OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Kyla Johnson-Trammell, Superintendent
Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date   October 10, 2024

Subject   Charter Renewal Decision Hearing – KIPP Bridge Academy Charter School

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Ask of the Board   Vote

Background   On March 8, 2017, the OUSD Board of Education voted to approve a five-year term for KIPP Bridge Academy ("KIPP Bridge"). Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

On July 15, 2024, KIPP Bridge submitted its renewal petition to OUSD. On September 11, 2024, the OUSD Board of Education held an Initial Public Hearing, where KIPP Bridge staff had the opportunity to present to the Board. In accordance with California Education Code, the OUSD Office of Charter Schools prepared a Staff Report which was posted publicly on September 25, 2024.

KIPP Bridge was placed in the Middle tier by the State and is consequently eligible for a 5-year term.

Discussion   The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. A charter school must meet the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, a charter school is evaluated on the following renewal criteria:

  I.   Has the Charter School Presented a Sound Educational Program?
  II.   Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?
  III.   Is the Petition Reasonably Comprehensive?
  IV.   Is the School Serving All Students Who Wish to Attend?

Based on the analysis in the attached Staff Report, the OUSD Office of Charter Schools (OCS) Staff recommends **approval** on the basis that the school has adequately met each of the four renewal criteria.

Fiscal Impact   No direct fiscal impact.

Attachment(s)   ● KIPP Bridge - Renewal Staff Report
                         ● KIPP Bridge - Renewal Staff Presentation
                         ● KIPP Bridge - Charter School Presentation

**RESOLUTION OF THE GOVERNING BOARD
OF THE OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. <u>2425-0009</u>

**APPROVING CHARTER PETITION OF
KIPP PUBLIC SCHOOLS NORTHERN CALIFORNIA – KIPP BRIDGE ACADEMY – GRADES TK-8
AND WRITTEN FINDINGS OF SUPPORT THEREOF**

WHEREAS, the Charter Schools Act (Ed. Code §47600, et seq.) establishes the criteria by which charter school renewals are to be approved or denied; and

WHEREAS, Education Code Section 47605(c) charges school district governing boards with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, on July 15, 2024, the District received a renewal petition for KIPP Bridge Academy ("Petition"), a public charter school currently serving 548 students in grades TK-8 and authorized to serve grades TK-8 with a maximum enrollment of up to 835 students at full enrollment; and

WHEREAS, the law outlines a three-tier system for most charter schools seeking renewal, including additional requirements for evaluating the soundness of the school's educational program depending on the school's renewal tier; and

WHEREAS, KIPP Bridge Academy was placed in the Middle tier by the California Department of Education based on its State Dashboard data; and

WHEREAS, a charter school placed in the Middle tier shall not be renewed if the chartering authority makes *all* of the following written factual findings, setting forth specific facts to support the findings:

1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; and
2. The closure is in the best interest of the pupils; and
3. The decision provided greater weight to performance on measurements of academic performance (if applicable); and

WHEREAS, a charter school placed in the Middle tier shall not be renewed if the chartering authority makes a written factual finding, setting forth specific facts to support the finding:

A. Substantial fiscal or governance concerns; or

B. The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.

And the chartering authority has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school, AND the chartering authority makes a written factual finding, setting forth specific facts to support the finding:

A. The corrective action proposed by the charter school has been unsuccessful; or
B. The violations are sufficiently severe and pervasive as to render a corrective action plan unviable; and

WHEREAS, the Governing Board did not issue a notice to the charter school which set forth specific facts to support the above findings; and

WHEREAS, on September 11, 2024, the Governing Board held an initial public hearing on the renewal petition as required by Education Code Section 47605(b); and

WHEREAS, on October 10, 2024, the Governing Board held a decision public hearing on the renewal petition as required by Education Code Section 47605(b); and

WHEREAS, the Governing Board, under Education Code Section 47605(b), is obligated to take action to grant or deny the renewal petition within 90 days of submission, unless Petitioner agrees to an extension of up to 30 days;

NOW, THEREFORE, BE IT RESOLVED THAT THE GOVERNING BOARD OF THE OAKLAND UNIFIED SCHOOL HEREBY FINDS that KIPP Public Schools Northern California - KIPP Bridge Academy has met the requirements of Education Code Section 47605(c) and 47607(e) and the District's Charter Renewal Standards in that:

1) The Petition presents a sound educational program for the pupils to be enrolled in the Charter School; and

2) The Petitioners are demonstrably likely to successfully implement the program set forth in the Petition; and

3) The Petition has reasonably comprehensive descriptions of all required elements; and

4) The Charter School appears to be serving all students that wish to attend; and

BE IT FURTHER RESOLVED AND ORDERED by the Governing Board that the Charter Petition of **KIPP PUBLIC SCHOOLS NORTHERN CALIFORNIA - KIPP BRIDGE ACADEMY – GRADES TK-8 be and is hereby approved (renewed) for a term of five (5) years commencing July 1, 2025, and concluding June 30, 2030**.

PASSED AND ADOPTED by the Governing Board of the Oakland Unified School District this 10th day of October, 2024, by the following vote:

PREFERENTIAL AYE: Michele Vasquez - Student Director, Maximus Simmons - Student Director

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Jennifer Brouhard, VanCedric Williams, Jorge Lerma, Clifford Thompson, Vice President Mike Hutchinson, President Benjamin Davis

NOES: Valarie Bachelor

ABSTAINED: None

RECUSED: None

ABSENT: None

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Special Meeting of the Governing Board of the Oakland Unified School District, held on October 10, 2024.

Legislative File Info.	
File ID Number:	24-2001
Introduction Date:	8/28/2024
Enactment Number:	24-1808
Enactment Date:	10/10/2024 CJH

OAKLAND UNIFIED SCHOOL DISTRICT

_____ 10/11/2024
Benjamin "Sam" Davis
President, Governing Board

_____ 10/11/2024
Kyla Johnson-Trammell
Superintendent and Secretary, Governing Board

Renewal Petition Staff Report

KIPP Bridge Academy

October 10, 2024

School Overview

KIPP Bridge Academy			
Charter Management Organization (CMO):	KIPP Public Schools Northern California	**Previous Renewal Year(s):**	2012, 2017
Year Opened:	2007	**Campus Address:**	1700 Market St, Oakland CA, 94607
Neighborhood:	Oak Center	**OUSD Attendance Area(s):**	Elementary: MLK Middle: West Oakland Middle
OUSD Board District:	District 3	**Current Enrollment:** [1]	548
Current Grades Served:	TK-8	**Current Maximum Authorized Enrollment** [2]**:**	835
Current Authorized Grades:	TK-8	**5-Year Projected Enrollment**	511, 528, 549, 554, 570

Staff Recommendation

Staff recommends **APPROVAL** of the renewal petition for KIPP Bridge Academy ("KIPP Bridge" or "Charter School") for 5 years, beginning July 1, 2025, until June 30, 2030, to serve up to 835 students in grades TK-8 and a projected annual enrollment as outlined in the table above.

Summary of Findings:

Strengths	Challenges
• Met all academic indicators in the School Performance Analysis based on the California State Dashboard. • Middle school ELA proficiency well above the district average, and middle school Math proficiency above the District average in most years, with growth in the most recent two years. • Very high CORE growth in both Math and ELA at the middle school level, and medium CORE growth in both Math and ELA at the elementary school level. • Majority of student groups outperformed the District's respective student group averages in all years for both Math and ELA. • Although the school has experienced declining enrollment, it has started to rebound in the 2024-25 school year and the school remains sustainably sized and fiscally stable.	• Elementary school Math and ELA proficiency have remained below the District average. • Students with disabilities performed below the respective student group's District average in Math.

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[1] Per first month statistical report submitted to OUSD (as of August 29, 2024)

[2] Maximum enrollment is determined by what is stated in the Charter School's *current* petition. OUSD requires charter schools to submit a material revision to increase or decrease the maximum authorized enrollment, as any material change to a petition must be evaluated and approved separately from renewal.

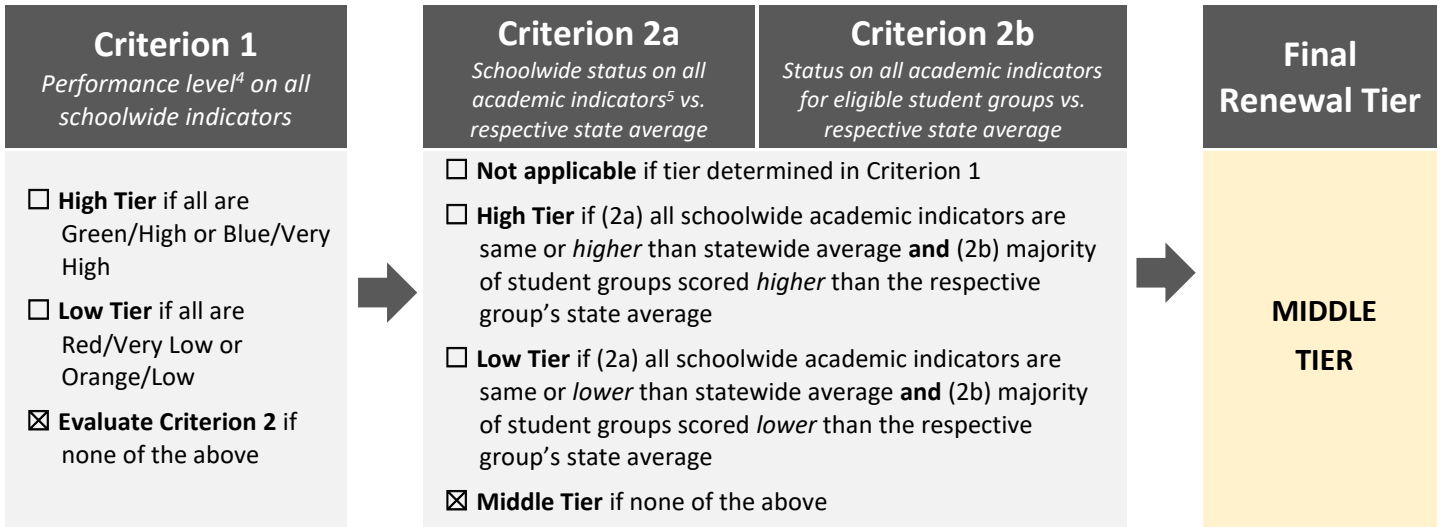# Criteria for Evaluation and Procedural Background

Criteria for Renewal

The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, Office of Charter Schools (OCS) Staff must determine that the charter school has met the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, Staff determines whether the charter school has met the following renewal criteria:

    I.   *Has the Charter School Presented a Sound Educational Program?*
   II.   *Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?*
 III.   *Is the Petition Reasonably Comprehensive?*
 IV.   *Is the School Serving All Students Who Wish to Attend?*

Renewal Tier Analysis

In addition to the criteria outlined above, Education Code outlines a three-tiered system of performance categories for most[3] charter schools seeking renewal. This system provides additional criteria and conditions for evaluating the charter school's renewal petition based on the performance category, or "tier", in which the school is placed. Figure 1 below shows a summary of the criteria used by the California Department of Education to determine the charter school's renewal tier. For a more detailed analysis of the Charter School's renewal tier, including analyses of each criterion and sub-criterion, please see Appendix A.

