



TO: Board of Education
FROM: Anthony Smith, Ph.D., Superintendent
Gail Greely, Coordinator; Office of Charter Schools
DATE: December 14, 2011
RE: KIPP Bridge Charter
Charter Renewal Request

Legislative File
File ID No.: 11- 2957
Introduction Date: October 26, 2011
Enactment No.: 11-2623
Enactment Date: 12-14-11
By: 13

Certified:
Edgar Rakestraw, Jr. 12/15/11
Edgar Rakestraw, Jr., Secretary
Board of Education

ACTION REQUESTED:

Approve KIPP Bridge’s charter renewal because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have met the standards and expectations for charter renewal, and that the petitioners are therefore demonstrably likely to successfully implement the program as set forth in the petition.

BACKGROUND:

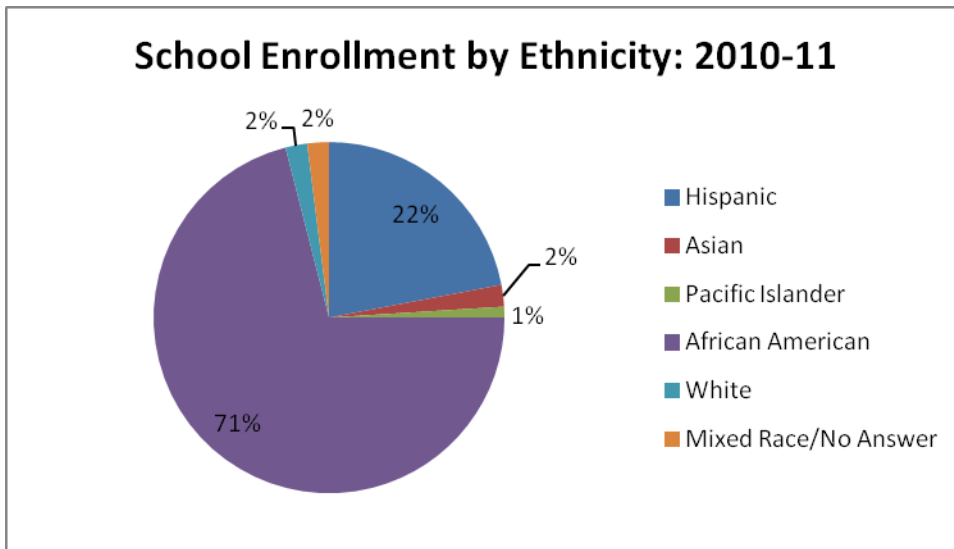
I. School Description and Key Program Elements:

Opening Year	2007	Grades	5-8
Term Approval	7/1/2007	Attendance Area	McClymonds
Renewal Date	6/30/2012	Board District	3
Term	First	Funding	Direct-Funded
CMO School	Yes	Program Improvement	N/A

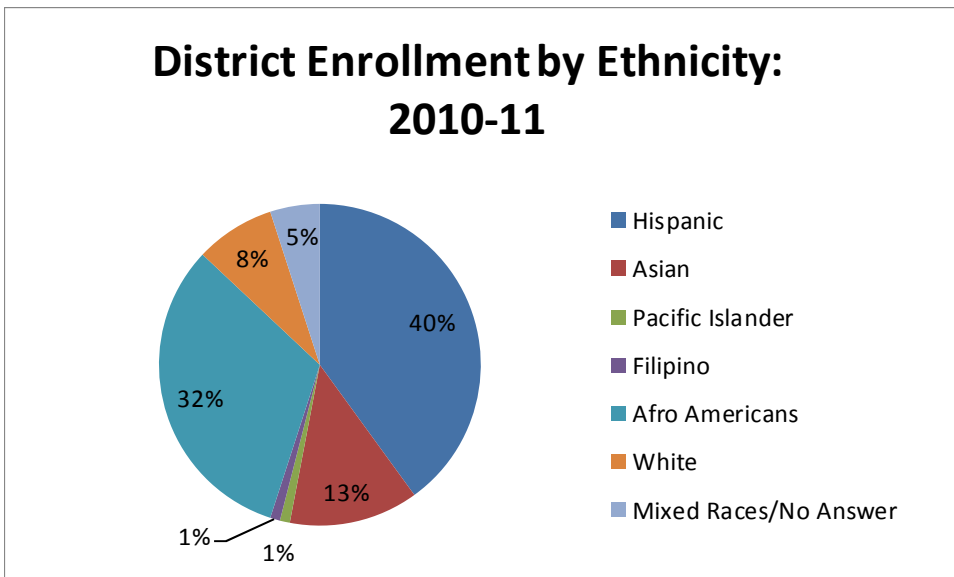
The following table describes the school’s enrollment growth and projection:

<u>YEAR</u>	2007-08	2008-09	2009-10	2010-11	2011-12
<u>GRADES</u>	5-8	5-8	5-8	5-8	5-8
<u>ENROLL</u>	251	234	304	261	262

The school's enrollment demographics are as follows (CDE data):



The overall district's enrollment demographics are as follows (CDE data):



KIPP Bridge	2007-08	2008-09	2009-10	2010-11	2011-12
Free & Reduced Lunch *	66%	71%	66%	72%	~72%
Special Education	3%	3%	3%	5%	~3%
English Language Learners	6%	5%	21%	24%	~10%

*NOTE: Schools have reported the free & reduced Lunch percentages upon request, which are reported here. Charter schools are not required to report free and reduced lunch status, but are required to report poverty levels, which involves a slightly different matrix. Schools have also reported Special Education and English Language Learners as part of the Renewal Performance Report.

The District's current special populations as a percent of enrollment are approximately (District and CDE data):

Oakland Unified School District	2011-12
Free & Reduced Lunch	70%
Special Education	13%
English Language Learners	29%

Program Summary:

School Mission: (Excerpt from the EXISTING, approved charter petition)

*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.*

Program's Distinguishing Features: (Excerpt from the EXISTING, approved charter petition)

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.

