

# KIPP Bay Area Schools

Essential College Prep Public Education

**CHARTER AMENDMENTS: KIPP BRIDGE CHARTER SCHOOL**  
SUBMITTED TO THE OAKLAND UNIFIED SCHOOL DISTRICT  
AUGUST 13, 2008

## LEGISLATIVE FILE

File ID No. 08-1776  
Introduction 8/13/08  
Enacted \_\_\_\_\_  
Enactment \_\_\_\_\_  
By \_\_\_\_\_

August 13, 2008

Board of Education and State Administrator  
Oakland Unified School District  
1025 Second Avenue  
Oakland, CA, 94606

Dear Board Members and State Administrator Matthews:

KIPP Bridge Charter School, along with the other Bay Area KIPP schools, desires to merge its corporate entity into KIPP Bay Area, a California nonprofit public benefit corporation based in Oakland that supports the operations and management of Bay Area KIPP schools and holds the charter for KIPP Bridge. As a result of the proposed merger, the KIPP Bay Area Board of Directors would assume governance responsibility for KIPP Bridge Charter School.

The school's ongoing interaction with the District would remain unchanged. Because KIPP Bridge will continue to be operated by a nonprofit public benefit corporation, the District will continue to enjoy the immunities and protections from liability as outlined in Education Code section 47604.

In submitting a material revision to the charter, I am enclosing a binder with the following materials:

- Redlined version of the approved KIPP Bridge charter, highlighting the proposed governance changes as a result of the merger. The governance section of the charter is flagged.
- Merger Agreement which has been approved by the KIPP Bridge board of directors and associated amended and restated articles of incorporation and bylaws for KIPP Bay Area.
- Job description for the KIPP Bay Area board; list of KIPP Bay Area board members and their biographies; job description for the Executive Director of KIPP Bay Area; profiles of the management team of KIPP Bay Area; and a decision rights matrix outlining roles and responsibilities between the KIPP Foundation, KIPP Bay Area board, Executive Director, School Leader/Principal, and School Advisory Council.
- Draft letter informing KIPP Bridge Charter School parents of the proposed governance changes; protocol for registering to speak at board meetings; parent grievance policy; supervisor contact information; and employee complaint policy and form.

The required signatures and appendices referenced in the charter were included with the original charter submission and are available upon request. Please note page 106 includes a minor revision to Element K (Retirement System) that is separate from the governance revision.


Our goal is for the merger to be effective on September 30, 2008. We believe that by centralizing our governance and back-office functions, we will improve knowledge sharing, operational efficiency, support, and oversight for our schools. Most importantly, this structure

will allow the leadership of KIPP Bridge to intensify its focus on the school's core educational mission – curriculum, instruction, culture, staff development, and parent outreach.

We want to maintain clear and open lines of communication with our parents and KIPP Bridge community at all times. The proposed charter amendments outline the process KIPP Bay Area will follow to engage comments, concerns, and grievances from the stakeholders of KIPP Bridge Charter School. In order to maintain additional vehicles for parent and community input, KIPP Bridge will maintain its Parent Council and is encouraged to form an Advisory Council.

We believe this regional structure will enhance the long-term sustainability and success of KIPP Bridge and thus strengthen our partnership with the District in the effort to provide high-quality education services to the children of Oakland.

Sincerely,



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# **KIPP Bridge Charter School**

**Charter Petition**

**THERE ARE NO SHORTCUTS!**

Approved by the Oakland Unified School District  
June 19, 2007



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## EXECUTIVE SUMMARY

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The mission of KIPP Bridge Charter School is simple, yet powerful: KIPP Bridge Charter School will develop the academic knowledge, skills, and character traits necessary for our students to achieve success in the finest high schools and colleges, and the competitive world beyond. Strengthened by these skills, habits and qualities, the students of KIPP Bridge Charter School will prioritize the goal of a college education in achieving personal success. The mission of KIPP Bridge Charter School is not easily accomplished; the students of KIPP Bridge Charter School will soon learn that *there are no shortcuts* to realize these goals.

KIPP Bridge Charter School, as a start-up charter school, will be based upon the success of the KIPP Bridge College Preparatory school, which has been operating as a public school within the Oakland Unified School District since 2002 and will be closing its doors this June. KIPP Bridge College Prep is a 5<sup>th</sup>-8<sup>th</sup> grade middle school with a four-year record of outstanding success achieving the academic and cultural aims it has set for its students. To judge by the performance of the class that most recently completed the school, in June 2006, **KIPP Bridge College Prep has equaled or exceeded the performance of every district middle school.**<sup>1</sup> Moreover, the high-quality education of KIPP Bridge College Prep students has provided them with a wide range of choices for high-school, which include some of the district's most rigorous programs as well as prestigious private schools such as the College Preparatory School, the Athenian School, Bishop O'Dowd, Bentley, and others.

KIPP Bridge Charter School is based upon the founding principles of the Knowledge is Power Program (KIPP) and the original two KIPP public charter schools, KIPP Houston and KIPP Bronx, founded by Michael Feinberg and David Levin. KIPP schools make no excuses based on race, gender, socioeconomic status or disability. KIPP Schools have achieved unprecedented success by focusing upon five founding principles: 1) **high expectations** for students, teachers and parents; 2) **choice and commitment** to excellence and maintaining a rich learning community; 3) **more time on task** accomplished through an extended school day and school year; 4) the **power to lead** a dynamic, autonomous public charter school granted to the school leader; and 5) an **unrelenting focus on results**.

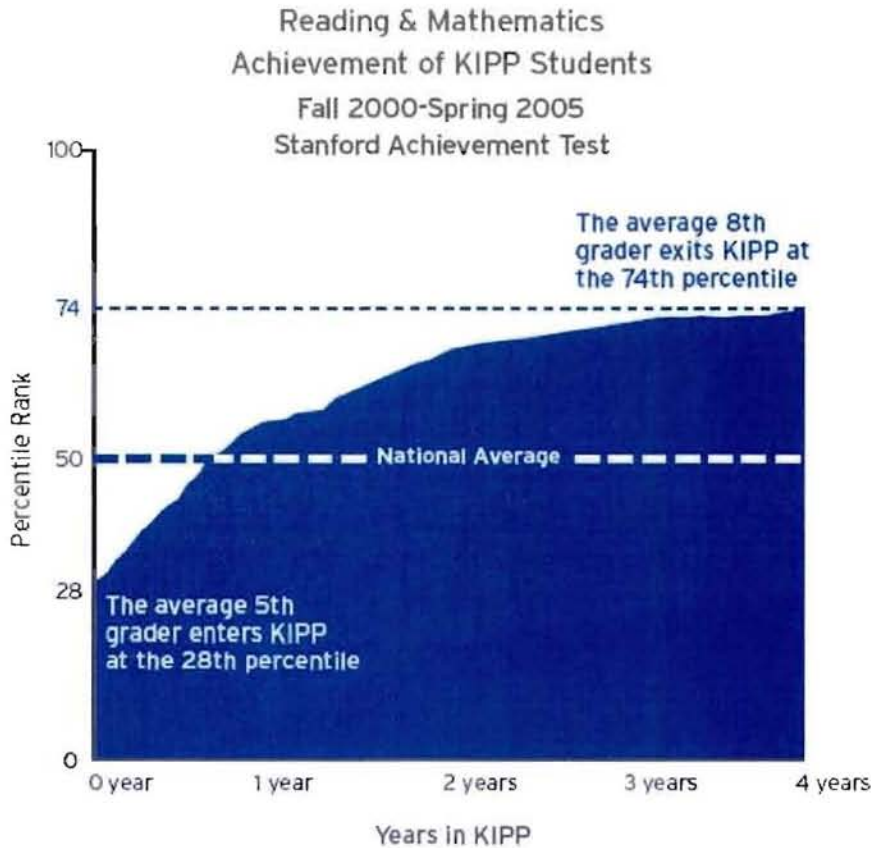
These strategies have paid off handsomely nationwide, as Figure 1.1 below demonstrates. This graph shows the comparative growth that KIPP fifth through eighth graders achieved in reading and mathematics since entering KIPP. The shaded area under the curve represents the percentage of national test takers that KIPP students outperform. While the average fifth grader enters KIPP in the bottom third of test takers nationwide (28<sup>th</sup> percentile), the average KIPP eighth grader outperforms nearly three out of four test takers nationwide (74<sup>th</sup> percentile). These results show that the longer hours, excellent teachers, and a structured learning environment are producing significant academic gains and putting students on the road to college.

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<sup>1</sup> Bridge eighth-graders earned scores of 50 percent proficient or advanced in English-Language Arts and 47 percent proficient or advanced in Algebra. Only one district middle school rivaled that performance.



Figure 1.1 – Achievement of KIPP Students



KIPP Bridge College Preparatory was established in 2002 as an academically rigorous college preparatory middle school, operating as a New Small Autonomous School within the Oakland Unified School District. The school will be closing at the end of the 2006-07 school year; KIPP Bridge Charter School will also be based upon the KIPP model and will be inspired by the success of KIPP Bridge College Prep. As a new, public charter school, KIPP Bridge Charter School will serve upper elementary- and middle school-aged students in one of the city's most needy areas – West Oakland. KIPP Bridge Charter School students are expected to go on to a competitive high school and college, and are given the tools and support to meet these goals.

KIPP Bridge Charter School deeply values its partnership with the Oakland Unified School District. It is the expectation and hope of KIPP Bridge Charter School's principal, staff and Board of Directors, as well as KIPP Bay Area and the KIPP Foundation, that KIPP Bridge Charter School will work in close cooperation with the Oakland Unified School District toward a shared mission of educating underserved students at high levels, and sharing promising practices with district schools and leaders.

KIPP Bridge Charter School will not choose the highest performing students in Oakland to achieve success; in fact, incoming fifth graders will be admitted regardless of their test scores. The only admission requirement for the school is the students' and parents' willingness to sign and uphold the KIPP Bridge Charter School Commitment to Excellence Form. This form specifies that the students, parents, and teachers will all have the **desire, discipline and dedication** to do everything in their power to support the education of the student. This framework encourages and inspires students and their families to view an intense academic commitment as the key to their future success.

Students and teachers at KIPP Bridge Charter School will attend school from 7:30 a.m. to 5:00 p.m. Monday through Friday, for three and a half hours every other Saturday, and for three weeks during the summer. All of these hours are focused on addressing the academic skills, intellectual habits, and character traits of KIPP students. Overall, the students will spend two-thirds more time learning than most of their peers.

KIPP Bridge Charter School will successfully link regular classroom instruction and extended hours by providing instruction by a dedicated faculty, and by implementing a unified curriculum interwoven throughout the day. By serving students in grades five through eight, KIPP Bridge Charter School will effectively bridge the crucial gap between elementary and high school. This is often a time during which many of our poor, urban children replace academic fervor with involvement in harmful influences such as drugs, gangs, violence, and crime. KIPP Bridge Charter School focuses on children starting at the young age of nine or ten, and supports and encourages them through the turbulent years of early adolescence.

The incorporation of summer school, Saturday school, and extended hours during the week will allow KIPP Bridge Charter School to develop creative programming that bolsters students' academic and cultural capital. During the summer, new students are initiated into the routines, procedures, and high expectations of the school while returning students participate in remediation and enrichment activities. Saturdays during the "normal" school year are spent in various enrichment activities, as well as one-on-one tutoring for students who require supplemental instruction. During the week, students will start the day with a half-hour of critical thinking and problem solving activities. Students will then engage in six hours of core instruction including reading, writing, math, social studies, science, and fine arts. From 3:00-5:00 p.m. each day, students will receive supplemental instruction, read novels, participate in enrichment activities, or complete nightly homework in study hall.

KIPP Bridge Charter School aims to be located at 991 14<sup>th</sup> Street and to contribute to positive change in West Oakland by providing children with a personal pride and passion for learning. KIPP Bridge Charter School strives to empower students to avoid the pitfalls of poverty through high-quality public education, enabling each of them to experience fully the American dream.

The KIPP Bridge Charter School framework succeeds not because of who its teachers and students are, but rather, what these students and teachers **do**:

- Students and teachers at KIPP Bridge Charter School will spend more time in the classroom than their counterparts in any other school in the district;
- Students at KIPP Bridge Charter School will focus on developing the knowledge, skills, and character traits necessary for success in high school, college, and beyond;



- KIPP Bridge Charter School teachers will work together to refine, share, and develop effective teaching strategies;
- KIPP Bridge Charter School teachers and administrators will bridge the gap between school and community by visiting students' homes before the start of the school year and continuing to make regular home visits throughout the year;
- In the homes of KIPP Bridge Charter School's students, important parental activities such as checking homework and reading with the will children occur; and
- KIPP Bridge Charter School teachers will provide students with home phone numbers and cellular phone numbers in order for children to contact teachers at night for homework assistance or in case of an emergency.

By preparing students with the academic skills, intellectual habits, and character traits to achieve success throughout their academic years and into life, KIPP Bridge Charter School desires to partner with the Oakland Unified School District to serve as a model of educational excellence for the City of Oakland.

## ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM

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### **Mission and Vision**

The mission of KIPP Bridge Charter School is simple, ambitious and unambiguous: to strengthen the character and academic skills needed for underserved students in West Oakland to excel in competitive high schools and colleges, and assume positions of responsibility and excellence in the world beyond.

Central to our mission is the unwavering belief that all students in Oakland can succeed in the most rigorous college environments, when provided with a disciplined commitment to academics, extended time for learning, and a wide range of effective supports. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21<sup>st</sup> century job market. While not all KIPP Bridge Charter School graduates may want to matriculate to a four-year university, we believe that all students must be prepared for higher education and equipped with skills and the choice to pursue it at the highest levels. Therefore, an all-encompassing college preparatory ethos drives all aspects of the school, from the educational program and field “lessons”, to the allocation of resources and daily scheduling.

In order to prepare students for success in competitive high schools and colleges, KIPP Bridge Charter School will create a serious learning environment that cultivates their character and academic skills in a highly intensive and systematic manner. In line with the school’s mission is the underlying belief that one of the fundamental purposes of schooling is to help students develop and refine their character. That is, students must develop a sense of purpose that exceeds mere social or economic gain. Through the intentional teaching and constant reinforcement of strong character, KIPP Bridge Charter School students will understand and demonstrate five clearly articulated, central virtues: excellence, respect, integrity, teamwork and responsibility.

The character-building program at KIPP provides a solid foundation that in turn allows for excellent teaching and learning experiences sooner, longer, and more intensively than at other schools. Academic learning follows a four-year standards-based continuum from the lower to the upper grades. In the fifth grade, students learn a base of fundamental knowledge and skills that allows for more sophisticated high-level conceptual thinking in the seventh and eighth grades. Students must demonstrate mastery of standards in each course to earn promotion to the next grade. Our rigorous, accelerated academic curriculum is geared towards ensuring that all students will be prepared for college-preparatory high-schools.

KIPP Bridge Charter School will achieve its mission and vision through its implementation of KIPP’s Five Pillars, its partnership with the KIPP Foundation and KIPP Bay Area, and through KIPP’s educational philosophy. Please refer to Appendix A for articles highlighting the KIPP philosophy and Appendix B for research demonstrating the efficacy of the KIPP model. Over the past three years, these components working together have led to demonstrated success at dozens of new KIPP schools nationally.

### **KIPP’s Five Pillars**

1. **High Expectations.** KIPP Bridge Charter School will have explicitly defined and observable high expectations for academic achievement and conduct that makes no excuses based on the background of students. Students, parents, teachers, and staff will create and

reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

2. **Choice & Commitment.** Students, their parents, and the faculty of KIPP Bridge Charter School will be part of the school by choice. No one is assigned or forced to attend the school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
3. **More Time on Task.** KIPP knows that *there are no shortcuts* when it comes to helping educationally underserved students succeed academically. A longer school day, a longer school year, Saturday school, and summer school means more time for students at KIPP Bridge Charter School to acquire the academic knowledge and skills, as well as the broad extracurricular experiences that prepare them for competitive high schools and colleges. Given the school's numerous learning goals and the fact that many students arrive behind grade level, a longer school day, year, and summer school is necessary. Since students learn at different speeds, the extra time allows staff to do remediation for those students that need to "catch up," and to accelerate those students that are advancing at a faster pace. The Pillar is not "more time." More time can be wasted while more time *on task*, means that all students are learning and engaged.
4. **Power to Lead.** The School Leader of KIPP Bridge Charter School is an effective academic, operational, and organizational leader who understands that there are no great schools without great school leaders. He will have control over the school budget and personnel, allowing him to move dollars swiftly or make staffing changes in order to be most effective in helping students learn. Within the California adopted curricula, the principal and his staff also have the freedom to choose the curricula and methods of instruction that are best suited to their students' needs.
5. **Focus on Results.** In order to assess attainment of the school's mission, it is essential that KIPP Bridge Charter School maintain its focus on results, such as student performance on STAR tests, the SAT-10, and multiple other objective measures that can assess learning from year to year; results that don't invite excuses based on the demographics of the students in Oakland; and achievement that enables students to compete at the nation's best high schools and elite colleges.

## The KIPP Foundation

KIPP Bridge Charter School's founding partnership is with KIPP (Knowledge Is Power Program). KIPP is a national, non-profit foundation that trains outstanding teachers to open and run high-performing public schools. There are now 52 KIPP schools in operation across the country.

KIPP began in 1994 when Michael Feinberg and David Levin completed their commitment with Teach for America and launched a program based upon the Five Pillars 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. Both schools grew to become the highest performing middle schools (fifth through eighth grades) in their respective districts. After four years of attending KIPP, most students go on to some of the most prestigious, private, boarding and public high schools in the nation (see Appendix C). Since 1999, both of the founding

KIPP charter schools, KIPP Academy Houston and KIPP Academy New York, have earned over \$21 million dollars in high school scholarship awards.

In September 1999, CBS aired a special on KIPP on “60 Minutes.” In January 2000, the Pisces Foundation, proposed a unique partnership to Feinberg and Levin to replicate the success of their schools. The KIPP Foundation was established in April 2000 to provide aspiring school founders with the training and support to create and lead KIPP public schools in high-need communities across the country.

The founders of the KIPP Foundation have recognized that school leadership determines school performance. Thus, the KIPP School Leadership Program was created to replicate the success of the original two KIPP Academies by offering an innovative and prestigious entry point for outstanding classroom teachers to become school leaders/principals through rigorous preparation and support (see Appendix D). Over the past six years, over 1,000 applicants have applied for the opportunity to start KIPP Schools. KIPP has selected more than sixty highly successful educators to become the founders of KIPP Schools across the country. While many of KIPP’s practices are replicated in schools across the country, only a graduate of the KIPP School Leadership Program (also known as a Fisher Fellow during the first year of training) is permitted to found a KIPP School. The three-year program provides the School Leader/Fisher Fellow with a paid stipend in the first year, and with intensive training and highly individualized support in the following areas: Organizational Leadership, Instructional Leadership, and Operational Leadership. KIPP Bridge Charter School principal David Ling is a graduate of the KIPP School Leadership Program.

During the first year of the KIPP School Leadership Program, Fisher Fellows complete three key training components that are vital to starting a KIPP school: the KIPP School Leadership Institute, KIPP Residencies and School Start-Up Period.

1. **The School Leadership Institute.** The five-week School Leadership Institute, conducted at Stanford University, provides Fisher Fellows with the essential organizational, instructional, and operational leadership skills that are most relevant to opening and operating successful KIPP Schools. Institute course work takes place during the summer and is directed by top business school professors from across the nation, as well as experts on instructional leadership, nonprofit management, school finance, governance and operations. Topics covered include organizational culture, finance, and instructional leadership and management. The Institute’s dynamic instructional setting immerses Fellows in an intense academic environment. Class sessions include participation in case studies, discussions and role-playing. The Institute culminates with each Fellow presenting his or her own school vision, instructional plan, and business plan.
2. **The Residency Period.** Fellows serve as residents in KIPP and other exemplary schools over the course of four months to broaden their perspective on leadership and effective school models. The Residency period allows KIPP Fellows to experience first-hand the culture and activities of successful schools around the country in preparation for starting and leading their own KIPP schools. Throughout the fall months, Fellows rotate through each of the key school roles, learning through hands-on training by assisting the school principal, teachers, office managers, development directors, counselors and other staff. David Ling has rotated through both founding KIPP schools, KIPP Academy Houston and KIPP Academy New York, located in the South Bronx. He also had the opportunity to be a resident at several newer KIPP schools. Residencies are punctuated by local, regional, and national training events customized to each Fellow’s learning styles and needs and by visits

to their hometowns, where they begin to cultivate relationships with the District, school board, community members, and parents with whom they will partner to open the school.

3. **School Start-Up Period.** After the Institute and the Residencies, all KIPP Fellows return home to their school's community for the final six months of the start-up period. This is the time when Fellows are recruiting students and staff, building their Board of Directors, meeting with parent advisory groups, building community partnerships, fundraising, designing professional development workshops, and managing their facility.

During the critical first two years of new school operations, it is essential to establish a strong school culture and obtain outstanding academic results. Therefore, once the Fisher Fellows become School Leaders and opens their doors, they continue to receive training and support from the KIPP Foundation to ensure that they are developing successful programs according to their school's mission. At the end of its first two years of operation, every KIPP School undergoes an intensive school inspection using KIPP's proprietary evaluation protocol. These inspections add an additional layer of accountability to the District and state. The purpose of these inspections is to determine whether each school has successfully implemented KIPP's Five Pillars and is fulfilling the KIPP mission to provide educationally underserved students with the knowledge, skills, and character required to succeed in top quality high schools, colleges, and the competitive world beyond. Please see the "programmatically audit" section for more information.

The KIPP Foundation's ongoing commitment to and support of KIPP Bridge Charter School takes multiple forms. The KIPP Foundation provides consulting services to support KIPP Bridge Charter School's business operations, academic program, data-driven instruction, board development and management, and public affairs. Support services include such areas as financial planning, real estate management, vendor management, collection and assessment of data, staff professional development, and leadership development. Please see Appendix E for more information on the services and materials provided to KIPP Bridge Charter School by the KIPP Foundation. The KIPP Foundation also provides substantial support through its access to significant private and public grants. For example, the KIPP Foundation's relationship with the Walton Foundation has yielded an average of \$200,000 in awards to date for each of the KIPP charter schools. In addition, the KIPP Foundation was awarded a \$3.5 million grant from the federal Department of Education for the support of KIPP Schools' extended day programs.

The KIPP Foundation has a sustained and significant commitment to KIPP Bridge Charter School.

## **KIPP Bay Area**

As KIPP continues to grow, the KIPP Foundation has encouraged groups of KIPP schools across the country to join together under regional support organizations, so that they have a permanent organization to meet the bulk of their needs and facilitate the centralizing of efficiencies and the sharing of best practices. KIPP Bay Area is the regional charter management organization that will support the sustainability, quality, and growth of KIPP schools in the Bay Area. Our vision is to facilitate the long-term success of KIPP schools in the Bay Area, enabling them to become institutions of lasting excellence that will provide their students with a pathway to success in college and in life. KIPP Bay Area enables its schools to focus on teaching, learning, and meeting the academic needs of their students by centralizing and managing business operations, teacher recruitment, compliance, sustainability efforts, and by leveraging economies of scale and

institutionalizing knowledge sharing and best practices. Please see Appendix F for a list of the KIPP Bay Area Board of Directors and Board of Trustees.

In addition to the KIPP Foundation and KIPP Bay Area, KIPP Bridge Charter School has tapped into the extensive experience, knowledge, and networks of individuals and organizations throughout Oakland. The result is that KIPP Bridge Charter School will operate as a homegrown and community-supported public school based upon an established model of success.

## **KIPP's Track Record of Success**

KIPP Bridge Charter School is modeled after successful KIPP schools that are in operation in low-income urban and rural neighborhoods across the country. While over 95% of KIPP's students are from minority groups, and over 85% receive free meals through the federal school lunch program, KIPP makes no excuses based on race, gender, socioeconomic status, or disability. By outperforming elite schools in their respective cities, the existing KIPP schools have proven that KIPP's educational vision can be implemented with tremendous success.

All KIPP schools are open-enrollment public schools that accept students regardless of previous academic achievement, conduct, or socioeconomic background. Our students face many obstacles, yet they choose to attend a KIPP School because they want a safe, challenging environment that will provide them with every educational opportunity and put them on the path to college. With schools open from 7:30 am to 5:00 pm during the week, four hours every other Saturday, and for three additional weeks during the summer, KIPP schools simply provide more time for teaching and learning. Many of our 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.

Since 1999, both of the founding KIPP schools, KIPP Houston and KIPP Academy New York, have successfully placed its graduates in college preparatory high schools: institutions that have rigorous educational programs with over 90% of its graduates attending college. High school admissions officers know that a KIPP graduate has the academic, intellectual and character skills necessary to succeed in a hard-working, high-achievement atmosphere.

Every year, hundreds of educators, parents, professors, and interested citizens visit KIPP Schools to glean best practices given KIPP's success in boosting academic achievement performance gains and implementing strong school-wide cultures. KIPP has been covered 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.

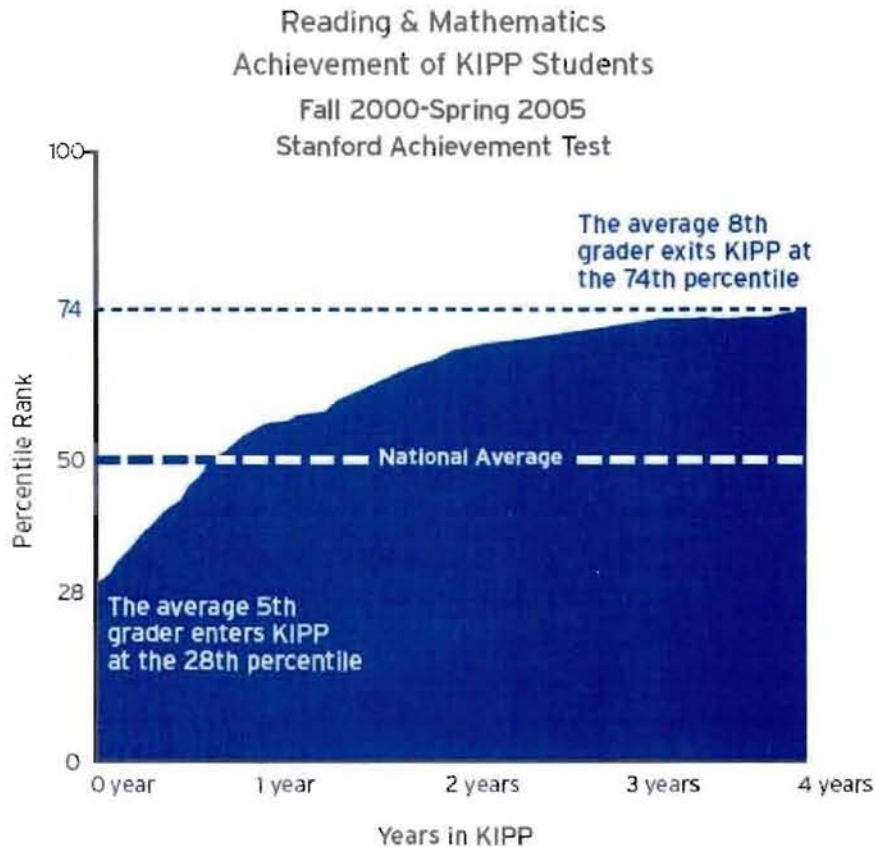
An independent study conducted by the Educational Policy Institute in 2005 found that KIPP students made "large and significant" gains beyond what is average for schools on the Stanford-10, a national norm-referenced test. KIPP students who took the national norm-referenced Stanford 10 exam in 2004-2005 averaged score increases of 22% in mathematics, 22% in reading, and 20% in language. These gains are particularly impressive as the norm for all students nationwide is zero growth.

The graph below shows the comparative growth that KIPP fifth through eighth graders achieved in reading and mathematics since entering KIPP. The shaded area under the curve represents the



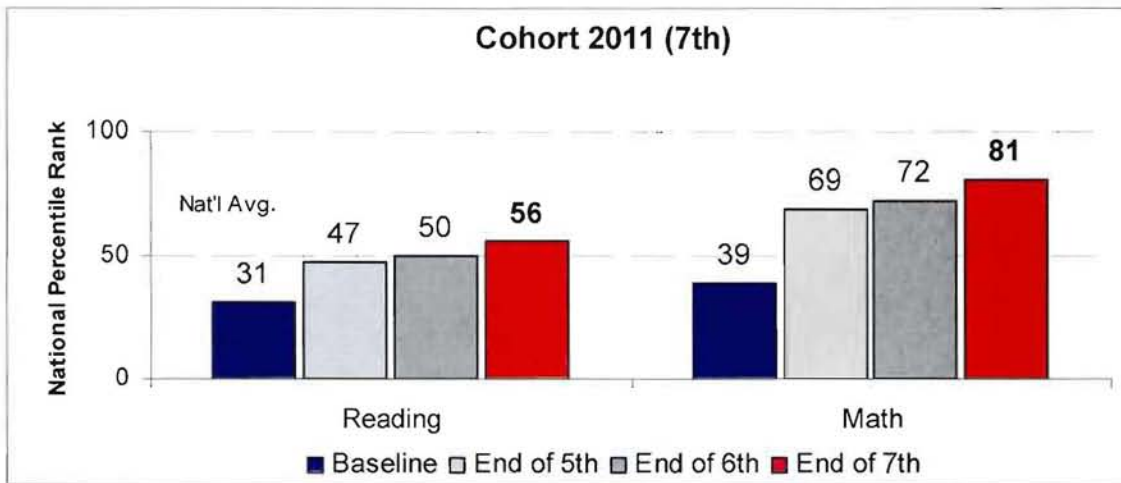
percentage of national test takers that KIPP students outperform. While the average fifth grader enters KIPP in the bottom third of test takers nationwide (28<sup>th</sup> percentile), the average KIPP eighth grader outperforms nearly three out of four test takers nationwide (74<sup>th</sup> percentile). These results show that the longer hours, excellent teachers, and a structured learning environment are producing significant academic gains and putting students on the road to college.

**Figure 1.2 – Achievement of KIPP Students**



Nationwide, KIPP’s 52 schools have paralleled the record of success of the founding KIPP Academies. The performance of the class of 2011 (current 8<sup>th</sup> graders, who will enroll in college in 2011) highlights that record. The average 7<sup>th</sup> grader entered KIPP at the 31<sup>st</sup> percentile in reading, and the 39<sup>th</sup> percentile in math. By the end of the 2005-2006 school year (three years later), the average 7<sup>th</sup> grader was at the 56<sup>th</sup> percentile in reading and the 81<sup>st</sup> percentile in math.

**Figure 1.3 – Performance of Current 8<sup>th</sup> Graders Across KIPP Schools**



KIPP schools locally have contributed greatly to the success of the KIPP model. KIPP schools in the Bay Area have been featured in the Oakland Tribune, the San Jose Mercury News, the San Francisco Examiner, and the San Francisco Chronicle.

## Students

KIPP believes that the upper elementary and middle school years are crucial, formative years, and that the choices students make during these years will set them on a path for life. KIPP Bridge Charter School will create a small, personalized learning environment in grades 5-8, reaching approximately 320 students at full enrollment.

**Figure 1.4: KIPP Bridge Charter School Projected Student Enrollment**

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Fifth Grade	85	85	85	85	85
Sixth Grade	85	85	85	85	85
Seventh Grade	60	75	75	80	80
Eighth Grade	50	70	70	70	70
<b>Total</b>	<b>280</b>	<b>315</b>	<b>315</b>	<b>315</b>	<b>320</b>

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. KIPP Bridge Charter School will work in tandem with parents, community members, and the Oakland Unified School District to realize the mission of the school. Although the school is open to any student, KIPP Bridge Charter School targets academically underserved students in Oakland. The only admission requirement for the school is the students' and parents' willingness to sign and uphold the KIPP Bridge Charter School Commitment to Excellence Form (See Appendix G). The form specifies that

the students, parents, and teachers have the **desire, discipline and dedication** to do everything in their power to support the education of the student.

KIPP Bridge Charter School does not wait for motivated students and families to come to them; rather, the staff goes door-to-door to homes, visits laundromats, community centers, salons, and grocery stores, actively seeking out parents who might not become aware of this opportunity otherwise.

## **Becoming a 21<sup>st</sup> Century Learner**

KIPP's Five Pillars (*More Time on Task, High Expectations, Choice & Commitment, Power to Lead, and Focus on Results*) provide the framework of the school's educational philosophy. However, without high-quality instruction, the school will not succeed. Implementing the highest-quality instructional program is paramount to KIPP's track record of success. At KIPP Bridge Charter School, high-quality instruction is standards-based, with an emphasis on character and academic skills, and is explicitly tied to the school's mission of preparing students in Oakland for success in college and in life.

Instruction is the core activity of all schools: public, private, elementary, secondary and post secondary. 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 involvement<sup>2</sup>. The educational program at KIPP Bridge Charter School is driven by the core goals at KIPP schools -- *academic and character skills* -- and define what becoming a 21<sup>st</sup> Century learner means.

### **1. Academic Skills**

An 'educated person' in the 21<sup>st</sup> century will be able to:

- Calculate accurately.
- Read fluently and with comprehension.
- Communicate effectively in writing and in speech.
- Understand fundamental knowledge.
- Think logically and critically.
- Apply basic knowledge and numeracy to solve complex problems.
- Analyze, synthesize and evaluate information.
- Learn in a self-motivated, competent manner.

Research confirms what the experiences of KIPP and other successful urban schools have proven: the development of higher-order conceptual skills is possible only after a solid base of fundamental academic skills and knowledge is attained.<sup>3</sup> KIPP Bridge Charter School's math curriculum provides an excellent example of the importance of fundamentals. A student must know the multiplication tables in order to effectively solve more complex word problems. Thus, the fifth grade math curriculum is focused on developing these fundamental math skills, which will in turn

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<sup>2</sup> Robert Marzano, *Educational Leadership*, September 2003.