Figure 1: KIPP Bridge Renewal Tier Analysis

Criterion 1 *Performance level[4] on all schoolwide indicators*	**Criterion 2a** *Schoolwide status on all academic indicators[5] vs. respective state average*	**Criterion 2b** *Status on all academic indicators for eligible student groups vs. respective state average*	**Final Renewal Tier**
☐ **High Tier** if all are Green/High or Blue/Very High ☐ **Low Tier** if all are Red/Very Low or Orange/Low ☒ **Evaluate Criterion 2** if none of the above	☐ **Not applicable** if tier determined in Criterion 1 ☐ **High Tier** if (2a) all schoolwide academic indicators are same or *higher* than statewide average **and** (2b) majority of student groups scored *higher* than the respective group's state average ☐ **Low Tier** if (2a) all schoolwide academic indicators are same or *lower* than statewide average **and** (2b) majority of student groups scored *lower* than the respective group's state average ☒ **Middle Tier** if none of the above		**MIDDLE** **TIER**

Sources: *California School Dashboard; CDE Charter School Performance Category Data File; CDE "Determining Charter School Performance Category" Flyer*

As indicated in the Figure 1 above, the CDE placed[6] the Charter School in the Middle renewal tier. As discussed previously, there are additional criteria and conditions for evaluating the charter school's petition depending on the assigned tier. Figure 2 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the Middle tier.

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[3] The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

[4] For the 2022 California School Dashboard, due to the COVID-19 pandemic, status "levels" were assigned to each indicator in place of colors. For the tier analysis, the State used these levels as a proxy for colors, as expressed in Criterion 1. For more information, please see Appendix B.

[5] "Academic indicators" refer to the ELA, Math, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.

[6] Charter school performance categories for all California charter schools can be found here: https://www.cde.ca.gov/sp/ch/performcategorydf.asp

Figure 2: Renewal Tier Additional Guidance

MIDDLE TIER - Additional Guidance and Decision Criteria	
Term	May only be renewed for a 5-year term.
Additional Renewal Conditions	May be denied upon making written findings that: 1. *The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND* 2. *The closure is in the best interest of the pupils; AND* 3. *The decision provided greater weight to performance on measurements of academic performance (if applicable).* May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either: A. *Substantial fiscal or governance concerns; or* B. *The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.* A chartering authority may only deny for either of the two reasons listed above only after it has provided **at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school.** The chartering authority may deny renewal only by making either of the following findings: A. *The corrective action proposed by the charter school has been successful; or* B. *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.*
Verified Data[7] *(Optional)*	If the charter school chooses to submit, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either: A. *The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or* B. *Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

Source*: Education Code §47607.2(b)*

Procedure

1. The OUSD review team conducted an interview with 4 members of the KIPP Public Schools Northern California Governing Board on July 1, 2024, after 18 of the 22 members at the time submitted a self-evaluation to assess strengths and gaps in the Governing Body.
2. The charter school submitted a renewal petition to the District on July 15, 2024.
3. The OUSD review team conducted a site visit on September 5, 2024. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
4. The review team conducted a review of the school's documents, policies, financials, academic performance, and renewal petition to assist in developing the staff report.
5. The initial public hearing was held on September 11, 2024.
6. Staff findings were made public by the 15-day posting requirement, which was September 25, 2024.
7. The decision public hearing is being held on October 10, 2024.

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[7] Ed Code §47607.2(c) defines verified data as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The State Board of Education established criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. For more information, please review the CDE's Verified Data website page: https://www.cde.ca.gov/sp/ch/verifdata.asp

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I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

In order for a charter school's renewal petition to be approved, it must present a sound educational program for its students. As mentioned previously, for schools in the Middle renewal tier, the District is required to consider the school's performance on California School Dashboard indicators, providing greater weight to performance on academic indicators. To provide a comprehensive overview of the educational program, the evaluation below includes evidence from the California School Dashboard as well as results from the CAASPP state assessments, CORE growth data, ELPAC results, a summary of the renewal site visit, and verified data submitted by the charter school.

A. School Performance Analysis

The District's School Performance Analysis ("SPA") was developed to serve as a tool for determining whether schools meet a minimum performance threshold on a variety of indicators based on the California School Dashboard and, if applicable, CORE Academic Growth[8]. For each indicator, the school may meet the threshold both (a) schoolwide, and (b) for an "equity" category consisting of a combination of historically underserved student groups. In order to be considered "Met", an indicator must have either a California School Dashboard Color Orange / Low Status Level or higher *or* CORE Growth Level "Average" or higher (i.e. growth > 30th percentile). Schools meeting more than 50% of indicators/categories for which data is available are generally considered to be meeting the minimum performance level for purposes of renewal. Please note, due to the impacts of the COVID-19 pandemic, colors were not assigned to indicators for the 2022 Dashboard, so status level was used as a proxy for each. A summary of the SPA analyses for the 2021-22 and 2022-23 school years is shown below (for more information about the California School Dashboard Indicators and for the full SPA analyses, please see Appendix B). As shown in the table below:

- *KIPP Bridge has met the minimum performance threshold for both the 2021-22 and 2022-23 school years.*
- *From 2021-22 to 2022-23, KIPP Bridge saw an improvement in their schoolwide and equity Suspension and Chronic Absenteeism performance across all student groups.*

Figure 3: School Performance Analysis (SPA) Summary – 2022 and 2023

Indicator	2022		2023	
	SCHOOLWIDE	**EQUITY**	**SCHOOLWIDE**	**EQUITY**
English Language Arts	Met *Dashboard: Low*	Met *Dashboard: 4 of 5 student groups ≥ Low*	Met *Dashboard: Orange* *CORE ES: Average* *CORE MS: Above Average*	Met *Dashboard: 4 of 5 student groups ≥ Orange*
Mathematics	Met *Dashboard: Low*	Met *Dashboard: 4 of 5 student groups ≥ Low*	Met *Dashboard: Yellow* *CORE ES: Average* *CORE MS: Above Average*	Met *Dashboard: 4 of 5 student groups ≥ Orange*
English Learner Progress	Met *Dashboard: Very High*	N/A	Met *Dashboard: Orange*	N/A

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[8] The CORE Academic Growth Model measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors.

Suspension	**Not Met** *Dashboard: Very High*	**Not Met** *Dashboard: 1 of 5 student groups ≥ High*	**Met** *Dashboard: Green*	**Met** *Dashboard: 5 of 5 student groups ≥ Orange*
Chronic Absenteeism	**Not Met** *Dashboard: Very High*	**Not Met** *Dashboard: 0 of 5 student groups ≥ High*	**Met** *Dashboard: Yellow*	**Met** *Dashboard: 5 of 5 student groups ≥ Orange*
Total *To meet, school must meet >50% of schoolwide/equity indicators for each year.*	**Met** (Met: 56%; 5 of 9)		**Met** (Met 100%; 9 of 9)	

Source: California School Dashboard; CORE Insights Dashboard

B. Schoolwide Academic Performance

To supplement the information provided in the California School Dashboard, the results from the California Assessment of Student Performance and Progress ("CAASPP") Smarter Balanced Summative Assessments ("SBAC") are provided below. Specifically, the figures include results for both KIPP Bridge and OUSD schools which serve students in grades TK-8. As shown below:

- **ELA**
  - Their schoolwide, K-8 grade, proficiency rates are similar to the District average for all years of the charter term.
  - For all years of the charter term, KIPP Bridge's K-5 grade proficiency rates were below the District average.
  - For all years of the charter term, KIPP Bridge's 6-8 grade proficiency rates were above the District average for this grade span. KIPP Bridge's 6-8 grade proficiency rate does not follow a consistent trend; however, in 2022-23, their proficiency rate decreased about 7 percentage points and was 13 percentage points above the District average for this grade span.

Figure 4: Schoolwide ELA SBAC Results Over Time – KIPP Bridge and OUSD (Schools Serving Grades TK-8 Only)*
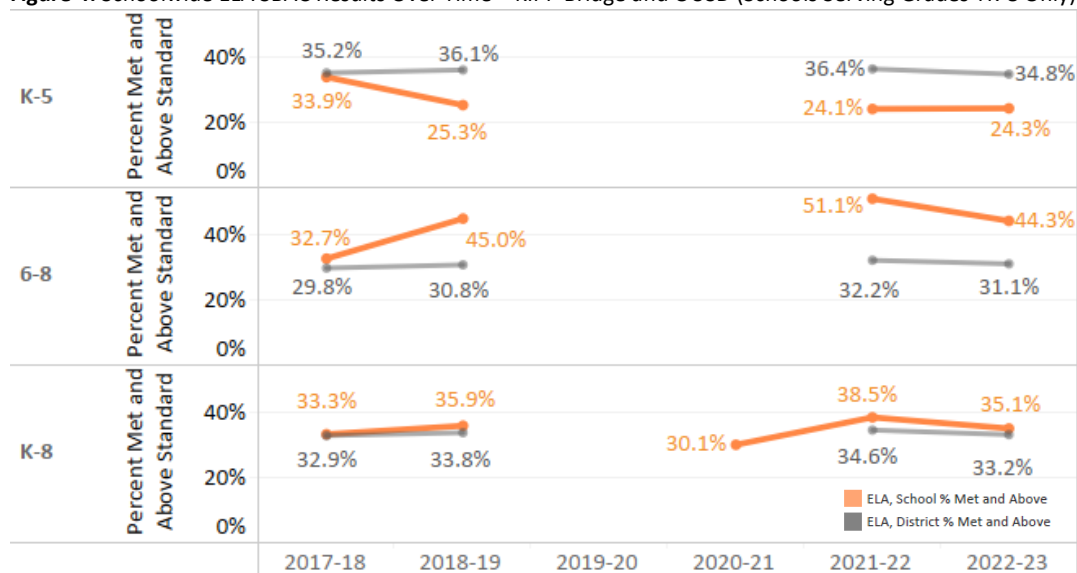
Source: Downloadable CAASPP Research Files
*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