GOVERNING LAW:

Under the California Charter Schools Act, authorizers are required to apply the “standards and criteria” set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act (**bold emphasis added**);

A school district governing board **shall grant** a charter for the operation of a school under this part **if it is satisfied that granting the charter is consistent with sound educational practice.**

The governing board of the school district **shall not deny** a petition for the establishment of a charter school **unless it makes written factual findings**, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

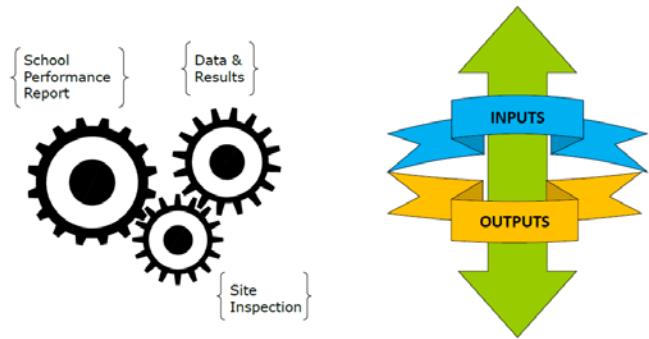
- (1) The charter school presents an **unsound educational program** for the pupils to be enrolled in the charter school.
- (2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a).
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).
- (5) The petition does not contain **reasonably comprehensive descriptions** of all of the [required charter elements.]

PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

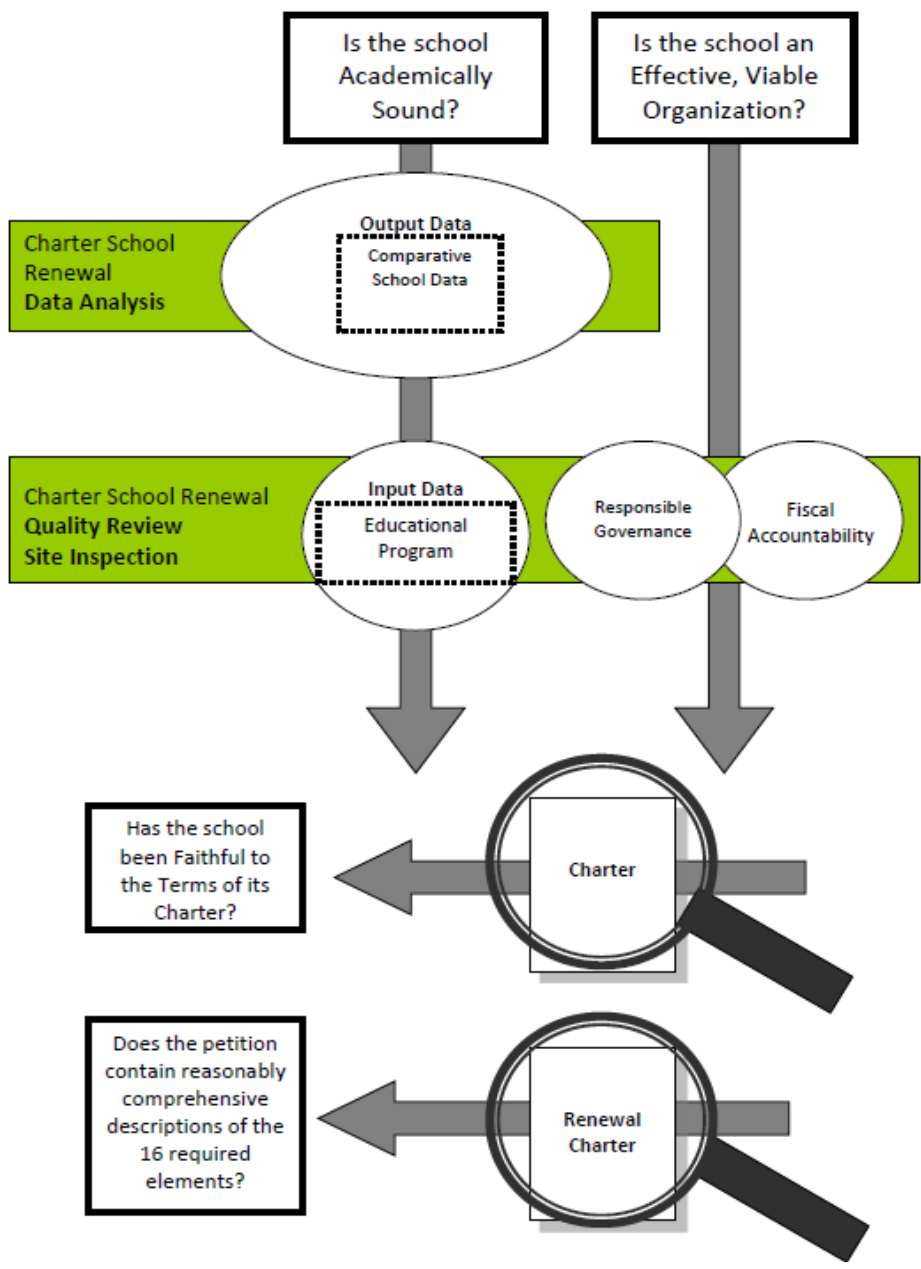
The Charter Schools Act establishes a prerequisite for charter renewal (AB1137) in which a charter school must meet **AT LEAST ONE CRITERIA** so that charter renewal may be considered.

KIPP: SB 1137 CRITERIA FOR RENEWAL	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	Y
Did school attain API Growth Target in two of last three years?	Y
Did school attain API Growth Target in the aggregate of the prior three years?	Y
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	Y
Is the school ranked 4 or higher on API in two of last three years?	Y
3. API Similar Schools Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	Y
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	Y
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Y
5. Has the school qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052 (Alternative School Accountability System – ASAM)?	N/A

Staff evaluation of charter schools for purposes of renewal involves the following effort to triangulate the evidence base in support of a recommendation of approval or denial of the charter renewal request:



ANALYZING A CHARTER SCHOOL'S PERFORMANCE FOR THE PURPOSES OF RENEWAL:



PLEASE NOTE:

This report is not exhaustive. Many areas would benefit from greater depth of coverage and many aspects of the evaluation set forth here warrant further discussion and elaboration. The intent is to provide adequate evidence upon which to base a charter renewal decision, while lending credence to the overall staff recommendation.

Renewal Standard I: Is the school academically sound?

The following is an analysis of the extent to which the school has met its measurable pupil outcomes as stated in its charter. Because KIPP Bridge has provided extensive detailed analysis of its MPOs, the specifics are provided in ATTACHMENT I.