<sup>3</sup> E.D. Hirsch, *The Schools We Need and Why We Don't Have Them*. New York: Anchor Books, 1996. 23.

eventually allow eighth grade students to take an Algebra course. Students who are not developing these necessary skills will be provided with the appropriate level of individualized tutoring sessions and supplemental instruction during daily afternoon or Saturday tutorials.

## 2. Character Skills

An ‘educated person’ in the 21<sup>st</sup> century will exhibit the following character virtues:

- Excellence: To always put forth one’s best effort and never give up.
- Integrity: To know right from wrong and remain true to our moral principles.
- Respect: To maintain a sense of dignity and treat others as we wish to be treated.
- Teamwork: To work together and act in the best interests of the larger team.
- Responsibility: To take ownership for the consequences of our actions, both good and bad.

At KIPP Bridge Charter School, we believe that more than academic skills alone are needed to maximize students’ potential in high school, college and the world beyond. In the words of David Levin, founder of KIPP Academy New York, “the experiences of KIPP Academy New York and KIPP Academy Houston have taught us that *academics* without *character* are useless; students will have the skills but lack the motivation to use them. *Character* without *academics* is hollow; students will have the motivation but not the ability to use it. Together, they have the power to transform lives.” At KIPP Bridge Charter School, we believe that by teaching academic and character skills in tandem, we will develop self-motivated, competent, lifelong 21<sup>st</sup> Century learners.

## How Learning Best Occurs

Like the 52 KIPP schools around the country, KIPP Bridge Charter School ascribes to the Five Pillars of success (*More Time on Task, High Expectations, Choice & Commitment, Power to Lead, and Focus on Results*). These Pillars provide the framework of the school’s educational philosophy. However, without high-quality instruction, the school will not succeed. Implementing a high-quality instructional program is paramount to KIPP’s track record of success. At KIPP Bridge Charter School, high-quality instruction is standards-based, with an emphasis on academic, intellectual, and character skills.

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 has correlated its curriculum objectives to the state content standards adopted by the California State Board of Education. Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum. The school’s expectation is to accelerate student learning to ensure that mastery of the state standards is achieved at a faster pace necessary to prepare students for the rigorous and challenging curriculum they encounter in high school Honors and Advanced Placement programs.

2. **Quality Instruction is Meticulously Planned.** At the beginning of the year and during various staff development opportunities, teachers present their scope and sequences as well as a breakdown of content covered. Sharing their long-term plans will ensure that maximum alignment exists both vertically within content areas and horizontally across grade levels. While teachers do not formally submit daily lesson plans on a weekly basis, classroom observation and weekly check-ins are used as opportunities to explore success in this area.
3. **Quality Instruction is Varied Instruction.** Students process material in a variety of ways. Thus, 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 whose needs have not been met through traditional teaching methods benefit from supplemental, 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.
4. **Quality Instruction is Relevant to Students.** KIPP Bridge Charter School combines California's rigorous content standards with the pedagogical methodologies that have proven successful in established KIPP schools. The state standards are 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 our students in an effort to make all instruction R.I.P.E.<sup>4</sup>: Relvant, Inclusive, Purposeful and Exciting.

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. **Middle-School Focus.** KIPP Bridge Charter School is a middle school serving grades five through eight. While most public schools in Oakland consider the sixth grade to be the beginning of middle school, KIPP has found the gains to be steeper and more dramatic between grades five and six, than those gained between grades six and seven. KIPP Bridge Charter School has leveraged the KIPP Foundation's resources and expertise in opening high-quality middle schools in all facets of the school's operations including evaluation, school finance, culture setting, curriculum, professional development, and business operations.
2. **Small School Size.** In order for the School Leader to be effective, he must be aware of all activity within the school in addition to activities outside of school, especially with regard to the family situations and the personal lives of the students. Through experience, successful KIPP schools have found that approximately 320 students is the maximum number that a School Leader can effectively serve. A wealth of research also shows that students in small schools (under 400 students) come to class more often, drop out less, earn

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<sup>4</sup> Ganapol, David S., 2003.

better grades, participate more often in extracurricular activities, feel safer, and show fewer behavior problems.<sup>5</sup>

The following chart illustrates the alignment of standards and content at KIPP Bridge Charter School across the core disciplines for each grade level. This outline is an example of some of the fundamental knowledge students learn. The curriculum is rooted in the California state standards and enhanced with additions from KIPP. It also draws on other nationally recognized sources including the Core Knowledge Sequence and the Modern Red Schoolhouse Standards. It is designed to prepare students for honors and AP-level courses in high school, and thus it shows an accelerated continuum of increasingly sophisticated skills and content.

Please note: English-Language Arts is comprised of reading, writing, language conventions, listening, and speaking. For the purposes of this curriculum sample, and to indicate examples of some of the novels students may read at each grade level, only the reading strand is addressed.

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<sup>5</sup> William Ayers, Gerald Bracey, and Greg Smith. *The Ultimate Education Reform? Make Schools Smaller* (Center for Education Research, Evaluation, and Innovation, December 2000). Mary Anne Raywid, *Current Literature on Small Schools* (ERIC Digest, 1999). K. Cotton, *Affective and Social Benefits of Small-Scale Schooling*. ERIC Digest. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, 1996. C. Howley, *The Academic Effectiveness of Small-Scale Schooling (An Update)*. ERIC Digest. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, 1994. Robert Blum, Interview. *Talk of the Nation*. National Public Radio. 2 September 2002.



**Figure 1.5 KIPP Bridge Charter School Core Content Areas By Grade Level, Aligned to State Standards**

KIPP Bridge Charter School				
	Mathematics	Science	English-Language Arts	History
5 <sup>th</sup> Grade	<p><u>Standard</u> (Algebra and Functions 1.0): Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret results.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ Addition, subtraction, multiplication and division</li> <li>➤ Mental math</li> <li>➤ Positive and negative integers</li> <li>➤ Simple algebraic expressions</li> <li>➤ Distributive property</li> <li>➤ Graphing ordered pairs</li> <li>➤ Basic problem solving</li> </ul>	<p><u>Standard</u> (7.0): Students develop questions and conduct investigations.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ Scientific method</li> <li>➤ Conducting investigations</li> <li>➤ Dependent and independent variables</li> <li>➤ Representing data in graphs and tables</li> <li>➤ Making inferences and drawing conclusions about data</li> <li>➤ Lap write ups and reports</li> </ul>	<p><u>Standard</u> (Reading 3.0): Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</p> <p><u>Literature may include:</u></p> <ul style="list-style-type: none"> <li>➤ Paulsen, <i>Night John</i></li> <li>➤ Spinelli, <i>Maniac Magee</i></li> <li>➤ Babbitt, <i>Tuck Everlasting</i></li> <li>➤ Dahl, <i>Charlie and the Chocolate Factory</i></li> <li>➤ Paterson, <i>Bridge to Terabithia</i></li> <li>➤ Sachar, <i>Holes</i></li> </ul> <p><u>Narrative Analysis:</u> genre, conflict, motive, theme, imagery, symbolism, figurative language</p>	<p>Early United States History and Geography</p> <p><u>Standard</u> (5.4): Students understand the political, religious, social, and economic institutions involved in the colonial era.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ US geography</li> <li>➤ Map skills</li> <li>➤ 13 Colonies – geography, founders, religious aspects</li> <li>➤ Native Americans in history and today</li> <li>➤ Slavery</li> <li>➤ Effects of slavery today</li> <li>➤ Emergence of democracy</li> <li>➤ 50 states and capitals</li> </ul>
	<p><b>Sample Skills Introduced:</b> <i>Organization:</i> Maintaining organized three-ring binders, recording daily homework assignments in an agenda notebook. <i>Reading comprehension:</i> Identifying the main problem or conflict of the plot and explaining its resolution. <i>Critical thinking:</i> Completing basic Dr. QFOSAC word problems using one step addition, subtraction, multiplication and division. <i>Communication:</i> Writing paragraphs that establish a central idea with a topic sentence, include supporting sentences with details and explanations, and include a concluding sentence that summarizes the main idea(s).</p> <p><b>Focus Values:</b> <i>Honor:</i> Upholding the honor code. <i>Excellence:</i> Writing multiple drafts of essays.</p>			

Figure 1.5 KIPP Bridge Charter School Core Content Areas By Grade Level, Aligned to State Standards

KIPP Bridge Charter School			
Mathematics	Science	English-Language Arts	History
<p><u>Standard</u> (Number Sense 2.0): Students calculate and solve problems involving addition, subtraction, multiplication, and division.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ Negative numbers</li> <li>➤ Fractions</li> <li>➤ Addition, subtraction, multiplication, and division of fractions</li> <li>➤ Problem solving using fractions</li> <li>➤ Operations using positive and negative integers</li> <li>➤ Least common multiple and greatest common divisor</li> <li>➤ Problem solving using positive and negative integers</li> </ul>	<p>Earth Science</p> <p><u>Standard</u> (1.0): Students know that plate tectonics accounts for important features of the Earth's surface and major geologic events.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ Mapping the Earth</li> <li>➤ Earth's history</li> <li>➤ Earth's structure and atmosphere</li> <li>➤ Plate tectonic theory</li> <li>➤ Heat transfer in the Earth system</li> <li>➤ California geology</li> <li>➤ Earthquakes</li> </ul>	<p><u>Standard</u> (Reading 3.0): Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</p> <p><u>Literature may include:</u></p> <ul style="list-style-type: none"> <li>➤ Mythology of Greece, Western Africa and Egypt</li> <li>➤ Abridged <i>The Iliad</i></li> <li>➤ Curtis, <i>Watsons Go To Birmingham</i></li> <li>➤ L'Engle, <i>Wrinkle in Time</i></li> <li>➤ Lowry, <i>The Giver</i></li> </ul> <p><u>Narrative Analysis:</u> characterization, setting, tone, structure, word choice, theme, imagery, symbolism, figurative language</p>	<p>Ancient World History and Geography</p> <p><u>Standard</u> (6.2): Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ World geography</li> <li>➤ Map skills</li> <li>➤ Agriculture</li> <li>➤ Religion</li> <li>➤ Significant political, religious leaders, events, and documents</li> <li>➤ Architecture</li> <li>➤ Evolution of language</li> <li>➤ Achievements</li> <li>➤ Connections to modern day</li> </ul>
<p><b>6<sup>th</sup> Grade</b></p> <p><b>Sample Skills Introduced:</b> <i>Organization:</i> Keeping a schedule of goals, tasks and assignments by day, week, month and year in a long-term planner. <i>Reading comprehension:</i> Identifying and interpreting the central ideas of a text, both stated and implied, and major and minor facts that support those ideas. <i>Critical thinking:</i> Understanding abstract roots and affixes derived from Greek and Latin, and using this knowledge to analyze the meaning of unfamiliar words. <i>Communication:</i> Writing a four-paragraph essay comparing and contrasting two topics, such as Mesopotamia and Egypt.</p> <p><b>Focus Value:</b> <i>Team:</i> In book clubs, choosing appropriate group of people to work with, selecting novels to read, assigning tasks among members, and conducting discussion of novels.</p>			

**Figure 1.5 KIPP Bridge Charter School Core Content Areas By Grade Level, Aligned to State Standards**

KIPP Bridge Charter School					
	Pre-Algebra/ Algebra	Science	English-Language Arts	History	Spanish
7 <sup>th</sup> Grade	<p><u>Standard</u> (Algebra and Functions 1.0): Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ Algebraic terminology</li> <li>➤ Algebraic expressions</li> <li>➤ Equalities and inequalities</li> <li>➤ Rational and irrational numbers</li> <li>➤ Graphing</li> <li>➤ Problem solving</li> </ul>	<p>Life Science <u>Standard</u> (2.0): Students know that a typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ Structure and functions of cells</li> <li>➤ Life cycles and reproduction of sexual and asexual organisms</li> <li>➤ Reproduction and heredity</li> <li>➤ DNA</li> </ul>	<p><u>Standard</u> (Reading 3.0): Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</p> <p><u>Literature may include:</u></p> <ul style="list-style-type: none"> <li>➤ Orwell, <i>Animal Farm</i></li> <li>➤ Golding, <i>Lord of the Flies</i></li> <li>➤ Steinbeck, <i>Of Mice and Men</i></li> <li>➤ Collier, <i>My Brother Sam is Dead</i></li> <li>➤ Hinton, <i>The Outsiders</i></li> <li>➤ Shakespeare, <i>Julius Caesar</i></li> </ul> <p><u>Narrative Analysis:</u> foreshadowing, characterization, recurring themes, point of view, author's purpose</p>	<p>Medieval and Early Modern World History and Geography</p> <p><u>Standard</u> (7.7): Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ World geography</li> <li>➤ Early and modern geography of Mexico, Central America, and South America</li> <li>➤ Mayan, Aztec, and Inca civilizations</li> <li>➤ Role of the Spanish</li> <li>➤ Achievements</li> <li>➤ Connections to modern day</li> </ul>	<p><u>Standard</u> (KBCP 7.1): Students comprehend, read, and respond to historically or culturally significant works of literature.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ Elements of grammar, mechanics of writing</li> <li>➤ Present tense and simple future and past tenses</li> <li>➤ Contemporary and historical works of literature</li> <li>➤ Vocabulary</li> </ul>
	<p><b>Sample Skills Introduced:</b> <i>Organization:</i> Creating graphic organizers for studying with other students. <i>Reading comprehension:</i> Distinguishing between primary and secondary sources, and explaining the relationships between the two types of sources. <i>Critical Thinking:</i> Describing the effect of ozone depletion on the life cycle. <i>Communication:</i> Writing a five-paragraph persuasive essay that includes a well-defined thesis, defends positions with detailed evidence and reasoning, and anticipates counter-arguments effectively.</p> <p><b>Focus Value:</b> <i>Absolute Determination:</i> Climbing Half Dome in Yosemite.</p>				

### 1.5 KIPP Bridge Charter School Core Content Areas By Grade Level, Aligned to State Standards

8 <sup>th</sup> Grade	<p><u>Standard (25.0):</u> Students use the properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ Properties of numbers</li> <li>➤ Real numbers</li> <li>➤ Order of operations</li> <li>➤ Algebraic proofs</li> <li>➤ Systems of equations</li> <li>➤ Quadratic and exponential models</li> <li>➤ Absolute value</li> </ul>	<p>Physical Science</p> <p><u>Standard (3.0):</u> Students know that each of more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ Structure of atoms and molecules</li> <li>➤ Properties of compounds</li> <li>➤ States of matter</li> <li>➤ Periodic Table of Elements</li> </ul>	<p><u>Standard (Reading 3.0):</u> Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</p> <p><u>Literature may include:</u></p> <ul style="list-style-type: none"> <li>➤ Bertrand, <i>Trino's Choice</i></li> <li>➤ Knowles, <i>A Separate Peace</i></li> <li>➤ Shakespeare, <i>Romeo and Juliet</i></li> <li>➤ Salinger, <i>Catcher in the Rye</i></li> <li>➤ Twain, <i>The Adventures of Huckleberry Finn</i></li> <li>➤ Lee, <i>To Kill a Mockingbird</i></li> <li>➤ Angelou, <i>I Know Why the Caged Bird Sings</i></li> </ul> <p><u>Narrative Analysis:</u> plot, motivation, setting, tone, mood, recurring themes, dialect, metaphor, irony, symbolism</p>	<p>US History and Geography</p> <p><u>Standard (8.9)</u> Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ Leaders of the abolition movement</li> <li>➤ Significant events, compromises and doctrines including Northwest Ordinance, Annexation of Texas, Compromise of 1850, Missouri Compromise, and Lincoln-Douglass debates</li> <li>➤ Free blacks and laws</li> <li>➤ Jim Crow laws</li> <li>➤ Modern effects of slavery</li> <li>➤ Douglass, <i>Narrative of the Life of Fredrick Douglass</i></li> </ul>	<p><u>Standard (KBCP 8.1):</u> Students comprehend, read, and respond to historically or culturally significant works of literature.</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>➤ Elements of grammar, mechanics of writing</li> <li>➤ Past and future tenses</li> <li>➤ Contemporary and historical works of literature</li> <li>➤ Comparing structure of Spanish writing to English writing</li> <li>➤ Vocabulary</li> <li>➤ Oral presentations in Spanish</li> </ul>
	<p><b>Sample Skills Introduced:</b> <i>Organization:</i> Summarizing and organizing information from multiple sources by taking notes, outlining ideas, paraphrasing information, and making charts, conceptual maps and learning logs. <i>Reading Comprehension:</i> Tracing the development of an author's argument, point of view or perspective in a text by assessing evidence offered in the material and also by comparing the evidence with information in other sources. <i>Critical thinking:</i> Describing the functional relationship in a given word problem and writing an equation to answer questions about the situation. <i>Communication:</i> Delivering oral presentations that are clearly organized; using examples, anecdotes and data to explain or clarify information; and using clear enunciation, adequate volume and good eye contact.</p> <p><b>Focus Value:</b> <i>Responsibility:</i> Teams of students researching, planning, and completing community service projects. Students report back to their class on the activity.</p>				

## **Curriculum Overview**

KIPP Bridge Charter School correlates its curriculum objectives to the state content standards adopted by the California State Board of Education. The school will provide 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. Please see Appendix H for a list of sample textbooks and instructional materials to be used at the school.

KIPP Bridge Charter School will combine California's rigorous content 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, 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.

The curriculum framework described herein is based upon California state standards for grades five through eight. Teachers will work with the Principal of KIPP Bridge Charter School to supplement this curriculum with their own innovations, research, and expertise. Particular detail is paid to mathematics and English-language arts, the building blocks of the KIPP Bridge Charter School academic program.

## **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, including number sense, the ability to perform accurate computations, and the application of problem-solving skills at high levels. KIPP believes that these strands are taught best through a combination of direct instruction of basic skills and hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences. With a target population of students from both economically and educationally underserved backgrounds, the school generally expects to serve students below grade level in math. KIPP Bridge Charter School has implemented a program to bring each student up to grade level by creating a solid math foundation and by working to take students to an even higher level of mathematical knowledge and skills.

Math is a focal point of instruction at KIPP Bridge Charter School, as the school acknowledges its fundamental importance in academics and life. To promote math competency, the math program provides a challenging curriculum that is academically rich and intellectually stimulating. Students will benefit from ninety minutes of daily classroom instruction in math. The program draws from a variety of resources, including textbooks, critical thinking activities, and math manipulatives. In each grade level students will learn the fundamentals of number sense, computation, and problem solving, as well as algebra, geometry, and statistics.

KIPP Bridge Charter School's math curriculum serves two primary purposes:

- Eliminate grade level performance gaps in math, and;
- Provide students with a rigorous math education so that they will be successful in a college preparatory high school.

The curriculum is designed through careful examination of the California Math Content Standards, the KIPP Exit Standards, and contemplation of academic programs at college preparatory high schools.

KIPP Bridge Charter School will use an innovative method of teaching that involves chanting, rapping, and singing in order to make sure that incoming fifth graders have the basic skills, such as multiplication tables and two-digit division, necessary to learn fifth grade material. In addition to this remediation, students will develop a strong number sense that will lead to significant gains in their problem solving abilities.

Fifth grade students will use a state-approved, standards-based textbook, such as Harcourt, to reinforce fundamental math skills. Sixth grade students will utilize a state-approved, standards-based textbook, such as the McDougal Littell *Concepts and Skills* textbook. 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. Specifically, to supplement the textbooks, both grade levels will use curricula such as Bellwork, KIPP Math, and Marilyn Burns' Math By All Means. Bellwork is a standards-based CST math test preparation/review program. KIPP Math is a skills-based program that utilizes various songs and chants to support the learning of math facts, with a heavy focus on the remediation of basic skills. Math By All Means focuses on problem solving skills, which supports the deeper understanding of math concepts. Math manipulatives such as Unifix cubes, base-ten blocks and pattern blocks will be used to support classroom instruction.

Students in grades seven and eight will focus on the transition from arithmetic to algebra. The intensive work on fundamental math skills in 5<sup>th</sup> and 6<sup>th</sup> grades will lay the foundation for the math classes in 7<sup>th</sup> and 8<sup>th</sup> grades. Students will also focus on more advanced number sense, geometry, and real world math applications. The curriculum for these classes will take into account the California Content Standards, as well as curricula from competitive high schools. Upon completion of this course, students will be prepared to excel in college preparatory high school classes.

Math skills will be utilized and reinforced in various content areas at KIPP Bridge Charter School. Through teacher collaboration, math skills will be reinforced in Social Studies and Science. Math skills such as measurement and geometry (i.e. measuring temperature, finding the area of a surface, etc.) will be used in Science during labs. Science also requires an understanding of statistics, data, and probability, as students perform graphing activities and identify the average, mean, and median of specific data. In Social Studies, math skills are necessary in learning about economics and in learning map skills through latitude and longitude. Also, statistics, data, and probability skills will be incorporated during graphing activities. Cross-curricular planning between teachers provides students with the opportunity to understand that math skills are not limited solely to Math class. It also gives teachers an opportunity to gain an understanding of content and skills being taught by their colleagues in various classrooms.

To ensure that all students at the school will learn, KIPP Bridge Charter School will implement math intervention strategies, such as:

- **Summer School:** As part of the KIPP's extended school year "more time in school" model, every student may participate in KIPP's three-week summer program. It is during this program that the math levels of all students are assessed.



- **Math Club:** Students in all grade levels who are the furthest behind may participate in the Math Club and receive two one hour after-school tutoring sessions each week until they catch up to their classmates. During this time students will focus on the remediation of basic skills and/or the re-teaching of the day's objective.
- **Community Tutors:** Students who scored Far Below Basic and Below Basic on the math portion of the California Standards Test will receive additional small-group and/or one-on-one assistance from community tutors.

Classroom instruction is based on the needs of individual students, which are identified through various assessments. Once students are properly assessed, KIPP supports various students in the following ways:

- **Special Education Students:** Students who require special services are provided this extra support through modified classroom instruction and direct support from a resource specialist.
- **English Language Learners:** English Language Learners benefit from modified classroom instruction (i.e. the use of math manipulatives, pictures, etc.) to assist students with math vocabulary development and the ability to comprehend text.
- **GATE and Other High Achieving Students:** In an effort to provide a greater challenge to our GATE and higher performing students, select 5<sup>th</sup> and 6<sup>th</sup> grade students may participate in a Pre-Algebra and Algebra class twice a week.

Highlights of KIPP Bridge Charter School's math standards include:

- Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results. (5)
- Students compute and analyze statistical measurements for data sets. (5)
- Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages. (6)
- Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions. (6)
- Students determine theoretical and experimental probabilities and use these to make predictions about events. (6)
- Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs. (7)
- Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning. (8)

## 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 ninety minutes of daily classroom instruction in English-Language Arts and sixty minutes of daily Reading instruction through the school's Reading Enrichment program. A variety of textbooks and novels will be read and analyzed. In each grade level students will learn the fundamentals of grammar, the writing process, vocabulary, and how to speak to an audience.

KIPP's English-Language Arts curriculum serves two primary purposes:

- Eliminate grade level performance gaps in reading, language arts, and writing, and;
- Provide students with a rigorous English education so that they will be successful in a college preparatory high school.

The curriculum is designed through careful examination of the California English-Language Arts Content Standards and contemplation of academic programs at college preparatory high schools and other KIPP schools.

Fifth grade students will use a state-approved, standards-based textbook, such as Open Court. Open Court focuses on phonemic awareness, phonics, grammar and instruction of comprehension strategies. Sixth grade students will use a state-approved and standards-based textbook such as McDougall Littell. These textbooks support teaching of students in grades five and six through the use of the balanced literacy approach. Various novels will supplement readings in both textbooks, as Open Court, for example, does not provide students with the opportunity for students to apply skills using whole texts in authentic learning experiences. Both grade levels will strengthen vocabulary through programs such as Wordly Wise. Programs such the Mountain Language program and Multi-Sensory Grammar may be used to strengthen grammar among students in both 5<sup>th</sup> and 6<sup>th</sup> grades.

Each grade level will use a program such as Bellwork, a standards-based CST English-Language Arts test preparation/review program. For reading, students will be assessed upon arrival to KIPP using a program such as the McCleod Assessment of Reading Comprehension. They will then be assessed two more times throughout the school year to determine growth.

Students in grades seven and eight will focus on analytical reading and writing. The intensive work on reading and writing skills in 5<sup>th</sup> and 6<sup>th</sup> grades lays the foundation for the English-Language Arts classes in 7<sup>th</sup> and 8<sup>th</sup> grades. Students will read and analyze complex literature and write for critical analysis. The curriculum for these classes takes into account the California Content Standards, as well as curricula from competitive high schools. Upon completion of this course, students should be prepared to excel in college preparatory high school classes.

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 approach to English-Language Arts instruction. The components of the program are: *Word Study*, *Read Aloud*, *Shared Reading*, *Guided Reading*, *Independent Reading*, *Shared Writing*, *Guided Writing*, and *Independent Writing*. Each of the components is described briefly below.

- **Word Study:** Students are provided with intensive instruction in vocabulary and spelling. Specifically, students will study common prefixes, suffixes, and word roots to aid in spelling and vocabulary acquisition. In 5<sup>th</sup> grade particularly, this component consists of heavy phonics instruction.
- **Read Aloud:** The teacher reads a text aloud each day, and involves the students in what is read through comprehension activities. Students acquire and sharpen their listening and comprehension skills through this daily ritual. 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 middle schools. Students also gain considerable exposure to expository texts.
- **Guided Reading:** In order to meet the individual needs of all students, students spend time in flexible reading groups to work 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.
- **Independent Reading:** There is a time set aside each day for independent reading (also known as Silent Sustained Reading). Teachers use this time to conference with the students about what they are reading independently.

Struggling readers in the 5<sup>th</sup> grade may participate in a program such as the Science Research Associates (SRA) Corrective Reading program, to supplement reading development in English-Language Arts class through the reinforcement of the skill of word decoding. Other 5<sup>th</sup> grade students may participate in a sixty-minute Reading Enrichment/Novels class. Students in the 6<sup>th</sup> grade also participate in a Reading Enrichment/Novels course four days a week. The novels courses for both 5<sup>th</sup> and 6<sup>th</sup> grade require students to read from a culturally and socially diverse list of novels during the sixty-minute supplemental reading period. Using culturally relevant books allows our students to build on their prior knowledge and experiences. These novels assist in the validation of our students' cultures and languages. Through literature circles, Socratic Seminars, and book clubs, students will further develop their reading comprehension skills and foster a love for reading. KIPP Bridge Charter School also promotes reading at home, as the Commitment to Excellence form asks parents to read to their children whenever possible.

The writing program at KIPP Bridge Charter School consists of several components. The function of the program is to ensure that students become careful, critical writers. There is an emphasis on the writing process and on grammar. Teachers are free to decide on whether or not to take a workshop approach – however, the writing program must consist of the following components.

- **Grammar:** Students will learn and apply standard rules of punctuation, capitalization, and English language grammar. To support this component of the writing program, teachers may use programs such as the Mountain Language grammar program and Multi-Sensory Grammar.

- **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:** In order to meet the individual needs of students, students will work in small groups and individually with the teacher 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.

There is an intense focus on writing, with students practicing both expository and narrative genres. Students work together to revise, edit, and present papers. Writing skills are strengthened through the acquisition of note taking skills and the use of organizational tools such as graphic organizers and outlines. Student speaking skills are strengthened by participation in oral presentation and debate.

Literacy is a focus in all subjects, regardless of discipline. Through teacher collaboration, reading and writing strategies will be reinforced in Social Studies, Science, and Math. Reading skills will be used in reading Science textbooks and materials, in Social Studies textbooks, primary sources, and materials, and in Math textbooks and word problems. Writing will be stressed in various types of reports, science labs, and explanations of math processes. Cross-curricular planning between teachers provides students with the opportunity to understand that the skills of reading and writing are not limited to English-Language Arts. It also gives teachers an opportunity to gain an understanding of content and skills being taught by their colleagues in various classrooms.

To ensure that all students will learn, KIPP Bridge Charter School has implemented the following reading intervention strategies:

- **Summer School:** As part of the KIPP extended school year, every student participates in KIPP's three-week summer program. It is during this program that the reading levels of all students are assessed.
- **Reading Enrichment Program:** The Reading Enrichment program provides all students extra support in reading to supplement instruction in English-Language Arts. After being assessed, students participate in either a SRA Corrective Reading class or a Novels class. Novels students may read include Paterson's *Bridge to Terabithia* (5<sup>th</sup>), Curtis's *Watson's Go to Birmingham* (6<sup>th</sup>), Steinbeck's *Of Mice and Men* (7<sup>th</sup>), and Lee's *To Kill a Mockingbird* (8<sup>th</sup>).
- **Saturday School:** As part of the KIPP extended school year, the school provides a literacy enrichment component during Saturday School.
- **Reading Club:** Students in all grade levels who are the furthest behind may participate in the Reading Club and receive two one hour after-school tutoring sessions each week until they catch up to their classmates. Sixth grade tutoring sessions will focus on fluency, decoding, and comprehension. Fifth grade sessions will emphasize non-fiction expository reading.

- **Community Tutors:** Students who scored Far Below Basic and Below Basic on the Reading portion of the California Standards Test may receive additional small-group and/or one-on-one assistance from community tutors.

Classroom instruction is based on the needs of individual students, which are identified through various assessments. Once students are properly assessed, KIPP Bridge Charter School supports various students in the following ways:

- **Special Education Students:** Students who require special services will be provided this extra support through modified classroom instruction and direct support from a resource specialist and/or specific district-sponsored reading programs held off-site (i.e. Linda Mood Bell Reading Program).
- **Struggling Readers:** Students who struggle with literacy will be supported through the Reading Enrichment program in which the SRA Corrective Reading program assists students strengthening their skills in phonemic awareness and fluency.
- **English Language Learners:** English Language Learners will benefit from modified classroom instruction (i.e. the use of graphic organizers, pictures, etc.) to assist students with English acquisition.
- **GATE and Other High Achieving Students:** In an effort to provide a greater challenge to our GATE and higher performing students, select students may participate in activities such as a Poetry class, as well as a high-level Reading Enrichment course in which level-appropriate novels are selected for reading and accompanied by various reading comprehension and vocabulary activities, as well as Socratic Seminars. Similarly, level appropriate reading materials in Science and Social Studies are selected to complete various projects and reports.

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.

Throughout their four years at KIPP Bridge Charter School, students will be 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 will deepen their sophistication and technical mastery in their writing, but organization and process are stressed and reinforced from the beginning.

Students will learn to read literature selections according to the author's intent. Through performances and read-aloud sessions, students will learn to interpret and respond to the devices that poets and playwrights use to direct the reader. The school theatre department will give students the opportunity to further hone these talents.

Highlights of KIPP Bridge's English-Language Arts standards include:

**Reading:**

- Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). (5,6,7,8)
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. (5,6,7,8)

### **Writing**

- Students write clear, coherent, and focused essays. The writing exhibits student awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students' progress through the stages of the writing process as needed. (5,6,7,8)
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies. (5,6,7,8)

### **Written and Oral English Language Conventions**

- Students write and speak with a command of standard English conventions that is appropriate to their grade level. (5,6,7,8)

### **Listening and Speaking**

- Students deliver focused, coherent presentations that convey ideas clearly and that relate to the background and interests of the audience. They evaluate the content of oral communication. (5,6)
- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and organizational and delivery strategies. (5,6)

### **History-Social Science**

Social Studies is taught through a diverse view of society. The state-adopted textbooks (*History Alive!* and *Holt, Rinehart and Winston*) provide teachers with a teacher-directed avenue in which to provide students with important historical facts. To assist students to make connections between History and their lives, teachers use various primary source documents. Videotapes and music allow students to see and hear different time periods and cultures. Social Studies reports and projects provide students with an opportunity to demonstrate content knowledge, as well as writing skills in both independent and cooperative grouping. Geography is also a focus, as fifth



grade students learn the fifty states and their capitals, and sixth grade students learn the countries of the world. The KIPP end-of-the-year field lessons also provide students with diverse cultural events and experiences that expand the knowledge base of our students. For example, sixth grade students might experience a play at the Ashland Shakespeare Festival in Ashland, Oregon as part of their Northwest Field Lesson. Seventh grade students might visit the Museum of Tolerance in Los Angeles, and 8<sup>th</sup> graders might spend a week in Washington, DC.

Throughout their four years at KIPP Bridge Charter School, students will 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 major focus of the History-Social Science curriculum. Physical, human, and environmental geography are 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, teach them to analyze the affect of the past on the present, and provide them with the skills necessary to evaluate current events, political structures, and philosophies.

The History-Social Science curriculum is reading intensive and involves the analysis of primary and secondary sources. Students read historically relevant novels to supplement the knowledge they are gaining in class. Reading historically relevant novels serve 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” program by focusing on a weekly writing skill explored by the entire school. 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. They develop portfolios that include projects and writing samples.

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 and its implementation feature constant reinforcement of the values of teamwork, citizenship, and collective goal attainment.

Each year, students will 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 may visit Washington, D.C. to see the historical sights and to learn about the modern-day implications of historical events.

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

History-social science standards include:

- Students understand the political, religious, social, and economic institutions that evolved in the colonial era. (5)
- Students explain the causes of the American Revolution. (5)
- Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. (5)
- Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. (6)
- Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. (6)
- Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. (6)
- Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. (7)
- Students analyze U.S. foreign policy in the early Republic. (8)

## Science

In Science class, teachers have the luxury to use different types of teaching strategies due to the longer school day at KIPP. For example, science teachers often use a teacher-directed teaching style to provide information to students through the use of state-adopted textbooks. KIPP Bridge Charter School will use state-adopted curricula such as Houghton Mifflin Company: *Discover Works* in 5<sup>th</sup> grade, and Prentice Hall: *Science Explorer - Earth Science* in 6<sup>th</sup> grade, *Science Explorer - Life Science* in 7<sup>th</sup> grade, and Prentice Hall: *Science Explorer - Physical Science* in 8<sup>th</sup> grade.

