School complies 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 Bridge Charter School complies with applicable student immunization and health screening requirements.

Comprehensive Discrimination and Harassment Policies and Procedures

KIPP Bridge Charter School is 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. The school 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 is outlined in detail in the school's Employee Handbook.

Safety Plan

KIPP Bridge Charter School adheres to a safety plan, as outlined in the Employee Handbook, which is drafted specifically to meet the needs of the school site. The safety plan includes a comprehensive set of health, safety and risk management policies that address, at a minimum, policies and procedures for responses to disasters and emergencies, including fires and earthquakes, blood-borne pathogens, and a policy establishing KIPP Bridge Charter School as a drug, alcohol and tobacco free workplace.

Facility Safety

KIPP Bridge Charter 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 KIPP Bridge Charter 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. KIPP Bridge Charter 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 school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

KIPP Bridge Charter School is strongly committed to serving the students of West Oakland. We want our school to serve the community and therefore are committed to ensuring that our study body is reflective of the West Oakland community. As such, KIPP Bridge Charter School may take any of the following steps to ensure that students who are representative of the territorial jurisdiction of OUSD be recruited and feel welcome:

- Partner with local community-based organizations to reach families and recruit a diverse population of students
- Visit and speak at local community based organizations serving a similar demographic as KIPP Bridge Charter School
- Visit with and explain to prospective students and their families the mission of KIPP Bridge Charter School
- Conduct broader community information sessions to elaborate on the experience of being part of KIPP Bridge Charter School 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
- Promote the school at community events and festivals
- Promote word of mouth sharing about KIPP between families, including encouraging 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
- Invite local television and print media reporters to report on the school
- Utilize social media to advertise informational nights and school opening

A detailed outreach plan in West Oakland can be found in Appendix C.

KIPP Bridge Charter 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).

KIPP Bridge Charter School is a free public school that is open to all residents of the State of California. KIPP Bridge Charter School will not discriminate on the basis of race, religion, gender, national origin, disability of students, parents or guardians, or any of the characteristics listed in Education Code Section 220.

KIPP Bridge Charter 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. KIPP Bridge Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

KIPP Bridge Charter School will serve approximately 825 students in grades TK through 8. Formal recruitment of incoming students may begin as early as fall of each calendar year for the following school year. KIPP Bridge Charter School will advertise open enrollment and interested families will be able to meet with staff to 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 available seats. In the event that applications exceed capacity, a public random drawing will be held to determine enrollment for the impacted grade level, with the exception of existing students.

In the event of a public random drawing, enrollment preference shall be as follows:

1. Siblings of current students and children of employees
2. Students who are eligible for free and reduced price meals (FRPM)
3. Students who reside within West Oakland
4. Students who reside within Oakland Unified School District
5. Students who reside outside Oakland Unified School District

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 wait list 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.

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 KIPP Bridge Charter 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, 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 KIPP Bridge Charter School's financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide, and will verify the accuracy of KIPP Bridge Charter School's financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), 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 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 KIPP Bridge Charter School will be public record, to be provided to the public upon request.

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).

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. To ensure that all students have the opportunity to learn, we must keep students with KIPP and support not only their academic success, but students' overall well-being and sense of belonging in the community.

Restorative Justice Practices

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 those affected, the offender, as well as the surrounding 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 restorative circles in response to any violations of school values. Furthermore, KIPP is focused on reducing suspensions and protecting student learning. Even if suspension is deemed the most appropriate disciplinary action, we aim to keep students in school with a teacher to ensure instructional minutes are not lost.

KIPP Bridge Charter School is actively implementing restorative justice practices at the school. KIPP Bridge Charter School recognizes the history of West Oakland and will work closely with the students, families and community to establish practices that will instill a sense of self-awareness, self-worth and pride in students.

Pupil Suspension and Expulsion Policy

KIPP Bridge Charter School staff are 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. KIPP Bridge Charter School relies on restorative justice practices and social emotional supports to address behavioral challenges whenever possible.

However, when a student's behavior may endanger other students or staff or are excessively disruptive to the learning of other students, there may be grounds for suspension and/or recommendation for expulsion and subject to normal due process requirements described in the

KIPP Bay Area Schools Pupil Suspension and Expulsion Policy. As much as possible, students will remain in-school to continue to learn and be part of the school community.

The Pupil Suspension and Expulsion Policy (please refer to Appendix R) 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 KIPP Bridge Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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

KIPP Bridge Charter School does 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. KIPP Bridge Charter School also does not dismiss students with special needs who do not meet criteria 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 KIPP Bridge Charter 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 a generous benefits package to its teachers and staff. All KIPP Bridge Charter School staff participates in the federal social security system. In addition, KIPP Bridge Charter School staff has 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 the organization merged in 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 KIPP Bridge Charter 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 KIPP Bridge Charter School, except to the extent that such right is extended by the local education agency. A student who chooses not to attend KIPP Bridge Charter 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 OUSD.