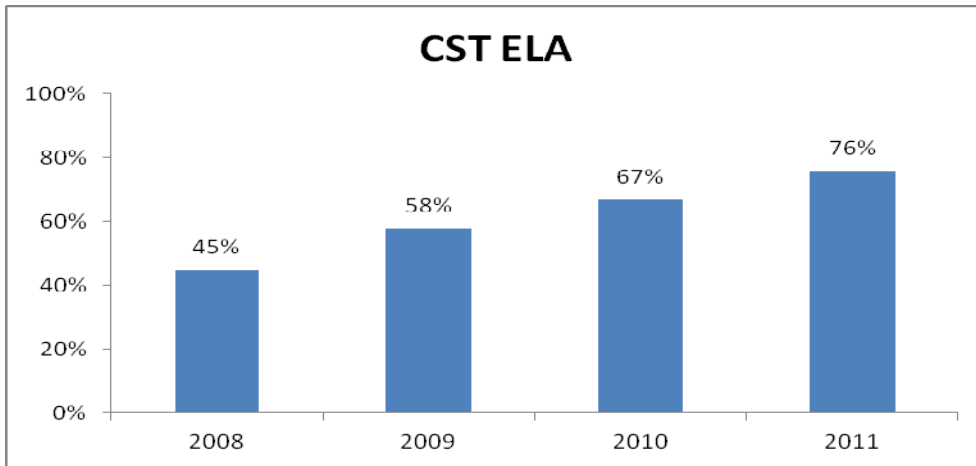
MET/SIGNICANT PROGRESS TOWARDS MEETING			
Measurable Pupil Outcomes	Instrument	Target	Progress
All students will improve one performance level or more on the ELA and Math CST unless they are at the Proficient or Advanced level, and will achieve progress towards mastery of these subjects.	CST	All students will make progress towards the school established goals. Please see Attachment I for specific targets.	See ATTACHMENT I.
All students will make yearly progress towards mastery of science and social studies standards.	CST	All students will make progress towards the school established goals. Please see Attachment I for specific targets.	See ATTACHMENT I.
All EL students will advance one level on the CELDT test.	CELDT	All EL students will make progress towards the school established goals. Please see Appendix C for specific targets.	See ATTACHMENT I.
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.	Be Nicer/Work Harder Detention Attendees	Less than 5 students per grade level or 20 school wide based on a paycheck that is less than \$20 for 5th grade, \$30 for 6th grade, \$40 for 7th grade, and \$50 for 8th grade. 90% of all students who have been at KIPP Bridge for at least two years will have an \$85 dollar paycheck or higher each week.	See ATTACHMENT I.

		90% of all students who have been at KIPP Bridge for at least two years will remain off Be Nicer/Work Harder Detention for the Academic School Year	
All students at KIPP Bridge Charter School will be prepared for success in rigorous high schools and colleges, and in the competitive world beyond.	College matriculation & high school graduation rates	85% college matriculation and 75% college graduation rates for students who complete 8 th grade at KIPP Bridge	See ATTACHMENT I.

STAR Testing Performance, API Results, & AYP Results

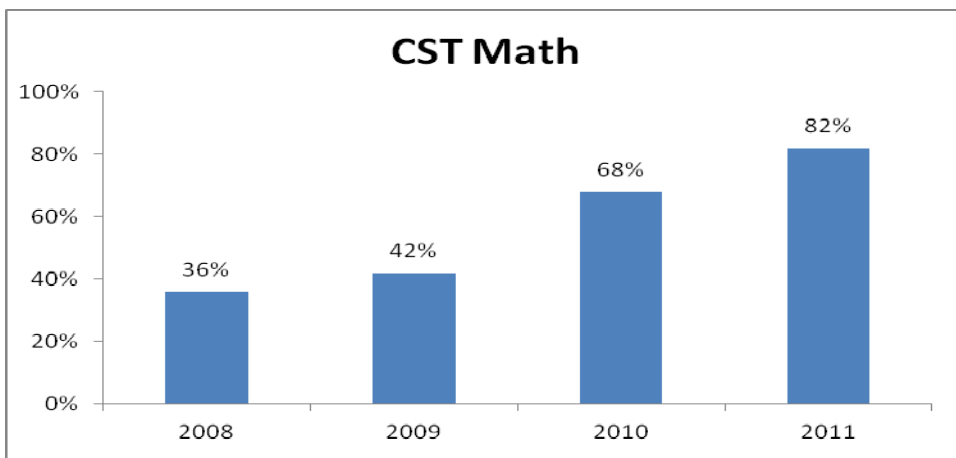
CST English Language Arts (Performance Over Time)

YEAR	Prof./Adv.
2008	45%
2009	58%
2010	67%
2011	76%



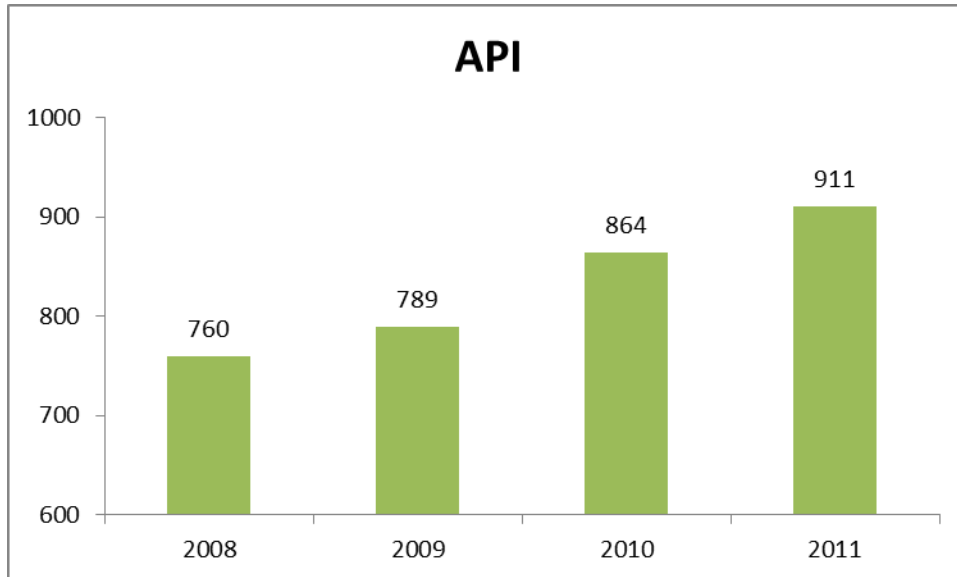
CST Mathematics (Performance Over Time)

YEAR	Prof./Adv.
2008	36%
2009	42%
2010	68%
2011	82%



API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2008	760	6	10
2009	789	7	10
2010	864	9	10
2011	911		
GROWTH	151 pts		



2010-2011 API SUBGROUP DATA

	<u>API Score</u>
Schoolwide	911
Black or African American	909
Asian	N/A
Hispanic or Latino	911
Socioeconomically Disadvantaged	896
English Learners	899

AYP (Performance Over Time)