To gain a deeper understanding of such material, teachers will also challenge students through project-based learning and labs (both labs from the textbook and FOSS kits). It is during labs and projects that teachers will often have students working in cooperative groups. Writing skills are also stressed when students are writing reports, labs, and research papers, thus promoting writing across the curriculum. The KIPP end-of-the-year field lessons also provide students with an amazing opportunity to gain practical, hands-on experiences. For example, sixth grade students may travel to Oregon to conduct an earth science activity at Crater Lake and visit the Oregon Museum of Science and Industry. Fifth grade students may visit the Monterey Bay Aquarium.

At KIPP Bridge Charter School, 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, which will then require a written element, such as lab write-ups and reports.

In addition to learning the processes of science, students will 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 also 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 field lessons bring students into the community so that they can apply the processes and skills they have learned in traditional classroom instruction. A broad, multicultural history of science component spans the entire curriculum, as do skills development, a study of the impact of humans on the environment, and a reinforcement of English-Language arts, math and technology skills. In the eighth grade year, students are able to complete a detailed scientific experiment that follows each step in the scientific method.

A snapshot of science standards at KIPP Bridge Charter School includes:

- Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
  - a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
  - b. Develop a testable question.
  - c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
  - d. Identify the dependent and controlled variables in an investigation.
  - e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
  - f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
  - g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
  - h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
  - i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions. (5)
  
- Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:

- a. *Students know* the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
  - b. *Students know* solar energy reaches Earth through radiation, mostly in the form of visible light.
  - c. *Students know* heat from Earth's interior reaches the surface primarily through convection.
  - d. *Students know* convection currents distribute heat in the atmosphere and oceans.
  - e. *Students know* differences in pressure, heat, air movement, and humidity result in changes of weather. (6)
- A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:
  - a. *Students know* the differences between the life cycles and reproduction methods of sexual and asexual organisms.
  - b. *Students know* sexual reproduction produces offspring that inherit half their genes from each parent.
  - c. *Students know* an inherited trait can be determined by one or more genes.
  - d. *Students know* plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
  - e. *Students know* DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell. (7)
- Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:
  - a. *Students know* the structure of the atom and know it is composed of protons, neutrons, and electrons.
  - b. *Students know* that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
  - c. *Students know* atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
  - d. *Students know* the states of matter (solid, liquid, gas) depend on molecular motion.
  - e. *Students know* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
  - f. *Students know* how to use the periodic table to identify elements in simple compounds. (8)

## Physical Education

All students at KIPP Bridge Charter School will receive a structured physical education class in accordance with the California Challenge Standards. 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, dance, and physical fitness. Students will develop competency in a variety of sports and dance techniques, develop motor skills and coordination, and learn strategies for different sports.

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

## **Visual and Performing Arts**

Students at KIPP Bridge Charter School will receive a cross-curricular program in visual and performing arts beginning in fifth grade that features music performance, dramatic performance, painting and visual expression, dance, and cultural representations through art. The school's visual and performing arts curriculum follows the state content standards by focusing on the following strands: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications. KIPP Bridge Charter School teachers in all classes strive to incorporate all learning styles and modalities into each lesson, providing ample opportunity for students to use artistic creativity and expression.

The History-Social Science curriculum explores the art of various cultures around the world, and how these cultures are represented in their art. The language arts program features plays, poetry readings, and other forums for dramatic expression. The Physical Education program teaches students the fundamentals of artistic expression through movement. Finally, the extracurricular program features clubs such as drama, dance, and other activities in which students can learn about expression through art, as well as art history and cultural influences on art and music.

Theater will be an integral part of the school's curriculum. In theater class, KIPP Bridge Charter School students will work on literacy skills through the reading and comprehension of various novels and plays. Writing skills are enhanced through the writing, editing, and publishing of scripts. Speaking skills are strengthened through student performance on stage, which focuses on fluency and public speaking skills. These skills are formally assessed through the production of various theatrical performances.

Theatre class will not only encourage performance, but also serve as a tool for promoting an integrated approach to the broader curriculum. For example, the theatre project "Voices Through History – a Cry for Freedom" examines the role of African Americans and Latinos in American society from the time of slavery through to contemporary society. Students could perform research on the internet, hone their literacy skills in writing the content, perform the play, and set the piece to music.

Drama is not only at the heart of the formal curriculum at KIPP Bridge Charter School, it will also be featured as an after-school club for students in 7th Grade, where students prepare for spring performances, such as "The House on Mango Street." Associated with theater skills is the

Saturday School class offered entitled “Race and Movies”, which develops skills of analysis as well as strengthening their understanding of the presentation of race issues in the cinema – and developing opportunities for students to enhance their social understanding of the communities in which they live, a clear social studies skill that will help to empower students and possibly inspire them to try to bring about social change in the future.

## **Instructional Technology**

Technology offers many tools to support high academic achievement at KIPP Bridge Charter School. While technology is not a core curriculum to be mastered for its own sake, modern technological tools should be employed to achieve specific curricular goals. Just as a calculator can assist with higher-level math equations, 21<sup>st</sup> century technologies should be utilized to achieve clear educational outcomes that are measurable, demonstrable, and non-technological in nature. Utilizing technology tools to enhance and improve instructional methods at KIPP Bridge Charter School:

- Enhance individual achievement through assessment technologies;
- Enable teachers and students to effectively collaborate with others;
- Enable new forms of student expression;
- Build higher order thinking skills and research skills by allowing students to interact with information in multiple ways; and
- Facilitate professional development opportunities and enhance instructional support, including the organization and distribution of teacher lesson plans.

## **Life-Long Learning Skills**

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

### Social Skills

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

- Making and maintaining eye contact;
- Shaking hands in a proper manner;
- Replying with “please” and “thank you”;
- Addressing adults with respect; and
- Understanding where and when responses are appropriate.



### Work Ethic

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

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

### Study Skills

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

- Research techniques
- Reading for a variety of reasons
- Note-taking skills
- Organizational skills
- Literary analysis

### Community Awareness and Involvement

All students will develop the character traits and skills that will allow and encourage them to become concerned and active citizens of their communities, nation, and world beyond. These traits include but are not limited to:

- Compassion
- Leadership
- Helpfulness
- Friendliness
- Understanding
- Respect

## **Assessment of Student Progress**

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. 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. Individual reading inventories provide teachers with a clear picture of each student's strengths and weaknesses in reading, as well as identifying an accurate reading level. Since units are connected to state and district benchmarks and standards, the assessments of instructional units align with state standards.

In regards to standardized testing, KIPP Bridge Charter School students will participate in the STAR testing program. Students take the California Standards Tests to officially assess student mastery of state academic standards. Students designated as English Language Learners will take the CELDT to assess literacy and communication levels in the English language. In September of each school year, students will take the Stanford 10 test to create a baseline measure in reading and math for each student. This data will be used in particular to compare the performance of our students to that of other KIPP students across the nation.

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

## **Promotional Standards**

Mastery of the objectives at each grade level is the basis for promotion. Teachers assess a student's progress on a quarterly basis, 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 children succeed. Supplemental instruction provides teachers with the time needed to do remediation work when necessary. 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' STAR scores, and where applicable, the California English Language Development Test (CELDT) test scores will also be taken into account for promotional purposes.

## **Schedule and Academic Calendar**

More time on task is central to the success of KIPP Bridge Charter School students. The core instructional day will take place from 9am-3pm, Monday through Friday. KIPP Bridge Charter School will supplement the regular day with instruction from 7:30-9am and 3-5pm, Monday through Friday, during the summer, and on Saturdays. Supplemental instruction may also be offered for several weeks outside of the regular school year calendar. As part of the Commitment to Excellence form, parents will agree to participate in all supplemental instruction opportunities provided to their child, and will be notified regularly as to the nature of their child's extended day program (remediation, enrichment activities, homework club, etc.). Despite the long day at KIPP Bridge Charter School, we have found that KIPP students enthusiastically attend school each day; KIPP schools have a 96% attendance rate.

On the first Wednesday of every month during the traditional school year, KIPP Bridge Charter School will employ an early student dismissal (1:00pm). From 1:30 – 5:00pm on these "First Wednesdays", KIPP staff will engage in professional development activities.

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

### **7:30 a.m. – 9:00 a.m. (Morning Work/Supplemental Instruction)**

KIPP Bridge Charter School students start the day on-task. During the time allotted for morning work, students arrive for breakfast and work on math, reading, logic and critical thinking skills through a variety of cross-curriculum problem-solving activities. Students who require supplemental instruction in core subjects receive that instruction.

### **9:00 a.m. – 3:00 p.m. (Core Academic Subjects)**

For the majority of the day, students are engaged in the standard curriculum areas of English language arts, mathematics, science, social studies, fine arts, thinking skills, current events, technology, physical education and health.

### **3:00 p.m. – 4:10 p.m. (Academic Enrichment Period and Supplemental Instruction)**

Students attend an Enrichment Period in which they receive a daily snack and, depending on their needs, begin homework, receive individualized supplemental instruction from teachers, or participate in group projects.

### **4:10 p.m. - 5:00 p.m. (Novels, Extracurricular Activities, and Supplemental Instruction,)**

During this time, students read novels, participate in extracurricular activities, and receive supplemental instruction. For example, students at risk of retention in English-Language Arts will participate in a structured reading program during this time to supplement reading development in English-Language Arts class through the reinforcement of the skill of word decoding.

The extracurricular program may include competitive sports (such as football, volleyball, basketball, baseball, softball, and soccer), drama, dance team, school newspaper and magazine, yearbook, debate team, and service projects.

**Figure 1.6 – Sample Fifth Grade Schedule**

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>Work Hard. Be Nice.</b>					
7:30-7:40	Assembly	Assembly	Assembly	Assembly	Advisory meetings (Character Education)
7:40-8:00	Homeroom	Homeroom	Homeroom	Homeroom	
8:00-8:45	Math	Math	Math	Math	Math
8:45-9:30					
9:35-10:20	English	English	English	English	English
10:20-11:05					
11:05-11:40	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:35	Science	Science	Science	Science	Science
12:35-1:20	History	History	History	History	History
1:20-1:35	Break	Break	Break	Break	Break
1:35-2:05	Thinking Skills	Thinking Skills	Thinking Skills	Thinking Skills	Thinking Skills
2:05-2:45	Novels / Snack	Novels / Snack	Novels / Snack	Novels / Snack	Novels / Snack
2:50-3:50	P.E.	Enrichment	P.E.	Enrichment	P.E.
3:55-5:00	Enrichment	P.E.	Enrichment	P.E.	Community Meeting

## Annual School Calendar

KIPP Bridge Charter School meets the Oakland Unified School District's calendar of minimal days and adds a before-school, after-school, Saturday school, and summer-school component. The total number of regular instruction days per year is approximately 180; however, there is an additional week of supplemental instruction offered as part of the school's program. The school will attempt to align their annual school calendar with the district's, so as to facilitate joint professional development opportunities and to best serve parents with children at both KIPP Bridge Charter School and district schools. Please see Appendix I for a sample annual school calendar.

## Saturday Enrichment Classes

KIPP Bridge Charter School students ~~will~~ may attend supplemental classes on select Saturdays from 9:30 a.m. to 1:00 p.m. During this time, students ~~will~~ may participate in activities that contribute to their becoming well-rounded individuals, including the following examples: martial arts, dance, art, step, soccer, basketball, Spanish, guitar, drama, and keyboard. Students who need remedial work in core subject areas and /or instruction in English as a Second Language may use a portion of the Saturday classes for one-one tutoring and small group work.

## Summer School

The summer school session provides KIPP Bridge Charter School students, parents, and teachers with a head start in preparing for the upcoming academic year. The summer school program also affords teachers an opportunity to assess their students with writing samples, reading inventories, and basic math skills tests. With this knowledge of their students *before* the school year starts, teachers are able to plan an effective course of study for their students based on their actual strengths and weaknesses. Students ~~will~~ may attend classes for four hours each day for three weeks. The School Leader will work to align session dates with Oakland Unified Schools' summer school and single-track schedules.

KIPP Bridge Charter School's summer session is divided into two components. The first segment contains a week-long staff development program that provides KIPP Bridge 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 lesson plans and a scope and sequence for the fall that will address the specific needs and interests of the students identified during the summer.

The second component of the summer session is brought to life when the students enter the classrooms. During this time, teachers, students, and parents will become acquainted with the procedures and expectations demanded throughout the year. After assessing each student's individual strengths and weaknesses, teachers emphasize the basics of English-Language Arts, Mathematics, Science, and History-Social Science. The summer session also is a time when the process of team building begins.

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 children learn what year they will graduate from college, and begin the process of learning how to focus on their short-term, intermediate, and long-term goals to be successful at KIPP Bridge Charter School and at the best high-schools and colleges in the country.

## Students With Special Needs



The founders of KIPP Bridge Charter School believe 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 Learners. KIPP Bridge Charter School will implement comprehensive programs for all students with special needs, in accordance with applicable state and federal law, and the needs of each child. KIPP Bridge Charter School will not provide exemptions on state tests to English Learners or students with disabilities.

## Students Behind Grade Level

Students who are furthest behind will receive after-school and weekend tutoring until they are on track with the rest of the class. Students who are in jeopardy of retention will be individually counseled and given extra help in their specific areas of concern. Students who continue to struggle will be provided with tutoring from outside sources, including Saturday-school instructors.

The content of the KIPP Bridge Charter School curriculum focuses on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas. Interventions are necessary to support students who are struggling academically. At KIPP Bridge Charter School, students who score Far Below Basic and Below Basic on the California Standards Test require additional support. If necessary, as determined by student diagnostic tests taken at the start of the school year, KIPP Bridge Charter School uses state-adopted remediation programs to get students up to grade level. Interventions such as *Breaking the Code* and *LeapTrack* for reading and Scott Foresman's *California Mathematics* will be considered. In addition, the following interventions are examples of those used to support struggling students in English-Language Arts and Math:

### English-Language Arts

- **Extended school year:** During the month of August, ~~all~~ KIPP Bridge Charter School students may attend a ~~mandatory~~ summer session. During this three-week period of four and a half hours of daily classes, the teachers and staff assess each child's reading comprehension using diagnostics such as the McLeod's Reading Assessment and the SRA Fluency Assessment. This data is used by teachers in designing a curriculum for the fall that address the specific needs and interests of the students identified during the summer. The summer session is also used to provide remedial services to returning students in preparation for the upcoming school year.
- **Reading Enrichment:** In addition to receiving 90 minutes of daily English-Language Arts instruction, all students will also receive 60 minutes of Reading Enrichment at least four times during the week and during our bi-monthly Saturday schools. Multi-subject credentialed teachers will teach these classes. Students in the 5<sup>th</sup> grade who are reading at least two years below grade level will receive direct instruction by the 5<sup>th</sup> grade Language Arts teacher using programs such as the SRA Corrective Reading Program during this Reading Enrichment time.
- **After-school Reading Club:** Struggling readers ~~also~~ may participate in an after-school Reading Club that meets twice a week for an hour to strengthen phonemic awareness and word attack skills, as well as fluency and comprehension. The Language Arts teachers lead these tutoring sessions.



- **Tutoring:** Students who are Far Below Basic and Below Basic also receive small-group and/or one-on-one assistance from community tutors. These tutors work with the Language Arts instructors to provide assistance that directly addresses the individual needs of the students.

## Mathematics

- **Extended School Year:** During the month of August, ~~all~~ KIPP Bridge Charter School students may attend a ~~mandatory~~ summer session. During this three-week period of four and a half hours of daily classes, the teachers and staff assess each child's math skills using an internally-designed assessment. This data is used by teachers in designing a curriculum for the fall that addresses the specific needs and interests of the students identified during the summer. The summer session is also used to provide remedial math services to returning students in preparation for the upcoming school year.
- **Extended School Day:** Due to KIPP Bridge Charter School's longer school day, all students receive 90 minutes of daily Math instruction. This extended time incorporates the use of the state-adopted curriculum, KIPP Math and hands-on manipulatives, such as base ten blocks, unifix cubes and rods. In addition, this longer math block also grants teachers the opportunity to work with small, flexible groups of students on specific skills.
- **After-school Math Club:** Students struggling in math may participate in an after-school Math Club that meets twice a week for an hour to focus on the development of basic skills as well as to provide homework assistance on more advanced skills. The Math teachers will lead these tutoring sessions.
- **Tutoring:** Students who are Far Below Basic and Below Basic are provided with small-group and/or one-on-one tutoring from community volunteers. These tutors work with the Math instructors to provide assistance that directly addresses the individual needs of the students.

## Special Education Students

KIPP Bridge Charter School pledges to work in cooperation with the Oakland Unified School District SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Disability will not be used as a criterion for non-eligibility for enrollment; rather, KIPP Bridge Charter School welcomes the chance to educate any child, regardless of disability. KIPP Bridge Charter School will comply with all regulatory special education requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, KIPP Bridge Charter School will comply with AB 602, Oakland Unified SELPA guidelines, and all California laws pertaining to special education students. KIPP schools have had tremendous success in boosting the academic achievement of students receiving special education services, and do not provide testing exemptions to special education students.

Per Federal Law, all students with disabilities are fully integrated into the programs of the KIPP Bridge Charter School, with the necessary materials, mandated services, and equipment to

support their learning. The school will ensure that any student with a disability attending KIPP Bridge Charter School is identified.

KIPP Bridge Charter School will meet all the requirements mandated within a student's Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, KIPP Bridge Charter School will meet those needs.

KIPP Bridge Charter School will work with the district to make time and facilities available for the student's IEP. The school will participate in the IEP to enable that student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques to enhance that student's ability to be successful. The school will make available student's work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the district. If a faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the district. The school will encourage open communication between the parents and the district for any items related to the special education services. Students at KIPP Bridge Charter School who have IEP's will continue to attend the school, unless the IEP recommends otherwise and states why.

In order to comply with Child Find requirements as specified by law, KIPP Bridge Charter School will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

#### Search and Serve

Upon the commencement of KIPP Bridge Charter School's school year, all students are tested as a preliminary measure to determine if a referral for assessment is needed. Any such student suspected of a disability cannot be assessed unless parent permission is obtained. The school's Special Education Manager will then identify any students in need of a pre-referral intervention plan, and work with the School Leader and faculty to establish a Student Study Team for that student. The student's need for special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

A Student Study Team composed of the student requiring special education services, that students' parent or guardian, the School Leader, and the Special Education Manager will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that KIPP Bridge Charter School refer that student for a formal special education assessment. KIPP Bridge Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed via the Special Education Manager that special education and related services are provided at no cost to them.

### Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing special education and related services. KIPP Bridge Charter School's referral for assessment process will include examining student screening information and making a decision about whether or not to conduct a formal educational assessment. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Special Education Manager within 15 days. Parents will be informed via the Special Education Manager that special education and related services are provided at no cost to them.

If KIPP Bridge Charter School concludes that an assessment is appropriate, the parent will receive an Assessment Plan. Assessments will be done only upon receipt of written parent permission.

### Assessment

The Special Education Manager will be responsible for gathering information to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, unless an interpreter is needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include:

- Individual testing;
- Observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

KIPP Bridge Charter School will follow the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Multiple assessments will be delivered by a qualified professional to measure the student's strengths and needs;
- Assessments will be delivered without cultural, racial or gender bias;
- Assessments will be delivered in the student's primary language, unless a qualified interpreter is provided;

- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

The Special Education Manager will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting.

### Development and Implementation of IEP

Every child who is assessed by the school will have an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, KIPP Bridge Charter School will provide those services according to the student's IEP, which will specify the instruction and services the student shall receive. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the implementation and progress of the IEP. The IEP team at KIPP Bridge Charter School will consist of the following individuals:

- The parent or guardian of the student for whom the IEP was developed;
- The Special Education Manager;
- The School Leader;
- A General Education teacher who is familiar with the curriculum appropriate to that student;
- Special education professionals qualified to interpret assessment results; and
- A District representative, as appropriate.

Others familiar with the student may be invited as needed. KIPP Bridge Charter School views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP will be given to the parent.

Upon the parent or guardian's written consent, the IEP will be implemented by KIPP Bridge Charter School. The IEP will include all required components and be written on the Oakland Unified SELPA forms. Some of the elements the IEP will consist of include:

- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;

- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress will be measured and monitored; and
- Transition goals for work-related skills.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress;
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior; and
- Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability.

#### IEP Review

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

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

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

### Staffing

KIPP Bridge Charter School expects to work with the District or SELPA to contract with independent providers to provide special education compliance review, assessment and all services including Designated Instruction and Service as specified in California Education Code and IDEIA.

KIPP Bridge Charter School will employ or contract with a Special Education Manager. This person will be responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP. The Special Education Manager and any other appropriate school personnel will attend staff development, in-services, and/or trainings sponsored by OUSD in compliance with IDEIA regulations, California Education Code and Oakland Unified SELPA guidelines.

The Special Education Manager will:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the child to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the child's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the School Leader to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEIA guidelines; and
- Provide a report of student progress on the same schedule as students in general education.

### Reporting

KIPP Bridge Charter School will collect and maintain the following information on disabled students as required by IDEIA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;



- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from KIPP Bridge Charter School of students with disabilities (*i.e.*, attainment of diploma and type, declassified, moved, etc.).

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

#### Due Process and Procedural Safeguards

Parents or guardians of students with IEP's at KIPP Bridge Charter School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

#### Complaint Procedures

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

#### Special Education Strategies for Instruction and Services

KIPP Bridge Charter School will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. KIPP Bridge Charter School will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive

inclusion program that includes specialized individual tutoring through KIPP's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

## **English Learners**

KIPP Bridge Charter School will comply with all federal, state, and judicial mandates for English Learners. The school will have an evaluator test and assess the English proficiency of students having an English Learner (EL) label using the California English Language Development Test (CELDT).

Given the demographics of Oakland Unified School District, KIPP Bridge Charter School expects that a relatively small number of students will be classified as English Learners. The school is dedicated to providing these students with an exceptional education and transitioning them into English Proficiency as soon as possible. However, the school also 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 will 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 will ensure 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 will 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 Charter School 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 will be 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 will implement a comprehensive structured immersion program, in every mainstream classroom, for its EL students.<sup>6</sup> Research shows that with the passage of Prop. 227, California students have made significant gains in reading and writing in

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<sup>6</sup> *The Benefits of English Immersion* (Educational Leadership Magazine of the Association for Supervision and Curriculum Development, January 2000).

English as well as math.<sup>7</sup> It is the goal of KIPP Bridge Charter School that all of its students will leave the school proficient in the English language and with pride and support for their home language.

Teachers at KIPP Bridge Charter School will teach to the English Language Development standards set forth by the California Department of Education. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. In addition to the core content, students who are assessed as English Learners will receive assistance in oral language development using a program such as Hampton-Brown. KIPP Bridge Charter School will ensure that all EL students have access to the core content, and will continue to employ or contract with the necessary specialists 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 methodologies including increased time for reading and math, individualized instruction, and extra tutorials for students who are acquiring English.

Examples of instructional models that may be employed with EL students at KIPP Bridge Charter School include:

- Workshop models
- Cooperative learning
- Thematic teaching
- Language experience approach
- Dialogue journals
- Questioning techniques
- Scaffolding instruction
- Think/pare/share
- Kinesthetic activities
- Books on tape
- Graphic organizers
- Caption television
- Pre-teaching vocabulary
- Labeling items in classrooms and school in different languages
- Manipulatives
- Jigsaw
- Storytelling
- Using culturally relevant materials
- Repetition
- Modeling

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<sup>7</sup> Amselle, Jorge and Allison, Amy C. *Two Years of Success: An Analysis of California Test Scores After Proposition 227* (READ Institute, August 2000).

KIPP Bridge Charter School seeks to hire faculty who have received CLAD (Cross-Cultural Language Acquisition Design) training. All teachers are trained to teach using the structured English immersion strategy. 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 is 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

The school will mail a home language survey to every student's household. All students who are of foreign birth or come from a home where language other than English is spoken are subject to an informal interview conducted by school staff (in the English language). If the interviewer determines that the student speaks no English, that student is classified as an EL student. At the beginning of the school year, KIPP Bridge Charter School will have a trained evaluator test and assess the English proficiency of students having an English Learner label, using the California English Language Development Test (CELDT). If the interviewer determines that the student speaks some English, KIPP Bridge Charter School will administer the CELDT. If the student scores below the established cut-off point on this test, the student will be classified as an EL student. If the student scores above the established cut-off point on the written test, the student will be determined not to be an EL student.

KIPP Bridge Charter School's teachers are also responsible for observing each student throughout the class day with an eye towards detecting limited English proficiency. Any student suspected of having limited English proficiency is tested to determine if and what level of services, if any, are necessary. Should a child 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 will be notified in writing of all EL assessment and placement procedures for their child. The school will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child. If there are more than 20 EL students at the school, parent/guardian advisory committees shall be maintained to serve the advisory functions specified by law.

#### Monitoring and Re-Designation of EL Students

The proficiency in the English language of an EL student are monitored by teachers and qualified evaluators, and are measured at least annually using the CELDT and other measures, such as the Student Oral Language Observation Matrix (SOLOM). 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 the following four criteria:

- Assessment of English language proficiency utilizing the CELDT.
- Comparison of performance in basic skills.
- Teacher evaluation.
- Parent opinion and consultation.

Prior to re-classification, all parents receive a re-classification meeting notification letter, where they are invited to a meeting to discuss their child's English proficiency and academic achievement, and possible re-designation to Fluent English Proficient.

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 will be made. In addition, KIPP Bridge Charter School will annually evaluate 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 child in a structured English immersion program and are notified of an opportunity to apply for a parental exception waiver. Parents will be 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 will be assessed according to the Child Find requirements described in the Special Education section above. Just as all students who are classified as EL students will be as fully integrated as possible into the programs of KIPP Bridge Charter School, so will students with disabilities. EL students with IEP's will be given the necessary materials, mandated services, and equipment to support their learning. The school's extended day and year model allows for significant time for staff to work in a variety of settings with English 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.

### **Gifted and Talented Students**

Because all students are challenged to reach their intellectual potential within the instructional program, KIPP Bridge Charter School will not offer a formal, separate gifted and talented program. During the late afternoon block of enrichment and supplemental instruction, teachers

may work with students who are exceeding expectations by providing opportunities for project-based learning, discovery learning or computer activities.

## **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 are a vital part of this partnership. KIPP Bridge Charter School involves parents as key stakeholders in the school.

The commitments for parental support include helping with homework each night, reading with their child each night, ensuring that homework is completed every night, assisting their child in contacting the teacher regarding any problem or question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises. Other opportunities for parent involvement include parent/teacher conferences, report card pick up, parent night and newsletters, local field trips and end of year trips, and fun events such as picnics and dances.

Further, KIPP Bridge Charter School parents will be invited to join the KIPP Bridge Charter School Team and Family Association. This group of dedicated parent volunteers will spearhead and assist with special events such as field lessons, end of year trips, and 8<sup>th</sup> grade graduation, and leads school-based fundraisers.

KIPP Bridge Charter School staff will make frequent home visits to ensure that parents have the resources they need to be active, productive partners in their child's education. However, if parents are unable to fulfill the school's expectation of them, their child's ability to stay at the school will not be jeopardized in any way.

## **Community Involvement**

Building strong links with the local community is critically important to KIPP Bridge Charter School's success. KIPP Bridge Charter School will partner with individuals and organizations in the community that are dedicated to helping students obtain their academic goals. In addition to officials in OUSD, and several business leaders, KIPP Bridge Charter School's outreach efforts to date have included:

- Bay Area Coalition for Equitable Schools (BayCES);
- Oakland Charters Together;
- California Charter Schools Association;
- Charter Schools Development Center;
- New Leaders for New Schools;
- Oakland Community Organizations;
- Oakland Parents Together;
- Teach For America – Bay Area; and



- University of California, Berkeley.

KIPP Bridge Charter School will create opportunities to involve members of the community in supporting the school. The school's volunteer program is composed of community members, the business community, college students, high school students, and parents. Volunteers perform duties that include small group tutorials, office assistance, and serving as guest presenters during life skills classes.

## **Programmatic Audit of Educational Program**

KIPP Bridge Charter School is accountable to multiple constituencies: students and their families, the school's Board of Directors, KIPP Bay Area, working in tandem with the KIPP Foundation, and the Oakland Unified School District. Accountability to each of these constituencies covers both fiscal and academic performance. Utilizing student data including test scores, daily attendance records, examples of student work and student/parent surveys, the school shall annually provide the Oakland Unified School District with a complete performance report that will include at least the following elements:

- Data demonstrating student progress towards the goals and outcomes specified in Element B, based on the assessment tools and techniques set forth in Element C. To the extent that it is feasible to do so without compromising student confidentiality rights, this data will be displayed on both a school-wide basis and disaggregated by appropriate racial and/or ethnic categories;
- A summary of significant policies or decisions established by ~~the KIPP Bridge Charter School~~ Bay Area Board;
- Data indicating the level of parental involvement with KIPP Bridge Charter School, as well as the results of any surveys of parental and student satisfaction;
- Identification of the faculty and staff employed by KIPP Bridge Charter School and a description of their qualifications and achievements;
- Data demonstrating KIPP Bridge Charter School's success in serving a racially and ethnically diverse student population;
- A summary of KIPP Bridge Charter School's admission practices and experience, including the number of students enrolled, the number on waiting lists, and the number who have transferred or who were suspended; and
- An analysis of the resolution of any disputes or complaints.

KIPP Bay Area and the Oakland Unified School District will jointly develop any other evaluation criteria that the District requests in connection with these annual reports. In addition, the District and KIPP Bridge Charter School will jointly coordinate an annual site visitation procedure to enable the District to independently confirm the school's performance and compliance with the terms of its charter.

While these evaluations and assessments are necessary to ensure KIPP Bridge Charter School is meeting its objectives, the ultimate evaluation of the school will not occur until 2015, when the

first KIPP Bridge Charter School grade level will be on track for high school graduation and college matriculation. The percentages of students meeting this standard will provide an overall assessment of the long-range effectiveness and success of the school.

In addition to the yearly cycle of inquiry, the KIPP Foundation has developed a school evaluation process based on the best practices of existing KIPP schools, and the protocol developed by the British Inspectors<sup>8</sup>, which has been refined through assessments of high performing charter schools nation-wide.

## **School Inspection By Cambridge Education Associates**

Cambridge Education Associates (CEA) is one of the largest inspection contractors in the United Kingdom, coordinating nearly 400 full school inspections per year. CEA has completed more than 3,000 inspections since the Office for Standards in Education (OFSTED) officially the Office of Her Majesty's Chief Inspector of Schools in England, was established by Parliament on September 1, 1992. OFSTED's role is to improve standards of achievement and the quality of British education through regular independent inspection and public reporting.

CEA has designed a school inspection protocol for KIPP schools (see Appendix J), trained KIPP school leaders and foundation staff in its application, and leads an annual series of inspections of KIPP schools and their affiliates. The purpose of the inspection is to provide an independent external view of the school and identify strengths and areas for development so that KIPP Bridge Charter School can improve the quality of education it provides, raise the educational standards achieved by its students, and ensure adherence to the Five Pillars. These inspections provide individual schools with a continuous agenda for improvement and afford the KIPP Foundation, KIPP Bay Area, the KIPP Bridge Board of Directors, and the Oakland Unified School District with an expert overview of the development and progress of KIPP Bridge Charter School. In addition, the inspection contributes to the national development of KIPP schools and education reform through the identification and dissemination of best practices. Team evaluations cluster around four key inspection points as outlined below:

### **1. Learning**

- Attainment and improvement
- Quality of learning
- Personal character development

### **2. Teaching**

- Quality of teaching
- Curriculum and programs
- Personal care of students

### **3. Leadership**

- Instructional Leadership
- Operational Leadership
- Organizational Leadership

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<sup>8</sup> All 24,000 schools in England are regularly inspected, mainly using state funds, through the Office for Standards in Education. The standards for British school in sections have been refined over a century of practice.

#### **4. KIPP's Five Pillars**

- High Expectations
- Choice and Commitment
- More Time
- Power to Lead
- Focus on Results

## ELEMENT B: MEASURABLE PUPIL OUTCOMES

KIPP Bridge Charter School's student and school outcome goals align with California Content Standards as well as KIPP's mission and vision. Goals are continually refined and developed to reflect the growing needs of KIPP Bridge Charter School.

The following measurable student outcome goals are explicitly aligned with the school's definition of what it means to be a 21<sup>st</sup> century learner.

**Figure 1.7: Student Outcome Goals**

<b>KIPP Bridge Charter School Academic Goals</b>
<ul style="list-style-type: none"><li>• All students will improve one performance level or more on the ELA and Math CST unless they are at the Proficient or Advanced level, and will achieve progress towards mastery of these subjects.</li><li>• All students will make yearly progress towards mastery of science and social studies standards.</li><li>• All EL students will advance one level on the CELDT test.</li></ul>
<b>KIPP Bridge Charter School Character Goals</b>
<ul style="list-style-type: none"><li>• KIPP Bridge Charter School will instill in its students an understanding of the virtues of strong character (excellence, respect, responsibility, integrity and teamwork), a shared vocabulary with which to discuss character, and will build a community in which students demonstrate these virtues in their daily behavior.</li><li>• All students at KIPP Bridge Charter School will be prepared for success in rigorous high schools and colleges, and in the competitive world beyond.</li></ul>

### **School Outcome Goals**

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.

KIPP Bridge Charter School will provide a meaningful college preparatory experience to its 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. KIPP Bridge Charter School will instill in students the belief that they should and can attend college, and through this process provides them the tools that will set them on the path to college.

KIPP Bridge Charter School's business management structure is paramount to the success of the school. Many charter developers focus almost exclusively on the academic program of their school, with very little training and attention towards the fiscal health of the school. However, this is the area where most schools fail. Therefore, the Principal of KIPP Bridge Charter School has received training in financial planning, financial reporting systems, and budgets. ~~He~~ KIPP Bay Area is responsible for producing monthly financial reports and employs a policy of internal controls to ensure fiscal responsibility. ~~Furthermore, KIPP Bay Area oversees and assists in these critical areas:~~

KIPP Bridge Charter School will continue to be a strong force in the Oakland community uniting parents, community members, and educators across diverse cultures. The ultimate goal of KIPP Bridge Charter School is to be a force in creating the “tipping point,” to improve the way education is viewed and implemented in all public school systems.