- **Math**
  - *For all years of the charter term, their schoolwide, K-8 grade, proficiency rates were below, but similar to, the District average. In 2022-23, their schoolwide proficiency rate was about 2 percentage points below the District average.*
  - *For all years of the charter term, KIPP Bridge's K-5 grade proficiency rates were below the District average. In 2022-23, KIPP Bridge's K-5 grade proficiency rates decreased about 4 percentage points.*
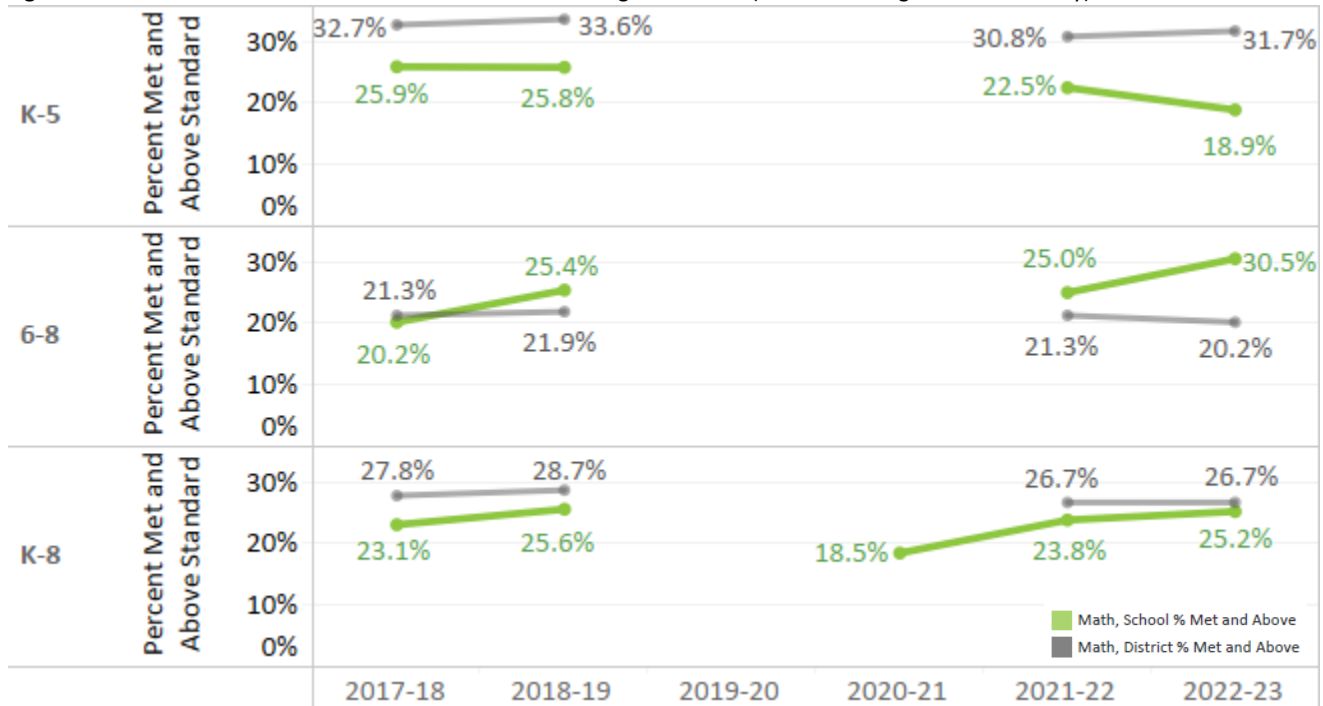 - *Throughout its charter term, KIPP Bridge's 6-8 grade proficiency rate was similar to the District average with the exception of 2022-23 when their 6-8 grade proficiency rate was about 10 percentage points higher than the District average.*

Figure 5: Schoolwide Math SBAC Results Over Time – KIPP Bridge and OUSD (Schools Serving Grades TK-8 Only)*

Source: Downloadable CAASPP Research Files
*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

C. Key Student Group Academic Performance

The following comparison of academic performance is included to assess whether the charter school's educational program is sound for *all* students. The figures below compare the school's performance on the ELA and Math SBAC to the District average for the respective student groups (including only schools which serve students in grades TK-8) for the following student groups: Socioeconomically disadvantaged students, Black/African American students, Hispanic/Latino students, students with disabilities, and English Learners). Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). Additionally, results for the California Alternate Assessments (CAAs) were not included as KIPP Bridge did not surpass the required threshold of tested students and, therefore, no data is available. As shown in the figures below:
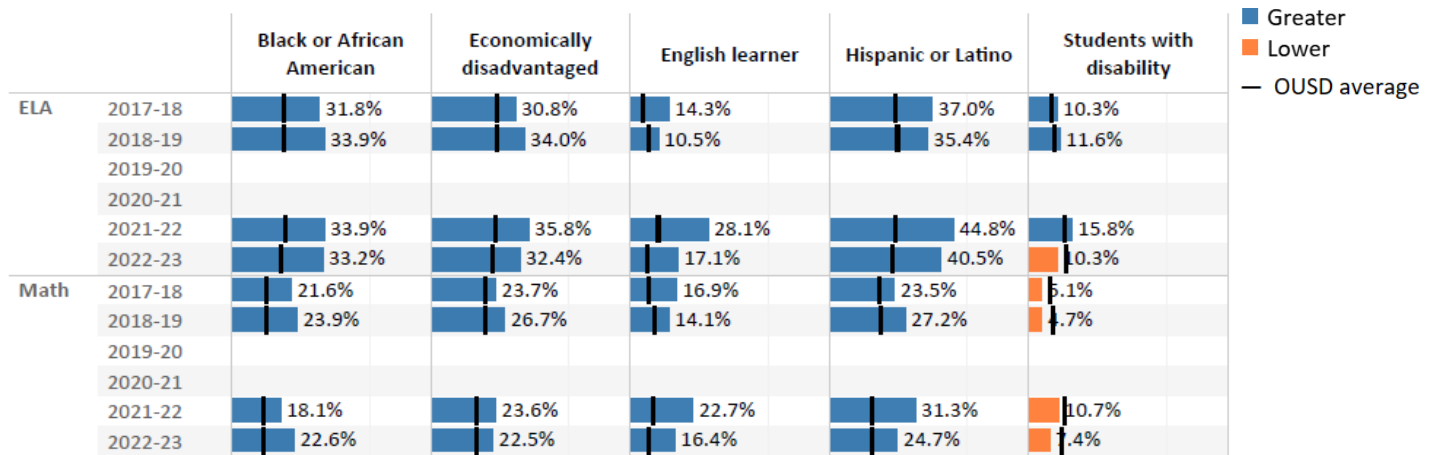
- **ELA**
  - *For all years of the charter term, the majority of student groups at KIPP Bridge outperformed the District's respective student groups in ELA (with the exception of students with disabilities).*

- o *2022-23 was the only school year in the charter term that KIPP Bridge's students with disabilities performed below the District average for the student group, with 10.3% of students proficient compared to the District average of 12.9%.*
- **Math**
  - o *For all years of the charter term, all student groups at KIPP Bridge outperformed the District's respective student groups in Math except for students with disabilities, whose proficiency rates were below the District average for the student group for all years of the charter term.*
  - o *In 2022-23, the Black or African American student group proficiency rate improved about 5 percentage points and was 10 percentage points above the District average for the student group.*

Figure 6: 2023 SBAC Results Over Time by Student Group – KIPP Bridge and OUSD (Schools serving Grades TK-8 Only)*

		Black or African American	Economically disadvantaged	English learner	Hispanic or Latino	Students with disability
ELA	2017-18	31.8%	30.8%	14.3%	37.0%	10.3%
	2018-19	33.9%	34.0%	10.5%	35.4%	11.6%
	2019-20					
	2020-21					
	2021-22	33.9%	35.8%	28.1%	44.8%	15.8%
	2022-23	33.2%	32.4%	17.1%	40.5%	10.3%
Math	2017-18	21.6%	23.7%	16.9%	23.5%	5.1%
	2018-19	23.9%	26.7%	14.1%	27.2%	4.7%
	2019-20					
	2020-21					
	2021-22	18.1%	23.6%	22.7%	31.3%	10.7%
	2022-23	22.6%	22.5%	16.4%	24.7%	4.4%

Legend: ■ Greater ■ Lower — OUSD average

Source: Downloadable CAASPP Research Files

D. 2023 CORE Growth

As explained previously, the CORE Growth metric measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students at the school outperformed (i.e. 50th percentile indicates average growth). CORE categorizes growth percentile rankings as follows:

- "Below Average" or "Low" growth: 30% or below
- "Average" or "Medium" growth: above 30% and less than or equal to 70%
- "Above Average" or "High" growth: above 70%

Due to the impacts of the COVID-19 pandemic on state testing, CORE growth measures are only available for 2023, not 2022. Therefore, the figures below represent the 2023 CORE growth measures at KIPP Bridge. As shown below:

- *Math: Overall, elementary school students had average growth in Math compared with similar students, with an estimated growth percentile of 65. Students in Grade 5 had above average growth, but students in Grade 4 had below average growth, with an estimated growth percentile of 11. Middle school students had above average growth compared with similar students, with an estimated growth percentile of 99.*
- *ELA: Overall, elementary school students had average growth in Math compared with similar students, with an estimated growth percentile of 51. Like Math, students in Grade 5 had above average growth, but students in Grade 4 had below average growth, with an estimated growth percentile of 8. Middle school students had above average growth compared with similar students, with an estimated growth percentile of 99.*

Figure 7: 2023 Math CORE Growth by Grade Span and Grade
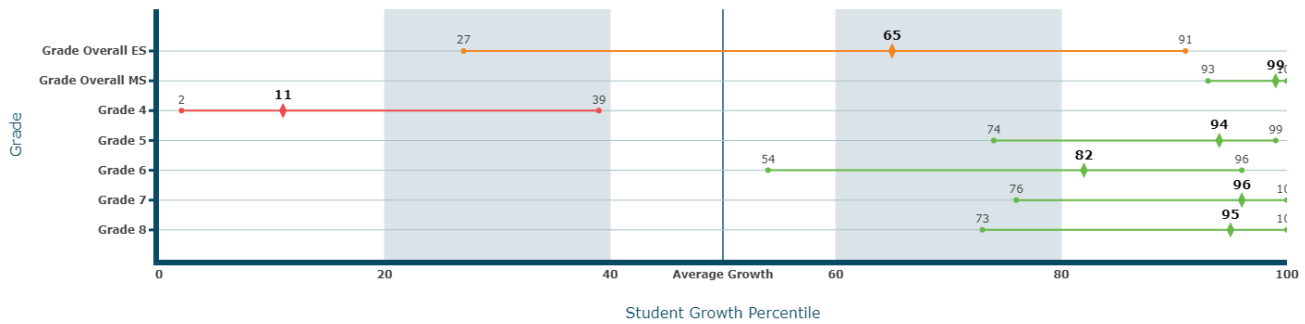
Source: CORE Insights Dashboard