	2008	2009	2010	2011
AYP Met?	NO	YES	YES	NO
AMO's	77%	100%	100%	95%

2010-2011 Percent Proficient-Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts			Mathematics		
	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>
Schoolwide	232	174	75.0	232	189	81.5
Black or African American	160	123	76.9	160	126	78.8
Asian	6	--	--	6	--	--
Hispanic or Latino	55	38	69.1	55	50	90.9
Socioeconomically Disadvantaged	165	116	70.3	165	127	77.0
English Learners	63	42	66.7	63	55	87.3

Comparison Analysis

Comparison Measure: **API**

➤ **Similar Grades Served: 6-8**



OAKLAND CHARTER SCHOOLS

Order rank based on 2011 API Score

School	Grades	2008	2009	2010	2011
American Indian Public Charter	6-8	967	977	988	990
American Indian Public Charter School II	5-8	917	933	974	990
Oakland Charter Academy	6-8	902	943	953	933
KIPP Bridge	5-8	760	789	844	911

OUSD DISTRICT SCHOOLS

Order rank based on 2011 API Score

School	Grades	2008	2009	2010	2011
KIPP Bridge	5-8	760	789	844	911
Edna Brewer Middle	6-8	782	822	824	812
Montera Middle	6-8	794	814	830	809
Urban Promise Academy	6-8	645	694	734	748
Madison Middle	6-8	619	674	728	722
Claremont Middle	6-8	619	703	704	720
Westlake Middle	6-8	680	716	694	711
Alliance Academy	6-8	630	629	704	688
Elmhurst Community Prep	6-8	641	647	685	680
Bret Harte Middle	6-8	670	670	-	662
Frick Middle	6-8	557	597	637	656
Roosevelt Middle	6-8	651	642	630	638
ROOTS International Academy	6-8	570	575	593	631
United for Success Academy	6-8	-	570	608	597
West Oakland Middle	6-8	576	698	617	574

Comparison Measure: **CST ELA**

➤ **Similar Grades Served: 6-8**

CST-ELA

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
American Indian Public Charter School II	5-8	76%	81%	92%	98%
American Indian Public Charter	6-8	87%	91%	94%	94%
Oakland Charter Academy	6-8	76%	79%	83%	79%
KIPP Bridge	5-8	45%	58%	67%	76%

OUSD DISTRICT SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	ELA 08	ELA 09	ELA 10	ELA 11
KIPP Bridge	5-8	45%	58%	67%	76%
Edna Brewer Middle	6-8	50%	59%	65%	64%
Montera Middle	6-8	58%	60%	65%	63%
Urban Promise Academy	6-8	25%	39%	43%	46%
Claremont Middle	6-8	26%	36%	42%	45%
Westlake Middle	6-8	30%	33%	35%	39%
Madison Middle	6-8	17%	22%	36%	36%
Bret Harte Middle	6-8	32%	36%	34%	35%
Elmhurst Community Prep	6-8	13%	19%	30%	30%
Alliance Academy	6-8	18%	23%	29%	28%
Frick Middle	6-8	14%	17%	22%	27%
Roosevelt Middle	6-8	25%	24%	26%	27%
ROOTS International Academy	6-8	13%	15%	14%	24%
United for Success Academy	6-8	15%	16%	20%	20%
West Oakland Middle	6-8	9%	27%	22%	18%

Comparison Measure: **CST MATH**

- **Similar Grades Served: 6-8**

CST-MATH

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	Math 08	Math 09	Math 10	Math 11
American Indian Public Charter School II	5-8	78%	84%	97%	100%
American Indian Public Charter	6-8	93%	93%	98%	98%
Oakland Charter Academy	6-8	78%	88%	95%	89%
KIPP Bridge	5-8	36%	42%	68%	82%

OUSD DISTRICT SCHOOLS

Order rank based on 2011 CST % Proficient/Advanced

School	Grades	Math 08	Math 09	Math 10	Math 11
KIPP Bridge	5-8	36%	42%	68%	82%
Edna Brewer Middle	6-8	52%	60%	68%	59%
Montera Middle	6-8	49%	54%	59%	51%
Madison Middle	6-8	25%	32%	42%	49%
Urban Promise Academy	6-8	17%	28%	40%	44%
Alliance Academy	6-8	19%	16%	31%	42%
Westlake Middle	6-8	34%	36%	35%	38%
Claremont Middle	6-8	16%	31%	36%	31%
Elmhurst Community Prep	6-8	21%	21%	34%	31%
Frick Middle	6-8	10%	14%	22%	28%
Bret Harte Middle	6-8	21%	26%	25%	26%
Roosevelt Middle	6-8	25%	25%	26%	25%
ROOTS International Academy	6-8	5%	7%	10%	17%
United for Success Academy	6-8	8%	17%	22%	13%
West Oakland Middle	6-8	11%	43%	17%	10%

- The school has demonstrated **consistent growth in student CST performance** in both English Language Arts and mathematics over the past four years;
- The school opened in 2007. In **2008** the school API performance score was **760**. As of **2011**, the school API performance score was **911**. From **2008 to 2011** the school has grown its API by **151** points.
- The school has **improved** its API score in **all** of the prior four years.
- The school **has met** its AYP targets in **two** of the past four years.
- From **2008 to 2011** the school increased proficient and advanced levels by **30%** in ELA and **46%** in math.
- The school **API score (991)** is **above the median** performance of Oakland district schools in **2011** serving both similar grades and a demographically similar population based on student socio-economic status.

The quality of the school's educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on **October 3 and 4, 2011** by District staff. See Attachment II for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- The school leadership, staff, and board members are committed to the charter's mission for the primary purpose of raising student achievement towards college readiness and success.
- The school has achieved substantial growth on its CST proficiency rates and API scores.
- The school program emphasizes success for all students; students are held accountable for their learning and behavior and there is no opting out.
- There is strong consistency of behavioral and character expectations for students and explicit modeling by adults. Adults are firm, but kind, and students respond well to this structure.
- The Commitment to Excellence, a contract between the school, the student, and parents, enables all stakeholders to work together towards the student's goals and allows consistent communication around attendance, homework responsibility, and parent volunteer hours.
- The school utilizes a transparent paycheck tracking system which provides constant and consistent information to the student and parent about their daily and weekly performance. Students both earn and lose points and there are incentives and rewards connected to the points.
- Goal-setting is a large component of the educational program, with both teachers and student setting goals and tracking progress towards them.
- The leadership team (principal and assistant principal) are very effective and powerful, with complementary strengths and a unified focus on agreed-upon strategies and outcomes. This leadership is recognized and appreciated by the students, parents, staff, regional office, and Governing Board of the school.
- Observation of co-teaching ("pushing in") illustrated strong teamwork among educators with respect for one another as professionals.
- Engagement of multiple learning modalities exhibited in several classrooms, demonstrating teachers' cognizance of the many differentiated needs of students with respect to how children learn.
- Teachers implement backwards planning, which ensures full alignment of assessments with the standards and objectives taught. Strong systems for the use of student data exist to support continuous improvement, including informal "real-time" sources.
- High academic expectations are evident in the level of discourse by students inside and outside the classroom (vocabulary, sentence structure, etc.) is impressive.