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 KIPP Bridge Charter School. Permanent employees of OUSD who leave their positions to work at KIPP Bridge Charter 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. KIPP Bridge Charter School employees are eligible to work in the District, subject to District policies and all applicable laws.

All employees of KIPP Bridge Charter 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 KIPP Bridge Charter 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 KIPP Bridge Charter 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 KIPP Bridge Charter School and the District and; (b) ensuring the high operational standards of KIPP Bridge Charter 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.

Disputes Between KIPP Bay Area Schools or KIPP Bridge Charter School and the District

KIPP Bay Area Schools and/or KIPP Bridge Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. KIPP Bridge Charter 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 KIPP Bridge Charter School and the District, the staff, employees, and Board members of KIPP Bay Area Schools, KIPP Bridge Charter 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 KIPP Bridge Charter School, who will in turn notify KIPP Bay Area Schools. In the event that the District's Board of Trustees 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 KIPP Bridge Charter 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, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal of KIPP Bridge Charter School and Executive Director of KIPP Bay Area Schools and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. 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 sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and KIPP Bridge Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. 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 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 KIPP Bridge Charter School for the purposes of the Education Employment Relations Act and with respect to collective bargaining. As such, KIPP Bay Area Schools will comply with all provisions of the Educational Employment Relations Act (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. However, 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 KIPP Bridge Charter School cease operation, KIPP Bay Area Schools shall comply with all portions of Education Code section 47605, subdivision (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 KIPP Bridge Charter School shall be documented by official action of the Board of Directors of KIPP Bay Area Schools. The 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 KIPP Bridge Charter 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 KIPP Bridge Charter 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 OUSD 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 an Action to Close.
4. Written notification to the California Department 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 OUSD 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 OUSD 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 OUSD to store original records of KIPP Bridge Charter School students. All student records of KIPP Bridge Charter School shall be transferred to OUSD upon closure. If OUSD will not or cannot store the records, KIPP Bridge Charter School shall work with OUSD to determine a suitable alternative location for storage.
8. All state assessment results, 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 KIPP Bridge Charter 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 KIPP Bridge Charter School. The assets of KIPP Bridge Charter School shall first be prioritized towards paying any debts of KIPP Bridge Charter School including any overpayment or over apportionment of state funding, and any and all fees or sums owed to OUSD. All other assets shall be distributed in accordance with the 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 OUSD 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 KIPP Bridge Charter School will be the responsibility of KIPP Bay Area Schools and not OUSD. KIPP Bay Area Schools understands and acknowledges that it will cover the outstanding debts or liabilities of KIPP Bridge Charter

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 OUSD property that is used by KIPP Bridge Charter School remains District property, is not an asset of KIPP Bridge Charter School, and must be returned to OUSD when KIPP Bridge Charter 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 S, 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 Bridge Charter 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 including leasing of facilities, food service, and special education services.

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 140% of annual expenditures, and held cash reserves totaling approximately 50% of annual expenses as of June 30, 2013.

KIPP Bridge Charter School's funding sources are 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, KIPP Bridge Charter School will supplement public funding through philanthropic efforts in order to provide for the full KIPP educational program and to offset state budget cuts. If KIPP Bridge Charter School's fundraising goal were to fall short, the organization's substantial fund balance would provide a cushion while the school made necessary changes to its operating model.

KIPP Bridge Charter School will maintain a relatively lean administrative staff and low overhead in order to funnel more funds to direct instructional materials and teaching staff. KIPP Bridge Charter 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 KIPP Bridge Charter 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, marketing and graphic design, teacher recruitment, academic oversight and support, special education, blended and personalized 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 KIPP Bridge Charter 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 KIPP Bridge Charter School is based on KIPP Bay Area Schools' experiences to date. Historical experience provides an amount of certainty in the budget development process. KIPP Bridge Charter School makes the following assumptions:

- At steady-state, the school will maintain enrollment of approximately 400835 students.
- The school will employ approximately 35 to 40 team members on staff, which may include core and elective teachers, counselors, deans and assistant principals, a principal, and operations and facilities staff.
- The school receives revenue principally from the following sources: state and local general purpose funds, categorical block grant, and state lottery funds.
- The school applies directly for funds not included in the charter school categorical block grant including federal entitlement funds.
- The school makes inflation assumptions of approximately 2% to 3% for both revenues and expenditures.

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

Financial Reporting

KIPP Bridge Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year.
- 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 T 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 KIPP Bridge Charter 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 KIPP Bridge Charter 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

KIPP Bridge Charter School reports 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 KIPP Bridge Charter 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 is responsible for approving KIPP Bridge Charter School's annual budget, with substantial input from the Principal and Executive Director. The Principal develops the budget proposal in coordination with the Executive Director and Director of Finance, and has the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors is responsible for long-range financial and facilities planning. KIPP Bay Area Schools is responsible for soliciting bids as necessary from various vendors (e.g., for food services, office supplies, furniture, telecommunications).