Figure 8: 2023 ELA CORE Growth by Grade Span and Grade
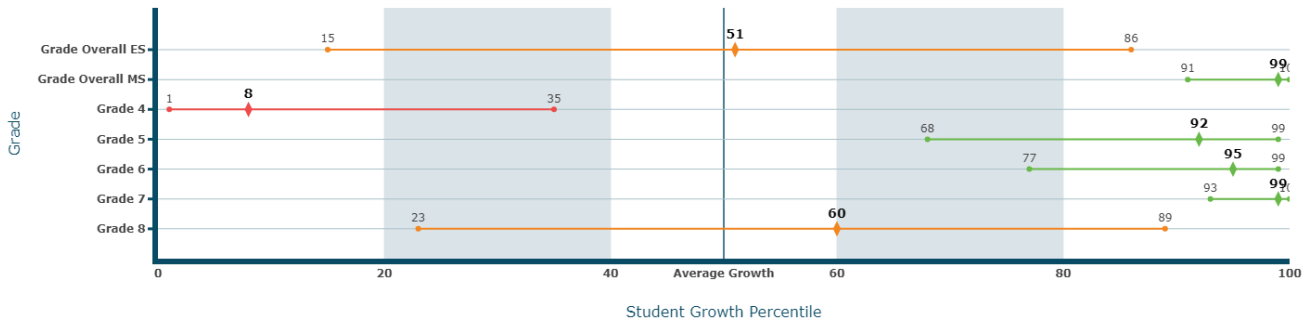
Source: CORE Insights Dashboard

F. English Learner Progress

In the 2021-22 and 2022-23 school years, KIPP Bridge tested 97 and 85 students on the Summative English Language Proficiency Assessment (ELPAC), respectively. The figure below shows the percentage of these students who progressed at least one English Learner Progress Indicator (ELPI) level, maintained ELPI level 4, maintained lower ELPI levels, and decreased at least one ELPI level. As shown below:

- *56.5%[9] of English Learner students at KIPP Bridge made progress towards English language proficiency in 2023, representing an 11.6% decrease from 2022.*

Figure 9: 2022 and 2023 Summative ELPAC Results
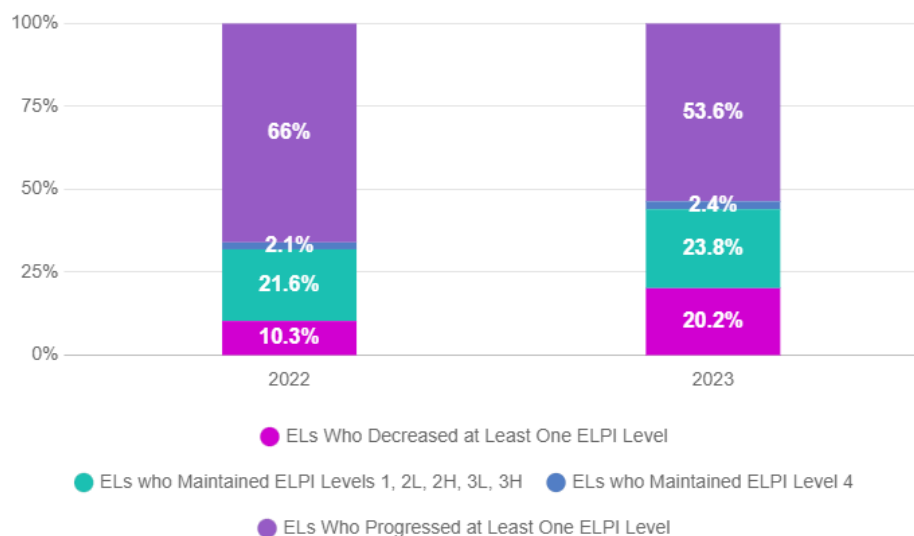
Source: California School Dashboard

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[9] This figure from the California State Dashboard includes results from the Alternate ELPAC, while the graph below does not.

G. Renewal Site Visit Summary

School Quality Review Rubric Report

Charter school renewal site visits are guided by the District's School Quality Review (SQR) process. The process is based on a rubric[10] which describes three key domains (Mission and Vision, Quality Program Implementation, and Collective Leadership and Professional Learning) which are further broken into three threads (Instruction, Culture, and Systems and Structures). In order to gather evidence for each of these domains, the OUSD Review Team conducted classroom observations, document reviews, an interview with charter school leadership, and focus groups with students, families, and teachers. Following the renewal site visit, the OUSD Review Team rated each domain and sub-domain collaboratively using the SQR Rubric Ratings range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 10: Renewal Site Visit Summary

KIPP Bridge Renewal Site Visit: September 9, 2024			
OUSD Review Team: Kelly Krag Arnold (OCS Director), Guadalupe Nuño (OCS Community Liaison), Marwa Doost (OCS Compliance Specialist), Kristy Lu (OCS Analytics Specialist), Jason Yamashiro (Academic Consultant)			
SQR Domains and Threads	**Domain 1: Mission and Vision**	**Domain 2: Quality Program Implementation**	**Domain 3: Collective Leadership and Professional Learning**
Thread A: Instruction	3.5	3.4	3.9
Thread B: Culture	3.9	3.2	3.6
Thread C: Systems and Structures	3.8	3.8	3.2

Within each Domain and Thread in the SQR Rubric, there are multiple "sub-domains". The following represent the three highest rated and the three lowest rated sub-domains for KIPP Bridge.

Figure 11: Highest and Lowest Rated SQR Sub-Domains

Highest Rated Sub-Domains		
Score	**Sub-Domain**	**Description of Sub-Domain**
4.0	**1B.1 Core Values**	The school has shared values that serve as guiding principles for the actions of its leaders, teachers, staff, students, and families. These values were collaboratively developed with stakeholders, can be referred to easily, and are used to inform decision-making and practices of the school.
4.0	**3A.1 Collective Ownership of Student Outcomes**	Staff reflect on the school mission/vision to build collective ownership of student outcomes with high expectations of one another through regular cycles of goal-setting and analysis of outcomes. School leaders, teachers, and staff hold high expectations for each other as professionals.
4.0	**3A.3 Coaching, Observation and Feedback**	Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. Educators receive regular 1:1 coaching to reflect on impact and improve practice.

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[10] The School Quality Review Rubric can be found here: https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal

Lowest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
2.8	2B.1 Joyful Environment and Caring Relationships	School staff cultivate caring relationships with students, families and each other. Teachers and school staff know students well. Classroom spaces and routines, common areas and schoolwide activities provide a joyful, positive and relationship-rich environment for students. The school has a culture and climate plan in place for establishing positive school practices, rituals and routines in classrooms and common spaces grounded in positive behavior incentive systems, accountability, and restorative practices. The culture and climate plan guides the implementation of Tier 1 behavioral and social emotional supports and establishes a fair and transparent approach to student discipline.
3.0	2B.3: Meaningful Student Engagement	The school community uses Universal Design for Learning (UDL) guidelines to ensure that diverse learners are authentically engaged and can easily access school activities and programs inside and outside the classroom. Additionally, students' prior knowledge and cultural and linguistic assets are activated and built upon using culturally and linguistically responsive practices.
3.0	3C.4 Student Leadership / Voice	School has a structure for leveraging student leadership/voice in decision making.

Renewal Site Visit Strengths and Areas for Improvement

The OUSD Review Team noted the following strengths and areas for improvement based on the evidence collected throughout the site visit.

Strengths:

1. **Instructional and leadership development:** The strong emphasis on instructional and leadership growth for all adults working on the site was evident in observations and focus group discussions. Considerable time is dedicated to coaching and every single staff member on site has a coach. The teaching pipeline within the school and KIPP network has benefitted from the KIPP Bridge Teacher Residency program.
2. **Instructional coherence:** Alignment at KIPP Bridge Academy is strong, particularly at the KIPP Rising (grades TK-5). There was great consistency in both instructional technique and curricula, including common language and hand signals used in the classrooms. Common language was also evident in professional development and adult learning. Students seemed comfortable and knowledgeable within these systems.
3. **Inclusive environment**: The focus on care and community at KIPP Bridge Academy really shines through. This work has been embedded into the school schedule with blocks of time for social and emotional learning including community building, curriculum, family events and involvement, behavior support structures, and more.

Areas for Improvement:

1. **Differentiation**: As the range of students' working level expands at KIPP Bridge Academy (most commonly at 4th-8th grade), it is not as clear how all students will thrive in the instructional model. Of particular concern are students three or more grade levels behind. This leads to two questions: (1) How can student progress be monitored in additional ways at grades TK-3 to support continued success at grades 4-8? Are there things the current assessment system is missing? (2) What can be done systematically at grades 4-8 to better address the wider range of student working levels?
2. **English Learner classroom instruction**: Our data shows an English Learner population of about 25%, but we did not observe much evidence of particular strategies or other support for this group of students in core classroom lessons. It was clear that intervention and other support were part of the full year support structure, but not clear how stronger instructional strategies for English Learners were going to be woven into the daily classroom lessons.

3. **Parent leadership**: Parents and families felt very supported at KIPP Bridge, but were not as connected to leadership opportunities. They seemed less aware of decision-making bodies or the ability to influence school policies and decisions. Given the high degree of care and connection, it appeared to be an opportunity for another level of parent involvement.

H. Additional Verified Data Provided by the School

Verified Data Background

For schools in the Middle or Low renewal tiers, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

- The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The California State Board of Education ("SBE") adopted a list[11] of academic progress indicators and post-secondary indicators that met the established criteria outlined in Education Code Section 47607.2 and that may be used in the renewal process. Assessments or data sources that are not on this list may not be used as verified data. To be eligible for inclusion as verified data, a data source must include the results of at least 95 percent of eligible students.

The Charter School provided the District with data from mCLASS by Amplify (commonly known as DIBELS) for grades K-4 to be considered as academic progress indicators for the purposes of verified data. Upon review, KIPP Bridge did surpass the 95 percent participation threshold, and thus, the District's analysis is included below. Additionally, the Charter School's Performance Report, included in the Renewal Petition, includes the Charter School's own analysis of the results.