Challenges:

- Many students join the school in sixth grade performing significantly below grade level. KIPP Bridge is working to address the needs of these students who did not receive the benefit of completing fifth grade at the school.
- The school is working on improving teachers' differentiation to ensure that all students receive the instruction that is appropriate for their specific needs. The professional development plan for the year is focused on the differentiation of state standards as well as skill differentiation for all students.

Renewal Standard I:

Based on an analysis of KIPP Bridge Charter School's performance outcomes and an evaluation of its educational program over the past four years, the school is deemed an **academic success** for the purposes of renewal.

The school has met or made substantial progress towards meeting its Measurable Pupil Outcomes identified in its charter.

Renewal Standard II: Is the school an effective, viable organization?

The effectiveness and viability of the school has been evaluated, in part, through a two-day Site Inspection conducted on **October 3 and 4, 2011** by District staff. See Attachment II for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- The Governing Board for KIPP Bay Area Schools is a highly engaged group of individuals with relevant expertise in a variety of areas important to the governance of the school.
- The Governing Board completes an annual self-assessment to identify its own strengths and weaknesses; the board meets quarterly and members actively participate in board committees. Board members visit KIPP Bridge, and other schools in the network, regularly.
- KIPP's focus has evolved to fully embrace a "to and through" college model, tracking students formally after 8th grade graduation and ensuring students are supported to successfully complete high school, enter and graduate from college. The organization now has a "KIPP Through College" department.
- The communication and decision-making structures are clear and consistent. The Board provides guidance to the management team, which includes the Executive Director, Chief Academic Officer, Chief Operating Officer, and the Chief Advancement Officer. The Chief Academic Officer supervises the School Leader at KIPP Bridge Charter School, using a "dashboard" to hold the leader accountable for results.
- The regional office provides the Governing Board with regular reports on various data points throughout the year.

Challenges:

- The school has not met enrollment targets and has therefore had lower than projected revenue. Although not an immediate financial concern because of on-going support from the Governing Board, the regional office recognizes that additional recruitment is needed to ensure enrollment at a level that allows the school to be self-sustaining.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of KIPP Bridge's Fiscal Accountability and Governance over their recent charter term included:

- Evaluation of annual financial audits
- Resolution of parent/community complaints
- Timeliness of mandated reporting requirements
- Financial controls and budgeting process
- Effective use of resources
- Consistency and strength of Governing Board oversight
- Standing with parents and within the community

Renewal Standard II:

Based on this analysis, the school is deemed an effective, viable organization for the purposes of charter renewal.

Renewal Standard III: Has the school been faithful to the terms of its charter?

Through the charter renewal review process, as well as a review of the school's performance and operations throughout the term of its charter, an evaluation of the extent to which the school has been faithful to the terms of its charter has been assessed the following areas:

- Adherence to Proposed Educational Program
- Pursuit of Measurable Pupil Outcomes
- Compliance with Regulatory Elements

Staff has reviewed the school's records on file with the District and deemed that the school has sufficiently adhered to its proposed educational program, has sufficiently pursued its measurable pupil outcomes as stated in its charter, and has been compliant in all material aspects of its regulatory elements under its charter term.

Renewal Standard III:

Based on review of the school's records and performance, the school is deemed to have been **faithful to the terms of its charter.**

Renewal Standard IV: Does the charter petition contain reasonably comprehensive descriptions of the required elements?

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of 16 elements related to a school’s operation, plus specific supplementary information on operations and finance. The following table summarizes the results of the Staff’s review of the charter petition’s content.

Element	Inadequate	Reasonably Comprehensive	Statutory Reference	Comments
Required signatures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(a)(1)	Sufficient teacher signatures were provided. However, new CDE charter renewal regulations effective November 23, 2011 eliminate the petition signature requirement for charter renewal.
Affirmations and assurances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(d)	
Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(A)	Updated, clear description of philosophy and approach. Measurable pupil outcomes extensive; measurements and targets are clear and specific.
Measurable pupil outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(B)	
Method by which pupil progress is to be measured	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(C)	
Governance structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(D)	Reflects formation and development of CMO, KIPP Bay Area. Bylaws have been updated to reflect recent changes in California non-profit corporation law.
Qualifications to be met by individuals employed at the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(E)	
Procedures for ensuring health & safety of students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(F)	
Means for achieving racial and ethnic balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(G)	
Admission requirements, if applicable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(H)	Admission preferences only for siblings and District

				residents.
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(I)	
Suspension and expulsion procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(J)	Included in attachment; offenses and due process aligned with Education Code.
Manner for covering staff members through the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(K)	
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(L)	
Employee rights of return, if any	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(M)	
Dispute resolution procedure for school-authorizer issues related to the charter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(N)	
Statement regarding exclusive employer status of the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(O)	
Procedures for school closure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(P)	
Facilities to be utilized by school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	School shares the District's Lowell campus with West Oakland Middle School under the terms of a renewable facilities lease.
Manner in which administrative services are to be provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	Includes thorough discussion of financial management practices.
Potential civil liability effects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Proposed first year operational budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Cash flow and financial projections for 3 years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	

Renewal Standard IV:

Petition as submitted, with appendices, contains reasonably comprehensive descriptions of all required elements set forth in charter law.

RECOMMENDATION:

It is the recommendation of staff, based on its thorough analysis of the charter school's performance, to **approve** the charter renewal petition for KIPP Bridge Charter School, **as revised per Attachment III**, because the charter school has sufficiently met the standards and expectations set forth in the OUSD Charter Renewal Standards, as well as the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals.

This approval is for the charter program and operation in its entirety as proposed and revised herein. Any subsequent material revision of the provision of this charter may be made only with the approval of the District as charter authorizer (*Education Code §47607(a)(1)*). Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605 (*Education Code §47607(a)(2)*).

This report recommends that the Oakland Unified School District Board of Education approve the charter renewal petition for for KIPP Bridge Charter School for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2012 and expire on June 30, 2017. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

Because the charter is a legally binding performance contract, exact language is important. Therefore, this report recommends that the charter's text be amended as indicated in the attachment to this report. With these amendments, the charter contains reasonably comprehensive descriptions of all of the required charter elements.