**Figure 1.8 School Outcome Goals**

<b>High Quality Educational Program</b>
<ul style="list-style-type: none"> <li>• KIPP Bridge Charter School students will demonstrate competency in their knowledge and understanding of California state standards.</li> <li>• KIPP Bridge Charter School teachers will engage in high-quality instruction. To continually improve instruction at the school, teachers will have the opportunity, at least three times per year, to receive feedback on the results of their students. Also, teachers, with the assistance of the school’s management team, will create, administer, and analyze benchmark data to improve instruction and student learning. Finally, all KIPP Bridge teachers will be encouraged to attend the content-area retreats administered by the KIPP Foundation (at the expense of the school) to support professional growth.</li> <li>• KIPP Bridge Charter School will create a small, personalized learning environment that fits the needs of each child.</li> </ul>
<b>Fiscally Sound Business and Management Structure</b>
<ul style="list-style-type: none"> <li>• KIPP Bridge Charter School will implement fiscal policies and controls.</li> <li>• KIPP Bridge Charter School will maintain a healthy budget and cash flow.</li> </ul>
<b>Parent and Community Involvement</b>
<ul style="list-style-type: none"> <li>• Parents will be welcomed and involved in KIPP Bridge Charter School.</li> <li>• KIPP Bridge Charter School will involve members of the community in a variety of ways.</li> </ul>



## ELEMENT C: ASSESSMENT

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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 an Honors/AP track. While understanding that such skill mastery will occur in gradual steps, KIPP Bridge Charter School measures the impact and success of its academic programs utilizing several forms of evaluation and assessment.

At KIPP Bridge Charter School, assessment of student achievement involves a full range of measures to ensure the most comprehensive picture of student progress. Quantitative data from standardized tests and results of performance-based assessment tools form the foundation of KIPP Bridge Charter School's comprehensive approach to measuring student performance. Where assessments reveal that students are not performing at appropriate levels, modifications to curriculum and individual student programs will be made. The school's goal is to have students meet or exceed the state's learning standards for their grade, as reported in achievement measures consistent with standardized assessments and other assessment tools. Each year, KIPP Bridge Charter School will use data from standardized tests to provide accountability, as well as to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of its college preparatory program. In addition to the data collected during the students' middle school years, student success will be monitored in high school and college.

Mastery of the objectives at each grade level will be the basis for promotion. Teachers will assess a student's progress on a quarterly basis in order to gauge whether the student is mastering the objectives throughout the year. In addition to progress reports, in-class tests and teacher observations, students' STAR scores, and where applicable, the CELDT test scores will also be taken into account for promotional purposes.

### **Multiple, Varied Assessments**

KIPP Bridge Charter School employs a variety of internal assessment tools to ensure that the 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. Examples might include taking a traditional vocabulary exam in an English class, assembling a timeline in a History class, or completing a small set of multiplication problems in a Math class. Other assessments will measure more sophisticated performance abilities, such as writing a paragraph in English class, giving a short extemporaneous speech in a History class, or solving a complex word problem in a Math class. Teachers modify their instructional plans based upon the results of these assessments. In addition to the assessments outlined in Figure 1.9, the following performance evaluation and assessment tools to be used include:

- Tests and quizzes;



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

## Alignment of Assessments

Teacher assessments are examined in content department meetings to ensure alignment with standards. Content areas also administered assessments using the Edusoft program that is aligned with the California content standards. Once these assessments are administered, teachers (with administrators) will analyze the data, share the data with the school, and then plan accordingly to address areas of student weakness. In grade-level teams, teachers examine student work to ensure consistency around rigor and grading. This enables teachers to work together to ensure that assessments and assignments are truly assessing students on the intended material and content matter.

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

### 1.9: Measurable Student Outcome Goals & Corresponding Assessment

#### I. Academic Skills

<b>Goal 1</b>	<ul style="list-style-type: none"> <li>• All students will improve one performance level or more on the ELA CST unless they are at the Proficient or Advanced level, and will achieve progress towards mastery of English-Language Arts.</li> </ul>
<b>Measures</b>	
<i>Criterion-referenced</i>	<ul style="list-style-type: none"> <li>• On the English Language Arts (ELA) California Standards Test, the majority of students will achieve the performance standard of “proficient” or “advanced.”</li> </ul>
<i>Value-added</i>	<ul style="list-style-type: none"> <li>• Each year, each grade level cohort of KIPP Bridge Charter School students will demonstrate on average an improvement of at least three National Curve Equivalent points on the California Achievement Test (CAT-6) reading and language tests until the cohorts achieve an average of 70 NCEs.</li> <li>• Between the start of 7<sup>th</sup> and the completion of 8<sup>th</sup> grade, each grade level cohort will demonstrate on average an improvement of 10 correct verbal and reading comprehension questions on the SSAT (out of 100 total verbal / reading comprehension questions).</li> </ul>
<i>Comparative</i>	<ul style="list-style-type: none"> <li>• Each year, a greater percentage of KIPP Bridge Charter School students in each grade level will score at proficient and advanced levels on the ELA California Standards Test than will their peers in schools with similar demographics in the Oakland Unified School District or in the state as a whole.</li> <li>• Each year, the average score of each grade level cohort of KIPP Bridge Charter School students will be higher on the ELA California Standards Test than the average score for schools with similar demographics in the Oakland Unified School District and California.</li> </ul>
<i>Organic</i>	<ul style="list-style-type: none"> <li>• Each year, each student at KIPP Bridge Charter School will independently read 10 or more books from an approved reading list, and demonstrate evidence of comprehension either orally or in writing.</li> </ul>

	<ul style="list-style-type: none"> <li>Using 8<sup>th</sup> grade writing standards, every 8<sup>th</sup> grader will write a research paper of at least 2,000 words, which (a) includes a title page, outline, bibliography, and endnotes; (b) clearly states a central idea that is supported with specific evidence drawn from a variety of sources, and (c) cites sources appropriately using both direct quotes and summarization.</li> </ul>
<b>Goal 2</b>	<b>All students will improve one performance level or more on the Math CST unless they are at the Proficient or Advanced level, and will achieve progress towards mastery in Math.</b>
<b>Measures</b>	
<i>Criterion-referenced</i>	<ul style="list-style-type: none"> <li>On the Math California Standards Test, the majority of students will achieve the performance standard of "proficient" or "advanced."</li> <li>On the Algebra I California Standards Test, 90 percent of 8<sup>th</sup> graders (who have been enrolled in the school for four years) will achieve the performance standard of "proficient" or "advanced".</li> </ul>
<i>Value-added</i>	<ul style="list-style-type: none"> <li>Each year, each grade level cohort of KIPP Bridge Charter School students will demonstrate on average an improvement of at least three National Curve Equivalent points on the California Achievement Test (CAT-6) math test until the cohorts achieve an average of 70 NCEs.</li> <li>Between the start of 7<sup>th</sup> and the completion of 8<sup>th</sup> grade, each grade level cohort will demonstrate on average an improvement of 5 quantitative questions on the SSAT (out of 50 total quantitative questions).</li> </ul>
<i>Comparative</i>	<ul style="list-style-type: none"> <li>Each year, a greater percentage of KIPP Bridge Charter School students in each grade level will score at proficient and advanced levels on the Math California Standards Test than will their peers in schools with similar demographics in the Oakland Unified School District.</li> </ul>
<b>Goal 3</b>	<b>All students at KIPP Bridge Charter School will make strong yearly progress towards mastery of, and excellence in, history-social science.</b>
<b>Measures</b>	
<i>Criterion-referenced</i>	<ul style="list-style-type: none"> <li>On the History-Social Science California Standards Test, the majority of students will achieve the performance standard of "proficient" or "advanced."</li> </ul>
<i>Comparative</i>	<ul style="list-style-type: none"> <li>Each year, a greater percentage of KIPP Bridge Charter School students in each grade level will score at proficient and advanced levels on the History-Social Science California Standards Test than will their peers in schools with similar demographics in the Oakland Unified School District.</li> </ul>
<b>Goal 4</b>	<b>All students at KIPP Bridge Charter School will make strong yearly progress towards mastery of, and excellence in, history-social science.</b>
<b>Measures</b>	
<i>Criterion-referenced</i>	<ul style="list-style-type: none"> <li>On the Science California Standards Test, the majority of students will achieve the performance standard of "proficient" or "advanced."</li> </ul>
<i>Comparative</i>	<ul style="list-style-type: none"> <li>Each year, a greater percentage of KIPP Bridge Charter School students in each grade level will score at proficient and advanced levels on the Science California Standards Test than will their peers in schools with similar demographics in the Oakland Unified School District.</li> </ul>
<b>Goal 5</b>	<b>All English Learners (ELs) will become proficient in all four domains of the English language: listening, speaking, reading, and writing.</b>
<b>Measures</b>	
<i>Value-added</i>	<ul style="list-style-type: none"> <li>Each year that an EL student attends KIPP Bridge Charter School, s/he will improve at least one overall proficiency level (beginning, early intermediate, intermediate, early advanced, advanced) on the California English Language Development Test (CELDT) until reclassified as Fluent English Speaker.</li> </ul>

## II. Character and Life Skills

<b>Goal 6</b>	<b>KIPP Bridge Charter School will instill in its students an understanding of the virtues of strong character (excellence, respect, responsibility, integrity and teamwork), a shared vocabulary with which to discuss character, and will build a community in which students demonstrate these virtues in their daily behavior.</b>
<b>Measures</b>	
<i>Defining</i>	<ul style="list-style-type: none"> <li>By the end of the 6<sup>th</sup> grade year, 85 percent of all students will be able to adequately define, in</li> </ul>

<i>values</i>	writing, each of the five core virtues and describe concrete examples of instances in which those virtues have been demonstrated by themselves, their classmates and members of the KIPP Bridge Charter School community.
<i>Parent surveys</i>	<ul style="list-style-type: none"> <li>Each year, the school will provide a comprehensive demonstration of an exemplary culture of strong character through a parent survey. This survey will be completed and returned by at least 75% of enrolled families. Over 80% of responding parents will grade the school's effectiveness in holding students to high behavioral standards and developing the academic and character skills in students as a B or higher on a scale of A to F. There will also be minimal reports of public misbehavior on public transportation and within the school's neighborhood.</li> </ul>
<i>Attendance</i>	<ul style="list-style-type: none"> <li>At least 95% of students will attend school each day.</li> </ul>
<i>Homework</i>	<ul style="list-style-type: none"> <li>At least 90% of homework assignments will be completed and handed in.</li> </ul>
<b>Goal 7</b>	<b>All students at KIPP Bridge Charter School will be prepared for success in rigorous high schools and colleges, and in the competitive world beyond.</b>
<b>Measures</b>	
<i>Graduation requirement</i>	<ul style="list-style-type: none"> <li>All students will win acceptance into a college preparatory high school program.</li> </ul>
<i>High school and college visits</i>	<ul style="list-style-type: none"> <li>Beginning in the fifth grade, 90% of KIPP Bridge Charter School students will visit and evaluate, in writing, at least one college preparatory high school and / or university each year.</li> </ul>
<i>High school graduation and college matriculation</i>	<ul style="list-style-type: none"> <li>70% of KIPP Bridge Charter School graduates will graduate from high school and matriculate to college within five years of completing 8<sup>th</sup> grade.</li> </ul>

## Administration of State and National Tests

One of the most important indicators of KIPP Bridge Charter School's success will be its Academic Performance Index (API) scores. The API is part of California's Public School Accountability Act, and is measured using the results of the Standard Testing and Reporting System (STAR). The STAR consists of the California Assessment Test-6<sup>th</sup> Edition (CAT-6), a norm-referenced standardized test, and the criterion-referenced California Standards Test. Its purpose is to measure the academic performance and growth of schools in California. 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.

KIPP Bridge Charter School shall administer all state and national tests for grades five through eight as determined by the state and national testing schedule. The school will administer the following tests at each grade level as outlined in Figure 2.0 below.

**Figure 2.0: KIPP Bridge Charter School Testing Schedule by Grade**

	STAR	CELDI (if applicable)	Stanford-10	Physical Fitness
Fifth Grade	X	X	X	X
Sixth Grade	X	X	X	
Seventh Grade	X	X	X	X
Eighth Grade	X	X	X	

## **Additional Assessments**

### Stanford-10

Constant measurement and assessment is a hallmark of all KIPP Schools. In addition to administering the STAR system, KIPP Bridge Charter School administers the Stanford Achievement Tests, Tenth Edition (Stanford 10). The Stanford 10 was chosen because it allows the school to compare their student performance with many KIPP Schools across the country. This allows teachers to see how students performed on a comparative basis with students across the country that are attending similar schools with similar curriculum and educational programs.

At the beginning of the each academic year, all students in the fifth and sixth grades take the Stanford 10 to determine baseline data. This informs teachers of curriculum changes that will need to be made on an individual and class-wide basis to serve those students that may need extra time for certain subjects. The Stanford 10 is also used to determine academic gains and losses within the school year. At the end of the year, the students will be tested 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 Stanford-10 data is disaggregated by race and socioeconomic status. We expect students in each racial and each socioeconomic group to demonstrate substantially similar improvements in Stanford-10 scores. Stanford-10 data for individual students is reported to each student's family. As soon as the data is released, it is carefully examined by the faculty; substantial disparities in improvement across racial or class lines may result in modifications to curriculum, schedule, school staffing, or provision of support services.

### SSAT

In the seventh and eighth grades, students may prepare for and take the SSAT. The SSAT, which is used as a criterion for admissions to many private high schools, will provide KIPP Bridge Charter School students early exposure to the test format and types of questions to be found on the PSAT and SAT. As a college-preparatory school, KIPP Bridge Charter School believes in the necessity of early preparation in a timed multiple-choice exam with quantitative, reading comprehension and verbal questions that are aligned with those on the SAT math and verbal sections. Akin to the Stanford-10, results from the SSAT are analyzed to determine student improvement from year to year, and in turn inform curriculum, scheduling, staffing and support services.

### Additional Math Assessments

The following math assessments may be used:

- Harcourt Math assessment (5<sup>th</sup>)

- OUSD Math Assessments. Fifth and sixth grade students may take the district's assessment in the Fall, Winter, and Spring.
- Teacher-created, standards-based assessment that is administered to seventh graders in the Fall, Winter, and Spring.

KIPP will monitor student progress in math through the following external and internal tools:

- **External accountability**
  - Analysis of STAR test data.
  - Analysis of SAT-10 data.
  - Analysis of Harcourt assessments.
- **Internal accountability**
  - Analysis of teacher-created benchmark assessments three times per year
  - Standards-based report cards.

The Principal and leadership team of KIPP Bridge Charter School conduct classroom observations that focus on implementation of KIPP Math Plan methodology, effective use of math materials, flexible grouping based on student needs, student engagement, safe learning environment, displays of student work, and use of clear standards and rubrics.

#### Additional English-Language Arts Assessments

The following assessments may be used in the English-Language Arts program:

- **Reading Comprehension**
  - McCleod Reading Assessment. This assessment may be administered to 5<sup>th</sup> and 6<sup>th</sup> grader in Summer School, November, March, and June of each school year.
  - Gates-MacGinitie Reading Inventory. This assessment may be administered to 7<sup>th</sup> graders in Summer School, November, March, and June of each school year.
  - Open Court Comprehension Assessments. At the end of each OCR story, the program's reading comprehension assessment may be administered to 5<sup>th</sup> graders.
  - Teacher-created, standards-based comprehension assessments are administered in the 6<sup>th</sup> grade and 7<sup>th</sup> grade.
- **Fluency**
  - SRA Corrective Reading Program. This assessment may be administered to 5<sup>th</sup> through 7<sup>th</sup> grades in Summer School, January, and April to assess student fluency.
- **Vocabulary**
  - Wordly Wise Vocabulary Program. A teacher created assessment may be given to students at the end of every four units in the 5<sup>th</sup> through 7<sup>th</sup> grades.

- **Writing**

- School-based Formal Writing Assessment. All students may participate in this assessment of expository writing. The writing will be jointly scored by grade level teachers using a school-created rubric, which is based on the 6+1 Trait Writing. The assessment may be given in October, January, and May.

KIPP will monitor student progress in English-Language Arts through the following external and internal tools:

- **External accountability**

- Analysis of STAR test data.
- Analysis of SAT-10 data.
- Analysis of CELDT test data.
- Analysis of Open Court Reading comprehension assessments.

- **Internal accountability**

- McCleod Reading Comprehension and Gates-MacGinitie Reading Inventory comprehension benchmark assessments.
- SRA Corrective Reading fluency benchmark assessments.
- Tri-annual formal school-wide writing assessments (using a rubric based on 6+1 Trait Writing).
- Standards-based report cards.
- The Principal and leadership team will conduct classroom observations that focus on implementation of KIPP Literacy Plan methodology, effective use of literacy materials, flexible grouping based on student needs, student engagement, safe learning environment, use of culturally relevant materials, displays of student work, and use of clear standards and rubrics.

## Assessment of School Outcome Goals

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

**Figure 2.1: School Outcome Goals and Corresponding Assessment**

<b>Educational Program</b>	<b>Benchmark</b>	<b>Assessment</b>
KIPP Bridge Charter School students will demonstrate competency in their knowledge and understanding of California state standards.	<ul style="list-style-type: none"> <li>• KIPP Bridge Charter School will exceed the average performance levels of schools in similar areas on the Academic Performance Index (API).</li> <li>• KIPP Bridge Charter School will meet AYP and API growth goals.</li> </ul>	<ul style="list-style-type: none"> <li>• STAR system, which includes the California Assessment Test-6<sup>th</sup> Edition (CAT-6) and the California Standards Test.</li> <li>• API score</li> </ul>
KIPP Bridge Charter School teachers will engage in high-quality instruction.	<ul style="list-style-type: none"> <li>• KIPP Bridge Charter School teachers will engage in a faculty evaluation process including twice yearly written performance reviews, the use of performance bonuses rewarding job performance, and regular professional</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher credentialing forms</li> <li>• Teacher peer evaluations and Principal evaluations.</li> </ul>



	<p>development to include seminars, conferences as well as peer observation and evaluation.</p> <ul style="list-style-type: none"> <li>All teachers fully credentialed and NCLB compliant</li> </ul>	<ul style="list-style-type: none"> <li>STAR tests</li> <li>API score</li> </ul>
<p>KIPP Bridge Charter School will create a small, personalized learning environment that fits the needs of each child.</p>	<ul style="list-style-type: none"> <li>KIPP Bridge Charter School will be a small school (under 400 students).</li> <li>KIPP Bridge Charter School's mobility, truancy, and dropout rates will be below the district norm.</li> </ul>	<ul style="list-style-type: none"> <li>Student enrollment numbers.</li> <li>Retention and attrition rates.</li> </ul>
<b>Business and Management Structure</b>	<b>Benchmark</b>	<b>Assessment</b>
<p>KIPP Bridge Charter School will implement fiscal policies and controls.</p>	<ul style="list-style-type: none"> <li>KIPP <del>Bridge Charter School</del> Bay Area will involve at least one business and finance expert as a board member or advisor.</li> <li>KIPP <del>Bridge Charter School</del> Bay Area will meet 100% of state financial reporting deadlines.</li> <li>KIPP Bridge Charter School and KIPP Bay Area will receive an unqualified audit opinion on annual audits.</li> </ul>	<ul style="list-style-type: none"> <li>Annual Board Survey.</li> <li>Progress reports to Board of Directors.</li> <li>Annual audit report.</li> </ul>
<p>KIPP Bridge Charter School will maintain a healthy budget and cash flow.</p>	<ul style="list-style-type: none"> <li>KIPP Bridge Charter School's budget will be approved by its Board of Directors by July 1 each year.</li> <li>KIPP Bridge Charter School will meet student recruitment goals.</li> <li>KIPP Bridge Charter School will maintain at least a 5% cash reserve.</li> </ul>	<ul style="list-style-type: none"> <li>Board of Directors' meeting minutes.</li> <li>Student enrollment forms.</li> <li>Quarterly review of budget by Board of Directors.</li> </ul>
<b>Parent and Community Involvement</b>	<b>Benchmark</b>	<b>Assessment</b>
<p>Parents will be welcomed and involved in KIPP Bridge Charter School.</p>	<ul style="list-style-type: none"> <li>At least 90% of KIPP Bridge Charter School parents will respond to the annual Parent Survey.</li> <li>At least 95% of KIPP Bridge Charter School parents will be involved in special events or volunteer opportunities at the school.</li> <li>90% of parents or guardians will participate in quarterly conferences at the schools.</li> <li>Parents will be informed regularly of the successes and challenges of the school</li> </ul>	<ul style="list-style-type: none"> <li>Returned Parent Survey forms.</li> <li>Event and volunteer attendance logs.</li> <li>Parent conference attendance logs.</li> <li>School Accountability Report Card</li> </ul>

	<ul style="list-style-type: none"> <li>development to include seminars, conferences as well as peer observation and evaluation.</li> <li>All teachers fully credentialed and NCLB compliant</li> </ul>	<ul style="list-style-type: none"> <li>STAR tests</li> <li>API score</li> </ul>
KIPP Bridge Charter School will create a small, personalized learning environment that fits the needs of each child.	<ul style="list-style-type: none"> <li>KIPP Bridge Charter School will be a small school (under 400 students).</li> <li>KIPP Bridge Charter School's mobility, truancy, and dropout rates will be below the district norm.</li> </ul>	<ul style="list-style-type: none"> <li>Student enrollment numbers.</li> <li>Retention and attrition rates.</li> </ul>
<b>Business and Management Structure</b>	<b>Benchmark</b>	<b>Assessment</b>
KIPP Bridge Charter School will implement fiscal policies and controls.	<ul style="list-style-type: none"> <li>KIPP <del>Bridge Charter School</del> Bay Area will involve at least one business and finance expert as a board member or advisor.</li> <li>KIPP <del>Bridge Charter School</del> Bay Area will meet 100% of state financial reporting deadlines.</li> <li>KIPP Bridge Charter School and KIPP Bay Area will receive an unqualified audit opinion on annual audits.</li> </ul>	<ul style="list-style-type: none"> <li>Annual Board Survey.</li> <li>Progress reports to Board of Directors.</li> <li>Annual audit report.</li> </ul>
KIPP Bridge Charter School will maintain a healthy budget and cash flow.	<ul style="list-style-type: none"> <li>KIPP Bridge Charter School's budget will be approved by its Board of Directors by July 1 each year.</li> <li>KIPP Bridge Charter School will meet student recruitment goals.</li> <li>KIPP Bridge Charter School will maintain at least a 5% cash reserve.</li> </ul>	<ul style="list-style-type: none"> <li>Board of Directors' meeting minutes.</li> <li>Student enrollment forms.</li> <li>Quarterly review of budget by Board of Directors.</li> </ul>
<b>Parent and Community Involvement</b>	<b>Benchmark</b>	<b>Assessment</b>
Parents will be welcomed and involved in KIPP Bridge Charter School.	<ul style="list-style-type: none"> <li>At least 90% of KIPP Bridge Charter School parents will respond to the annual Parent Survey.</li> <li>At least 95% of KIPP Bridge Charter School parents will be involved in special events or volunteer opportunities at the school.</li> <li>90% of parents or guardians will participate in quarterly conferences at the schools.</li> <li>Parents will be informed regularly of the successes and challenges of the school</li> </ul>	<ul style="list-style-type: none"> <li>Returned Parent Survey forms.</li> <li>Event and volunteer attendance logs.</li> <li>Parent conference attendance logs.</li> <li>School Accountability Report Card</li> </ul>

<p>KIPP Bridge Charter School will involve members of the community in a variety of ways.</p>	<ul style="list-style-type: none"> <li>• KIPP Bridge Charter School's Saturday School and enrichment activities will involve volunteers and instructors from the community.</li> <li>• The KIPP Bridge Charter School's <del>Board of Director's</del> <u>Advisory Council</u> will include a broad cross-section of the community with local representation and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher attendance logs for Saturday School and Enrichment times.</li> <li>• Review of <del>Board</del> members' resumes.</li> </ul>
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## ELEMENT D: GOVERNANCE AND LEGAL ISSUES

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The governance of KIPP Bridge Charter School is designed to meet the needs and interests of the Oakland Unified School District as well as students, their families, and the West Oakland neighborhood.

### **Legal Affirmations**

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

The school will comply with all applicable federal, state and local laws. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the Oakland Unified School District's insurance program or its own insurance program.

The Oakland Unified School District's 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 to cooperatively pursue any necessary waivers or approvals (e.g., any State Board of Education requirements or KIPP Bridge Charter School grant applications needing a Local Educational Agency signature) required to implement the charter or seek appropriate funding.

### **Legal Structure**

The charter applicant for KIPP Bridge Charter School is KIPP Bay Area, a non-profit organization registered in the state of California, whose sole member is the KIPP Foundation. This legal structure allows for local management of KIPP Bridge Charter School while ensuring that its educational programs are closely monitored and maintaining overall KIPP standards. It is the responsibility of KIPP Bay Area to be accountable to the State of California and the Oakland Unified School District for the creation and implementation of KIPP Bridge Charter School. KIPP Bay Area exists to ensure that KIPP Bridge Charter School adheres to the proven success of the KIPP model and to this charter. All responsibilities of KIPP Bridge Charter School as stated herein shall be the responsibilities and obligations of KIPP Bay Area.

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

### **~~Local Control & Quality Control~~**

~~In order to have local responsibility for the school, KIPP Bay Area will contract with KIPP Oak College Preparatory, a California non-profit organization, to govern the school. This contractual arrangement will give KIPP Oak College Preparatory the rights to implement, manage and operate the school according to the terms and conditions of this charter and in conformance with the KIPP educational philosophy. Please see Appendix L for the organizational documents of KIPP Oak College Preparatory, including articles of incorporation and bylaws. A copy of the proposed contract between KIPP Bay Area and KIPP Oak College Preparatory is included in Appendix M.~~

~~KIPP Bay Area will have and exercise the right to regularly inspect and evaluate the operations and performance of KIPP Bridge Charter School. This oversight will include a rigorous, multi-day assessment of all educational activities to be conducted by Cambridge Education Associates, Ltd., or a similarly qualified group.~~

~~By allowing for local management of KIPP Bridge Charter School while ensuring that its educational programs are closely monitored and maintaining KIPP standards, KIPP Bay Area will combine the two factors that have proven to be the keys to success for KIPP schools nationwide:~~

- ~~• Community-based support and local responsibility for the success of KIPP Bridge Charter School; and~~
- ~~• Monitoring and inspection by KIPP Bay Area to ensure compliance with KIPP's demanding educational standards.~~

## Liability and Indemnity

As required by Section 47612 of the California Education Code, KIPP Bridge Charter School will be deemed to be a "school district" for purposes of Section 41302.5, Articles 10 (commencing with Section 41850) of Part 24, and Section 47638 of the Education code and Sections 8 and 8.5 of Article XVI of the California Constitution.

The Board of Directors of KIPP ~~Bridge Charter School~~Bay Area, the school administrative staff, and their respective representatives will be 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. The Oakland Unified School District will not be liable for the debts or obligations of KIPP Bridge Charter School.

KIPP ~~Bridge Charter School~~Bay Area will hold harmless and indemnify the Oakland Unified School District, and the Alameda County Office of Education from every liability, claim, or demand that may be made by reason of:

- Any injury to person or property sustained by KIPP ~~Bridge Charter School's~~Bay Area's 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 ~~Bridge Charter School~~ Bay Area, 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 the school's officers and employees. In addition, KIPP ~~Bridge Charter School~~ Bay Area 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 Bridge Charter School will be an incorporated public entity acting as a separate legal entity.~~ KIPP ~~Bridge Charter School~~ Bay Area has complete liability for all actions of the school and its employees in the performance of their duties. KIPP ~~Bridge Charter School~~ Bay Area will further indemnify and hold harmless the Oakland Unified School District, the Alameda County Office of Education, and the California Department of Education of any present or future liability for the charter school's actions.

In order to mitigate both the potential legal and fiscal liabilities of the charter school, KIPP ~~Bridge Charter School~~ Bay Area will have in force at all times prepaid liability insurance for KIPP ~~Bridge Charter School~~. The Oakland Unified School District's Board of Trustees will be named as "other named insured." Supplementary coverage will cover the after-hours and weekend activities at the school and their programs.

At minimum, coverage will include:

- Workers' compensation with limits of \$1,000,000 per accident 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 Oakland Unified School District'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 ~~Bridge Charter School's~~ Bay Area's insurance primary, despite any conflicting provisions in the charter school's policy. Coverage will be maintained with no self-insured retention.
- Commercial Crime including Fidelity Bond coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least \$50,000 per occurrence, with no self-insured retention.

The District will be furnished with certificates of insurance signed by an authorized representative of the insurance carriers. The District 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 Oakland Unified School District."

## Governance

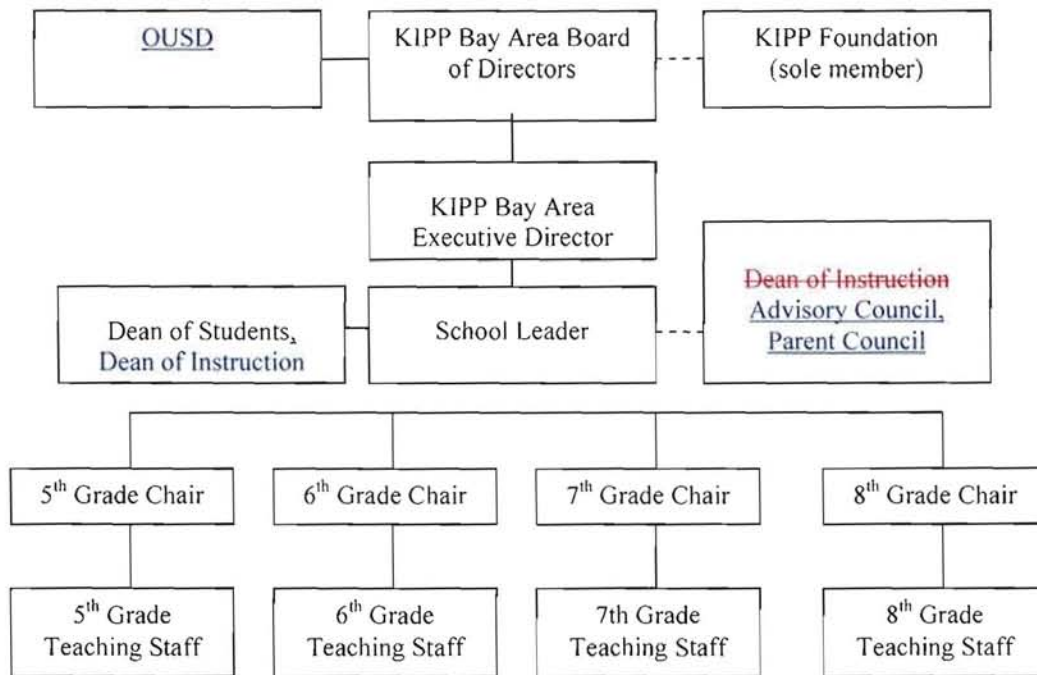


The governance structure of KIPP Bridge Charter School has been proven to achieve two primary objectives:

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

To meet these two goals, a combination of local and central governance tiered accountability structure has proven to be the best structure. Below is an organizational chart of the KIPP Bridge Charter School governance structure, including the Board of Directors and teaching staff:

**Figure 2.2: KIPP Bridge Charter School Organizational Reporting Structure**



### Board of Directors

KIPP Bridge Charter School is governed by KIPP Bay Area’s Board of Directors (the “Board”). The Board is ultimately responsible for the operation and activities of the School. The primary method for executing their responsibilities is the adoption of policies that offer guidance and implementation of the charter and procedures to assist the staff in facilitating the execution of such policies. The Board will govern KIPP Bridge as outlined in the bylaws for KIPP Bay Area.

*The KIPP Bridge Charter School Board of Directors will be the governing body of the school, and will be made up of local community members (see Appendix N for a list of KIPP Bridge board members). However, with both KIPP Bay Area and the Oakland Unified School District providing additional oversight, KIPP Bridge Charter School’s governance structure will provide twice as much protection and guidance as most charter schools.*

The school may also form a Parent Council and an Advisory Council to involve parents and members of the community in the operation of the school. These Councils may assist the Principal with recruitment, interviews, community outreach, resource development, extracurricular programs, community service projects, and day-to-day operations if needed.

#### Composition of KIPP ~~Bridge Charter School~~ Bay Area Board of Directors

KIPP ~~Bridge Charter School's~~ Bay Area's Board of Directors will be representative of the Oakland and San Francisco Bay Area community and will hold public meetings in accordance with the Brown Act. Board members will support the mission of the school and serve voluntarily because they believe in its goals. KIPP ~~Bridge Charter School~~ Bay Area will seek to ensure that the members will represent a broad area of expertise and a broad cross-section of the school community and community-at-large, including financial expertise, community and educational leadership. The Board will adopt a set of by-laws that address future board appointments and turnover. KIPP ~~Bridge Charter School~~ Bay Area will also look for people with backgrounds in real estate, law, public accountancy, business, and philanthropy to play a role in governance.

The Oakland Unified School District is entitled to a representative on the KIPP ~~Bridge Charter School~~ Bay Area Board of Directors who may choose to be either a voting or nonvoting member.