Verified Data Analysis – mCLASS (Grades K-4)

mCLASS by Amplify uses Zones of Growth (ZOGs) to evaluate student progress. ZOGs are a feature of mCLASS with DIBELS 8th Edition that help schools compare the reading skill growth of their students over the course of the school year, to the growth of a nationally representative sample of students with similar beginning of the year (BOY) benchmark scores. By comparing how much growth a student has made relative to normed growth trajectories, mCLASS with DIBELS 8th Edition users can make inferences about whether a student is making adequate progress or requires additional support. While the publisher did not release specific guidance for the purposes of California's Verified Data and Progress Indicator requirements, both the Office of Charter schools and KIPP Bridge agreed that **a student can be said to have met the minimum growth expectations to demonstrate one year's progress if their Zone of Growth composite year growth score is "Average," "Above Average," or "Well Above Average."** Figures 12 and 13 show KIPP Bridge's proportion of students achieving the composite year growth score of Average and above. According to this data, the analysis is below:

- *mCLASS Reading*
  - *From 2022-23 to 2023-24, the percentage of students meeting the "Average" or above threshold increased across all individual grade levels.*
  - *From 2022-23 to 2023-24, the percentage of students in the K-4 grade span meeting the "Average" or above threshold increased across all student groups, with the exception of the EL student group.*

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[11] A full list of the adopted academic progress and postsecondary indicators can be found here: https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp

Figure 12: KIPP Bridge – Percentage of Students Meeting Average Growth and Above by Grade Level; mCLASS by Amplify Reading Grades K-4

Grade	Year	Percent Met Average Growth or Above
K	2022-2023	79%
K	2023-2024	88%
1	2022-2023	51%
1	2023-2024	71%
2	2022-2023	59%
2	2023-2024	74%
3	2022-2023	57%
3	2023-2024	62%
4	2022-2023	67%
4	2023-2024	82%

Percent Met Average Growth or Above
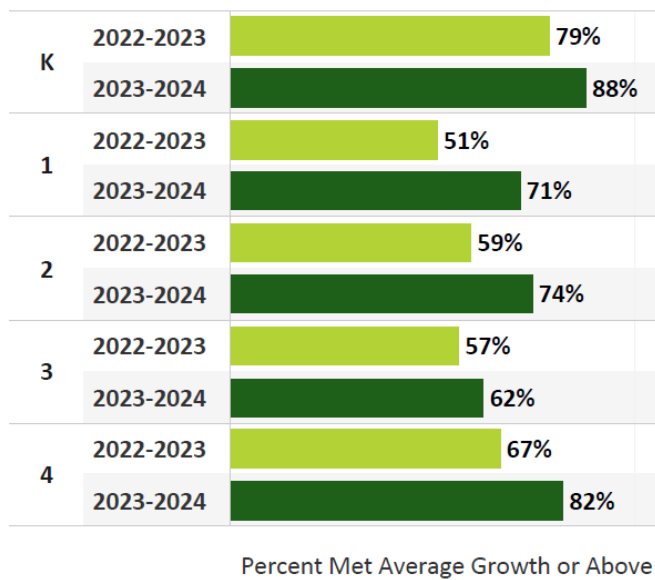
Figure 13: KIPP Bridge – Percentage of Students Meeting Average Growth and Above by Student Group; mCLASS by Amplify Reading Grades K-4
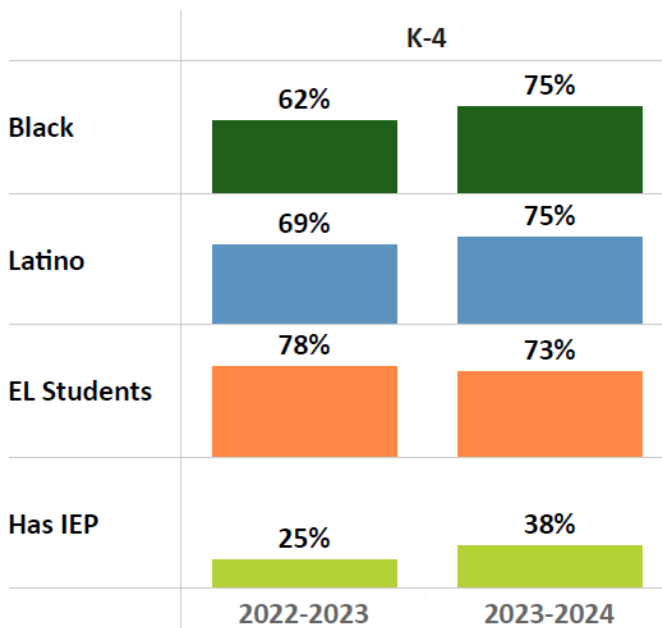
Student Group	2022-2023	2023-2024
Black	62%	75%
Latino	69%	75%
EL Students	78%	73%
Has IEP	25%	38%

K-4

II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

In order for a charter school's renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.[12] Evidence considered for this criterion include an analysis of the charter school's financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.

A. Enrollment

Total Enrollment by Year

Post-pandemic, KIPP Bridge's total enrollment has declined steadily each year with a 13% decrease between 2020-21 and 2023-24. However, as of August 29, 2024, the Charter School reported an enrollment of 548 for the current school year.

Figure 14: Total Enrollment Over Time
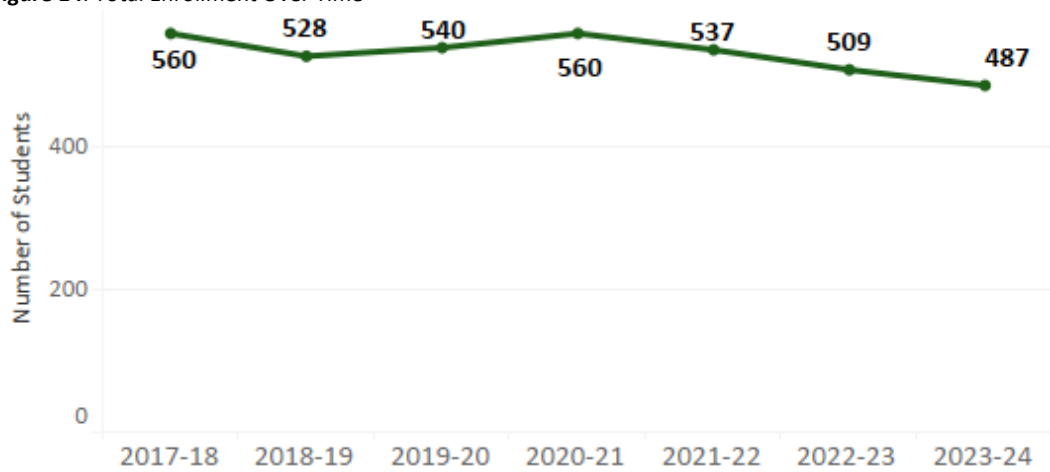
Source: 2017-18 through 2023-24 Enrollment – CDE Downloadable School Enrollment Data Files

Enrollment by Grade Level

Figure 15: 2023-24 Enrollment by Grade Level

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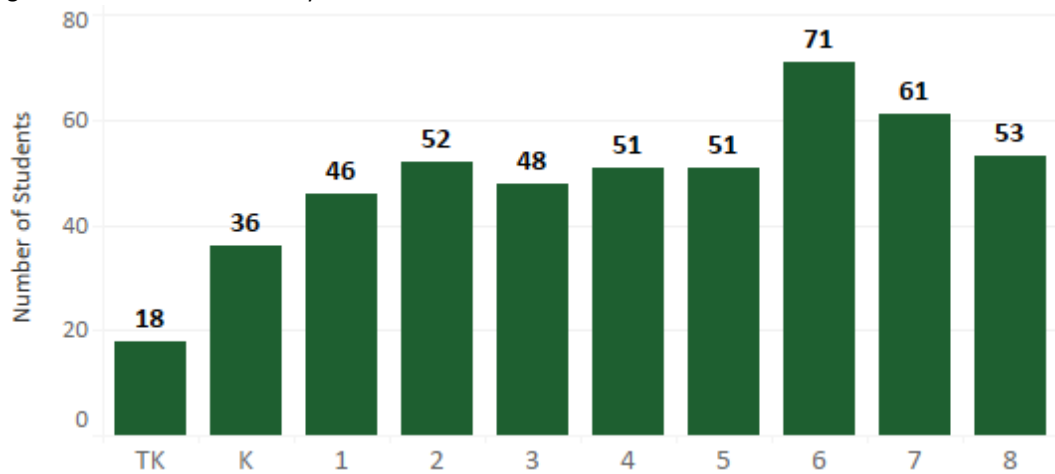
[12] EC §47605(c)(2)

Student Retention

The figure below shows the Charter School's student retention rate, or the percent of students who were at the school in the prior year and returned (excluding graduating grade levels). As shown below, the Charter School's retention rate has, with the exception of 2020-21, been consistently below the Oakland charter school average.

Figure 16: Annual Student Retention Rate
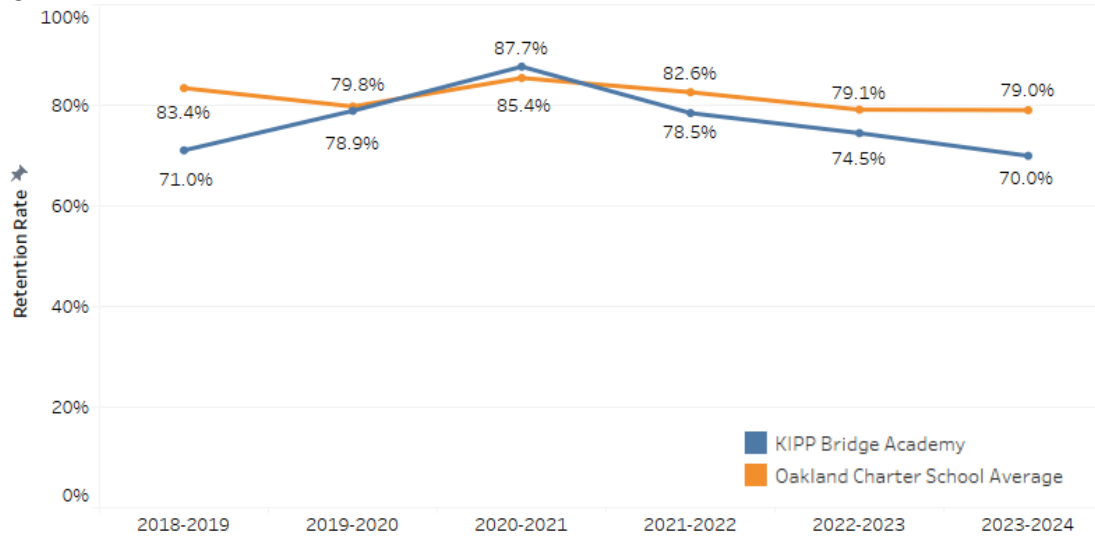
B. Financial Condition

The Charter School is in good financial standing with a healthy ending fund balance. Although the school had deficit spending in the 2018-19 and 2022-23 school years, it was less than 20% of its fund balance in 2022-23. Throughout the charter term, the debt ratio has been less than 1, there have been no major audit findings, and the school has maintained a 3% reserve. Its most recent annual financial audit report did not identify any material weaknesses and reported total net assets of $3,221,415 for the Charter School.