This report recommends that the Board of Education approve the for KIPP Bridge Charter School petition for charter renewal, under the California Charter Schools Act, and incorporating the text amendments attached to this report. Staff recommends this approval based on factual findings, specific to this particular charter school and renewal petition. Be it here acknowledged, pursuant to the charter petition text submitted by the petitioner that if renewal is granted the petitioner opts to receive funding directly from the state.

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in its charter (*Education Code §47607(c)(1)*). The Board of Education's approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

ATTACHMENT I: KIPP BRIDGE CHARTER SCHOOL MEASURABLE PUPIL OUTCOMES

ATTACHMENT II: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

ATTACHMENT III: CHARTER TEXT REVISIONS

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ATTACHMENT I: KIPP BRIDGE CHARTER SCHOOL MEASURABLE PUPIL OUTCOMES

Measurable Pupil Outcome	Instrument	Target	2007-08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
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.	CST	All students will make progress towards the school established goals.	<p>CST Scores for the 2007-2008 School year demonstrates our growth towards the school wide academic goals.</p> <ul style="list-style-type: none"> • 36% of 5th graders were proficient or advanced in ELA. • 54% of 5th graders were proficient or advanced in math • 50% of 6th graders were proficient or advanced in ELA. • 36% of 6th graders were proficient or advanced in Math. • 45% of 7th graders were proficient or advanced in ELA. • 23% of 7th graders were proficient or advanced in Math • 38% of 8th graders were proficient or advanced in ELA. • 24% of 8th graders were proficient or advanced in Algebra. 	<p>CST Scores for the 2008-2009 School year demonstrates our ability to reach our academic goals.</p> <ul style="list-style-type: none"> • 48% of 5th graders were proficient or advanced in ELA. • 41% of 5th graders were proficient or advanced in math • 60% of 6th graders were proficient or advanced in ELA. • 33% of 6th graders were proficient or advanced in Math. • 70% of 7th graders were proficient or advanced in ELA. • 54% of 7th graders were proficient or advanced in Math • 54% of 8th graders were proficient or advanced in ELA. • 39% of 8th graders were proficient or advanced in Algebra. 	<p>CST Scores for the 2009-2010 School year demonstrates our ability to reach our academic goals.</p> <ul style="list-style-type: none"> • 44% of 5th graders were proficient or advanced in ELA. • 70% of 5th graders were proficient or advanced in math • 71% of 6th graders were proficient or advanced in ELA. • 49% of 6th graders were proficient or advanced in Math. • 83% of 7th graders were proficient or advanced in ELA. • 85% of 7th graders were proficient or advanced in Math • 72% of 8th graders were proficient or advanced in ELA. • 68% of 8th graders were proficient or advanced in Algebra. 	<p>CST Scores for the 2010-2011 School year demonstrates our ability to reach our academic goals.</p> <ul style="list-style-type: none"> • 60% of 5th graders are proficient or advanced in ELA. • 86% of 5th graders are proficient or advanced in Math. • 68% of 6th graders are proficient or advanced in ELA. • 76% of 6th graders are proficient or advanced in Math. • 84% of 7th graders are proficient or advanced in ELA. • 86% of 7th graders are proficient or advanced in Math. • 90% of 8th graders are proficient or advanced in ELA. • 83% of 8th graders are proficient or advanced in Algebra. 	N/A
All students will make yearly progress towards mastery of science and social studies standards.	CST	All students will make progress towards the school established goals.	<ul style="list-style-type: none"> • 60% of 5th graders were proficient or advanced in Science. • 50% of 8th graders were proficient or 	<ul style="list-style-type: none"> • 43% of 5th graders were proficient or advanced in Science. • 65% of 8th graders were proficient or 	<ul style="list-style-type: none"> • 57% of 5th graders were proficient or advanced in Science. • 85% of 8th graders were proficient or 	<ul style="list-style-type: none"> • 81% of 5th graders are proficient or advanced in Science. • 91% of 8th graders are proficient or 	N/A

			<p>advanced in Science.</p> <ul style="list-style-type: none"> • 36% of 8th graders were proficient or advanced in Social Studies. 	<p>advanced in Science.</p> <ul style="list-style-type: none"> • 49% of 8th graders were proficient or advanced in Social Studies. 	<p>advanced in Science.</p> <ul style="list-style-type: none"> • 76% of 8th graders were proficient or advanced in Social Studies • 85% of 8th graders are proficient or advanced in Social Studies. 	<p>advanced in Science.</p>	
All EL students will advance one level on the CELDT test.	CELDT	All EL students will make progress towards the school established goals..	The data did not support the need for CELDT testing all students proved to fall in the intermediate or advanced categories.	Data is not provided for subgroups of three or fewer students who tested into the intermediate and advanced categories.	<ul style="list-style-type: none"> • To receive a CELDT score during the 2009 school year we tested all EL students regardless of status. Below are the following results: • Of the 17 5th grade students tested only 1 tested into the early intermediate category and all others were intermediate or advanced. • Of the 13 6th grade students tested only 1 tested into the early intermediate category and all others were intermediate or advanced. • Of the 4 7th grade students all students into the intermediate or advanced 	<ul style="list-style-type: none"> • There was zero data provided for the one 5th grade student and the one 6th grade student tested because the subgroup was fewer than three and neither student fell below the intermediate category. 	N/A

					categories.		
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.	Be Nicer/Work Harder Detention Attendees	<p>Less than 5 students per grade level or 20 school wide based on a paycheck that is less than \$20 for 5th grade, \$30 for 6th grade, \$40 for 7th grade, and \$50 for 8th grade.</p> <p>90% of all students who have been at KIPP Bridge for at least two years will have an \$85 dollar paycheck or higher each week.</p> <p>90% of all students who have been at KIPP Bridge for at least two years will remain off Be Nicer/Work Harder Detention for the Academic School Year</p>	<ul style="list-style-type: none"> • Less than 14% of the student body served detention on the Work Harder Be Nicer due to their paycheck average. • 100% of the students on Work Harder Be Nicer were repeat offenders, meaning they served detention one more times during the school year. • 100% of the repeat offenders on Work Harder Be Nicer had parent conferences regarding their behaviors • 60% of the student body earned end of the year trips meaning they reached their grade level established paycheck goal. • 11% of 7th and 8th grade students served on Work Harder Be Nicer detention. 	<ul style="list-style-type: none"> • Less than 17% of the student body served detention on the Work Harder Be Nicer due to their paycheck average. • 100% of the students on Work Harder Be Nicer were repeat offenders, meaning they served detention one more times during the school year. • 100% of the repeat offenders on Work Harder Be Nicer had parent conferences regarding their behaviors • 63% of the student body earned end of the year trips meaning they reached their grade level established paycheck goal. • 15% of 7th and 8th grade students served on Work Harder Be Nicer detention. 	<ul style="list-style-type: none"> • Less than 20% of the student body served detention on the Work Harder Be Nicer due to their paycheck average. • 100% of the students on Work Harder Be Nicer were repeat offenders, meaning they served detention one more times during the school year. • 100% of the repeat offenders on Work Harder Be Nicer has parent conferences regarding their behaviors • 53% of the student body earned end of the year trips meaning they reached their grade level established paycheck goal. • 20% of 7th and 8th grade students served on Work Harder Be Nicer detention. 	<ul style="list-style-type: none"> • Less than 11% of the student body served detention on the Work Harder Be Nicer due to their paycheck average. • 70% of the students on Work Harder Be Nicer were repeat offenders, meaning they served detention one more times during the school year. • 100% of the repeat offenders on Work Harder Be Nicer had parent conferences regarding their behaviors • 65% of the student body earned end of the year trips meaning they reached their grade level established paycheck goal. • 5% of 7th and 8th grade students served on Work Harder Be Nicer detention. 	N/A