#### Recruitment, Selection, and Development of ~~KIPP Bridge Charter School~~ Board Members

The ~~School Leader~~ Executive Director of KIPP Bay Area works closely with the Board of Directors to ensure that they are in full alignment with the school's mission, culture, and goals. The qualifications sought in those candidates interested in serving on the Board would include but not be limited to:

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

#### Roles and Responsibilities of ~~KIPP Bridge Charter School~~ Board Members

The ~~KIPP Bridge Charter School's~~ Board of Directors' primary responsibility is to help set policies and ~~work oversee~~ with the ~~School Leader guiding KIPP Bridge Charter School~~ Executive Director of KIPP Bay Area, who supervises the School Leader of KIPP Bridge Charter School. They are empowered to:

- Ensure that the school adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP ~~Bridge Charter School~~ Bay Area policies;



- Hold the ~~School Leader~~Executive Director accountable for the academic and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise; and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships.

#### Methods for Holding Governance Structure Accountable to Parents and School Community

The ~~KIPP Bridge Charter School~~ Board of Directors will respond to all parent and community concerns. Any individual or group may bring ~~comments~~complaints or concerns to the Board of ~~Directors of KIPP Bridge Charter School~~ for any reason. Such ~~comments~~complaints or concerns will be submitted to the Board of Directors at least ~~one~~two weeks prior to the next Board meeting. CommentsComplaints or concerns submitted later will be addressed at the subsequent meeting of the Board of Directors. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the ~~complaint~~comment or concern. The Board, as necessary, shall direct the Principal, Executive Director, or other responsible party to act upon the ~~complaint~~comment or concern and report to the Board. The Board of Directors shall as necessary render a determination in writing. Please see Attachment 5 for a sample protocol for registering to speak at regular board meetings and citizen participation guidelines in regular board meetings.

Formal parent complaints are taken seriously by KIPP Bay Area Schools and should proceed as follows:

1. Parents should first schedule a conference with the immediately-involved teacher, principal or administrator to discuss the issue. KIPP Bay Area Schools reserves the right to redirect parent(s) to the appropriate personnel if this step has not been followed.
2. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the supervisor of the person with whom the complaint is with (please see Attachment 5 for supervisor contact information). Prior to the scheduling of any such meeting, parent(s) must first provide to the supervisor a Grievance Letter that identifies: (a) the issue / concern / complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The supervisor will attempt to respond to all Grievance Letters within 10 days of their receipt.
3. If a resolution cannot be reached by repeating this process with subsequent supervisors resulting in the Executive Director, parent(s) may submit a formal Grievance Packet to the Board of Directors. This Packet must include the information and materials discussed below.

#### Board of Directors' Grievance Committee and Board Resolution Procedures

The School's Board of Directors shall annually appoint a Grievance Committee comprised of two (2) Directors and the Executive Director. (The Executive Director shall not participate in any grievance proceeding in which s/he is the subject of an original grievance.) A parental Grievance Packet should be submitted in writing to the Board of Directors within 30 days of the conduct that triggered the grievance and must specify:

- The nature and date of the grievance and any related or supporting documents;
- The results of previous discussions to resolve the conflict, including any correspondence;
- The reason for the parent(s)' dissatisfaction with the decisions previously rendered; and
- A description of the relief sought.

Within 30 days of the submission of a complete Grievance Packet, the Grievance Committee shall:

- Research the nature of the complaint;
- Interview the concerned parties; and
- Recommend a course of action to the full Board of Directors.

The Board of Directors shall, at its next regularly scheduled meeting following its receipt of the recommendation of the Grievance Committee, render a final ruling on the grievance.

Employee complaints are also taken seriously. Please see Attachment 5 for a sample employee complaint policy and employee complaint form.

#### Method for Resolving Issues of Conflict of Interest

The Board of Directors, officers and employees of KIPP ~~Bridge Charter School~~ Bay Area pledge that their prime responsibility as stewards of public funds and as providers of public education is to ensure that all enrolled students attain the highest education level possible, and in a manner that adheres to the highest levels of ethical responsibility. To that end, the Directors, officers and employees of KIPP ~~Bridge Charter School~~ Bay Area declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics:

1. Not more than 49% of the people serving on the school's Board of may be comprised of:  
(a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
2. Every Board Member has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) a



“self-dealing transaction” (see below); (b) a conflict of interest, (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Board.

3. The Board of Directors and the school shall not engage in any “self-dealing transactions,” except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
4. Any Director, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.
5. Directors representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
6. No Director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Directors for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
  - Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
  - Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
  - Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
  - Members of the faculty of the charter school.
7. In no instance shall a Director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Directors for the duration of such business relationship.
8. Trustees, officers, or employees of any partner organization with the School other than a for-profit management organization shall hold no more than 40% of total seats comprising the Board of Directors.

9. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Director shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Director's interest in the matter will be reflected in the Board minutes.
10. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
11. Directors shall not use his or her position with the school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
12. Directors, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

| The Board of Directors ~~for KIPP Bridge Charter School~~ is required to sign the conflict of interest policy each year.



## ELEMENT E: EMPLOYEE QUALIFICATIONS

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### **Staffing Assignments**

KIPP Bay Area shall be the employer for all employees working at the school. During the first year of operation as a charter school, KIPP Bridge Charter School will ~~employ~~ have approximately sixteen full-time teachers, one Founding Principal associated with the KIPP School Leadership Program, a small administrative staff, an office manager, and a counselor. KIPP Bridge Charter School will hire more full-time teachers and administrative staff as the school grows and needs arise.

### **Qualifications**

#### Certification

| KIPP ~~Bridge Charter School~~ Bay Area will employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, and are fully compliant with No Child Left Behind credentialing requirements and certifications. These teachers will instruct the core academic classes of mathematics, language arts, science, and history/social studies. These teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the School's operational policies. The School will maintain a current copy of teacher certificates on file and ready for inspection. If a teacher holds an emergency credential, KIPP Bridge Charter School will support the teacher to quickly transition their credentials to permanent status.

| KIPP ~~Bridge Charter School~~ Bay Area may also employ or retain non-certificated instructional support staff in cases where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in this capacity. 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.

The instructional support staff will continue to meet one of the following qualifications: two years of higher education study, an associates degree or higher, or a passing score on a formal state or local academic assessment that demonstrates the ability to assist in teaching reading, writing, and mathematics.

| KIPP ~~Bridge Charter School~~ Bay Area will employ or retain non-certificated administrative staff to be responsible for administrative duties, including record keeping, office management, and other non-instructional activities. The administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job description.

## 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 during the school's prescribed professional development days. Additionally, all staff must meet any additional guidelines and standards set by the KIPP Bridge Charter School.

KIPP Bridge Charter School will continue to incorporate the Commitment to Excellence in the process of hiring staff. All staff will sign the Commitment to Excellence at the beginning of each academic year, ~~in addition to the formal KIPP Bridge Charter School employee contract.~~

All KIPP Bridge Charter School faculty commit to:

- Abide by federal, state, and local laws;
- Maintain a professional relationship with all students;
- Refrain from the abuse of alcohol or drugs during the course of professional practice;
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property;
- Comply with state, federal, and local laws regarding the confidentiality of student records;
- Fulfill the terms and obligations detailed in the KIPP Bridge charter and contract;
- File necessary reports of child abuse;
- Maintain a high level of professional conduct; and
- Adhere to the Commitment to Excellence Form.

## **Hiring Procedure**

KIPP Bridge Charter School will recruit teachers through various education publications such as Education Week, teacher networks such as Teach for America, other recruiting organizations, and through their partnership with KIPP Bay Area. KIPP Bridge Charter School will seek to work with the Oakland Unified School District to identify teachers who may no longer be employed by the district.

Each prospective teacher will 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 School Leader is responsible for the final hiring decision.

All faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the local police department and the FBI, as well as a child abuse registry check. The applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff are required to produce documents for U.S. employment authorization. For medical

safety, all staff will have medical clearance including proof of medical examination and a Mantoux tuberculosis (TB) test.

## **Compensation**

Teachers are the core element of KIPP Bridge Charter School's success. It is therefore essential that teachers are supported and well compensated. KIPP Bridge Charter School will continue to offer base salaries that are competitive with the Oakland Unified School District's wages. On top of that, teachers are paid a premium over their base salary for the extra time they teach. This premium is determined individually and to the agreement of the teacher, as will all monetary compensation. However, teachers are paid the total sum as an 11-month salary.

It is the belief of KIPP Bridge Charter School 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, along with standards of professional conduct, are outlined in the annual contract. Performance evaluations are conducted by the Principal based on goals and objectives set forth at the beginning of the year.

## **A Professional Teaching and Learning Environment**

Compensation at KIPP Bridge Charter School will continue to consist not only of material and monetary benefits, but also less tangible incentives. These intangible incentives are an exciting and significant portion of the compensation package and are an important draw for teachers at a small, startup charter school. Teachers at KIPP Bridge Charter School will work with other like-minded teachers. The very mission of the school will draw a select group of teachers who understand the ethos behind the school and are willing to do what is necessary to fulfill the mission. The small size of the school will also draw many teachers who desire a warm, tight-knit, and collaborative environment.

Strong, dedicated teachers are the backbone of any excellent school, and KIPP schools are no exception. KIPP Bridge Charter School will seek to hire outstanding, committed teachers familiar with the population of students the school will serve. Much is expected of KIPP Bridge Charter School teachers. In addition to the extended time in class, teachers are expected to be certified, wholly focused on KIPP Bridge Charter School's mission, committed to its values, and open to collaboration and constant learning.

In return, teachers are treated as the professionals that they are at KIPP Bridge Charter School. Although many teachers put in the extended hours that KIPP requires at regular public schools around the country, teachers at KIPP Bridge Charter School will be paid an additional stipend for the extra hours they work. They also are supported in their professional growth with ample time for planning and collaboration, stipends for conferences and school visits, and resources for improving instruction. Teachers at KIPP Bridge Charter School will regularly visit each other's classrooms to provide feedback, 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 will have the opportunity, at least three times per year, to receive feedback on the results of their students. Each teacher will also be provided with the necessary tools for effective lesson preparation and communication with families, including but

not limited to the following: a laptop computer, a cell phone, a desk and high-speed Internet access. Finally, all KIPP Bridge teachers will be encouraged to attend the content-area retreats administered by the KIPP Foundation (at the expense of the school) to support professional growth.

#### Faculty Orientation

At KIPP Bridge Charter School, the Principal sets the tone and develops the conditions under which staff members become the keepers of the school's culture and values. 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 ensures 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 and constant learning, while allowing staff to understand the detailed intricacies of the school culture. The orientation is aligned with the schools goals and objectives and includes workshops around data-driven instruction, English Learners, and diversity training. In addition, staff are trained in various teaching strategies such as GLAD (Guided Language Acquisition Design), SDAIE, 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.

#### **Figure 2.3 – Sample KIPP Bridge Charter School Faculty Orientation Schedule**

	AM	PM
<b>Day 1</b> <b>"Built to Last"</b>	<ul style="list-style-type: none"> <li>➤ Welcome breakfast</li> <li>➤ Ice breakers</li> <li>➤ The KIPP Team and Family</li> <li>➤ Opening remarks and overview of the week</li> <li>➤ Who we are: our personal background, values and assumptions about education</li> <li>➤ What this is all about: our school mission and values</li> <li>➤ What excellence means to us</li> </ul>	<ul style="list-style-type: none"> <li>➤ What makes great organizations: Difficult conversations and constant feedback</li> <li>➤ Reflection / feedback</li> </ul>
<b>Day 2</b> <b>"Culture building"</b>	<ul style="list-style-type: none"> <li>➤ Uniforms, Advisory system, Character ed.</li> <li>➤ Student discipline: rewards and consequences</li> <li>➤ Diversity training</li> </ul>	<ul style="list-style-type: none"> <li>➤ Data-Driven Instruction workshop</li> <li>➤ Reflection / feedback</li> </ul>
<b>Day 3</b> <b>"Planning for Excellence"</b>	<ul style="list-style-type: none"> <li>➤ From the forest to the trees: curriculum planning and development</li> <li>➤ Professional goal setting</li> <li>➤ Teaching and Learning</li> <li>➤ Common classroom structures (blackboard configuration, lesson plan format, binders, behavioral expectations)</li> <li>➤ Ongoing professional development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Classroom time</li> <li>➤ One-on-one check-in's with staff members</li> <li>➤ Individual planning: scope and sequences</li> <li>➤ Reflection / feedback</li> </ul>
<b>Day 4</b> <b>"Nuts and Bolts"</b>	<ul style="list-style-type: none"> <li>➤ Student Assessments</li> <li>➤ Special Education</li> <li>➤ EL</li> </ul>	<ul style="list-style-type: none"> <li>➤ Policies and Procedures (Paychecks, schedules, cell phones, insurance, sick day, fire drills, supply procurement, laptops, first aid / CPR training, teacher's certification, emergency procedures)</li> <li>➤ Reflection / feedback</li> </ul>
<b>Day 5</b> <b>"Get ready"</b>	<ul style="list-style-type: none"> <li>➤ Individual planning and classroom time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plan and walk through schedule for week one of summer school</li> <li>➤ Reflection / feedback</li> <li>➤ Staff Dinner</li> </ul>

## Ongoing Professional Development

During the school year, staff development will continue through professional development days, whole staff meetings, and department and grade level team meetings. KIPP Bridge Charter School teachers will receive at least one week of in-service during which they are trained to function effectively within the parameters of the school and to meet the goals outlined in the accountability agreement. During the school year, staff development will continue through professional development days, whole staff meetings, and vertical and grade level team meetings. During these meetings, time will be dedicated to critically look at student work using a research-based protocol and to engage in dialogue regarding common professional texts read by all faculty.

The best professional development is closely linked to teachers' classroom practice.<sup>9</sup> Thus, the most frequently used professional development tool at KIPP Bridge Charter School will be classroom observation, followed by substantive conversation about the observation. Each teacher will be observed informally by the School Leader several times each month. Teachers will also be

<sup>9</sup> As Richard Elmore, Lee Teitel and others suggest, high-quality staff development activities incorporate observation of practice, allow teachers to have time for input, reflection, and follow-up, provide opportunities for teachers to work with colleagues in their field, and draw upon the expertise of participants. Richard F Elmore, *Investing in Teacher Learning: Staff Development and Instruction at Community School District #2, New York City*. New York: National Commission on Teaching and America's Future, 1997. Lee Teitel, "Designing Professional Development School Governance Structures." Washington, DC: ACCTE Publications, 1998.



given the opportunity to observe a complete lesson taught by another teacher and discuss it during shared planning time or in a faculty meeting. All classrooms at KIPP Bridge Charter School will have an 'open door policy.' Faculty, administrators, and visitors to the school are encouraged to visit any classroom unannounced, and to discuss the class afterwards with the teacher.

Teachers will also have the opportunity to visit other KIPP schools, attend subject-matter conferences with other KIPP teachers around the country, as well as an annual gathering of over 1,000 KIPP teachers.

KIPP Bridge Charter School would request the opportunity to attend scheduled staff development programs of interest on a seat availability basis through the OUSD. KIPP Bridge Charter School will contract for staff development needs, beyond those available, with either OUSD or other private providers. Faculty members are also encouraged to attend professional conferences and workshops according to their own and the school community's needs.

Below is a calendar of specific professional development days to strengthen classroom instruction and student achievement.



**Figure 2.4 – Calendar of Professional Development**

Schedule	Professional Development Focus Areas
<b>Post-Summer School Professional Development Week (End of August)</b>	<ul style="list-style-type: none"> <li>• Summer School Reflection</li> <li>• Review Data from Summer Assessments</li> <li>• Preparation for Traditional School Year (i.e. Lesson and Unit Planning)</li> </ul>
<b>Staff Development Day (October)</b>	<ul style="list-style-type: none"> <li>• Examination of Student Work</li> <li>• Examination of Student Data</li> <li>• Sharing of Best Teaching Practices</li> </ul>
<b>KIPP Northern California Teachers Summit (Saturday in the Fall and Spring)</b>	<ul style="list-style-type: none"> <li>• School Culture Workshops</li> <li>• Content Area Planning and Sharing of Best Practices</li> <li>• Examination of Student Work</li> </ul>
<b>KIPP Math Conference (December - Math Teachers Only)</b>	<ul style="list-style-type: none"> <li>• Classroom Observations of Other KIPP Schools</li> <li>• Various Math Workshops (i.e. Lesson Cycle, Long Term Planning, Scope and Sequence)</li> <li>• Sharing of Best Math Teaching Practices</li> </ul>
<b>Report Card Conference Days (January)</b>	<ul style="list-style-type: none"> <li>• Meetings to communicate with families about student achievement and areas of needed growth in relation to grade-level standards.</li> </ul>
<b>KIPP School Leaders Retreat (February)</b>	<ul style="list-style-type: none"> <li>• School Culture Workshops</li> <li>• Classroom Instruction/Instructional Leadership Workshops</li> </ul>
<b>KIPP ELA Conference (March - English-Language Arts Teachers Only)</b>	<ul style="list-style-type: none"> <li>• Classroom Observations of Other KIPP Schools</li> <li>• Various Language Arts Workshops (i.e. Long Term (Vertical) Planning for ELA Program - Grades 5-8, Guided Reading Strategies, SDAIE Strategies, Multisensory Grammar, Differentiating Instruction, Phonemic Awareness)</li> <li>• Sharing of Best Language Arts Teaching Practices</li> </ul>
<b>Staff Development Day (March)</b>	<ul style="list-style-type: none"> <li>• Examination of Student Work</li> <li>• Examination of Student Data</li> <li>• Sharing of Best Teaching Practices</li> <li>• Preparation for Standardized Testing</li> </ul>

On the first Wednesday of every month during the traditional school year, KIPP Bridge Charter School will employ an early student dismissal (1:00pm). From 1:30 – 5:00pm on these “First Wednesdays”, KIPP Bridge Charter School staff will engage in professional development activities. During these meetings, staff will focus on the following topics:

- Literacy throughout the curriculum. This will include how to best incorporate consistent and effective reading and writing strategies in all content areas. Implementation of the school-based writing rubric in various academic subject areas is also discussed.
- Analysis of student data in an effort to identify areas and students of need (especially in English-Language Arts and Math). This analysis provides us with necessary information in which to place struggling students in our after-school Math and Reading clubs, as well as our tutorial program.

- Examination of student work. This will promote similar teacher expectations regarding student work and grading.
- School culture discussions that will serve as a platform to ensure that consistency is throughout the school, and all staff members are holding all students to high expectations and creating positive and challenging learning environments.
- Consultancy Protocol. This protocol will assist teachers with specific student issues (i.e. students with special needs). It also provides a forum in which teacher gain feedback on specific lessons and/or units from their peers.

### **Staff Evaluation & Constant Learning**

The Principal is responsible for evaluating all teachers and support staff. School staff evaluation includes input from administration, peers, and parents/guardians. The Principal may contract for services with a part-time, qualified, credentialed evaluation consultant to observe teachers in the classroom in order to determine their effectiveness as facilitators of learning and their ability to reach children using various modalities. The KIPP Foundation staff is also available for teacher training and observations. A critical part of teacher evaluation and retention is based on performance outcomes, measuring students' achievement, and the teacher's effective implementation of the curriculum. A performance agreement will be developed with each teacher prior to the school year. The annual performance assessment is based on those standards.

At the beginning of each semester, teachers set classroom and broader school community goals for themselves. Together, the teacher and Principal will create a plan for achieving the teacher's goals, including personalized professional development and focused observation and evaluation. At the end of every semester, teachers will reflect upon the achievement of their goals individually and with an administrator.

KIPP Bridge Charter School has clearly defined criteria for performance review that include:

- Commitment to KIPP Bridge Charter School's mission and goals;
- Successful implementation of the curriculum and educational philosophy;
- High level of professionalism;
- High level of accomplishment; and
- Effective participation in KIPP Bridge Charter School's staff "team".

Tools used in the evaluation process include:

- Written evaluations based on classroom observations;
- Self-evaluation completed by teacher being evaluated;
- Teacher's achievement of semester goals;
- Student performance on major assessments; and
- Feedback from parents.

Those teachers failing to adhere to the guidelines outlined above, and/or failing to meet the specifications of the evaluation plan are subject to dismissal at the request of the Principal.

### **Affirmative Action Policy**

It is the policy of KIPP ~~Bridge Charter School~~ Bay Area to hire the most able, energetic teachers possible. KIPP Bridge Charter School and KIPP Bay Area believes that it is of considerable value to its students and to the community at large to employ a diverse teaching staff, and will make thorough efforts to assure a broad range of background and culture among its employees.

### **Credentials and Qualifications of Non-Teaching Staff**

KIPP ~~Bridge Charter School~~ Bay Area may also employ or retain non-certificated instructional support staff in cases where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the job. 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. The instructional support staff will meet one of the following qualifications: two years of higher education study, an associates degree or higher, or a passing score on a formal state or local academic assessment that demonstrates the ability to assist in teaching reading, writing, and mathematics.

KIPP ~~Bridge Charter School~~ Bay Area will also employ or retain non-certificated administrative staff to be responsible for administrative duties, including record keeping, office management, and other non-instructional activities. The administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job description.

### **School Management**

The Principal of KIPP Bridge Charter School is David Ling. He will be responsible for the implementation of all aspects of the KIPP Bridge charter, and for the day-to-day operations and management of the school.

The KIPP Foundation has developed a comprehensive Competency Model for School Leaders/Principals. The Competency Model is a leadership development tool that describes the essential qualities, skills, and knowledge needed to be successful as a KIPP School Leader. It is intended to guide school leaders' evaluation by their local board and their 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 School Leader's performance. Please see Appendix O for the full Competency Model guide.

#### Profile of KIPP Bridge Charter School's School Leader

Mr. David Ling started his educational career mentoring Latino students in college for La Raza Recruitment and Retention Center. He later joined Teach for America and taught social studies in a Baltimore City public middle school. In Baltimore, he served as a mentor for new teachers, grade level team leader, and community organizer to assist Latino students. He also advised new teachers at the training institute for new Teach for America corps members. He was most recently Vice President of CharterTeach, an educational organization focused on teacher recruitment, teacher retention, and teacher professional development opportunities in the Bay Area. He received a Masters degree in Teaching from Johns Hopkins University, a Bachelor of Arts degree from University of California, Berkeley and has earned his teacher certification.

Please refer to Appendix P for a complete resume for Mr. Ling and biographies of the school management team of KIPP Bridge, including Ms. Cameron Stephenson, who serves as the Vice Principal.

### Roles and Responsibilities of School Leader

KIPP Bridge Charter School's decision-making process will rest with the ~~school's~~ Board of Directors setting policies consistent with the KIPP educational philosophy and the Principal carrying out those policies.

The School Leader will coordinate all campus level planning and decision making that will involve the school's professional staff, parents, and community members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This structure allows the School Leader, teachers, parents, and the community to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors.

The role of the School Leader is to implement the KIPP Five Pillars in the operation of KIPP Bridge Charter School, to assure that the diverse components are functioning as designed, and to ensure that the mission, goals, and objectives of the school are being fulfilled. The School Leader will be responsible for ensuring that overall curricular policy remains faithful to the school's mission. The School Leader will implement that policy and develop and maintain, with input from teachers, a cohesive fifth through eighth grade curriculum. The School Leader is also responsible for implementation of the state academic standards and for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving expectations.

He is empowered but not limited to the following responsibilities:

- Hire, terminate, manage, and evaluate all instructional and non-instructional staff;
- Design the academic program;
- Coordinate student and teacher programming, including curriculum development;
- Manage everyday operations including crisis management and life safety compliance;
- Maintain school financial records;
- Write, sign, or co-sign all school checks; and

- Serve as the lead person for cultivating community partnerships.



## **ELEMENT F: HEALTH AND SAFETY PROCEDURES**

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### **Employees**

KIPP Bridge Charter School shall comply with all provisions and procedures of Education Code 44237, including the requirement that as a condition of employment 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.

KIPP Bridge Charter School will comply with the requirement that all students and staff provide records documenting immunizations to the same extent that this is required for non-charter public schools within the Oakland Unified School District, and provide for the screening of students' vision, hearing, and scoliosis to the same extent that is required for non-charter public schools. KIPP Bridge Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

As stated in Element E (Employee Qualifications), all faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the local police department and the FBI, as well as a child abuse registry check. The applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization or medical safety, and all staff will have medical clearance including proof of medical examination and a Mantoux tuberculosis (TB) test.

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

KIPP Bridge Charter School is committed to providing a school that is free from 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, or disability. The school has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school's sexual harassment policy.

### **Safety Plan**

KIPP Bridge Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to meet the needs of the school site in conjunction with law enforcement and the Fire Marshall. The Handbook will include a comprehensive set of health, safety and risk management policies that will address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies, including fires and earthquakes. A sample emergency response plan is included in Appendix Q and will be revised once the facility is finalized;
- Policies relating to blood-borne pathogens;
- Policies relating to the administration of prescription drugs and other medicines; and



- A policy establishing KIPP Bridge Charter School as a drug, alcohol and tobacco free workplace.

## **Facilities**

KIPP Bridge Charter School will seek District facilities beginning in the school's first year of operation as a charter school, starting August 2007. 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 ensure that prior to commencement of operations such facilities shall comply with 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 monthly and in conjunction with the District (if at District facilities).

## ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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KIPP Bridge Charter School strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people. KIPP Bridge Charter School will take the following steps to ensure that students who are representative of the school's respective communities are recruited and feel welcome:

- Bring diverse staff on recruiting visits, including relevant foreign language-speaking teachers;
- Post flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhoods;
- Develop marketing materials in multiple languages;
- Visit and speak at local community based organizations in targeted low-income neighborhoods, including local libraries, and the churches;
- Visit and explain to prospective students and their families the purpose of KIPP Bridge Charter School;
- Conduct parent information sessions to elaborate on the commitment involved with attending KIPP Bridge Charter School;
- Canvass neighborhoods to reach interested families;
- Promote the school at neighborhood festivals;
- Make local school visits;
- Encourage referrals from other KIPPsters and families;
- Speak at civic organizations, with a particular focus on local community populations;
- Place advertisements in local newspapers and community association newsletters;
- Speak on local radio stations;
- Invite local television and print media reporters to report on the school; and
- Encourage teacher referrals from other campuses.

KIPP Bridge Charter School will provide translation services for all promotional material and any person-to-person interaction requiring translation. To supplement its recruiting efforts, the school will partner with neighborhood associations.

KIPP Bridge Charter School will keep on file documentation of the efforts the school made to achieve student racial and ethnic balance and the results it achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

For the following years, KIPP Bridge Charter School will continue to employ the previous strategies for recruiting students and will implement the following strategies:

- Promote the academic results from the first year through the media and individualized marketing efforts, and

- Develop a parent recruiting committee as part of the KIPP Bridge Charter School parent advisory committee.

## ELEMENT H: ADMISSIONS REQUIREMENTS

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KIPP Bridge Charter School is a free public school open to all residents of the State of California. KIPP Bridge Charter School does not discriminate on the basis of race, religion, gender, national origin or disability of the students and the parents or guardians.

Any student who expresses his/her intent to enroll by signing the KIPP Bridge Charter School's Commitment to Excellence Form, and has his/ her parent or guardian sign this Commitment, is invited to attend KIPP Bridge Charter School. This form specifies that the student, parents, and teachers will all have the *desire, discipline and dedication* to do everything in their power to support student education. The KIPP Bridge Charter School framework encourages and motivates students and their families to view an intense academic commitment as the key to future success.

Formal recruitment of incoming students will begin in January of each calendar year for the following school year (see Appendix R for sample recruitment materials). In January, KIPP Bridge Charter School's staff and parents will advertise open registration. After this point, interested families are able to meet with the KIPP Bridge Charter School staff and review the expectations of the school.

If the number of applicants to KIPP Bridge Charter School exceeds capacity, a public random drawing selection process for admission will be used, with first preference given to siblings and students previously attending school in West Oakland, and second preference given to students who reside in the District. After filling all seats, a waiting pool will be established in the event that space becomes available. If seats remain, applications will be accepted on an on-going basis and seats will be filled on a first-come first-served basis. This procedure also will be followed to fill vacant seats in grades six, seven, and eight should seats become available.

## ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDITS

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~~KIPP Bridge Charter School's~~The Board of Directors shall form an Audit Committee, a majority of whose members shall be independent members of the Board. That Audit Committee shall annually oversee the selection of an independent auditor who has experience in education finance, and 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 the Audit Guide for Charter Schools, 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 review internal controls.

To the extent required by federal law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget. KIPP ~~Bridge Charter School~~Bay Area 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 and submitted to the ~~KIPP Bridge Charter School~~ Board of Directors in time for the Board to submit the audit to the OUSD Charter School liaison by December 8 each year, and to other entities as required by law (i.e. Alameda County Office of Education, Office of the State Controller, and the California Department of Education) by December 15 of each year. All financial reports will be submitted to the OUSD Charter School liaison one week prior to the statutory deadline to facilitate district review and timely submission to the Alameda County Office of Education and the California Department of Education.

KIPP Bridge Charter School will complete the required reports specified in Guideline 5, Additional Requirement 4 of the District's charter school policy, including the preliminary and reconciled Budget J210 reports. These reports are listed in the Additional Requirements section of this application. ~~KIPP Bridge Charter School's~~The Audit Committee will review any audit exceptions or deficiencies and report recommendations to the school's full Board as to how these have been, or will be, resolved. ~~KIPP Bridge Charter School's~~The Board will act upon these recommendations, and report its actions to Oakland Unified School 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 14, herein.

KIPP ~~Bridge Charter School~~Bay Area and the Oakland Unified School District will jointly develop any other evaluation criteria that the District requests in connection with these annual reports. In addition, Oakland Unified School District and KIPP Bridge Charter School will jointly coordinate an annual site visitation procedure to enable the District to independently confirm the school's performance and compliance with the terms of its charter.



## **ELEMENT J: STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION PROCEDURES**

### **Student Discipline**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the school. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This 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 will be printed and distributed as part of the Student Handbook and will 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.

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.

Safety, order, and student discipline are fundamental to learning at KIPP Bridge Charter School. While students need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure learning environment in which they feel safe. KIPP Bridge Charter School will adhere to the Commitment to Excellence as a guideline for in-class disciplinary action, suspension or expulsion of students. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

All KIPP Bridge Charter School students are required to wear the KIPP Bridge Charter School uniform every day. The uniform will consist of a variety of KIPP Bridge Charter School shirts, available for sale at cost from the school. In addition to wearing the KIPP Bridge Charter School shirts, the KIPP Bridge Charter School uniform policy consists of the following regulations:

- Skirts and dresses must be worn no more than two inches above the knee;
- All pants must be worn with a belt that fits around the waist;
- All shirts must be tucked in;
- Makeup is not allowed;
- Sleeveless or cut-off shirts, blouses, and dresses will not be tolerated;
- Shorts are not permitted (except during summer school);

- Overalls (jumpers) are not permitted; and
- Earrings that are larger than one inch are not allowed.

Throughout the country, KIPP schools have proven extremely successful in managing student discipline problems. This success is attributable to the pupils' initial Commitment to Excellence, and the schools' clear and constant reinforcement of student standards. By starting each school year with an introductory summer session, KIPP students are acculturated to these values and expectations prior to the onset of the traditional academic year. KIPP Bridge Charter School has replicated this success by creating a school environment in which inappropriate behavior is recognized by teachers, parents and students as harmful to the interests of all and, therefore, not acceptable.

In addition to the Non-Negotiable Expectations for KIPP Students within the Commitment to Excellence, KIPP Bridge Charter School incorporates a code of conduct into its Handbook, which provides a detailed outline of expectations and prohibited conduct that could result in suspension or transfer / expulsion. A group composed of parents, teachers, the School Leader and students will review these rules and procedures at least every four years.

All disciplinary actions taken by KIPP Bridge Charter School will strictly comply with the California Education Code, the KIPP Bridge Charter School [and KIPP Bay Area](#) policies and procedures, and applicable federal law. 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 incentives and school trips; and
- Calling plans, where the student must call the teachers to inform them when homework is completed.

## **Suspension and Expulsion**

By creating the following standards and procedures for suspensions and transfers / expulsions, KIPP Bridge Charter School will also ensure that no student presents a danger to people or property, disrupts school activities, or threatens campus peace, safety or security.

KIPP Bridge Charter School will provide the OUSD Charter School liaison a copy of any revisions to the Student Handbook or other KIPP Bridge Charter School policies within 14 calendar days of action. KIPP Bridge Charter School will inform OUSD of all student withdrawals or expulsions each month. KIPP Bridge Charter School will notify the district (using the district's exit form) of a student's residence, reason for exiting, and school of transfer when any student withdraws from the school without graduating, and will account for suspended or expelled students in its average daily attendance as required by law.

**A. Grounds for Suspension and Expulsion of Students**

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

**B. Enumerated Offenses**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director/Principal or the Director/Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director/Principal. The conference may be omitted if the Director/Principal or designee determines that an emergency

situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director/Principal or Director/Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director/Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

**D. Authority to Expel**

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



Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### **E. Expulsion Procedures**

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

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this

determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the

complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**I. Written Notice to Expel**

The Director/Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

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

The Director/Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, 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.

**J. Disciplinary Records**

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

**K. No Right to Appeal**

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

**L. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

**M. Rehabilitation Plans**

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

**N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director/Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director/Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

**Suspension & Expulsion Policies for Special Education Students**

A student identified as an individual with disabilities or for whom KIPP Bridge Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. KIPP Bridge Charter School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.



**ELEMENT K: RETIREMENT SYSTEM**

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KIPP Bridge Charter School will participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS), or a 403b retirement plan. Positions to be covered by STRS or the 403b retirement plan include all full-time certificated teaching positions. Positions to be covered by PERS or the 403b retirement plan include full-time non-certificated positions. The School Leader will be responsible for ensuring that appropriate arrangements for coverage have been made.

**ELEMENT L: ATTENDANCE ALTERNATIVES**

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A student who chooses not to attend KIPP Bridge Charter School may choose to attend either the local public school in the student's attendance zone, other District schools, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Oakland Unified School District.

**ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS**

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Permanent employees of the Oakland Unified School District who leave their positions to work for KIPP Bridge Charter School shall retain any rights that the District specifies. To the extent that it is consistent with the District's policies, as well as KIPP ~~Bridge Charter School's~~ Bay Area's adopted personnel policies, such employees may opt to purchase employee benefits from the District, or have the school purchase employee benefits on their behalf. Any rights of return to employment in the District shall be specified by the District.