Figure 17: Financial Analysis

Financial Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
Ending Fund Balance *Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.*	$2,629,015	$2,795,567	$3,202,339	$3,332,376	$3,221,415
Deficit Spending *Deficit spending is indicated by a number in parentheses. A school's fund balance and reserves are depleted when expenditures exceed revenues, and over time could lead to insolvency.*	$816,399	$0	$0	$0	$110,961
Deficit-to-Ending Fund Balance Ratio *This ratio measures how large the deficit spending is in relation to the overall fund balance. The larger the ratio, the faster the fund balance is being depleted.*	31.05%	0.00%	0.00%	0.00%	3.44%
Debt Ratio *A ratio less than 1 indicates the school has lower debts than assets, representing a low level of financial risk.*	0.28	0.21	0.19	0.35	0.63

3% Reserve *A minimum 3% reserve is standard as a set aside for to prepare for potential liabilities. Below 3% is indicative of a poor financial condition.*	Yes	Yes	Yes	Yes	Yes
Audit Opinion *"Unmodified" indicates compliance with required accounting standards. "Qualified" indicates there are material misstatements found, where the auditors are unable to obtain sufficient appropriate evidence.*	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified
Major Audit Finding *Any major or repeat audit findings are described in the paragraph above.*	No	No	No	No	No

Source: 2018-19 through 2022-23 Annual Audit Reports

The school's multi-year budget projection ("MYP") (see summary in Figure 18 below) relies on significant enrollment increases in each of the first three years of the new charter term. However, the school's enrollment in August 2024 was 548 students, which is a substantial increase from 487 students in the 2023-24 school year. Given the school's current enrollment, the enrollment projections for the first three years of the charter term and the budget on which they are based do appear to be realistic and therefore do not suggest cause for concern about the fiscal viability of the school during the next charter term.

Figure 18: Multi-Year Budget Projection Summary

	2025-26	**2026-27**	**2027-28**
Projected Enrollment	511	528	549
Projected ADA	449.29	467.54	494.03
Projected Total LCFF Entitlement[13]	$7,050,011	$7,591,348	$7,829,169
Projected LCFF Entitlement per ADA	$15,691	$16,237	$15,848

Source: Multiyear Budget Projections and Budget Narrative submitted with Renewal Petition

It should be noted, however, that the Charter School's governing board approved budgets for both the 2022-23 and 2023-24 school years that overprojected enrollment, resulting in a difference between the enrollment on which the adopted budget was based and the school's actual enrollment at census day. Figure 19 below shows the enrollment in the adopted budget, actual census day enrollment, and the budgeted enrollment in the first and second interims. However, as stated above, the enrollment projections and budget submitted as part of the charter petition do appear to be realistic given the school's August 2024 enrollment.

Figure 19: Enrollment Comparisons for the 2022-23 and 2023-24 School Years

	2022-23	**2023-24**
Budgeted enrollment in adopted budget	533	529
Census day enrollment	509	487
Budgeted enrollment in 1st interim	512	488
Budgeted enrollment in 2nd interim	512	488

Source: 2022-23 and 2023-24 Budget, First Interim and Second Interim reports submitted to OUSD

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[13] Although the Charter School's submitted LCFF calculations use Ravenswood City Elementary instead of OUSD as the local district, in response to an inquiry by OCS, the Charter School explained the apparent discrepancy by saying they are following CDE guidance for CMOs with physical locations in multiple school districts. See Appendix D for the full response from KIPP. Given the school's high reserves, clean annual audit findings, and support from a robust CMO, the school's method of calculating LCFF for the purposes of its budget does not suggest cause for concern about the school's overall fiscal health in the next charter term, should renewal be granted.

C. Enrollment Demographics

Per California Education Code Section 47605(c)(5)(G), a charter school must include in the renewal petition a reasonably comprehensive description of "*the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted*". This description is included on page 132-133 of the charter petition. The current section includes a summary of the school's enrollment demographic data for further context.

Enrollment Demographics Comparison

Enrollment demographics for the 2023-24 school year are included in the table below. Although Education Code specifies that a charter school should seek to achieve a demographic balance which is reflective of the *entire* District, the average enrollment demographics of the District schools which serve a similar grade span and are located in the High School Attendance Area (HSAA) in which the majority of the Charter School's students reside, McClymonds, is included for reference.

Figure 20: 2023-24 Enrollment Demographics

Student Group Type	Student Group	Charter School	OUSD schools in Comparison HSAA[14]	OUSD
Race/ Ethnicity	**Hispanic/Latino**	24.8%	29.5%	47.3%
	Black/African American	54.4%	43.2%	20.1%
	Asian	1.6%	3.5%	9.8%
	White	9.4%	13.6%	11.5%
	Two or More Races	5.7%	4.4%	6.8%
	Other Race/Ethnicity	3.9%	0.4%	1.9%
	Not Reported	0%	5.4%	2.6%
Other Student Groups	**Socioeconomically Disadvantaged**	92.4%	97.5%	81.4%
	English Learners	25.1%	33.5%	32.9% (TK-8 only: 34.6%)
	Special Education	18.7%	16.8%	16.3% (TK-8 only: 15.6%)

Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report

English Learner Enrollment

As shown previously, during the 2023-24 school year, 25.1% of KIPP Bridge's total enrollment were English Learners. The following tables are included to further disaggregate this data to give a fuller context of the English Learners served at KIPP Bridge and their level of need. As a note, this data does not provide any indication as to how well the Charter School is serving these students. The English Learner Progress Indicator on the California School Dashboard is a more appropriate metric for evaluating the strength of the English Learner program. As shown below:

- *The Charter School has a slightly higher percentage of English Learner students who were placed in a higher ELPAC level (Levels 3 and 4) compared with OUSD in the same grade span.*

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[14] Includes 4 OUSD-operated schools serving students in grades TK-8 located in the McClymonds HSAA, specifically, Prescott, Hoover, WOMS, and MLK.

- *Although the Charter School's breakdown of English Learners by risk category is similar to OUSD's in grades TK-5, the Charter School does have a lower percentage of students classified as LTELs or At-Risk than OUSD in grades 6-8.*

Figure 21: ELPAC Levels – Charter School vs. OUSD (Grades K-8 only)

ELPAC Level	Charter School	OUSD (Grades TK-8 Only)
Level 4 – Well Developed	11.8%	12.8%
Level 3 – Moderately Developed	40.2%	28.0%
Level 2 – Somewhat Developed	41.2%	31.2%
Level 1 – Minimally Developed	6.9%	27.9%

Source: *2022-23 Summative ELPAC Results*

Figure 22: Enrollment by English Language Acquisition Status and Grade

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English (RFEP)	To Be Determined (TBD)
TK	61.1%	0.0%	27.8%	0.0%	11.1%
K	63.9%	2.8%	33.3%	0.0%	0.0%
1	67.4%	2.2%	30.4%	0.0%	0.0%
2	65.4%	3.8%	26.9%	3.8%	0.0%
3	72.9%	2.1%	18.8%	6.3%	0.0%
4	72.5%	2.0%	25.5%	0.0%	0.0%
5	62.7%	3.9%	27.5%	5.9%	0.0%
6	76.1%	1.4%	18.3%	4.2%	0.0%
7	67.2%	1.6%	23.0%	8.2%	0.0%
8	58.5%	0.0%	26.4%	15.1%	0.0%
Total	**67.6%**	**2.1%**	**25.1%**	**4.9%**	**0.4%**

Source: *CDE Downloadable Data Files*

Figure 23: Breakdown of English Learners by Grade and Category

	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
Charter TK-5	70.4%	16.1%	0.0%	13.6%
OUSD TK-5	72.1%	20.5%	0.0%	7.4%
Charter 6-8	14.6%	0.0%	26.8%	58.5%
OUSD 6-8	17.7%	13.4%	40.1%	28.8%
Charter TK-8	51.6%	10.7%	9.0%	28.7%
OUSD TK-8	59.4%	18.9%	9.4%	12.4%

Source: *CDE Downloadable Data Files*

Special Education Enrollment

As shown previously, during the 2023-24 school year, 18.7% of KIPP Bridge's total enrollment were students with disabilities. The following figures are included to further disaggregate this data to give a fuller context of the students with disabilities served at KIPP Bridge and their level of need. As shown below:

- *Almost 70% of students with disabilities at KIPP Bridge have either a specific learning disability or a health impairment which does not fall under the main categories as the primary disability.*
- *Approximately 75% of students with disabilities at KIPP Bridge are in a regular classroom setting for 80 percent or more of the school day. The percentage of students who are in a regular classroom setting for less than 80% of the day is slightly less than the District, at 25.3% compared with 31.3%.*
- *More than 35% of students with disabilities at KIPP Bridge received greater than 450 weekly service minutes in the 2023-24 school year.*

Figure 24: 2023-24 Special Education Enrollment by Disability Type
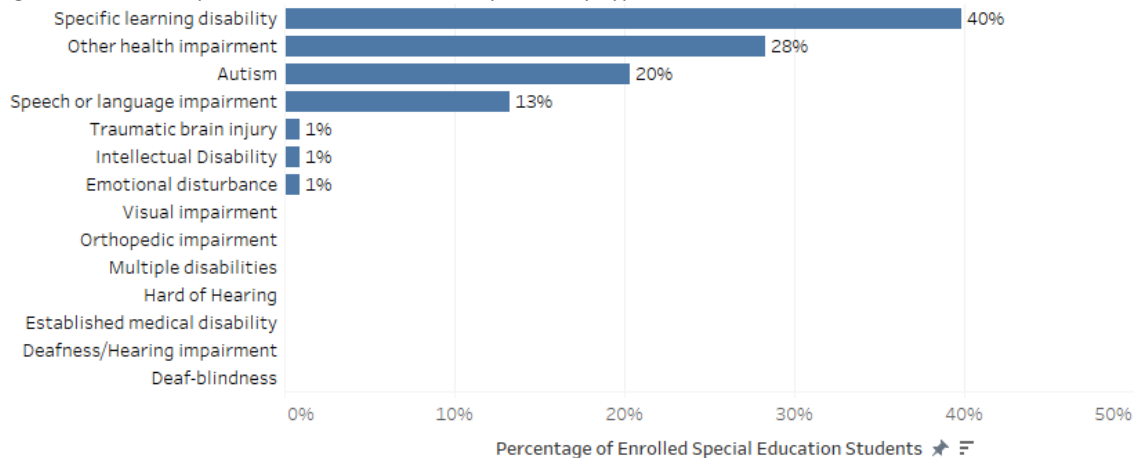
Source: *CALPADS 2023-24 End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan by Primary Disability (EOY 4)*