<p>All students at KIPP Bridge Charter School will be prepared for success in rigorous high schools and colleges, and in the competitive world beyond.</p>	<p>College matriculation & high school graduation rates</p>	<p>85% college matriculation and 75% college graduation rates for students who complete 8th grade at KIPP Bridge</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<ul style="list-style-type: none"> • 86% college matriculation • 92% high school graduation (1 student still persisting) <p>These data indicate that students who complete 8th grade at KIPP Bridge are prepared to be successful in high school and continue on to college.</p>	<ul style="list-style-type: none"> • 80% college matriculation • 88% high school graduation (3 students still persisting) <p>These data indicate that students who complete 8th grade at KIPP Bridge are prepared to be successful in high school and continue on to college.</p>
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ATTACHMENT II: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

Making Consistent Judgments

In the complex context of school review, it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses, and any that exist do not diminish the students' experience. Although an evaluation of **(5)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its provision without significant adjustment, and that there is compelling evidence that this provision can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this provision is ***excellent***.
- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(4)** may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this provision can be sustained at a level that positively impact student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The Quality Indicator (QI) for this provision is ***proficient***.
- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(3)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The QI for the provision provided is ***underdeveloped***.
- An evaluation of **(2)** applies to schools where provisions are characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The Quality Indicator (QI) for this provision is ***inadequate***.
- An evaluation of **(1)** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated ***unsatisfactory*** will require significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this provision can be sustained or implemented by the school to positively impact student experiences. The Quality Indicator (QI) for this provision is ***unsatisfactory***.

Criterion 1: Improving Student Achievement

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.1	Demonstrates high expectations for student achievement	5	
1.2	Provides a challenging and coherent curriculum for each individual student	4	
1.3	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students	5	Consistent classroom practices ensure student engagement; fast pacing with frequent checking for understanding.
1.4	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	4	
1.5	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	5	All staff support and model school values; overall feeling is strict but kind
1.6	Productively engages parental and community involvement as a part of the school's student support system	4	
1.7	Shares its vision among the school community and demonstrates its mission in daily action and practice	5	
1.8	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process	4	

Criterion 2: Strong Leadership

The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	5	

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.2	Consistently puts into practice the educational program outlined in its charter	5	Fidelity to the program is evident in all classrooms and regularly reinforced by the principal and vice principal through frequent information classroom observations
2.3	Generates and sustains a school culture conducive to staff professional growth	4	Staff turnover has been an issue; current principal has been able to retain committed staff and is working to support growth of newer teachers; mix of veteran and new teachers fosters learning and support within the faculty
2.4	Actively monitors and evaluates the success of the school's program	5	Student growth data is everywhere evident
2.5	Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer	4	KIPP uses a "dashboard" to check progress across academic and operational parameters.
2.6	Treats all individuals with fairness, dignity and respect	5	
2.7	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate	4	
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	5	Current principal is an indefatigable champion for her students
2.9	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4	
2.10	Engages community involvement in the school	4	In 2011-2012, leadership sought to "re-start" relationship with WOMS through conversation with the new principal about site-sharing and student behavior issues

Criterion 3: A Focus on Continuous Improvement

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	5	Data collection and analysis is everywhere: in morning assembly, on hallway bulletin boards, in classrooms, and in student discussion

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction	4	
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter	4	
3.4	Uses student assessment results to improve curriculum and instruction	4	
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	4	

Criterion 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools. Governing Board establishes structures that ensure the long-term viability, stability, and consistency of the program through student outcomes.

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.1	Ensure that policies and practices are implemented in a fair and consistent manner	4	
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	5	
4.3	Seek input from impacted stakeholders	4	
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4	
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	5	
4.6	Establishes and maintains a safe environment for students, staff, and community stakeholders	4	
4.7	Consistently engages in timely reporting or required information to the District, the County, and the State	4	
4.8	Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders	3	School relies heavily on the leadership of the principal and assistant principal for decision-making

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.9	Maintains effective and active control of the charter school	5	Well-informed board and strong team of professionals in regional office
4.10	Abstains from any decision involving a potential or actual conflict of interest	5	
4.11	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plan, and as defined by statute and regulation	3	Enrollment has been below targets
4.12	Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations	4	
4.13	Implements an accountability process for the school's academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals	5	Performance management systems and "dashboards" are well-developed, reflecting consistent and rigorous use of data within the organization
4.14	Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.	4	

Criterion 5: Fiscal Accountability

A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability	5	Board has strong understanding of short-term and long-term financial issues for the school and CMO
5.2	Conducts an annual financial audit which is made public	4	
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	5	Thorough fiscal management policies with appropriate safeguards
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	5	
5.5	Managing cash flow	5	

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
5.6	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.	3	Enrollment targets not met, although with some regional office support, enrollment has been sufficient to sustain the program financially

ATTACHMENT III
Oakland Unified School District
Office of Charter Schools
CHARTER TEXT REVISIONS – KIPP BRIDGE CHARTER SCHOOL

REQUIRED CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools a revised charter to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5pm on June 1, 2012.**

Charter Text	Text Reference	Recommended Revision
<u>Governance</u>	Page 46	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“KIPP Bridge Charter School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.”</i></p>
<u>Student Admissions Policies and Procedures</u>	Page 59	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“KIPP Bridge Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).</i></p> <p><i>As part of the Fall Information Update, KIPP Bridge Charter School will notify the District in writing of the application deadline and proposed lottery date. KIPP Bridge Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.”</i></p>
<u>Public Records</u>	Page 76	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“KIPP Bridge Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including KIPP Bridge Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at KIPP Bridge Charter School and of the District. KIPP Bridge Charter School</i></p>