## ELEMENT N: DISPUTE RESOLUTION

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

KIPP ~~Bridge Charter School~~ Bay Area will provide the District Charter Schools Office 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 Within KIPP Bay Area, KIPP Bridge Charter School, or Between KIPP Bay Area and KIPP Bridge Charter School~~**

Any dispute arising within KIPP Bay Area, ~~within KIPP Bridge Charter School, or between KIPP Bay Area and KIPP Bridge Charter School~~, whether among or between students, staff, parents, partnering organizations or board members, shall be resolved pursuant to policies and procedures developed by ~~the school and~~ KIPP Bay Area. The Oakland Unified School District will not be involved in any such dispute unless it has reasonable cause to believe that there has been a violation of the charter or any related laws or agreements.

### **Disputes Between KIPP Bay Area and Oakland Unified School District**

The 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 Bay Area acknowledges the District's ongoing right to inspect or observe the charter 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 and the District, the staff, employees, and Board members of KIPP Bay Area, 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. In the event that the District 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 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 the Charter School 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 and the 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 Principal. 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 the 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 the Charter School.

## ELEMENT O: LABOR RELATIONS

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KIPP ~~Bridge Charter School~~ Bay Area 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 ~~Bridge Charter School~~ Bay Area will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from the Oakland Unified School 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.



## **ELEMENT P: SCHOOL CLOSURE PROCEDURES**

The following procedures shall apply in the event that KIPP Bridge Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of KIPP Bridge Charter School will be documented by official action of the Board of KIPP Bay Area. The action will identify the reason for closure. The KIPP Bay Area Board will promptly notify the District of the closure and of the effective date of the closure. As soon as closure is imminent, KIPP Bridge Charter School will notify the OUSD Charter Liaison to schedule a meeting to discuss a payment plan for any funds owed by OUSD to the charter, or owed to OSUD by the charter.

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

As applicable, KIPP Bridge Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.

As soon as reasonably practical, KIPP Bridge Charter School will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will set aside at least \$5000 from October 1, 2007 onward to pay for a final closeout audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.

On closure of KIPP Bridge Charter School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

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

## ADDITIONAL REQUIREMENTS

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### **Facilities**

KIPP Bridge Charter School will seek District facilities beginning in the school's first year of operation as a charter school, starting August 2007. 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 ensure that prior to commencement of operations such facilities shall comply with local building and zoning ordinances and that the school has obtained permits under local ordinances for operating a school in such facilities.

KIPP Bridge Charter School is currently engaging with several real-estate consultants, including members of the KIPP Bay Area Board of Trustees who specialize in real estate locally, and real estate professionals on the KIPP Foundation staff to determine suitable alternatives to district facilities. The KIPP Foundation has ensured the successful start-up of 52 KIPP schools nationwide and has a long track record of partnering with public, private, and non-profit entities to source and finance suitable school buildings.

KIPP Bridge Charter School will need a facility of approximately 30,000 square feet including – fourteen 750 square foot classrooms, two to three 900 square foot labs, three offices, storage space, a 3,200 square foot multi-purpose room/cafeteria, a gym, adequate toilet facilities and an area for a playground up to one acre in size.

### **Administrative Services**

~~KIPP Bridge Charter School~~ Bay Area is responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The ~~School Leader~~ Executive Director and the ~~KIPP Bridge Charter School~~ Bay Area Board will also develop other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.

### **Finances**

KIPP Bridge Charter School's funding sources will be diverse. The per-pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations.

The ~~Principal of KIPP Bridge Charter School~~ Executive Director, ~~after consultation with the schools' governing bodies,~~ will submit an annual budget for KIPP Bridge Charter School to the ~~KIPP Bridge~~ Board of Directors during the spring of each year. KIPP Bridge Charter School's annual fiscal period runs from July 1 through June 30. By August 15, the school's introductory summer session will have ended, and the campus will be able to make accurate per pupil budget allocations. The Board of Directors, ~~as per KIPP Bridge Charter School's by-laws,~~ must approve the annual budget by June 30 of each fiscal year.

~~The school~~ KIPP Bay Area will track all revenue and expenses using a financial accounting software package. ~~With the help of the KIPP Bay Area Director of Finance and Operations, the Principal will maintain the financial records and prepare a financial report for every meeting of the KIPP Bridge Charter School Board of Directors.~~ The Principal, Executive Director, and the Treasurer of the Board of Directors will have authorization to sign all school checks, with items over \$10,000 requiring both signatures.

## Systems for Managing Cash Flow, Purchasing, Payroll, and Audits

KIPP schools have successfully established strict policies governing internal controls. These policies will 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 Bridge Charter School has worked with its Board of Directors to adopt by-laws regarding the signing of checks. These by-laws state that the Treasurer of the Board will co-sign all bills, notes, receipts, acceptances, endorsements, and checks of the Corporation in any amount over \$10,000. The Principal prepares a financial statement for the Board of Directors at each regularly scheduled Board meeting. The Treasurer also co-signs any contracts obligating the Corporation in amounts in excess of \$10,000.~~

## Attendance Accounting

The school will report attendance requirements to the District in a format acceptable to the District, the County and the State. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

## Tools Used for Tracking and Reporting Financial Matters

KIPP ~~Bridge Charter School~~ Bay Area will use an accounting software package such as QuickBooks to aid in preparing for monthly financial reports and end-of-year audits. This computer system will be employed by the KIPP Bay Area Director of Finance ~~and Operations~~, in parallel with the day-to-day record keeping that KIPP Bridge will use through traditional paper check register and bill-filing systems. Using a system such as this will also allow the school to generate financial reports virtually instantaneously, though in practice such near-real-time reporting capability may only be in place for income and expense accounts. The Director of Finance ~~and Operations~~ will begin preparing true financial reports (a Balance Sheet, Income Statement, and Statement of Cash Flows) in preparation for monthly Board meetings. ~~KIPP Bridge Charter School and~~ KIPP Bay Area will work with an accountant to prepare regular financial reports according to GAAP and will submit them to the District on a regular basis. The school will submit two interim reports and one final report each fiscal year.

## Purchasing

KIPP Bridge Charter School's largest expense, after payroll, will be for food. KIPP ~~Bridge Charter School~~ Bay Area will contract for this service through public and private sources, and the Principal will conduct negotiations. With respect to other expenses, the Office/Business manager



will be responsible for soliciting bids from various vendors (for office supplies, furniture, telecommunications, etc.) and for utilizing this list to make necessary purchases. Vendor contracts in excess of \$10,000 will require a second signature of the ~~Treasurer of the Board of Directors~~ Executive Director.

## Payroll

Payroll expenses will be approximately half of KIPP Bridge Charter School's total expenses. KIPP ~~Bridge Charter School~~ Bay Area may choose to contract with a private vendor for full payroll services: 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.

KIPP ~~Bridge Charter School~~ Bay Area plans to begin using an automated general ledger-entry feature that will format the data so that it can be transferred directly into the appropriate accounts in the accounting software.

## Budget Allocation and Vendor Selection

The Board of Directors will be responsible for approving annual budgets, with substantial input from the Executive Director and Principal. The Principal will develop the budget proposals and have the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors will be responsible for long-range financial and facilities planning. The Board of Directors intends to work with an outside service provider to for bookkeeping services and to ensure compliance with state financial accounting procedures.

## Audits

As mentioned above, KIPP ~~Bridge Charter School~~ Bay Area will conduct yearly independent financial audits, to be completed by December 15 each year. An auditor with knowledge and experience in auditing publicly funded schools will be engaged. The school also plans to 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.

## Potential Users of Financial Information

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow will be prepared by ~~the~~ KIPP Bay Area ~~Director of Finance and Operations~~. Financial statements will be used by the independent auditors hired each year. KIPP ~~Bridge Charter School~~ Bay Area 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 officers, 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 ~~Bridge Charter School~~ Bay Area will submit its annual audited financial statement to the appropriate authorities within the California Department of Education.

## Transportation Services

KIPP Bridge Charter School will not provide transportation for students from home to school or school to home except in order to comply with the Americans with Disabilities Act and the Individuals with Disabilities in Education Improvement Act of 2004 (IDEIA). Transportation for extracurricular activities, such as field trips, will be contracted with either the District or a licensed contractor.

## Food Services

KIPP ~~Bridge Charter School~~ Bay Area will contract for food services with the District or a private company. KIPP ~~Bridge Charter School~~ Bay Area will consider the District for services as much as possible but will contract with private vendors where appropriate. Eligible students will be provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. It is projected that at least 75% of the student body will be eligible for this program, and all eligible students will be included in the District's reported student counts.

## Insurance Coverage

KIPP ~~Bridge Charter School~~ Bay Area will retain insurance for KIPP Bridge Charter School, provided by ISU Lowering Insurance Services, L.L.P., which is based on the policies that other charter schools in California currently maintain. The estimate included in the budget is based on 320 students, the target number of students for KIPP Bridge Charter School at full capacity.

## District Impact of KIPP Bridge Charter School

KIPP Bridge Charter School will minimize its impact on the District. The District has the right to monitor KIPP Bridge Charter School in any manner permitted by law, including site visits and reviews of documents. The following impacts are restated here for clarity.

1. **Enrollment.** KIPP Bridge Charter School will seek to recruit and enroll up to 320 students in grades 5-8. The school expects that the majority of these students are currently attending Oakland schools.
2. **District Services.** KIPP Bridge Charter School will meet with the District to discuss any services to be provided by District and the terms and conditions of the provision of such services. All such services would be sought on a fee-for-service basis. If the District is unable to provide any such services, or if KIPP Bridge Charter School chooses not to purchase any services from the District, the school will continue to operate and will not be hampered in meeting the goals and objectives of this charter.
3. **Financial benefits.** A supervisory fee of up to 1% of public funds, excluding funds secured by the charter school on its own behalf and restricted funds designated solely for



specific purposes, is eligible for collection by the District for actual costs of oversight. The operating budget reflects the maximum 1% allocation towards the District.

4. **Facilities.** KIPP Bridge will work in partnership with the District to discuss options for the use of a facility under Proposition 39, with the goal of locating at 991 14<sup>th</sup> Street, in order to best serve the West Oakland community.
5. **Special Education.** The school will seek to operate as a public school within the District for special education purposes. As such, the District is entitled to KIPP Bridge Charter School's state and federal special education revenue, as well as an additional encroachment, for providing special education services.

~~6. **Legal Structure.** The charter will be held by KIPP Bay Area, an independent non-profit corporation registered in the State of California, whose sole member is the KIPP Foundation. The operation of KIPP Bridge Charter School will be contracted out to KIPP Oak College Prep, Inc., which will be governed by a local board of directors. KIPP Oak College Prep is an independent non-profit corporation registered in the State of California, licensed by the KIPP Foundation to use the "KIPP" and related trademarks and trade names.~~

~~7.6.~~

~~8.7. **Liability and Indemnity.** KIPP Bridge Charter School and KIPP Bay Area do not expect the District to assume any debt on behalf of the school. The school will have in force its own liability insurance and hold harmless and indemnify the District from all liabilities.~~

## Student Records

KIPP Bridge Charter School will comply with all Oakland Unified School District Board regulations regarding mandatory requirements for completion and retention of comprehensive student records.



### **Estimated Expenses**

The cost structure for KIPP Bridge Charter School is based on the experience of the other KIPP schools across the country. This historical and comparative analysis provides an added level of certainty in the budget development process. The school attempts to maintain a relatively lean administrative staff and low overhead to funnel more funds to direct instructional materials. The KIPP Foundation has established relationships with vendors to help its schools obtain the highest quality of goods and services at competitive prices.

### **Estimated Revenues**

KIPP Bridge Charter School's projected ADA is based upon a student enrollment of 280 students in the 2007-08 school year. In addition to ADA funds, the school will apply for federal entitlement funds and for charter school start-up and implementation funds from the California Department of Education. The ultimate targeted enrollment is 320 students. As a new charter school option in OUSD, KIPP Bridge Charter School will ramp up its recruiting efforts towards the full 320 students, which is conservatively estimated to occur in the 2011-2012 school year.

KIPP Bay Area will conduct extensive fund raising efforts during the year on behalf of KIPP Bridge Charter School. This fundraising will include applying for foundation grants and corporate sponsorships, as well as private and government funding, some of which will be in partnership with the KIPP Foundation. The annual goal of this campaign will be to generate additional operating funds to offset the costs of the Saturday lunches, school supplies and instructional materials for the extra classroom time. KIPP Bridge Charter School has budgeted an attainable amount of fund raising support, utilizing the successful practices currently in place at the KIPP schools nationwide, as well as the successful track record of KIPP Bay Area in fundraising. KIPP Bay Area, although newly launched, has already raised over \$1,000,000 in funding.

### **Financial Planning Assumptions**

Please refer to Appendix S for financial forms, including a three-year budget, a start-up year budget, and a cash flow analysis. This section lists the planning assumptions for those components and the accompanying worksheets.

KIPP Bridge Charter School will operate independently from the Oakland Unified School District and will be directly funded by the State of California, Office of Education. The school will receive full and equitable funding pursuant to the Charter School Funding Model for all funds included in its model.

- The school plans to open with 280 students in the first year of its charter. It is expected that at least 75% of the students will qualify for the federal free and reduced lunch program.

- The school will employ full time employees consisting of a minimum of the Principal, a Vice Principal, sixteen teachers, an office manager, a counselor, and custodian. A part-time administrative assistant/attendance clerk will be employed in the 2007-08 school year, to move to a full-time position in the 2008-09 school year.
- The school will receive revenues from the following sources: state ADA money and eligibility requirements, a categorical block grant, economic impact aid, and state lottery funds. The school will apply directly for funds not included in the charter school categorical block grant that are deemed eligible to Charter Schools, such as federal entitlement monies, staff development, deferred maintenance, and supplemental hourly instruction.
- The school's budget allocates all state and federal special education funding to go to the District for the provision of special education services to KIPP Bridge Charter School students, as well as an additional estimated encroachment fee of \$300/ADA.
- Per section 47635 (a) of the California Education Code, the District will transfer the appropriate percentage of funding in lieu of the local property taxes to the charter school by the fifteenth of the month.
- Pursuant to section 15417 of Chapter 14 of Division 1 of Title 5, for programs which the school cannot apply for directly and which are not included in the categorical block grant, KIPP Bridge Charter School will engage the District in securing its equitable share, based on its student population and eligibility of program funds. These funds include, but are not limited to, integration, transportation, forest preserve, sales and use taxes, parcel taxes, ad valorem taxes, and property taxes.
- The budget worksheet lists the assumptions that are in line with state and federal guidelines. The expenditures reflect the school design plan and prevailing market costs for payroll costs including tax, retirement, and insurance costs. The estimates are based on the District's published information and the KIPP Foundation's extensive experience with KIPP schools nationwide.
- This long-term analysis includes inflation assumptions of 2% for revenues, 3% for expenditures, and 5% for salaries.
- KIPP Bridge Charter School will apply for a start-up grant from the Walton Foundation. Historically, all KIPP charter schools have received at least \$200,000 each in Walton Foundation funds for start-up and their first year of operation. In addition, KIPP Bay Area will apply for grants for KIPP Bridge Charter School from a number of other national and local foundations, such as the Koret Foundation, which has funded every other KIPP charter school in the Bay Area.
- The school's projected cash flow analysis shows positive fund balances each month.
- There is a positive budget reserve that equals 5% of the expenses as required by section 15443, Title 5 of the California Code of Regulations.
- KIPP Bridge Charter School assumes that other expenditures will increase as the number of students grows and the school's facilities expand.

## Oversight, Reporting, Revocation, and Renewal

KIPP Bay Area agrees that it will annually provide the District with a fiscal and programmatic audit and performance review. In addition, KIPP Bay Area will provide the District with two interim statements in a format prescribed by the District, which include all revenues and expenses of KIPP Bridge Charter School, an approved budget, and projections for the year. The first interim statement will cover the period from July 1 through October 31; the second interim statement will cover the period from July 1 through January 1. KIPP Bridge Charter School will also submit un-audited actuals in a format prescribed by the District, to cover the period from July 1 through June 30.

In the event that the District does not believe that KIPP Bridge Charter School is making satisfactory progress towards achievement of the goals set forth in the charter, it shall notify KIPP Bay Area in writing of the specific basis for its conclusions. No later than 120 days prior to the expiration of this charter, KIPP Bay Area will present the District with a request for renewal (as well as for any amendments), in response to which the State will render a decision pursuant to the processes set forth in Education Code section 47605.

## Term of Charter

The term of this charter shall be for five years beginning July 1, 2007 and expiring on June 30, 2012. KIPP ~~Bridge Charter School~~ Bay Area will comply with all processes and timelines set forth by the District for charter renewal. The KIPP Bay Area charter for operation of KIPP Bridge Charter School may be renewed by the Oakland Unified School District's Board of Trustees for additional five-year terms.

## Scope of Charter

KIPP ~~Bridge Charter School~~ Bay Area 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 Oakland Unified School District's Board of Trustees.

## 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 and the Superintendent or President of the Board of Trustees of the Oakland Unified School District authorized to so execute by action of the Board on behalf of the District. Material revisions and amendments will be made pursuant to the standard, criteria, and timelines in California Education Code section 47605.

### **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 Bridge Charter School at:

KIPP Bridge Charter School  
991 14<sup>th</sup> Street  
Oakland, CA 94607  
Attn: David Ling  
Facsimile: 510-879-3182

To KIPP Bay Area at:

KIPP Bay Area  
~~345 Spear Street, Suite 510~~  
~~San Francisco, CA 94105~~ 426 17<sup>th</sup> Street, Suite 200  
Oakland, CA 94612  
Attn: Beth Sutkus Thompson  
Facsimile: ~~415~~510-465348-55200588

To the District at:  
Oakland Unified School District  
Attn: State Administrator's Office  
1025 Second Avenue  
Oakland, CA 94606  
Attn: Charter Schools Liaison

## AGREEMENT OF MERGER

This AGREEMENT OF MERGER (“Agreement”), dated as of \_\_\_\_\_, is among KIPP HEARTWOOD ACADEMY, KIPP SAN FRANCISCO BAY ACADEMY, KIPP BAYVIEW ACADEMY, KIPP OAK COLLEGE PREPARATORY, KIPP SUMMIT ACADEMY, and KIPP KING COLLEGIATE HIGH SCHOOL (together the “Schools” and each a “School”), and KIPP BAY AREA (the “Surviving Corporation”).

### RECITALS

1. Each School is a California nonprofit public benefit corporation with no members. The Surviving Corporation is a California nonprofit public benefit corporation with one member.
2. The board of directors of each School, and the board of directors and the sole member of the Surviving Corporation, deem it advisable to merge the Schools into the Surviving Corporation.

### AGREEMENT

The Schools and the Surviving Corporation agree as follows:

#### 1. *Merger Terms*

1.1 *Effective Date.* The Surviving Corporation shall file with the California Secretary of State a copy of this Agreement, together with officers’ certificates of each School and the Surviving Corporation. The merger contemplated by this Agreement shall become effective on the later of September 30, 2008 or the date of filing (the “Effective Date”).

1.2 *Effect of Merger.* As of the Effective Date, (i) each School shall be merged into the Surviving Corporation; (ii) the separate corporate existence of each School shall cease; (iii) the Surviving Corporation shall continue its corporate existence under California law; (iv) the Surviving Corporation shall succeed to all the rights and property of the Schools and shall be subject to all the debts, liabilities, and obligations of the Schools; and (v) the merger shall have all other effects prescribed by law.

1.3 *Articles and Bylaws.* As of the Effective Date, the articles of incorporation and the bylaws of the Surviving Corporation shall be amended to read as set forth in Exhibit A and Exhibit B, respectively.

1.4 *Name of the Surviving Corporation.* As of the Effective Date, the name of the Surviving Corporation shall be changed to KIPP Bay Area Schools, as reflected in the amended articles of incorporation and bylaws of the Surviving Corporation.



1.5 *Directors.* The directors of the Surviving Corporation immediately prior to the Effective Date shall be the initial directors of the Surviving Corporation, to hold office until their successors are duly elected in accordance with applicable law and the articles of incorporation and bylaws of the Surviving Corporation.

1.6 *Membership in the Surviving Corporation.* The sole membership interest in the Surviving Corporation shall not be changed as a result of the merger but shall remain the sole membership interest in the Surviving Corporation.

## 2. *Representations and Warranties*

Each party to this Agreement (except, with respect to the first sentence of Section 2.2, KIPP King Collegiate High School) makes the following representations and warranties regarding itself:

2.1 *Approval.* The board of directors (and, in the case of the Surviving Corporation, the sole member) of the party has duly approved this Agreement.

2.2 *Financial Statements.* The audited financial statements of the party for the fiscal year ended June 30, 2007 were prepared in accordance with generally accepted accounting principles applied on a consistent basis and fairly present, in all material respects, the financial position, activities, and cash flows of the party for the dates and periods indicated therein. The unaudited statement of financial position of the party as of March 31, 2008 was prepared in accordance with the financial books and records of the party. To the party's knowledge and except as disclosed in the audited and unaudited financial statements described above, or as otherwise disclosed in writing to all parties to this Agreement, the party does not have any material liability that is required to be disclosed under generally accepted accounting principles but is not reflected or reserved against in such statement of financial position.

2.3 *No Material Adverse Change.* Except as otherwise disclosed in writing to all parties to this Agreement, there has been no material adverse change in the financial position or operations of the party since March 31, 2008.

2.4 *No Actions; No Violations or Conflicts.* To the party's knowledge and except as otherwise disclosed in writing to all parties to this Agreement, (i) there are no material legal or regulatory actions pending or threatened against the party including, without limitation, actions relating to this Agreement or the merger contemplated by this Agreement, and (ii) the party is not in violation of, and the party's entry into and consummation of the merger contemplated by this Agreement will not conflict with or violate, any law, regulation, court order, charter, or contract, which violation could reasonably be expected to have a material adverse effect on the party's financial condition or operations.

## 3. *Conditions to Closing*

The obligation of each party to this Agreement to consummate the merger is subject to fulfillment of the following condition by the other parties to this Agreement by the Effective

Date: the representations and warranties of the other parties, as set forth in Article 2 of this Agreement, are true in all respects both as of the date of this Agreement and as of the Effective Date. This condition may be waived in writing by any party in its sole discretion to the extent permitted by California law, but such waiver shall be effective only for that party.

4. *Other Provisions*

4.1 *Termination.* This Agreement may be terminated and the merger abandoned at any time before the Effective Date by consent of the board of directors of each School and the board of directors of the Surviving Corporation.

4.2 *Amendments.* This Agreement may be amended at any time before the Effective Date by consent of the board of directors of each School and the board of directors of the Surviving Corporation, except that any amendment which would change any principal term of this Agreement must also be approved by the sole member of the Surviving Corporation.

4.3 *Further Assurances.* The Schools shall from time to time, when requested by the Surviving Corporation, take any actions and execute and deliver any documents necessary or desirable to evidence or carry out the merger contemplated by this Agreement.

4.4 *Governing Law.* This Agreement shall be governed by California law.

4.5 *Counterparts.* This Agreement may be executed by facsimile and in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute the same instrument.

\* \* \* \* \*

The Schools and the Surviving Corporation have executed this Agreement as of the date first set forth above.

KIPP HEARTWOOD ACADEMY

By: \_\_\_\_\_  
Name: Allison Thacker  
Title: President

By: \_\_\_\_\_  
Name: Ed Briceno  
Title: Secretary

KIPP BAYVIEW ACADEMY

By: \_\_\_\_\_  
Name: Carl Kawaja  
Title: President

By: \_\_\_\_\_  
Name: Louisa Shields  
Title: Secretary

KIPP SUMMIT ACADEMY

By: \_\_\_\_\_  
Name: Pam Moeller  
Title: President

By: \_\_\_\_\_  
Name: David Paulson  
Title: Secretary

KIPP BAY AREA

By: \_\_\_\_\_  
Name: Sehba Ali  
Title: President

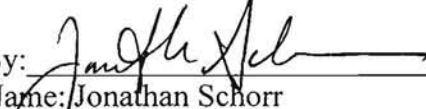
By: \_\_\_\_\_  
Name: Beth Sutkus Thompson  
Title: Secretary

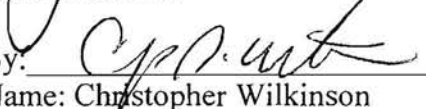
KIPP SAN FRANCISCO BAY ACADEMY

By: \_\_\_\_\_  
Name: Winnie Fink  
Title: President

By: \_\_\_\_\_  
Name: Damon Vengalis  
Title: Secretary

KIPP OAK COLLEGE PREPARATORY

By:   
Name: Jonathan Schorr  
Title: President

By:   
Name: Christopher Wilkinson  
Title: Secretary

KIPP KING COLLEGIATE HIGH SCHOOL

By: \_\_\_\_\_  
Name: Pam Moeller  
Title: President

By: \_\_\_\_\_  
Name: David Paulson  
Title: Secretary

**EXHIBIT A**

**Amended and Restated Articles of Incorporation  
of  
KIPP Bay Area**

**EXHIBIT B**  
**Amended and Restated Bylaws**  
**of**  
**KIPP Bay Area**





**AMENDED AND RESTATED  
ARTICLES OF INCORPORATION  
KIPP BAY AREA SCHOOLS**

**ARTICLE I**

The name of this corporation is KIPP Bay Area Schools.

**ARTICLE II**

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. This corporation is organized and is to be operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code") including, without limitation, operation of the Northern California public schools affiliated with KIPP Foundation and that implement the KIPP education philosophy, including KIPP Bayview Academy, KIPP Heartwood Academy, KIPP King Collegiate High School, KIPP OAK College Preparatory, KIPP San Francisco Bay Academy, KIPP San Jose Collegiate, KIPP Summit Academy, and such other KIPP schools as this corporation may establish.

C. In furtherance of its corporate purposes, this corporation shall have all the general powers enumerated in Sections 5140 and 5141 of the Nonprofit Public Benefit Corporation Law, as now in effect or as may hereafter be amended, together with the power to solicit grants and contributions for such purposes.

**ARTICLE III**

This corporation shall have a single member, KIPP Foundation, a California nonprofit public benefit corporation. KIPP Foundation's rights as sole member shall consist of the following: (1) KIPP Foundation at any time may remove any or all of the directors of this corporation, with or without cause, and then fill the vacancy or vacancies created by such removal; (2) this corporation may not, without first obtaining the written consent of KIPP Foundation, (i) amend these Articles of Incorporation; (ii) engage in any merger in which this corporation is a constituent corporation; (iii) engage in any sale of all or substantially all of this corporation's assets; or (iv) engage in a voluntary dissolution; and (3) KIPP Foundation shall have the rights of a member set out in Sections 6321, 6322, 6330 and 6333 of the Nonprofit Public Benefit Corporation Law. Notwithstanding the foregoing, KIPP Foundation shall not have the right to vote on director elections.

**ARTICLE IV**

A. Notwithstanding any other provision of these Articles, this corporation shall refrain from activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. No substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

#### **ARTICLE V**

The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption under Section 214 of the California Revenue and Taxation Code. No part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member, of this corporation, or any other private person, except that the corporation is authorized and empowered to pay reasonable compensation for services rendered to or for the corporation and to make payments and distributions in furtherance of the purposes set forth in Article II of these Articles of Incorporation. Upon the liquidation, dissolution or winding up of this corporation (whether voluntary, involuntary, or by operation of law), this corporation shall, after paying for or making adequate provision for payment of all of the liabilities of the corporation, transfer all of the remaining property and assets of the corporation, as the Board of Directors shall determine, to a nonprofit corporation or other organization which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption under Section 214 of the California Revenue and Taxation Code and as shall at that time qualify as an exempt organization under Section 501(c)(3) of the Code and Section 23701d of the California Revenue and Taxation Code. To the extent consistent with the foregoing limitations, this corporation shall transfer all of such remaining property and assets to KIPP Foundation.

#### **ARTICLE VI**

The corporation has a policy of racial nondiscrimination as to students, fellows and employees, and therefore does not discriminate against applicants, students, fellows or employees on the basis of race, color, national or ethnic origin in the administration of any policy or program.

#### **ARTICLE VII**

These Articles of Incorporation may be amended by the affirmative vote of a majority of the members of the board of directors then in office; however, as provided by Article III, any such amendment shall also require the approval of this corporation's sole member, KIPP Foundation.

**AMENDED AND RESTATED BYLAWS  
OF  
KIPP BAY AREA SCHOOLS**

A California Nonprofit Public Benefit Corporation

**ARTICLE I  
NAME**

Section 1.1 Name. The name of this corporation is KIPP Bay Area Schools (the “Corporation”).

**ARTICLE II  
PURPOSE**

Section 2.1 Purpose. The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation or these Bylaws.

**ARTICLE III  
OFFICE**

Section 3.1 Offices. The Corporation’s principal office shall be located at 426 17<sup>th</sup> Street, Suite 200, Oakland, California 94612. The Board (as defined in Section 5.1 below) may change the location of the Corporation’s principal office.

**ARTICLE IV  
SINGLE MEMBER**

Section 4.1 Single Member. As provided in the Articles of Incorporation, the Corporation shall have a single member as defined in Section 5056 of the California Nonprofit Public Benefit Corporation Law, as amended (the “Nonprofit Corporation Law”). The single member (the “Member”) shall have only the rights set out in the Articles of Incorporation. To the extent permitted by law, the Member shall take all action by written consent and there shall be no meetings of members or voting processes as contemplated by the Nonprofit Corporation Law.

**ARTICLE V  
BOARD OF DIRECTORS**

Section 5.1 Powers. Subject to the provisions of the Nonprofit Corporation Law and any limitations in the Articles of Incorporation, all powers and activities of the Corporation shall be exercised and managed by the Board of Directors of the Corporation (the “Board”). Directors shall have no power as individual directors and shall act only as members of the Board.



Section 5.2 Number of Directors. The authorized number of directors who shall constitute the Board shall be 24, or such other number as may be fixed by the Board from time to time, provided, however, that the authorized number shall not be less than nine and shall not be greater than 30.

Section 5.3 Qualifications of Directors. Not more than 49% of the directors may be interested persons, as defined in Section 5227 of the Nonprofit Corporation Law.

Section 5.4 Election and Term of Office. Directors shall be elected at the annual meeting of the Board. Each director shall be elected for a term of one year and shall hold office until a successor has been elected and qualified. Notwithstanding the foregoing, new Board members may be elected at any time to fill vacancies in accordance with Section 5.7. If a Board member is elected at a time other than the annual meeting, his or her one-year term shall be calculated starting from the date of the most recent annual meeting.

Section 5.5 Resignation. A director may resign at any time by giving written notice to the Chair of the Board, the Executive Director or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

Section 5.6 Removal. A director may be removed from office at any time with or without cause by a vote of a majority of the directors then in office. In addition, as provided by the Articles of Incorporation, the Member may remove one or more directors, with or without cause, at any time.

Section 5.7 Vacancies. A vacancy in the Board shall be deemed to exist in the event that the actual number of directors is less than the authorized number for any reason. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court; has been convicted of a felony; or has been found by final order or judgment of any court to have breached any duty under Section 5230 under the Nonprofit Corporation Law. Vacancies on the Board may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) unanimous written consent of the directors then in office, (2) a vote of a majority of the directors then in office at a meeting called in accordance with Sections 6.3 and 6.4, or (3) a sole remaining director. In addition, as provided by the Articles of Incorporation, the Member may fill any vacancy created by the Member exercising its removal right set out in the Articles of Incorporation. Each director elected or appointed to fill a vacancy, whether by the Board or by the Member, shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 5.8 Representatives of School Districts or Other Government Bodies. Notwithstanding any other provisions of these bylaws, (i) the authorized number of directors shall be changed as needed if a school district or other government body entitled to designate a representative on the Board so chooses to designate such a representative; (ii) representatives of school districts or other government bodies entitled to designate a member of the Board may join the Board at any time; and (iii) the term, removal and replacement of such designated directors shall be governed by applicable provisions of the Nonprofit Corporation Law and other applicable laws.

Section 5.9 Compensation of Directors. Directors shall not receive any compensation for their services as directors. The Board may authorize the advance or reimbursement to a director of actual reasonable expenses incurred in carrying out his or her duties as a director.

Section 5.10 Board Committees. The Board may create one or more Board Committees, each consisting of two or more directors, and only of directors, to serve at the pleasure of the Board. The Board shall create an audit committee if required by the California Nonprofit Integrity Act of 2004 (the "Nonprofit Integrity Act"). Appointments to any Board Committee shall be by a vote of a majority of the directors then in office. Board Committees may be given all the authority of the Board, subject to the limitations specified in Section 5212 of the Nonprofit Corporation Law and in the board resolution creating or delegating authority to the Board Committee.

Section 5.11 Advisory Committees. The Board may create one or more Advisory Committees, each consisting of two or more directors, non-directors or a combination of directors and non-directors. Appointments to any Advisory Committee shall be by approval of the Board of Directors. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Section 5.12 Advisory Board. The Board may create an advisory board, consisting of persons who are not officers of the Corporation or members of the Board of Directors, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members of such an advisory board have a particular expertise or capability. The appointment of members of such an advisory board requires Board approval. Any such advisory board, to the extent provided in the resolution of the Board of Directors, shall act only in an advisory capacity to the Board of Directors, shall have no legal authority to act for the Corporation and shall be clearly titled and held out as the "advisory board."

## ARTICLE VI MEETINGS

Section 6.1 Open Meeting Laws. The Corporation shall give notices as required by and otherwise conduct meetings and take actions as may be required by applicable California and other open meeting laws including, without limitation, holding meetings of the Board at the time and place set out in such notices.

Section 6.2 Annual Meeting. An annual meeting of the Board shall be held each year on a date to be specified by the Board and will coincide with one of the regular meetings.