Figure 25: 2022-23 Special Education Enrollment by Program Setting
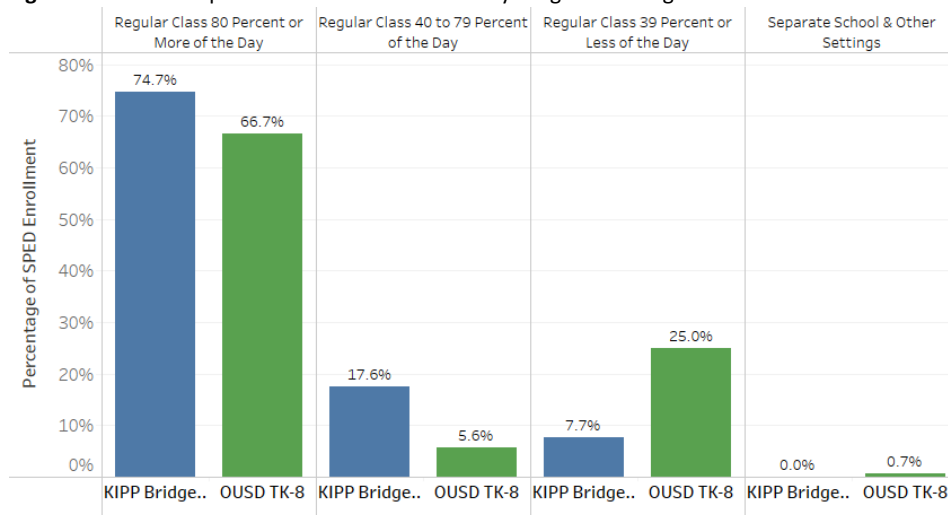
Source: *CDE Downloadable Data Files*

Figure 26: Special Education by Placement and Weekly Service Minutes

	2022-23	2023-24
	Charter School	Charter School
Percentage of students with IEPs receiving fewer than 450[15] service minutes weekly	68.4%	64.6%

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[15] The 450 minute threshold was chosen as a conservative estimate of the point at which a student may be considered to have moderate needs.

Percentage of students with IEPs receiving more than 450 service minutes weekly	31.6%	35.4%
Percentage of students with IEPs in nonpublic school (NPS) placement	0%	0%

Source: *Charter School Performance Report*

D. Notices of Concern and/or Notices to Cure and Correct

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, charter school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.[16] KIPP Bridge has received 0 Notices of Concern over the course of the current charter term. Furthermore, the Charter School's CMO, KIPP Public Schools Northern California, has been issued 0 Notices of Concern during the current charter term.

Figure 27: Notices of Concern and/or Notices to Cure and Correct

School Year	Notices of Concern	Area(s) of Concern	Remedy
2017-18	0		
2018-19	0		
2019-20	0		
2020-21	0		
2021-22	0		
2022-23	0		
2023-24	0		

Source: *OUSD Office of Charter Schools Notice of Concern documentation*

E. Board Health and Effectiveness

A charter school governing board's decisions have a significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students. The below table provides an overview of the KIPP Northern California Governing Board and its composition.

Figure 28: Charter School Governing Board Overview and Composition

KIPP Public Schools Northern California Governing Board Overview			
Schools Overseen	21	**Total Enrollment of all Schools**	6,433 students
Required Minimum # of Members	15	**Current # of Members**	21
Regular Meeting Frequency	4 times per year	**Committees**	Audit Committee
KIPP Public Schools Northern California Governing Board Composition			
Name, Role	**Time on Board**	**Name, Role**	**Time on Board**

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[16] If, after sending a Notice of Concern, the Office of Charter Schools determines that the violation listed in the notice did not occur, the notice may be rescinded. In such instances, the notice is removed from the school's record.

Abe Friedman, Chair	12 years	Jenny Risk, Vice Chair	12 years
Heather Gardley, Member	2 years	Michael Cohen, Member	7 years
Blake Grossman, Member	3 years	D'Lonra Ellis, Member	3 years
Jessica García-Kohl, Member	3 years	Gaspar Stinfil, Member	4 years
Caretha Coleman, Member	5 years	Aubrey Merriman, Member	2 years
Sohi Sohn Chien, Member	3 years	Gustavo Gonzalez, Member	2 years
Octavio Sandoval, Member	1 year	Laura Fisher, Member	5 years
Emly Rummo, Member	2 years	Ron Gonzales, Member	14 years
Karla Mondragón, Member	Unknown	Sandra Thompson, Member	8 years
Robert Gutierrez, Member	Unknown	Kevin Huber, Member	Unknown
Arryonna Santos, Member	Unknown		

Source: *KIPP Northern California website; CDE Dataquest*

As part of the renewal process, Staff evaluates the governing board's overall health and effectiveness using the charter school's performance report, a governing board interview, governing board audits, a board self-evaluation tool, and Element 4 of the charter renewal petition (along with any supporting documentation). These components are used as evidence in order to evaluate the charter school governing board on the "Board Effectiveness Core Competencies" found below. The scale used for rating is aligned with the SQR Rubric Ratings, where the scores range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 29: Board Core Competency Ratings

Core Competency	Description	Score
Board Composition	Board members possess a diversity of backgrounds and an array of appropriate and relevant skills with which to oversee the school/CMO.	4
Mission Alignment	Board members have a shared understanding of and commitment to the school's mission and vision.	4
School Familiarity	Board members are knowledgeable about the school's operations, successes, and challenges.	3
Role Familiarity	Board members demonstrate an understanding of their role in providing oversight to the charter school.	4
Community Engagement	Board members actively engage with school staff, families, and community members in order to govern effectively.	3
Accessibility	All governing board meetings are accessible to the community and the decision-making process is clear and transparent.	4
Compliance	The board complies with (and has systems in place to ensure compliance with) its own board policies and bylaws as well as with applicable state and federal laws regarding governance. The board is free of real or perceived conflicts of interest.	4
Effectiveness	The governing board is an effective decision-making body which is active and meets its governance obligations.	3.5

F. Staffing and Teacher Credentialing

Education Code section 47605(l)(1) requires all charter school teachers to hold the credential required for their assignment. Pursuant to Education Code Section 44258.9, all charter schools must participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System ("CalSAAS"). The OUSD Office of Charter Schools acts as the "Monitoring Authority" for all charter schools authorized by OUSD, which requires the annual review of educator assignments. The figures below represent the CalSAAS results for educator assignments in the 2022-23 school year, the most recent year for which data is available. As shown below:

- *During the 2022-23 school year, only 34% of assignments at KIPP Bridge were authorized by an educator holding a clear or preliminary credential or by a local assignment option. Approximately 40% of assignments were considered "Ineffective" or were authorized by an emergency credential, variable term waiver, or substitute permit, which is above the OUSD average.*
- *During the 2022-23 school year, there were 13 total misassignments at KIPP Bridge out of 121 total assignments.*

Figure 30: 2022-23 Educator Credentials by Type

	Charter School	OUSD
Clear *Authorized by clear or preliminary credential or by local assignment option*	33.9%	60.9%
Intern *Authorized by intern credential*	12.0%	3.9%
Out-of-Field *Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option*	10.1%	1.2%
Ineffective *No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits*	40.3%	31.6%
Incomplete *Missing or incorrect information was reported to CALPADS about the assignment*	3.7%	2.3%

Source: *CDE Teaching Assignment Monitoring Outcomes by FTE Report*

Figure 31: 2022-23 California Statewide Assignment Accountability System ("CalSAAS") Results
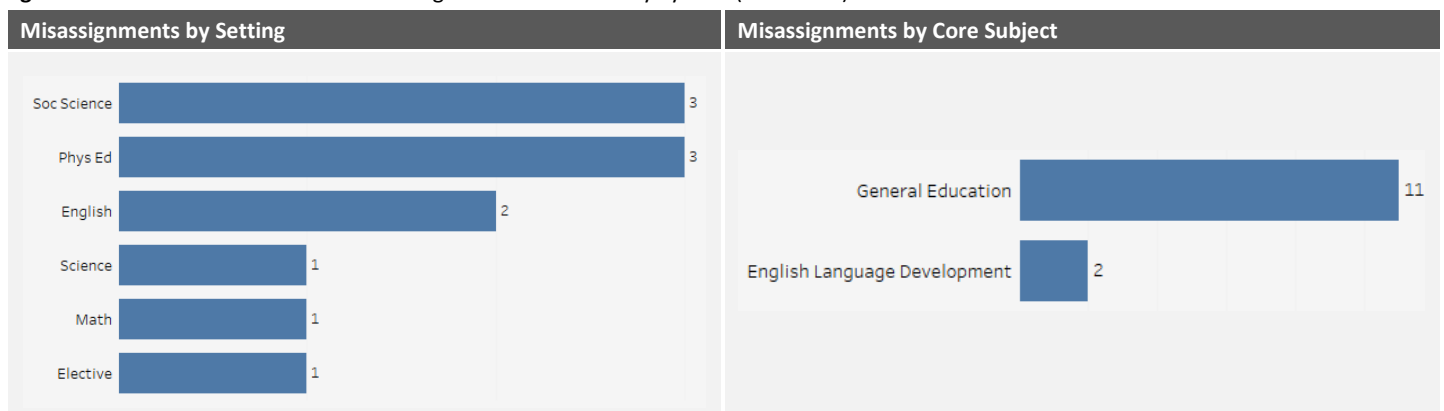
Source: *2022-23 CalSAAS Monitoring Audit Report*

In addition to the CalSAAS results, the Charter School submitted information regarding educator retention as part of its Renewal Performance Report. As shown below:

- *Although the Charter School has maintained the majority of its educators for each year of the charter term besides 2018-19, the Charter School has had to replace at least 25% of their educators every year.*
- *The school has had a number of educators leave their position prior to the end of the school year throughout the charter term.*

Figure 32: Educator Retention Over Time (Self-Reported)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Percent of Educators Retained from Prior Year	29%	59%	69%	75%	65%	62%	68%
Early Separations	5/29	3/32	3/32	1/34	5/34	6/31	-

Source: *Charter School Renewal Performance Report*

III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school's renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 15 required elements
- All other information required by the Ed Code
- All OUSD-specific requirements

Evidence considered for this criterion includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fifteen Elements

All charter petitions must include a "reasonably comprehensive" description of 15 required elements related to the school's operation. [17] The following table summarizes staff findings related to whether this standard was met for each element.