		<i>further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that KIPP Bridge Charter School does not have that KIPP Bridge Charter School needs in order to meet its obligations, the District shall provide the same to KIPP Bridge Charter School in a reasonably timely manner upon request.”</i>
<u>Reporting and Accountability</u>	Page 78	<u>Add the following text and remove any text to the contrary:</u> <i>“If KIPP Bridge Charter School does not test (i.e., STAR) with the District, KIPP Bridge Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”</i>
<u>External Reporting</u>	Page 80	<u>Add the following text and remove any text to the contrary:</u> <i>“KIPP Bridge Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.”</i>
<u>Governance Structure of the School</u>	Pages 75	<u>Add the following text and remove any text to the contrary:</u> <i>“KIPP Bridge Charter School in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. KIPP Bridge Charter School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of KIPP Bridge Charter School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by KIPP Bridge Charter School by law or charter provisions.”</i>
<u>Governance Structure</u>	Page 46	<u>Add the following text and remove any text to the contrary:</u> <i>“Members of KIPP Bridge Charter School’s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or</i>

		<p><i>regulations applicable to charter schools.</i></p> <p><i>KIPP Bridge Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”</i></p>
<p><u>Addressing Parent Complaints</u></p>	<p>Page 52</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“KIPP Bridge Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. KIPP Bridge Charter School will not, at any time, refer complaints to the District.</i></p> <p><i>The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.</i></p> <p><i>KIPP Bridge Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with KIPP Bridge Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. KIPP Bridge Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.</i></p> <p><i>KIPP Bridge Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.</i></p> <p><i>KIPP Bridge Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate</i></p>

		<i>in such a manner.”</i>
<u>Health and Safety Procedures</u>	Page 56	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“KIPP Bridge Charter School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.”</i></p>
<u>Dispute Resolutions Procedures</u>	Page 68	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The staff and Governing Board members of KIPP Bridge Charter School agree to attempt to resolve all disputes between the District and KIPP Bridge Charter School-regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.</i></p> <p><i>Any controversy or claim arising out of or relating to the charter agreement between the District and KIPP Bridge Charter School , except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.</i></p> <p><i>(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:</i></p> <p><i>To Charter School, c/o School Director: KIPP Bridge Charter School</i></p> <p><i>To Coordinator, Office of Charter Schools: Tilden Education Complex 4551 Steele Street, Room 11 Oakland, California 94619</i></p>

		<p>(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.</p> <p>(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed...</p> <p>(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.”</p>
<u>Suspension and Expulsion</u>	Pages 62	<p><u>Add the following text and remove any text to the contrary:</u></p> <p>“KIPP Bridge Charter School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves KIPP Bridge Charter School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. KIPP Bridge Charter School 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, pursuant to Education Code Section 47605(d)(3).”</p>
<u>Suspension and Expulsion: Due</u>	Pages 63	<p><u>Add the following text and remove any text to the contrary:</u></p>

<p><u>Process for Students with Disabilities</u></p>		<p><i>“In the case of a special education student, or a student who receives 504 accommodations, KIPP Bridge Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or 2) if the conduct in question was the direct result of the LEA’s failure to implement the 504 plan or IEP. If it is determined that the student’s misconduct was not caused by or had direct and substantial relationship to the child’s disability or the conduct in question was not a direct result of the LEA’s failure to implement the 504 plan or IEP, the student may be expelled.”</i></p>
<p><u>Independent Fiscal Audits</u></p>	<p>Page 60</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“To the extent that KIPP Bridge Charter School is a recipient of federal funds, including federal Title I, Part A funds, KIPP Bridge Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. KIPP Bridge Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:</i></p> <ul style="list-style-type: none"> <i>• Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.</i> <i>• Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</i> <i>• Hold an annual Title I meeting for parents of participating Title I students.</i> <i>• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</i>

		<i>KIPP Bridge Charter School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”</i>
<u>Facilities</u>	Page 78	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If KIPP Bridge Charter School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If KIPP Bridge Charter School moves or expands to another facility during the term of this charter, KIPP Bridge Charter School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. KIPP Bridge Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.</i></p> <p><i>Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”</i></p>
<u>District Fee for Oversight</u>	Page 76	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The District may charge for the actual costs of supervisorial oversight of KIPP Bridge Charter School not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if KIPP Bridge Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.”</i></p>
<u>Miscellaneous Charter-Related Issues</u>	Page 82	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“KIPP Bridge Charter School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools...”</i></p>

<p><u>Miscellaneous Charter-Related Issues</u></p>	<p>Page 81</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The District may revoke the charter of KIPP Bridge Charter School in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.”</i></p>
<p><u>Impact on Charter Authorizer</u></p>	<p>Page 77</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;</i></p> <ul style="list-style-type: none"> <i>○ September 1 – Final Unaudited Financial Report for Prior Year</i> <i>○ December 1 – Final Audited Financial Report for Prior Year</i> <i>○ December 1 – First Interim Financial Report for Current Year</i> <i>○ March 1 – Second Interim Financial Report for Current Year</i> <i>○ June 15 – Preliminary Budget for Subsequent Year”</i>
<p><u>Impact on Charter Authorizer</u></p>	<p>Page 77</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“KIPP Bridge Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:</i></p> <ul style="list-style-type: none"> <i>• KIPP Bridge Charter School is subject to District oversight.</i> <i>• The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of KIPP Bridge Charter School.</i> <i>• The District is authorized to revoke this charter for, among other reasons, the failure of KIPP Bridge Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.</i> <p><i>Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit KIPP Bridge Charter School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:</i></p> <ul style="list-style-type: none"> <i>• Compliance with terms and conditions prescribed in the</i>

		<p><i>charter,</i></p> <ul style="list-style-type: none"> • <i>Internal controls, both financial and operational in nature,</i> • <i>The accuracy, recording and/or reporting of school financial information,</i> • <i>The school’s debt structure,</i> • <i>Governance policies, procedures and history,</i> • <i>The recording and reporting of attendance data,</i> • <i>The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,</i> • <i>Compliance with safety plans and procedures, and</i> • <i>Compliance with applicable grant requirements.</i> <p><i>KIPP Bridge Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days’ notice to KIPP Bridge Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour’s notice.</i></p> <p><i>In addition, if an allegation of waste, fraud or abuse related to KIPP Bridge Charter School operations is received by the District, the KIPP Bridge Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by KIPP Bridge Charter School by law or charter provisions.”</i></p>
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