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. All eligible students will be included in the District's reported student counts.

Role of Authorizing Agency

The District has the right to monitor KIPP Bridge Charter 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. 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).

KIPP Bridge Charter School is committed to serving the West Oakland community and thus hopes to continue operating at its current facilities on the Lowell Campus, at 991 14th Street. KIPP Bridge Charter School may exercise its rights under Proposition 39 to secure affordable, quality facilities.

KIPP Bridge Charter School shall ensure that such facilities shall comply with applicable local building and zoning ordinances and that KIPP Bridge Charter School shall have obtained permits under local ordinances for operating a school in such facilities. KIPP Bridge Charter School will maintain complete records documenting said compliance, and will maintain on file a copy of all facility inspection records, including the Certificate of Occupancy. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills routinely and in conjunction with the District (if at District facilities).

KIPP Bridge Charter School's facilities will comply with applicable state building code, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. The school will contract auxiliary services from vendors authorized to meet safety regulations. All certificated and classified staff will be mandated reporters for child abuse. The staff will be trained regarding this responsibility and will be advised to follow all applicable reporting laws.

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 are solely responsible for all aspects of the day-to-day operations of KIPP Bridge Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like.

KIPP Bridge Charter School is operated by a California non-profit public benefit corporation, KIPP Bay Area Schools. 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. KIPP Bridge Charter School shall work diligently to assist OUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other OUSD-requested protocol to ensure the District shall not be liable for the operation of the school.

Further, KIPP Bridge Charter School and the District may enter into a memorandum of understanding, which provides for indemnification of the District for the actions of the school under this charter. The KIPP Bay Area Schools Board of Directors institutes 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 OUSD 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 KIPP Bridge Charter School.
- Any injury to person or property sustained by any person, firm, or corporation caused by an act, neglect, default, or omission of KIPP Bridge Charter 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 KIPP Bridge Charter 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 OUSD of any present or future liability for the school's actions.

In order to mitigate both the potential legal and fiscal liabilities of KIPP Bridge Charter School, KIPP Bay Area Schools maintains at all times prepaid liability insurance for KIPP Bridge Charter School. The OUSD's Board of Trustees will be named as an additional 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 OUSD's 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 KIPP Bridge Charter School does not operate a student bus service. If KIPP Bridge Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

OUSD will be furnished with certificates of insurance signed by an authorized representative of the insurance carriers. OUSD has the right to require complete certified copies of the required insurance policies. Certificates will be endorsed to say: "The insurance afforded by the this policy will not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the OUSD."

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

Should KIPP Bridge Charter 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

OUSD may inspect or observe any part of KIPP Bridge Charter 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 OUSD 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 OUSD does not believe that KIPP Bridge Charter 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 OUSD 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.

Term of Charter

The term of this charter shall be for five years beginning July 1, 2016⁵ and expiring on June 30, 2021⁰.

Scope of Charter

KIPP Bay Area Schools shall not operate under the KIPP Bridge Charter 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 OUSD.

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 OUSD Board of Education authorized to so execute by

action of the Board on behalf of OUSD. 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 KIPP Bridge Charter School:

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

To Oakland Unified School District:

Oakland Unified School District
Attn: Superintendent's Office
1000 Broadway, Suite 680
Oakland, CA 94607

List of Appendices

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- Appendix C – KIPP Bridge Charter School Community Outreach Description
- Appendix D1 – KIPP Example Fall Regional Professional Development Agenda
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- Appendix E – KIPP Bay Area Schools Example Instructional Technology Tools
- Appendix F1 – KIPP Example Bell Schedule – Elementary Grades
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- Appendix G – KIPP Example 2016 – 2017 School Calendar
- Appendix H – KIPP Leadership Programs
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- Appendix J1 – KIPP Promise of College Completion Report
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- Appendix L – KIPP Partnership with Franklin-McKinley School District
- Appendix M – KIPP Leadership Design Fellowship
- Appendix N1 – KIPP Bay Area Schools Bylaws
- Appendix N2 – KIPP Bay Area Schools Stamped Articles of Incorporation 2008
- Appendix O1 – List of 2015 – 2016 KIPP Bay Area Schools Board of Directors
- Appendix O2 – KIPP Bay Area Schools 2015 – 2016 Board Profiles
- Appendix O3 – KIPP Bay Area Schools Board Job Description
- Appendix P – Job Descriptions for Executive Team and School Staff
- Appendix Q – KIPP Leadership and Competency Model
- Appendix R – KIPP Bay Area Schools Suspension and Expulsion Policy
- Appendix S – KIPP Bridge Charter School Financial Model
- Appendix T – KIPP Bay Area Schools 2013 – 2014 Audit Report
- Appendix U1 – Interested parent signatures
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- Appendix V – Alignment to OUSD Quality Pillars