Section 6.3 Regular Meetings. Regular meetings of the Board shall be held at a date, time, and place to be fixed from time to time by resolution of the Board.

Section 6.4 Special Meetings. Special meetings of the Board may be called by the Chair of the Board, the Executive Director, or any two directors. The meeting shall be held at the place



within the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

Section 6.5 Notice of Meetings to the Board. The regular meetings may be held without notice to the Board if the date, time, and place of the regular meetings are fixed by resolution of the Board. Notice of the date, time, and place within the State of California of a special meeting, or of a regular meeting if the date, time, and/or place of regular meetings are not designated by resolution of the Board, shall be given to each director four days before the meeting if given by first-class mail or forty-eight hours before the meeting if given personally, by telephone, including a voice messaging system, or by email. These notices shall be addressed to each director at his or her address as shown on the books of the corporation.

Section 6.6 Waiver of Notice. The transactions of any meeting of the Board, however called and noticed, shall be valid as though taken at a meeting duly held after proper call and notice, if a quorum is present, and if, either before or after the meeting, each of the directors not present provides a waiver of notice, a consent to holding the meeting, or an approval of the minutes in writing. All waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting shall also be deemed given to any director who attends the meeting without protesting the lack of adequate notice before the meeting or at its commencement.

Section 6.7 Quorum and Voting. A majority of the total number of authorized directors shall constitute a quorum for the transaction of business. The vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board, except as provided by Section 5211 of the Nonprofit Corporation Law or these Bylaws. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

Section 6.8 Action Without a Meeting. Any action required or permitted to be taken by the Board may be taken without a meeting if all directors, individually or collectively, consent in writing to the action. For the purposes of this Section only, "all directors" shall not include any "interested director" as defined in Section 5233 of the Nonprofit Corporation Law. Written consents shall be filed with the corporate records. Action by written consent shall have the same force and effect as a unanimous vote of the directors.

Section 6.9 Telephone and Electronic Meetings. Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to hear one another.

## ARTICLE VII CERTAIN MATTERS

Section 7.1 Conflict of Interest Policy. The Board shall adopt a Conflict of Interest Policy that requires directors, officers and key employees to disclose interests that constitute or could result in a conflict of interest. The Conflict of Interest Policy shall also specify, in accordance with Sections 5233 and 5234 of the Nonprofit Corporation Law, the steps that must be taken by the Board to approve a decision or transaction that involves an actual or apparent conflict of interest. The Board shall regularly and consistently monitor and enforce compliance with the Conflict of Interest Policy.

Section 7.2 Board-Approved Policies. The Board may adopt additional governance and management policies as it deems appropriate.

Section 7.3 Executive Compensation Review. The Board (or a Board Committee) shall review any compensation packages (including all benefits) of the Executive Director and the Treasurer, and shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of the Corporation.

## ARTICLE VIII OFFICERS

Section 8.1 Officers. The officers of the Corporation shall be a Chair of the Board, a president who shall be designated the Executive Director (the "Executive Director"), a Secretary and a chief financial officer who shall be designated the Treasurer (the "Treasurer"). The Chair of the Board must be a director. The Corporation may also have such other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board or the Executive Director. Subject to the authority of the Board, the officers shall have the authority and responsibilities provided for in these Bylaws and as generally pertain to their respective offices.

Section 8.2 Election and Term. The officers of the Corporation shall be elected annually by the Board at the annual meeting and shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment.

Section 8.3 Chair of the Board. The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.4 Executive Director. The Executive Director shall be the chief executive officer of the Corporation unless such title is assigned to another officer of the Corporation. The Executive Director shall generally supervise, direct and control the activities and affairs of the Corporation, and shall see that all orders and resolutions of the Board are carried into effect. The Executive Director shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.5 Secretary. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.6 Treasurer. The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any director upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as directed by the Board, shall render to the Executive Director and Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.7 Resignation. An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 8.8 Removal. An officer may be removed from office with or without cause by the Board or by an officer on whom such power of removal may be conferred by the Board.

Section 8.9 Vacancies. A vacancy in any office for any reason shall be filled by the Board.

## ARTICLE IX INDEMNIFICATION

Section 9.1 Definitions. For purposes of this Article, "Agent" means any person who is or was a director, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a director, officer, employee or agent of a predecessor corporation of the corporation or another enterprise at the request of such predecessor corporation; "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "Expenses" includes, without limitation, attorneys' fees and any expenses incurred in establishing a right to indemnification under Section 9.2 of this Article.

Section 9.2 Right to Indemnity. The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against Expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in

connection with the Proceeding.

Section 9.3 Approval of Indemnity. On written request to the Board by any Agent seeking indemnification, to the extent that the Agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with Section 5238(d) of the Nonprofit Corporation Law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the Proceeding, whether, in the specific case, the Agent has met the applicable standard of conduct stated in Section 5238(b) or Section 5238(c) of the Nonprofit Corporation Law, and, if so, may authorize indemnification to the extent permitted thereby.

Section 9.4 Advancing Expenses. The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that:

- (a) the requested advances are reasonable in amount under the circumstances; and
- (b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

Section 9.5 Insurance. The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article; provided, however, that the Corporation shall not have the power to purchase and maintain such insurance to indemnify any Agent of the Corporation for a violation of Section 5233 of the Nonprofit Corporation Law.

## ARTICLE X FISCAL YEAR AND REPORTING OBLIGATIONS

Section 10.1 Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and end on June 30. The Board may change the fiscal year of the Corporation as it deems appropriate.

Section 10.2 Financial Reporting. The Corporation shall produce and provide to the Member and the Board the financial and other reports required by the Nonprofit Corporation Law, including, without limitation, the annual report required by Section 6321 and the statement of transactions or indemnification required by Section 6322, and if required produce and make publicly available the financial statements required by the Nonprofit Integrity Act.

## ARTICLE XI GIFTS, GRANTS, CONTRACTS, INVESTMENTS

Section 11.1 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.



Section 11.2 Grants. The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

Section 11.3 Contracts. The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any instrument. Any such authority may be general or confined to specific instances, or otherwise limited. In the absence of any action by the Board to the contrary, the Chair of the Board and the Executive Director are authorized to execute such instruments on behalf of the Corporation.

Section 11.4 Payment of Money. The Board shall adopt a policy specifying the authority of the officers of the Corporation to approve expenditures by the Corporation and sign related documents on behalf of the Corporation. Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation must be signed on behalf of the Corporation by the Executive Director or Treasurer or, in their absence, by the Chair of the Board of Directors.

Section 11.5 Deposits. The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 11.6 Investments. In investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments, other than assets which are directly related to the Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. No investment violates this Section where it conforms to provisions authorizing the investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

## ARTICLE XII OTHER PROVISIONS

Section 12.1 Rights of Inspection. Every director shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation. The Member shall have the inspection rights provided to members by the Nonprofit Corporation Law.

Section 12.2 Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the corporation, the corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the corporation, the corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.



**ARTICLE XIII  
AMENDMENTS**

Section 13.1 Amendment of Bylaws. Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board.

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Amended and restated as of September 30, 2008.

**Board of Directors Job Description  
Primary Responsibilities and Criteria for Selection**

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**PRIMARY RESPONSIBILITIES**

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The responsibilities of the board will include:

- Define and refine the organization’s mission, vision, and strategic direction
- Recruit, support, and evaluate the executive director (e.g., including hire and fire authority)
- Ensure effective organizational capacity and planning
- Ensure adequate resources and the effective management of those resources
- Monitor the organization’s programs and services
- Enhance the organization’s public standing and ensure accountability to parents, students, and the community
- Ensure fiscal, legal and ethical integrity and maintain accountability
- Recruit and orient new board members
- Assess board performance

Note that the legal responsibilities of nonprofit boards include standards of conduct described as “the duty of care, the duty of loyalty, and the duty of obedience.” These standards are defined under well established principles of nonprofit corporate law and are described in separate materials (attached for your reference).

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**CRITICAL COMPONENTS OF AN EFFECTIVE BOARD**

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- Sufficient diversity to support healthy deliberations on all matters
- Focused on big picture and long-term sustainability of the region and its schools, not the day-to-day business of running the region or the schools
- Has clear officer succession plan and continually cultivates and nominates new board members with needed skills
- Clearly understands the distinctions between management and governance
- Has a firm understanding of KIPP’s regional and school-based financial position and review’s the organization’s financial health on a regular basis (e.g., including approval of annual budget)
- Well versed in the overall health and performance of the schools in the region
- Evaluates the regional Executive Director on an annual basis

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**RESPONSIBILITIES OF INDIVIDUAL BOARD MEMBERS**

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- Believe that all children, regardless of social and economic backgrounds, can learn, and be an active advocate and ambassador for the values, mission, and vision of the organization
- Regularly attend and participate in board and committee meetings, as well as fundraising events

**Board of Directors Job Description  
Primary Responsibilities and Criteria for Selection**

- Contribute to the effective operation of the board by focusing on the good of the organization and the group, supporting board decisions once they are made, and participating in an honest appraisal of one's own performance and that of the board as a whole
- Stay informed about the organization and its issues by reviewing materials, participating in discussions, and asking strategic questions
- Use personal and professional contacts to reach into diverse communities to identify and recruit donors, volunteers, and advocates to support the organization
- Make an annual financial contribution and support capital campaigns as appropriate
- Serve as a committee chair or member (or on ad hoc task forces created by the board)
- Help raise funds by working on a particular fundraising project or carrying out a particular fundraising responsibility or goal
- Inform the board of all potential conflicts of interests
- Adhere to relevant policies and procedures set by the board

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**CRITERIA FOR BOARD MEMBER SELECTION**

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*Characteristics of all board members:*

- Meets standards of conduct regarding duty of care, loyalty and obedience
- Supports the values, mission, vision, and strategic direction of the organization
- Prioritizes organizational needs over personal agenda
- Communicates openly and effectively
- Thinks critically and strategically
- Listens well and is receptive to feedback
- Is willing and able to participate in dialogue and deliberations
- Welcomes divergent views to create the best solutions for the region
- Has an affinity for working in a group; works well with others
- Possesses entrepreneurial spirit and be interested in building the organization
- Recognized and respected in local or professional communities
- Has the necessary time to dedicate to active board service
- Has desire and commitment to bring resources, expertise and relationships to bear in service of region and schools

*Range of desired functional skills and experience:*

- Education – charter schools, K-12 education, higher education; served on board of a school
- Multisite/growing operations – experience with multisite service organizations or networks of schools
- Business/Finance – accounting, banking, venture capital, strategy consulting
- Legal – experience in law, especially nonprofit law

**Board of Directors Job Description  
Primary Responsibilities and Criteria for Selection**

- Facilities – real estate, facilities financing, construction management
- Fundraising – experience in cultivation of donors, face-to-face solicitation, or special events
- Advocacy/ambassadorship – able to represent and advocate on behalf of region and schools
- Governance – previous nonprofit board experience

*Types of diversity desired:*

- Geographic – to span range of communities of Bay Area schools
- Race/ethnicity – people of color
- Gender
- Functional skills/experience

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**ESTIMATED TIME COMMITMENT FOR BOARD MEMBERS**

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- Attend regular Board Meetings (with a calendar of meeting dates set annually and an expectation of 80% attendance)
- Attend committee meetings (may be monthly, bimonthly or quarterly, based on committee)
- Prepare for board and committee meetings
- Complete projects/attending events outside of board meetings
- Visit KIPP schools regularly



**KIPP Bay Area Schools Board of Directors**

1. John Philip Coghlan, former President and CEO, Visa USA
2. Michael Crowley, President, Oakland Athletics
3. David Cumming, Senior Vice President, Morgan & Company
4. Chuck Dags, Executive Vice President, Wells Fargo
5. Lauren Dutton, former Partner, NewSchools Venture Fund
6. Brewster Ely, Headmaster, Town School for Boys
7. Bill Falik, CEO, Live Oak Enterprises
8. Don Fisher, Co-Founder, Gap, Inc.
9. Doris Fisher, Co-Founder, Gap, Inc.
10. Lydia Glassie, Founder, KIPP San Francisco Bay Academy
11. Jacquelyn Hadley, Marketing Consultant
12. Constance Heldman, President, Datanation Services Corp
13. Rick Intrater, President & CEO, Long-Term Solutions (Board Chair)
14. Carl Kawaja, Senior Vice President, Capital Group Companies
15. Mimi Kingsley, Community Volunteer
16. Dr. Joi Lewis, Dean of Students, Mills College
17. Joan Lonergan, Head of School, Castilleja School
18. Amy Morgenstern, President, Main Stream Enterprises, Inc.
19. Satya Patel, Partner, Battery Ventures
20. David Paulson, Partner, Heller Ehrman
21. Mary Robinson, Fundraising Consultant
22. Jason Rodriguez, State & Government Affairs, Hewlett Packard
23. Beth Sutkus Thompson, Executive Director, KIPP Bay Area, non-voting



## **KIPP Bay Area Schools Board of Directors Profiles**

### **John Philip Coghlan**

John Philip Coghlan was formerly the president and chief executive officer of Visa USA. In this role, he was responsible for setting the strategic priorities that enabled Visa to extend its industry leadership. Mr. Coghlan joined Visa USA after 17 years at The Charles Schwab Corporation, where he managed each of the client-facing businesses of the company. Most recently, he served as vice chairman of The Charles Schwab Corporation and as president of the Individual Investor business. Previously, Mr. Coghlan served as president of Schwab Institutional for more than a decade. He also served as a member of the executive committee of The Charles Schwab Corporation and as president of the board of directors of The Charles Schwab Trust Company, a subsidiary of The Charles Schwab Corporation. Earlier in his career, Mr. Coghlan co-founded and served as chief operating officer of San Francisco Grocery Express, Ltd., a direct-response catalog grocery delivery service.

Mr. Coghlan holds a B.A. in psychology from Stanford University, an M.A. in economics and public policy from Princeton University and an M.B.A. in the management and marketing of service operations from Harvard University. He has also served as an adjunct professor of marketing at the University of San Francisco and San Francisco State University.

A native of the San Francisco Bay Area, Mr. Coghlan serves on the boards of Glide Memorial Church and Success Metrics of San Francisco, Calif., and CollectAmerica of Denver, Colo.

### **Michael Crowley**

The 2008 season marks Michael Crowley's 11th year with the Oakland Athletics' organization and his 10th as president after being named to the position on September 28, 1998. His tenure is the second longest among those who have served in the same capacity since 1968. A limited partner in the Athletics ownership group, Mr. Crowley is responsible for the overall day-to-day functioning of the Athletics' organization both on the business and baseball sides of the operation, working directly with owner and managing partner Lew Wolff. In a dual role, Mr. Crowley also serves as president of the Major League Soccer's San Jose Earthquakes, who are scheduled to begin play this spring.

After spending three years in the San Jose office of Price Waterhouse and nine years with I.C.I./Fuller O'Brien Paints, Mr. Crowley joined the Athletics organization in July 1997 as vice president and chief financial officer. Considered a key figure in the A's resurgence as one of baseball's premier franchises, he has been committed to fielding a championship caliber team with homegrown talent. He works closely with General Manager Billy Beane on key player decisions and issues relating to the baseball operations overall objectives and philosophies.

Mr. Crowley continues the Athletics' tradition of intense commitment to the greater community. Under his leadership, the A's organization continues to be active in the Oakland community and surrounding areas. The Oakland A's Community Fund supports charitable organizations in their

efforts to improve educational programs, aid the underprivileged, assist in crime prevention, service children, seniors and those who work to improve the quality of life throughout the Bay Area.

In 1999, Mr. Crowley and his wife, Kathy, played a key role in implementing Breast Cancer Awareness Day, which has raised over \$875,000 for the American Cancer Society over the last eight years. He also served on the board of top business executives and community leaders which attempted to land the 2012 Summer Olympic Games in the Bay Area.

A native Californian, Mr. Crowley graduated from the University of Notre Dame in 1985 with a degree in business administration with an emphasis in accounting. He earned his MBA from Duke's Fuqua School of Business in 1992. In November of 2002, Crowley was named one of Street & Smith's Sports Business Journal's "40 Under 40", honoring the nation's top sport executives under the age of 40. He resides in Cupertino with his wife Kathy and their three children.

### **David Cumming**

David Cumming is Senior Vice President and head of asset management for McMorgan & Co. He has 30 years of experience in managing a diverse group of real estate investments. Prior to joining McMorgan, Mr. Cumming served in various senior real estate roles including over 13 years with Citigroup, initially running a considerable portion of their OREO portfolio.

Subsequently he joined Citigroup's Global Capital Transaction Group and directed corporate real estate projects throughout Europe, Asia and the U.S. Earlier, Mr. Cumming was a partner with Lincoln Property Company in their high-rise office division and a broker with Coldwell Banker Commercial Real Estate. He earned a Bachelor of Arts in English from Baldwin-Wallace College, OH.

### **Chuck Daggs**

Charles W. Daggs is executive vice president and national sales director of Wells Fargo's Wealth Management Group (WMG) and CEO of Wells Fargo Investments. He oversees all WMG sales and marketing professionals who provide investment management, private banking, trust, estate, insurance, brokerage and integrated wealth management services to high-net-worth and affluent individuals. Mr. Daggs assumed his current role in 1998, when he joined Wells Fargo.

Mr. Daggs is a 30-year financial services-industry veteran. Prior to joining Wells Fargo, he was a senior managing director and partner of Bear Stearns & Co., chairman and CEO of San Francisco based Sutro & Co. and regional director of Blyth, Eastman, Dillon. He graduated with honors from the University of Maryland where he earned a Bachelor of Science degree in Economics.

Prior to his service on KIPP Bay Area School's Board, Mr. Daggs served as a board member for KIPP Bridge Charter School in West Oakland. He also is a member of the World President's Organization.

### **Lauren Dutton**

Lauren Dutton's background is in entrepreneurship, strategy development and operations, garnered through nearly 20 years of leadership roles in varied socially entrepreneurial ventures

focused on improving education and youth development. She currently consults with various educational nonprofits and foundations and serves on the Board of Trustees for KIPP Bay Area. She is also a member of the first class of The Aspen Institute's Entrepreneurial Leaders for Public Education Fellowship program.

For six years, Ms. Dutton was as a Partner at NewSchools Venture Fund, where she focused on investment strategy and management assistance to portfolio ventures in the Charter Accelerator Fund. Prior to joining NewSchools, she was Vice President for Development at Edison Schools, the country's largest private manager of public schools. In this role she was primarily responsible for launching charter schools in California.

Previously, Ms. Dutton served as Director of New Site Development for City Year, where she led the expansion of the Boston-based urban service corps to seven other cities. In addition, she was the founder and Executive Director of Teach For America in Oakland, California, and she began her career as a management consultant with Bain & Company in San Francisco.

Ms. Dutton received her bachelor's degree from the University of California at Berkeley and her MBA from Stanford Graduate School of Business, where she worked with other student leaders to launch the Public Management Initiative on Social Entrepreneurship. She spent an additional year at Stanford as a Research Associate in the Center for Entrepreneurial Studies. She is married and has two young boys.

### **Brewster Ely**

Brewster Ely is the Headmaster at Town School for Boys. Mr. Ely grew up on the East Coast attending Ithaca College and receiving a Masters in Literature from Middlebury College. Before moving to California in 1989 he was a principal at the Rye Country Day School in Rye, New York. He has been the Headmaster at the Town School for Boys for eighteen years.

Mr. Ely's Board service includes the San Francisco Zoo where he is now a director emeritus, TeenAIDS, the Boys and Girls Clubs of San Francisco and the International Boys' Schools Coalition of which he was president. In 1990, he co-founded Project Discover, an organization serving children of little opportunity in San Francisco.

Mr. Ely is married to Nancy and has three children.

### **Bill Falik**

Bill Falik has practiced land use, real estate, mediation, and environmental law in Northern California for the past 35 years and has been active as attorney, mediator, and developer in all aspects of land-use planning and real estate acquisition, finance, negotiation, and development.

Mr. Falik graduated magna cum laude from Cornell University in 1968 and from Harvard Law School in 1971, where he was an editor of the *Harvard Law Review*. He has served as a law clerk to the Honorable Charles Renfrew, Federal District Judge in San Francisco, and has taught extensively at the University of San Francisco, School of Law where he served as an Adjunct and Assistant Professor. In addition, Mr. Falik served as a Teaching Associate at Boalt Hall School of law where he taught legal writing and assisted in teaching Real Property and Land Use. Mr. Falik has served as of-counsel to Miller, Starr & Regalia from 1989 through 1996 and prior to that time, he was a partner and chair of the Land Use and Environmental Law Departments of the



San Francisco law firms of Landels, Ripley and Diamond and Howard, Rice, Nemerovski, Canady, Robertson & Falk.

Currently, Mr. Falik is the Managing Partner of Westpark Community Builders and the Managing Partner of 1600 Placer Investors, L.P., a limited partnership which developed 1,483 acres in the City of Roseville. He is also the Chief Executive Officer of Live Oak Enterprises, which has planned and developed several Master Planned Communities in the greater Sacramento region. Mr. Falik has published articles on real estate, environmental law, and land use subjects in the *Harvard Law Review* and the *California Real Property Law Reporter*.

Retained by cities and counties, as well as real estate developers and environmental groups, Mr. Falik has handled all aspects of real estate development acquisition and leasing, as well as complex land use planning transactions and CEQA compliance. He also serves as a real estate consultant in advising and structuring complex real estate development projects. He is recognized as an expert on CEQA and real estate development and has lectured to lawyers, developers, and public officials on CEQA compliance and litigation during the past three decades. In addition to his development and legal work, Mr. Falik has served as a professional mediator, successfully resolving complex real estate, land use, and environmental disputes.

Currently, Mr. Falik serves on the Policy Advisory Board for the Fisher Center for Real Estate and the Board of Trustees for the Berkeley Repertory Theatre where he Chairs The Facilities Committee. In addition, he has served as an Adjunct Professor at the Haas School of Business and is currently a Visiting Professor at Boalt School of Law and Hass School of Business where he is teaching a new interdisciplinary course he developed entitled *The Business and Legal Aspects of Real Estate Development*. Mr. Falik has been married to his wife, Candy, for the past 33 years and has 3 children: Abigail, 28; Rebecca, 25; and Benjamin, 21.

### **Donald G. Fisher**

Donald G. Fisher, founder and chairman emeritus of Gap Inc., is a visionary in specialty retailing. Since its beginnings in 1969 as a jeans-only store in San Francisco, the company he started with his wife, Doris, has grown and expanded to become one of the greatest successes in retailing history. In addition to his contributions to the dramatic growth and expansion of Gap Inc. into a multi-billion dollar international corporation, Mr. Fisher has long been a community leader and philanthropist as well. He serves on the boards of trustees of the San Francisco Museum of Modern Art; is a director of the Boys and Girls Club of San Francisco and a governor of the Boys and Girls Clubs of America. He is also on the California State Board of Education and is a director on the board of EdVoice, KIPP Foundation, and Teach for America.

He received three presidential appointments to the Advisory Council for U.S. Trade Representatives, and was named to the Presidio Trust board of directors by President Clinton in 1997 and President Bush in 2001. He is a member and former chairman of the University of California's Haas School of Business Advisory Council, and had served on Princeton University's Board of Trustees. Winner of the National Retail Federation's Retailer of the Year award in 1996, and currently a director of that organization, he is also actively involved in the California Business Roundtable and the Committee on Jobs Executive Committee.

Other honors include the California Arts Council Governor's Award for Individual Patrons of the Arts and selection to the Bay Area Business Hall of Fame and American Academy of Achievement. Mr. Fisher lives with his wife of over 50 years in San Francisco. They have three sons and 10 grandchildren.

### **Doris Fisher**

Doris Fisher and her husband Don Fisher founded Gap, Inc. in 1969, opening their first Gap store in San Francisco. Still serving on the company's Board of Directors, she has helped guide Gap, Inc. as it has grown into a cultural icon and one of the world's most successful retailers. Mrs. Fisher earned her Bachelor of Science degree in Economics from Stanford University, where she serves on the Art Advisory Board and was a member of the Board of Trustees from 1992 to 2002.

Mrs. Fisher has served on Northern California Cancer Center's Board of Trustees since 1983. In addition to her service at NCCC, Mrs. Fisher has also been a board member of the California division of the American Cancer Society, founder of the Children's Cancer Research Institute at California Pacific Medical Center, a member of the Board of Governors of the San Francisco Symphony, and a member of the Education Committee of the San Francisco Museum of Modern Art.

Mrs. Fisher and her husband have also invested in the Knowledge is Power Program (KIPP), a public charter school program that serves communities where more than eighty percent of students are from families with low incomes. Mr. and Mrs. Fisher's contributions have funded a chain of the program's nonprofit charter schools.

### **Lydia Glassie**

Lydia Glassie is the founder of KIPP San Francisco Bay Academy, a high performing college preparatory public middle school. Ms. Glassie served as School Director and Principal of KIPP SF Bay from 2003-2008. During her tenure, the school rose to become the highest performing public middle school in San Francisco and received top educational honors, including the California Distinguished School Award, the National Title One Award, the Ed Equity Award, among others. In addition, the school achieved the highest rating a California School can achieve (a statewide ranking of 10).

Prior to her work with KIPP, Ms. Glassie was an executive with Education Partners, where she assembled a team with the sole mission of providing children and families with the tools and resources to compete educationally and to succeed socially. As Director of School Services, she served more than 85,000 children and families in 172 underserved schools across the western states. At Education Partners, Ms. Glassie designed and oversaw training of, and professional development for, all staff members including supervisors, trainers, and administrative staff. She also created and trained dozens of workshops related to Success for All, effective leadership, and the change process associated with school reform.

Previously, Ms. Glassie was a consultant for John Hopkins University, where she trained teachers and administrators in all components of the Success for All school reform model, which included extensive training in curriculum for grades Pre-Kindergarten to grade six, ESL, and family involvement strategies. In this capacity, she oversaw the reading curriculum at a number of elementary schools in the Baltimore City School District. Ms. Glassie began her career as a teacher in Baltimore public schools.

Ms. Glassie holds a BA in Elementary Education from Millersville University, where she received the Student Teacher of the Year award.



### **Jacquelyn Hadley**

Jacquelyn Hadley possesses a unique blend of C-level experience within both Fortune 500 and small entrepreneurial companies, that spans general management, consumer marketing, new business development and sales, retail operations, and licensing within aspirational lifestyle sectors as varied as telecommunications, personal care/cosmetics, sporting goods, specialty retail, and apparel.

Ms. Hadley's professional focus is currently strategic consulting as President of Hadley & Company, LLC. Her boutique firm is focused on crystallizing and lifting management's growth aspirations and developing brand platforms to achieve them. Prior to this, as Senior Vice President for Levi Strauss & Co., Ms. Hadley was primarily based in Brussels for over four years leading Sales and Retail with management earnings responsibility for the Europe, Middle East and Africa business unit.

Before joining Levi Strauss, Ms. Hadley was responsible for marketing Calvin Klein Jeans and Underwear plus the Warnaco portfolio of 13 brands, and credited with shifting the marketing function from a tactical to strategic weapon based on marketplace insight and retail space development, driving historic jeans' market share peak. Her track record includes turning around Caswell-Massey, the fourth oldest company in the US. During her four years in the capacity of Chief Operating Officer/Acting CEO, she restored profitability after years of mounting losses, by infusing pipeline with cosmeceutical innovation, increasing brand awareness via first ad campaign, revamped catalog, industry-first internet venue, rationalizing the supply chain.

Ms. Hadley holds an MBA, 1981 with Honors, from the Harvard Business School. "Giving forward to the community" is one of her core values: She also currently serves on the Board of Directors for Goodwill Industries for the Bay Area, and the Board of Governors for the Commonwealth Club of California, and is actively involved on each organization's Executive Committee and Marketing Committee.

### **Connie Heldman**

Constance L. Heldman is the Founder and President of Datanation Services Corporation and President/Broker of R/E Source Realty applying over 28 years of expertise in residential development and sales in the San Francisco Bay Area. Prior to entering the real estate profession, she held management and Director positions in sales and marketing in the Silicon Valley electronics industry.

In 2000, she created a Foundation to provide academic funding to less advantaged and at-risk youth. She quickly discovered that funding these projects was not enough and became an active volunteer with the Boy's and Girl's Clubs of the Peninsula. There, she created a literacy program called "The Reading Wizards" designed to help children improve their reading and comprehension skills leading to increased self-confidence and self esteem.

In 2003, Ms. Heldman was invited to present the successful program at the National Education Summit, which resulted in the program being adopted across the nation. She provides high school placement assistance finding and funding quality high schools for less advantaged youth. She regularly mentors youth in academics, goal setting and tactics for success. Ms. Heldman is a National Trustee for the Boys & Girls Clubs of America and sits on the Board of Directors for the Boys & Girls Clubs of the Peninsula. She has been honored with numerous awards for her work with disadvantaged children including the 2006 Leading Citizen-Volunteer of the Year.

### **Rick Intrater (Board Chair)**

Rick Intrater is the President & CEO of Long-Term Solutions, LLC, a firm dedicated to providing families of significant wealth and their future generations with thoughtful and sustainable, financial, investment, philanthropic, and administrative oversight. Previously, Mr. Intrater was Senior Managing Director at Sand Hill Advisors, LLC, a wealth management firm. At Sand Hill, he joined their Board of Directors, Executive and Investment committees and served as both a Senior Portfolio Manager and Chief of Marketing and Business Development. Prior to Sand Hill, Mr. Intrater was President and CEO of Sutter Starmont Asset Management, a boutique wealth management company that was the result of a brief merger of Sutter Street Capital (where he served as President and CEO) and Starmont Asset Management. In this capacity, Mr. Intrater was recognized by Bloomberg as a top Wealth Manager.

Mr. Intrater has also served as a Practice Leader for Mullin Consulting, a national firm that develops executive compensation and benefit strategies for major corporations, and as Senior Vice President at Lehman Brothers, where he spent 13 years overseeing many of Lehman's most significant institutional relationships. Mr. Intrater began his career as a Financial Analyst with the United States Export-Import Bank in Washington, D.C., where he was a specialist concentrating on US-Latin America trade issues.

Mr. Intrater's philanthropic endeavors include service as the former President of the Boys and Girls Clubs of San Francisco, former National Trustee of the Boys and Girls Clubs of America, former Board Member of the Coyote Point Museum of Environmental Education; and, as a Board Member of the Family Service of San Mateo County. He holds a BA in Finance from the University of Arizona.

### **Carl Kawaja**

Carl Kawaja is a global asset portfolio manager. He joined the Capital Group Companies in 1991 and is currently a Director and a Senior Vice President of Capital Research Company with research responsibilities for global household products, U.S. personal care companies and Canada. Prior to joining Capital Group Companies, he worked as a security analyst for Gabelli and Co. in New York. Before that, he was an equity specialist for Levesque Beaubien Inc. in Montreal. Mr. Kawaja earned a BA (magna cum laude) from Brown University and an MBA from Columbia University Graduate School of Business.

Mr. Kawaja has served as a Council Member of the Jamestown Community Center, an after-school activities and tutoring program in San Francisco's Mission neighborhood, since 2000. He is a guarantor for Microcredit Enterprises, a non-profit microfinance lender. He also previously served as Board Chair for KIPP Bayview Academy. Mr. Kawaja is married to Wendy N. Holcombe and has three children, Catherine Noel (6), Marcus Hauser (5), and Noelle Wood (2).

### **Mimi Kingsley**

Mimi Kingsley, born in Montreal, Quebec, moved to San Francisco with her husband and three children in 1992. She has been a committed fundraiser and active volunteer in both the schools her children attend and Bay Area organizations serving at-risk youth.

For the past 9 years, Ms. Kingsley has been on the Board of Governors of the Columbia Park Boys & Girls Clubs and, Boys & Girls Clubs of San Francisco. She developed and chaired six of their major fundraising events and the annual letter writing campaign. In 2003, she received the

National Service to Youth Award from Boys & Girls Clubs of America. In 2006, she was instrumental in securing Old Navy's commitment to design and produce Boys & Girls Clubs of San Francisco's Capital Campaign brochure; Old Navy received a proclamation from Mayor Newsom recognizing their generous contribution to the City.

In 2005, she spearheaded the Marin Cancer Project's What Motivates You campaign and designed its Search For the Cause tag necklace with her teenage daughter, Danielle. That year the grassroots campaign helped increase awareness about Marin County's high cancer rates and raised over \$60,000 through magazine advertisements and its website.

Ms. Kingsley has a Bachelor of Fine Arts from Queen's University in Kingston, Ontario, Canada and was on the Queen's College Downhill Ski Team. She subsequently worked as the Administrative Director of the Ontario Broomball Association. She received a Masters in Art Therapy from Vermont College, Montpelier, Vermont. She worked in Toronto, Ontario at University of Toronto in their Day Care Center, using Art Therapy as preventive therapy to identify early signs of physical or emotional abuse in pre-school aged children. In 1987 she graduated with a Masters in Interior Architectural and Environmental Design from UCLA, Los Angeles, California. She formed MSK Designs, specializing in multi-functional space planning, and designed custom residential homes for high-end clients. Most recently, Ms. Kingsley has been creating educational board games and writing children's stories inspired by her youngest children and their struggles with learning differences.

### **Dr. Joi Lewis**

Dr. Joi Lewis is the Dean of Student Life at Mills College in Oakland. A social entrepreneur, practitioner-scholar, global leader, and activist, she brings to Mills significant experience related to issues of race, social justice, and student development in higher education. With more than 15 years of experience in student and academic affairs administration in public and private higher education, she comes to Mills having recently completed her EdD in higher education management at the University of Pennsylvania. In 2006-07 she was also an Archibald Bush Leadership Fellow and a visiting scholar at the Spencer Foundation in Chicago, Illinois.

Dr. Lewis spent seven years at Macalester College in St. Paul, Minnesota, where she became the first dean of multicultural life in 2002, serving in that role until May 2006. In that position, she led faculty, staff, and students to successfully build what is now the Department of Multicultural Life. Under Dr. Lewis' leadership, the percentage of students of color increased from 11% to 17%, and the retention rate rose from 65% to 97%, the highest to date in the college's history.

Before becoming dean of multicultural life, she also served as Macalester's associate dean of students, and as a student affairs administrator at the University of Minnesota and Iowa State University. She has experience in working with a wide range of students and their families and in creating community around the ways in which race and ethnicity intersect with identities based on gender, social class, religion, national origin, sexuality, and physical ability.

Dr. Lewis earned her BS in business administration from Southern Illinois University-Edwardsville and her MS in higher education management from Iowa State University. Her sense of community, as well as her vocational and research interests were shaped by three critical life experiences: growing up in East St. Louis, Illinois, an administrative sabbatical in Cape Town, South Africa, and living in the Selby-Dale neighborhood of St. Paul, Minnesota.

### **Joan Lonergan**

Joan Lonergan has been the head of Castilleja School for girls in grades 6-12 in Palo Alto since 1993 and serves as a director on the board of KIPP Heartwood School at the request of founder Sehba Ali, a Castilleja graduate. She has taught mathematics in public, private and parochial schools and was elected to three consecutive terms on the only fiscally autonomous public school board in New Hampshire. She co-founded and taught at Project Second Start in New Hampshire, a GED preparatory program for high school dropouts.

She most recently has served as a director of the National Coalition of Girls Schools, St. Matthews School in San Mateo, the Harvard University Alumni Association, Family and Children Services, and the Peninsula Bridge Program. Joan has two sons, and her husband is the education correspondent for *The News Hour with Jim Lehr*.

### **Amy Main Morgenstern**

Amy Main Morgenstern, M.B.A., M.S.S.A., is President of Main Stream Enterprises, Inc., the firm she founded in 1990 to provide strategic planning, board governance, and executive coaching services. She brings over 30 years of experience in the nonprofit, private and public sectors to her consulting practice to help strengthen the governance and leadership capabilities of foundations, health and human service agencies, arts organizations, national organizations and universities.

In the past, Ms. Morgenstern helped to create, and then managed each aspect of the Volunteer Trustee Institute at Business Volunteers Unlimited. She was Marketing Manager for "MailMedia", a direct mail division she created at Campaign Designs, Inc. As a Research Analyst at the Benjamin Rose Institute, she was part of a nationally funded research team studying family care giving for the aged. She began her career as a Music Therapist at the Cleveland Music School Settlement. Ms. Morgenstern presently serves on the boards of the Great Lakes Science Center and The Treu-Mart Fund in Cleveland, and as Vice Chair of the Caring Commission for Vulnerable Jews at the Jewish Community Federation in San Francisco.

Ms. Morgenstern holds an M.B.A. in Marketing and Entrepreneurship from the Weatherhead School of Management where she was admitted to the honor society, Beta Gamma Sigma, and an M.S.S.A. from the Mandel School of Applied Social Sciences, both at Case Western Reserve University. She studied voice at Northwestern University's School of Music and holds an undergraduate degree in music therapy from Florida State University, where she was admitted to Phi Kappa Lambda. A native of Buffalo, New York, Ms. Morgenstern and her husband, Marc, are the parents of two children, Sarah and David.

### **Satya Patel**

Satya Patel brings to KIPP Bay Area a wealth of management, strategy and marketing experience from his involvement with many high growth businesses over the course of his career. Currently, he focuses on software, consumer Internet and digital media investing for Battery Ventures, a leading technology-focused venture capital and private equity firm. Prior to Battery, Mr. Patel spent several years at Google helping to build the AdSense business while in product management and partner development roles.

Before Google, Mr. Patel launched DoubleClick's efforts in the search marketing business and worked on various product and operational initiatives for the DART adserving platform. Earlier

in his career, he was a Senior Associate at Impact Venture Partners, an early stage venture capital firm based in New York, where he focused on investments in the Internet software, services and media markets. Mr. Patel began his venture capital career at Geocapital Partners, a trans-Atlantic technology venture capital firm. Satya also worked for Monitor Company, the strategy consulting firm founded by Michael Porter, as a strategy consultant in their New York office.

Mr. Patel has worked with several organizations that are involved with improving public education in the United States, including groups based in Nevada, New York and Pennsylvania. He is the co-inventor of thirteen pending patents related to online advertising. He graduated from the University of Pennsylvania with a BS in Finance from the Wharton School and a BA in Psychology from the College of Arts & Sciences.

### **David Paulson**

David Paulson is a partner in the Real Estate and Finance group of Heller Ehrman LLP, an international law firm. Mr. Paulson's law practice focuses on the representation of commercial banks, hospitality companies and private equity investors. He serves on the firm's San Francisco management committee.

Mr. Paulson has been involved with KIPP since 2002, when he joined the advisory board for KIPP Summit Academy. Since that time, he has served on the Board of KIPP Summit Academy since the school's opening in 2003, and more recently on the Board of KIPP King Collegiate High School as well, which opened its doors to students in 2007.

Prior to his legal career, Mr. Paulson was a charter member of Teach For America, teaching elementary school for two years in New Orleans, Louisiana, and then serving for two years on the Teach For America staff in Louisiana (first as a program director, then as a regional director). While with Teach For America, he was on the faculty at numerous Teach For America summer training institutes, and served on the national corps member advisory board.

Mr. Paulson originally hails from outside of Boston, Massachusetts, and he received his bachelor's degree from Cornell University and his JD from the University of Michigan Law School. He currently resides in Oakland, California, with his wife and two young children.

### **Mary Robinson**

Mary Robinson is a community volunteer and fund development consultant. She was Director of Development for the Northern California Cancer Center for several years. Previously, she was a Partner at The Bluxome Gallery, and Vice President for Development at the San Francisco Art Institute.

Ms. Robinson has been involved in a number of volunteer and resource development activities, including serving on the Boards of the Exploratorium, Fresh Air Farms, Fort Mason Foundation, Headlands Center for the Arts, Marin Country Day School, San Francisco Arts Commission Gallery, San Francisco Art Institute, and the San Francisco Film Society. In addition, she is a member of ArtTable, Inc., has served on the Marin General Hospital Breast Cancer Advisory Committee, and the International Council of the Museum of Modern Art, New York.



### **Jason Rodriguez**

Jason Rodriguez is the Director of State and Local Government Affairs for Hewlett-Packard and has been with the company since 2000. As Director of State Government Affairs, Mr. Rodriguez is responsible for representing HP before local and state governments on legislative, regulatory, and policy issues as well as business development opportunities. Mr. Rodriguez and his team are also responsible for developing strategy and managing trade associations, political organizations and relationship building with business and community leaders to achieve HP's public policy goals.

Mr. Rodriguez served as an elected trustee of the Alum Rock Union Elementary School District in San Jose, CA. He was the youngest person ever elected to this board. Prior to joining HP, he founded a community newspaper, East The Neighborhood Voice, in East San Jose and was a Business Development Manager for Knight Ridder. Mr. Rodriguez also served as a staff aid to then member of the Santa Clara County Board of Supervisors Mike Honda. He currently serves as the Vice Chair of the Greater San Jose After-School All-Stars and as a trustee of the San Jose Chamber of Commerce and COMPAC and is on the advisory board of All-Stars Helping Kids. Mr. Rodriguez is an avid golfer, flag football and softball player. He is a graduate of Santa Clara University with a degree in Marketing and a minor in Political Science.

**KIPP Regional Executive Director (“ED”) Job Description  
Primary Responsibilities, Competencies and Attributes**

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**PRIMARY RESPONSIBILITIES**

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Executive Directors are accountable, directly to their Regional Board and indirectly to the KIPP Foundation, for the performance of the region and the schools within the region. The Executive Director’s primary goal is to ensure the high quality, strategic growth and operational sustainability of their region. Key Responsibilities include:

- Develop and Execute on the Region’s Vision
  - Working with the regional board, key funders and partners, and the leadership team, develop a strategic vision and implementation plan to accomplish it
  - Set clear academic, growth, operational, and financial goals and manage to them; revise as necessary given changes in internal and external environment
  - Implement strong public transparency systems including public compliance and internal and external reporting
  
- Build and manage a high-performing Regional Team that is able to support schools in their drive to deliver transformational educational outcomes for students
  - Recruit and hire top talent as School Leaders and for the regional school support team. Select and prepare School Leaders in alignment with the KIPP School Leadership Program’s selection & training process.
  - Develop and manage performance of the team (School Leaders and the regional schools support team) , instituting strong accountability systems and professional development plans and support
  - Build a strong, cohesive culture that reflects core KIPP values and establishes regional identity
  - Drive organizational alignment across the regions’ schools (including curriculum and instructional alignment), and provide key supports that drive academic achievement and character development
  - Develop a clear decision rights framework, specifically engaging School Leadership and the Board, to ensure that the best possible decisions are made for the region
  
- Build the short and long-term organizational capacity required for operational excellence and sustainability
  - Create and manage a strong centralized support function for the schools, implementing systems to meet the varied needs of a rapidly-growing region. These include financial management, budget planning, compliance, human resources (including teacher and school leader recruitment and development) contract negotiation, facilities management, vendor management, fundraising and marketing, legal, and information technology.

**KIPP Regional Executive Director (“ED”) Job Description  
Primary Responsibilities, Competencies and Attributes**

- Build the staff capacity and infrastructure necessary to sustain the region at an appropriate scale
- Manage KIPP school growth, following the KIPP Foundation Growth Management frameworks
- Ensure that the region has a viable long-term financial plan and a diversified and sustainable funding base
  - Ensure the schools are maximizing all public revenue sources for which they are eligible
  - Manage development efforts to meet annual goals, including the identification, cultivation and solicitation of public, individual and foundation sources. Oversee marketing efforts and events.
- Engage key constituents
  - Work closely with the local board chair to build and manage a strong regional board
  - Manage relationships with key district, parent, community, and political organizations and leaders to develop a strong community presence, foster key partnerships and clear lines of communication, inform the region’s strategic plan, and ensure sustainability. Build the political support necessary to build broad trusteeship for KIPP success.
  - Demonstrate leadership as a member of KIPP’s national network
    - Fully engage as a member of KIPP’s Executive Director Community
    - Ensure all key constituents are kept fully up to date on key developments and national KIPP initiatives
    - Take advantage of opportunities offered to engage in national dialogue, as well as opportunities to design network process and protocol
  - Work effectively with local media to create a strong, positive local presence. Participate in select events and speaking opportunities to communicate KIPP’s mission and impact

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**KEY EXECUTIVE DIRECTOR COMPETENCIES**

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*Building Relationships and Influencing Others*

- Interacts across a broad range of institutions with various interests and relationships
- Cultivates large external constituencies, initiates new contacts, and builds long-term relationships as a means to achieve mutual goals
- In challenging and complex situations, exhibits a high level of skill in the following competency areas:
  - Builds relationships and networks
  - Understands the perspectives of others; good listener
  - Communicates effectively with others (both written and oral) reactively and proactively
  - Ability to motivate, educate and inspire both internal and external resources



**KIPP Regional Executive Director (“ED”) Job Description  
Primary Responsibilities, Competencies and Attributes**

- Influences others to achieve outcomes
- Models excellent character at all times

*Reasoning & Strategic Thinking*

- Solves problems and develops opportunities creatively
- Solves organizational problems through study and practical exploration
- In challenging & complex situations, exhibits a high level of skill in the following competency areas:
  - Defines the Opportunity/Problem
  - Conducts Analysis
  - Synthesizes, Integrates & Develops Strategies

*Operating and Managing in a start-up and growth environment*

- Leads strategic, long-term planning across multiple constituencies
- Sets vision (integrated direction) and goals for others
- Drives organizational results through collective achievement
- Designs effective management systems that facilitate executing excellence
- Handles crisis management situations with urgency, level-headedness and good judgment
- In challenging and complex situations exhibits a high level of skill in the following competency areas:
  - Sets Vision and Direction
  - Organizes, Plans and Executes
  - Assembles Effective Teams
  - Manages Team Execution – delegates, mentors others and develops leaders
  - Makes Decisions and Demonstrates Judgment
  - Inspires, motivates and Influences Teams
  - Coaches and Develops Others
  - Learns and Continuously Improves. Seeks advice and counsel from others.
  - Leads through ambiguity to clarity: adapts to change, learns to manage under new circumstances, leads others through change

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**KEY BELIEFS AND QUALITIES**

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- **An unshakable, deeply held personal belief** that kids growing up in poor communities can achieve at levels – and be a source of inspiration when it comes to personal character – that the general public does not comprehend.

**KIPP Regional Executive Director (“ED”) Job Description  
Primary Responsibilities, Competencies and Attributes**

- **Understands that the essential purpose of his/her work will be finding ways to support schools and the people that make schools go – school leaders, teachers, and support staff.** Understands that support is offered so that outstanding teaching can take place every day in every classroom. At the same time, understands that supporting schools also means pushing for continual improvement and for profound transparency regarding what is working for kids and what is not. This duality creates a productive creative tension that will exist in all high performing regions, and one that the Executive Director will have to manage.
- **Relentless and persistent achiever:** driven to excellence. Goal oriented and action driven. Displays grit & tenacity. Strong personal organization skills.
- **Self awareness, humility and integrity:** Personally driven to learn and grow. Comfortable hiring people who are “better” around them. Values enabling others to succeed. Builds relationship marked by trust, integrity and respect.
- **Comfortable in an environment of high energy, rapid change & entrepreneurship:** Self-starter; flexible and comfortable with ambiguity.
- **A constant learner.**

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**PREFERRED EXPERIENCES**

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- A proven track record of success in building a school, program, department or organization from the ground up.
- Significant experience in a non-profit, or other type of complex operation. Familiarity with the region, political arena and school districts/systems is a significant plus.
- Leadership experience with multi-site enterprises.
- A minimum of a bachelor’s degree from a four-year college or university is required.



## **KIPP Bay Area Schools Management Team Profiles**

### **Beth Sutkus Thompson, Executive Director**

Beth is the founding Executive Director of KIPP Bay Area Schools. In this role, she oversees the operation of seven public, college-preparatory KIPP charter schools in underserved communities across the Bay Area.

Previously, she was the West Coast Trailblazer at the KIPP Foundation, where she was responsible for creating and implementing a west coast strategic growth plan for KIPP schools. During Beth's time at the KIPP Foundation, she secured six charters for new KIPP schools in California, negotiated operating agreements with school districts, raised \$2.6 million in public start-up funding, sourced suitable school buildings, and developed broad-based community support for KIPP.

Prior to her work at the KIPP Foundation, Beth was on the founding team of NewSchools Venture Fund, a venture philanthropy firm investing in entrepreneurial ventures that are transforming our public education system. At NewSchools, Beth provided strategic consulting and operational support to several nonprofit ventures in the portfolio, managed the due diligence and business plan review process, and spearheaded various events and initiatives to engage NewSchools' network of business, education, and policy leaders. Beth also has experience in social enterprise, international education, and as the volunteer leader of an after-school program.

Beth is currently a participant in The Broad Residency in Urban Education, a management development program for emerging executives working in urban school districts and charter management organizations. She holds a B.A. in political science, an M.A. in Education, and an MBA with a certificate in nonprofit management, all from Stanford University.

### **Sehba Ali, Head of San Jose Schools, Academic Consultant**

Sehba is the founder of KIPP Heartwood Academy middle school in San Jose, CA, the co-founder of KIPP San Jose Collegiate high school, and KIPP Bay Area Schools' Academic Consultant. In her role as Head of San Jose Schools, Sehba oversees the academics and operations of KIPP Heartwood Academy and KIPP San Jose Collegiate. In her role as Academic Consultant for KIPP Bay Area Schools, Sehba advises the other KIPP principals in the Bay Area on curriculum, instruction, and leadership.

Prior to launching KIPP Heartwood Academy, Sehba earned a Masters from Stanford University's School of Education and received training from the KIPP School Leadership Program, including study at the Haas School of Business. She began her career as a middle school English teacher in Houston, Texas. She also served as a Curriculum & Instruction developer at the KIPP Foundation. Sehba earned her B.A. in English and Psychology from UC Berkeley.

KIPP Heartwood Academy has been the highest performing school in the Alum Rock Union Elementary School District since inception in 2004. Sehba currently serves on the KIPP Foundation's Board of Directors and the California Charter School Association Member Council.

### **Emily Rummo, Chief Operating Officer**

Emily oversees operations, talent recruitment, marketing, and technology for KIPP Bay Area Schools. She is also responsible for various strategy, human resources, and facilities initiatives.

Prior to joining KIPP Bay Area Emily worked as a Senior Analyst with NewSchools Venture Fund, a nonprofit venture philanthropy firm that invests in social entrepreneurs to improve K-12 public education. At NewSchools, Emily performed due diligence on potential investments, researched new investment areas, and provided strategic and operational guidance to ventures in the NewSchools Portfolio. She project-managed NewSchools' first social impact evaluation and, with small teams, successfully pitched two investments to secure \$4M in funding.

Emily began her career at Dean & Company, a boutique strategy consulting firm in Washington, DC. She spent two years at Dean & Company, where she applied quantitative problem solving to support clients ranging from large electric utilities to telecommunications startups. While at Dean, Emily worked as a Saturday School Teacher teaching creative writing at KIPP DC KEY Academy.

Emily holds a MBA and an MA in Education from Stanford University, and a BA in English from Dartmouth College.

### **Loc Chau, Director of Finance**

Loc oversees finance at KIPP Bay Area Schools, working closely with the Board's Finance & Investment Committee and Audit & Risk Management Committee. His duties include accounting, budgeting, financial reporting, and investment management of the organization's assets.

Prior to joining KIPP Bay Area Schools, Loc spent over 10 years in the Bay Area non-profit sector holding various management positions in finance and accounting. Loc received his B.A. in Business Administration and his M.B.A., both from San Jose State University.

### **Sarah Lightfoot, Director of Development**

Sarah is responsible for leading and managing a successful development program, including overseeing grant writing and reporting, donor cultivation and acquisition, events, major gifts, annual fund, and capital campaigns.

Sarah has been involved in development at the Industrial Areas Foundation, the Northern California High School Mountain Bike League, an internationally focused non-profit called VIDA, and most recently, Breast Cancer Action. Sarah also served as the interim Executive Assistant to the CEO at the Global Fund for Women, where she worked closely with individual donors.

Sarah started her career as an Americorps volunteer, and also served as the campaign manager for a candidate for election to school board in Seattle. She has a bachelor of arts in sociology and women's studies from Wesleyan University.

### **Wendy Smith, Director of Marketing and Talent Recruitment**

Wendy is responsible for the KIPP Bay Area Schools brand and communications strategy, and for the development and maintenance of the talent pipeline that provides KIPP Bay Area Schools with exceptional educators. In addition, Wendy designs and manages all marketing collateral, oversees media relations.

Wendy is a graduate of the University of Texas at Austin and a Teach For America alumna (Bay Area, '99). After four years in the classroom, Wendy went on to study graphic design at California College of the Arts. She is thrilled to combine her passion for marketing and branding with her commitment to supporting the transformative work KIPP teachers and schools do every day.

### **Lakisha Young, Director of Operations**

Lakisha manages operations for KIPP Bay Area Schools in the areas of compliance, public funding, data management, and knowledge management. In this role, she is responsible for building a scalable and efficient operational infrastructure, providing exceptional service and support to our schools, and ensuring their continued operational success.

Before joining KIPP Bay Area, Lakisha was the Director of Finance & Operations for KIPP Bridge College Prep and a founding team member of the school. During Lakisha's four years at KIPP Bridge, she was responsible for creating and implementing the school's operations and managing their fiscal relationship with their local school district. She also served as the high school placement counselor for KIPP Bridge's first graduating class, 65% of whom went onto private and Catholic schools. In her final year at the school, Lakisha led KIPP Bridge to their most successful fundraising year since the school's inception.

Prior to joining the KIPP, Lakisha was a recruitment consultant for The New Teacher Project's New York City Teaching Fellows Program. She was responsible for broadening the program's applicant pool to include more African-American and Science professionals. She was successful in meeting and exceeding her target goals and was an integral part of the Teaching Fellows growth during their beginning years. Lakisha was also a Teach for America corps member and taught high school ESL in Compton, CA. Lakisha holds a B.A. in English from Cal State Hayward and an M.A. in Educational Technology from Pepperdine University.

Definitions:

- Make Right to make decision and oversee implementation
- Ratify Right to approve decision and set parameters for approval
- Input Right to provide input and/or make recommendation
- Notify Right to be informed of decision after it is made

Category	Decision Type	KIPP Foundation	Board of Directors	Executive Director*	School Leader	School Advisory Council	Notes
Development	<i>Executive Director makes decisions with board input/oversight and school leader participation</i>						
	Regional fundraising plan	n/a	Ratify	Make	Input	Input	
	Donor relationship management	n/a	Notify	Make	Input	n/a	
	Annual report	n/a	Notify	Make	Input	n/a	
Communications	<i>Executive Director makes decisions with board input and school leader participation</i>						
	Marketing/branding strategy	Input	Ratify	Make	Input	Notify	
	Media campus interviews	n/a	Notify	Input	Make	Input	
	Regional interviews	n/a	Input	Make	Input	Input	
Facilities	<i>Executive Director makes decisions with board input/oversight and school leader participation</i>						
	Site selection process and decision	n/a	Ratify	Make	Input	Input	
	Construction design/code compliance	n/a	Ratify	Make	Input	Notify	
	Lease negotiation	n/a	Ratify	Make	Input	Notify	
	Financing arrangement	n/a	Ratify	Make	Input	Notify	
Construction vendor selection	n/a	Ratify	Make	Input	Notify		
Technology	<i>Executive Director makes decisions with board and school leader input</i>						
	Regional technology plan	n/a	n/a	Make	Input	Notify	
	Campus technology requirements	n/a	n/a	Make	Input	Input	
Compliance	<i>Executive Director makes decisions with board oversight</i>						
	Insurance	n/a	Ratify	Make	Input	Notify	
	State/Federal compliance	n/a	Ratify	Make	Input	Notify	
	Regional disaster plan	n/a	Ratify	Make	Input	Notify	
	Campus disaster plan	n/a	Ratify	Make	Input	Input	
5. Governance	<i>Board manages internal processes and Executive Director manages relationships with Board and Foundation</i>						
	Board relations and communication	n/a	n/a	Make	Input	Input	
	Board member election process	n/a	Make & Ratify	Input	Input	Input	
	Board policies	Input	Make & Ratify	Input	Notify	Notify	
	KIPP Foundation relations and communications	n/a	Input	Make	Input	n/a	

\* Note: In some instances the ED role may be a proxy for other regional staff (e.g., CAO, CFO, etc.)



**Draft Letter to Parents/Guardians**

<DATE>

Dear Parents/Guardians:

I am writing to update you on some positive changes affecting the governance and operations of KIPP Bridge Charter School.

As you know, KIPP is a national network of college preparatory public schools. In an effort to enhance the long-term quality and success of each of the seven KIPP schools in the Bay Area, the founding school leaders and local boards of KIPP schools in the Bay Area, including KIPP Bridge, established KIPP Bay Area.

KIPP Bay Area provides support to all Bay Area KIPP schools in the areas of fundraising, marketing, teacher recruitment, accounting, compliance, technology, knowledge management, human resources, and financial management. This support allows me to focus on KIPP Bridge's core educational mission – curriculum, instruction, culture, staff development, and parent outreach.

Beginning October 1, KIPP Bay Area will also become the governing board of KIPP Bridge Charter School. My supervisor will become the Executive Director of KIPP Bay Area, Beth Sutkus Thompson, who in turn reports to the board of KIPP Bay Area. Our goal is to have clear and open lines of communication with our parent community at all times. Enclosed please find the following documents: supervisor contact information; a list of KIPP Bay Area board members and their biographies; guidelines for registering to speak at board meetings; and a parent grievance policy. Our Parent Advisory Council will continue to be an active part of the school's culture, link to the community, and informal sounding board regarding school issues.

I am confident that our new regional structure will strengthen our efforts to provide a high-quality education to your children. I am available to answer any questions that you may have about these changes, as is Beth Sutkus Thompson, whose contact information is listed in the attached supervisor contact information sheet.

Sincerely,

David Ling  
Principal, KIPP Bridge Charter School



**SAMPLE Protocol for Registering to Speak at Regular Board Meetings**

The KIPP Bay Area Schools Board welcomes citizens to come forward at Regular Board Meetings and speak on subjects related to KIPP. Citizens must register in advance using this form, and return it when fully completed either by hand or certified mail to Beth Sutkus Thompson, Executive Director, at the KIPP office by the deadline designated below.

Registration Deadlines: Return this form by 4:30pm *two weeks* before the Regular Board Meeting.

Name: \_\_\_\_\_

Organization (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

Daytime Telephone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Subject Matter: \_\_\_\_\_

This subject is (circle one)      compliment                      concern

Brief Explanation (required): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have materials to hand out, a copy of which is attached

I will need translation services

I am an individual with a disability requesting handicap access

I do not wish to receive a follow-up response from KIPP Bay Area administration

Please list with whom you have discussed this matter previously:

\_\_\_\_\_  
\_\_\_\_\_

I certify that I have received, read, and understand the guidelines pertaining Hearing of Citizens (see reverse side)

Signature

Printed Name

Date

### **SAMPLE Citizen Participation Guidelines in Regular Board Meetings**

During the 2008-09 school year, Regular Board Meetings will take place on November 3, January 13, March 10, and May 12 beginning at 8am. Please read the following guidelines carefully and contact the KIPP Bay Area office with any questions.

#### Guidelines for Participating in the Hearing of Citizens

- Speakers will speak at a designated time during the Board meeting that is set by KIPP staff prior to the finalized, posted agenda.
- DEADLINE: Speakers for the Hearing of Citizens must register by 4:30 p.m. three weeks before the Regular Board Meeting.
- Speakers are limited to three minutes each.
- The maximum time allowed for comments pertaining to a specific subject is thirty minutes. Should many people register to speak on the same subject, their time may be reduced from three minutes. Preference is given to speakers who wish to present a matter not previously scheduled for a meeting.
- Speakers who have registered are called by name when it is their turn to speak.
- Speakers must be present at the time their name is called.
- Copies of handout materials must be provided to Beth Sutkus Thompson at the KIPP Bay Area Schools office with the completed registration form.
- Distribution of materials during board meetings is not permitted.

*Thank you for your cooperation in following the above Guidelines*

**(DRAFT) PARENT GRIEVANCE POLICY**

KIPP Bay Area Schools has established the following parental grievance protocol, the intent of which is to solve disputes or complaints in a fair and prompt manner. Notably, the formal procedures described below may be implemented only *after* the parties have engaged in an earnest attempt to resolve matter(s) informally.

Parent Complaints: Parent complaints are taken seriously by KIPP Bay Area Schools and should proceed as follows:

1. Parents should first schedule a conference with the immediately-involved teacher, principal or administrator to discuss the issue. KIPP Bay Area Schools reserves the right to redirect parent(s) to the appropriate personnel if this step has not been followed.
2. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the supervisor of the person with whom the complaint is with (please see attached "Supervisor Contact Information" document). Prior to the scheduling of any such meeting, parent(s) must first provide to the supervisor a Grievance Letter that identifies: (a) the issue / concern / complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. The supervisor will attempt to respond to all Grievance Letters within 10 days of their receipt.
3. If a resolution cannot be reached by repeating this process with subsequent supervisors resulting in the Executive Director, parent(s) may submit a formal Grievance Packet to the Board of Directors. This Packet must include the information and materials discussed below.

Board of Directors' Grievance Committee and Board Resolution Procedures

The School's Board of Directors shall annually appoint a Grievance Committee comprised of two (2) Directors and the Executive Director. (The Executive Director shall not participate in any grievance proceeding in which s/he is the subject of an original grievance.) A parental Grievance Packet should be submitted in writing to the Board of Directors within 30 days of the conduct that triggered the grievance and must specify:

- The nature and date of the grievance and any related or supporting documents;
- The results of previous discussions to resolve the conflict, including any correspondence;
- The reason for the parent(s)' dissatisfaction with the decisions previously rendered; and
- A description of the relief sought.

Within 30 days of the submission of a complete Grievance Packet, the Grievance Committee shall:

- Research the nature of the complaint;
- Interview the concerned parties; and
- Recommend a course of action to the full Board of Directors.

The Board of Directors shall, at its next regularly scheduled meeting following its receipt of the recommendation of the Grievance Committee, render a final ruling on the grievance.



**Supervisor Contact Information**

The Principal of each school is the supervisor of all related school site staff. The Head of San Jose Schools is the supervisor of the Principals of KIPP Heartwood Academy and KIPP San Jose Collegiate. The Executive Director is the supervisor of the Head of San Jose Schools and of the Principals for KIPP Summit Academy, KIPP King Collegiate, KIPP SF Bay Academy, KIPP Bayview Academy, and KIPP Bridge Charter School.

<p><b>KIPP Bay Area Schools</b> Beth Sutkus Thompson, Executive Director 426 17<sup>th</sup> Street, Suite 200 Oakland, CA, 94612 510-465-5477 x17 (phone) 510-465-5520 (fax) <a href="mailto:bthompson@kippbayarea.org">bthompson@kippbayarea.org</a></p>		
<p><b>San Jose KIPP Schools</b> Sehba Ali, Head of Schools c/o KIPP Heartwood Academy 1250 South King Road San Jose, CA 95122 (408) 928-2400 (phone) (408) 928-2401 (fax) <a href="mailto:sali@kipphheartwood.org">sali@kipphheartwood.org</a></p>	<p><b>KIPP Heartwood Academy</b> Lolita Jackson, Principal 1250 South King Road San Jose, CA 95122 (408) 928-2400 (phone) (408) 928-2401 (fax) <a href="mailto:ljackson@kipphheartwood.org">ljackson@kipphheartwood.org</a></p>	<p><b>KIPP San Jose Collegiate</b> Melissa Gonzales, Principal 1750 S. White Road San Jose, California 95127 (408) 728-2688 (phone) <a href="mailto:mgonzales@kip.org">mgonzales@kip.org</a></p>
<p><b>KIPP Bayview Academy</b> Molly Wood, Principal 1060 Key Avenue, San Francisco, CA 94124 (415) 467-2522 (phone) (415) 467-9522 (fax) <a href="mailto:mwood@kippbayview.org">mwood@kippbayview.org</a></p>	<p><b>KIPP Bridge Charter School</b> David Ling, Principal 991 14th Street, Oakland, CA 94607 (510) 879-2421 (phone) (510) 879-3182 (fax) <a href="mailto:dling@kipbridge.org">dling@kipbridge.org</a></p>	
<p><b>KIPP King Collegiate</b> Jason Singer, Principal 2005 Via Barrett, San Lorenzo, CA 94580 (510) 317-2330 (phone) (510) 317-2333 (fax) <a href="mailto:jsinger@kippling.org">jsinger@kippling.org</a></p>	<p><b>KIPP San Francisco Bay Academy</b> Tim Hughes, Principal 1430 Scott Street, 3<sup>rd</sup> Floor San Francisco, CA 94115 (415) 440-4306 (phone) (415) 440-4308 (fax) <a href="mailto:thughes@sfbayacademy.org">thughes@sfbayacademy.org</a></p>	
<p><b>KIPP Summit Academy</b> Cathy Cowan, Principal 2005 Via Barrett San Lorenzo, CA 94580 (510) 258-0106 (phone) (510) 258-0097 (fax) <a href="mailto:ccowan@kippsummit.org">ccowan@kippsummit.org</a></p>		

**(DRAFT) EMPLOYEE COMPLAINT POLICY**

KIPP Bay Area Schools has established the following grievance protocol, the intent of which is to solve disputes or complaints in a fair and prompt manner. Most complaints can be resolved by informal discussions between the concerned party and the other individual(s) involved, or the other individual(s) principal/supervisor.

Any employee who wishes to lodge a formal complaint against another KIPP Bay Area Schools employee or employee practices must first initiate a meeting with the other parties involved to discuss the problem in an attempt to reach a solution. KIPP Bay Area Schools reserves the right to redirect parties to the appropriate personnel if this step has not been followed. If the results of the meeting are not satisfactory, a formal complaint may be filed. Formal complaints must be filed no later than 30 days after the incident. If the incident occurs at the end of the school year, the formal complaint must be filed by June 30 of the current school year. For extenuating circumstances, the deadline may be extended. Even when this formal complaint procedure is initiated, efforts may occur at any point to accomplish satisfactory informal resolution. In no case is there to be retaliation from either party.

Formal complaints should proceed as follows:

1. Complete and send an Employee Complaint Form to the KIPP Bay Area Schools Regional Support Office. Upon receipt, the Regional Support Office will send a response letter, stating who will be working to resolve this complaint.
2. A copy of the complaint form will be provided to the employee against whom the charge is made with a request that the employee respond in writing to the appropriate administrator within 10 working days of receipt of the complaint. The employee shall cooperate in resolving the complaint.
3. If the complaint is not resolved, the KIPP administrator will review the complaint and related material, interview parties, and submit findings and recommendations to the Chief Operating Officer or designee.
4. The Chief Operating Officer or designee will notify the person filing the complaint and employee in writing of the final determination. A final decision will be issued in a timely manner, not to exceed 45 days, after the filing of the formal complaint.
5. If the person filing the complaint is not satisfied with the results, an appeal may be made to the Executive Director.

Employees impacted by use of the Employee Complaint Form may choose to exercise rights given them by law or by employment agreement. Both the employee and the complaining party may have representation of their choice throughout the process. If the concern is one of equity, KIPP Bay Area Schools recognizes the right of the complainant to file a complaint with the State Department of Education.



**SAMPLE Employee Complaint Form**

Date: \_\_\_\_\_

**To:** \_\_\_\_\_  
Principal/Immediate Supervisor

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State, Zip

**From:** \_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone Number

**Nature of the complaint:**

This should be a description in your words of the grounds of your complaint, including all names, dates, and places necessary for a complete understanding of your concern.  
(Please feel free to use additional pages as necessary)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I certify that the above information is true and accurate to the best of my knowledge.

\_\_\_\_\_  
Signature