Figure 33: Petition Element Analysis

Element	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an "educated person" in the 21st century and how learning best occurs.	Yes
2. Measurable student outcomes	Yes
3. Method by which student progress is to be measured	Yes
4. Governance structure	Yes
5. Qualifications to be met by individuals employed at the school	Yes
6. Procedures for ensuring health and safety of students	Yes
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes
8. Admission policies and procedures	Yes
9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved	Yes
10. Suspension and expulsion procedures	Yes
11. Manner for covering STRS, PERS, or Social Security	Yes
12. Attendance alternatives for students residing within the district	Yes
13. Employee rights of return, if any	Yes
14. Dispute resolution procedure for school-authorizer issues	Yes
15. Procedures for school closure	Yes

Source: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition

B. Other Required Information

In addition to the required 15 elements, the Education Code also requires all charter petitions to include the following information.

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[17] EC §47605(c)(5)

Figure 34: Other Required Information

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(h).	Yes
A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 thru 3540.2.	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: ● The facilities to be used by the charter school, including specifically where the charter school intends to locate. ● The manner in which administrative services of the charter school are to be provided. ● Potential civil liability effects, of the charter school on the authorizer.	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected average daily attendance).	Yes
If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	Yes

Source: *Ed Code §47605(c)(4), §47605(c)(6), and §47607(g); staff analysis of the charter renewal petition*

C. OUSD-Specified Requirements

Figure 35: OUSD-Specified Requirements

OUSD-Specified Requirement	Included in Petition?
District Required Language	Yes[18]
Charter Renewal Performance Report	Yes

Source: *Staff analysis of the charter renewal petition*

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

In order for a charter school's renewal petition to be approved, the school must be serving all students who wish to attend.[19] By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures. Denial under this criterion may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not

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[18] While the petition does include all District Required Language, the school added language in Element 1 stating they do not agree to be bound by the DRL that requires a material revision under certain conditions detailed by DRL. However, the petition also includes the DRL that confirms that any DRL shall prevail in the case of any inconsistency between DRL and additional language in the charter.
[19] EC §47607(e)

serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criterion includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State does not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term[20]:

- The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. Additionally, it is important to note the data provided is limited in that it can only show correlation, *not causation*. Therefore, while an analysis is included below, the data, on its own, cannot definitively show whether or not the school is serving all students who wish to attend. With this limitation in mind, the analysis is below:

- ***Data Set 1****: For the first set of data, students who left the Charter School performed either slightly below average (between 20 points and 1 point) or moderately below average (between 20 points and 40 points) for 2017-18, 2019-20, and ELA in 2022-23. In 2018-19 and Math in 2022-23, students who left the Charter School performed sightly above average. Overall, the differences did not appear to be substantial or consistent enough to suggest that the school is not serving all students who wish to attend, particularly given the low sample sizes of tested students.*
- ***Data Set 2****: For the second set of data, students who left the Charter School performed either slightly below (between 20 points and 1 point below) or slight above the Charter School's schoolwide average for all years with available data. The differences did not appear to be substantial or consistent enough to suggest that the school is not serving all students who wish to attend.*

Figure 36: Charter School Enrollment Data – Education Code Section 47607(d)(1)(B)

Data Set 1	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the Charter School between start of the school year and census day who were not enrolled at the end of the school year	15.27% (91 of 596)	14.02% (76 of 542)	7.33% (41 of 559)	12.55% (68 of 542)
Number of these students with State test results from the prior year	31	26	12	ELA: 23 Math: 21

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[20] At the time of this report, the State provided data for 2016-17 through 2019-20 and 2022-23. Due to the impact of the COVID-19 pandemic, there was insufficient data available for the 2020-21 and 2021-22 school years.

ELA: Difference between average DFS of unretained students and schoolwide average	-32.98 Unretained = -72.58 School = -39.6	+9.87 Unretained = -37.23 School = -47.1	-32.07 Unretained = -65.67 School = -33.6	-35.36 Unretained = -66.96 School = -31.6
Math: Difference between average DFS of unretained students and schoolwide average	-14.46 Unretained = -83.06 School = -68.6	+0.31 Unretained = -64.69 School = -65	-25.98 Unretained = -79.58 School = -53.6	+4.35 Unretained = -60.95 School = -65.3

Source: Aggregate enrollment-pattern data provided by the State

Figure 37: Charter School Enrollment Data – Education Code Section 47607(d)(1)(C)

Data Set 2	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the charter school during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	24.4% (153 of 627)	22.65% (135 of 596)	15.5% (84 of 542)	16.84% (97 of 576)
Number of these students with State test results from the prior year	79	ELA: 61 Math: 62	43	52
ELA: Difference between average DFS of unretained students and schoolwide average	-2.92 Unretained = -42.52 School = -39.6	-8.1 Unretained = -55.2 School = -47.1	+1.72 Unretained = -31.88 School = -33.6	-0.86 Unretained = -32.46 School = -31.6
Math: Difference between average DFS of unretained students and schoolwide average	-0.74 Unretained = -69.34 School = -68.6	-1.63 Unretained = -66.63 School = -65	-5.45 Unretained = -59.05 School = -53.6	+8.61 Unretained = -56.69 School = -65.3

Source: Aggregate enrollment-pattern data provided by the State

B. Substantiated Complaints and Notices of Concern Related to Noncompliance with Suspension / Expulsion Requirements

During the current charter term, the Office of Charter Schools did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements for the charter school.

V. Recommendation Summary

To determine if the Charter School has adequately met each renewal criteria, Staff considered evidence gathered from the school's petition and supporting documentation, the site visit, and the school's performance during its previous charter term. The following section outlines the Charter School's identified strengths and challenges related to each renewal criteria, as well as a determination of whether the Charter School adequately met the criteria for purposes of renewal.

A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

Strengths	Challenges
• The school met the majority of the SPA indicators in 2022 and met all schoolwide and equity indicators in 2023. • ELA proficiency in grades 6-8 has for the most part remained well above the District average. Proficiency across grades K-8 has been slightly above the OUSD average. • With the exception of 2017-18, middle school Math proficiency has been above the District average, with growth in the most recent two years. • All student groups, with the exception of students with disabilities, outperformed the District's respective student groups in all years of the charter term in both Math and ELA. • Very high CORE growth in both Math and ELA at the middle school level, and medium CORE growth in both Math and ELA at the elementary school level. • Strong instructional alignment across the school in both instructional technique and curricula.	• Elementary school ELA and Math have both remained below the District average for the duration of the charter term, with Math proficiency declining in the most recent two years. • Students with disabilities performed below the respective District average in Math for each year of the charter term. • Decrease in percentage of English Learners making progress from 2022 to 2023.

Determination: Based on this analysis, KIPP Bridge has presented a sound educational program.

B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Strengths	Challenges
• Although the school has experienced declining enrollment during the charter term, enrollment rebounded in the 2024-25 school year, with a 12.5% increase between 2023-24 and the beginning of 2024-25. • The school is financially stable and has consistently had a healthy reserve balance and no audit findings. • Zero notices of concern during the charter term.	• With the exception of 2020-2021, the school's student retention rate has been below the Oakland charter school average. • The governing board has approved multiple annual budgets which relied on overprojected enrollment. However, the budget submitted in the petition appears realistic given the school's increased enrollment at the beginning of the 2024-25 school year.

	• Charter school has struggled with retaining high-quality, fully credentialed educators, with increasing rates of early separations.

Determination: Based on this analysis, KIPP Bridge is demonstrably likely to successfully implement the proposed educational program.

C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

Strengths	Challenges
• Charter petition contains reasonably comprehensive descriptions of the required 15 elements. • OUSD-specified requirements are included in the petition.	The charter school added language in Element 1 stating they do not agree to be bound by the DRL that requires a material revision under certain conditions. However, the petition also includes DRL confirming that any DRL shall prevail in the case of any inconsistency between DRL and additional language in the charter.

Determination: Based on this analysis, the petition for KIPP Bridge is reasonably comprehensive.

D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

Strengths	Challenges
• No evidence in State-provided enrollment data that suggests the school is failing to serve all students who wish to attend. • There have been no substantiated complaints or Notices of Concern related to noncompliance with suspension/expulsion requirements.	N/A

Determination

Based on this analysis, KIPP Bridge is serving all students who wish to attend.

E. Analysis of Other Public School Options if Renewal is Denied

When determining whether to recommend denial, District staff consider other public school options available to the Charter School's current students, and denial findings for a Middle tier school must demonstrate, in part, that closure is in the best interest of students[21]. The following provides an overview of the attendance areas where KIPP Bridge students live, where students who have transferred from the school enroll in the subsequent year, and how nearby schools serving elementary and middle school students perform relative to KIPP Bridge.

KIPP Bridge Students Attendance Areas

Students attending KIPP Bridge in 2023-24 lived in 36 different OUSD attendance areas. Additionally, 60 of its students reside outside of Oakland. The table below shows all elementary and middle school attendance areas where at least 20 KIPP Bridge students lived.

Figure 38: Charter School Enrollment by Attendance Area and Grade Span

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[21] Ed Code 47607.2(b)(6)

Attendance Area Grade Level	Attendance Area	Number of 2023-24 [Charter School] Students Living in Attendance Area (Percent of Total Enrollment)
Elementary	MLK	148 (30.5%)
	Prescott	31 (6.4%)
Middle	WOMS	90 (18.5%)
	Westlake	37 (7.6%)

Source: OUSD Department of Research, Assessment, and Data Live/Go Dashboard

Performance Comparison with Nearby Schools

In order to evaluate the performance of KIPP Bridge relative to other public-school options available to the Charter School's current students, the following list of comparison schools was created to include (A) any schools serving similar grade spans within the Elementary School Attendance Area(s) or Middle School Attendance Area(s) for which at least 20 students currently live and (B) any schools serving similar grade spans within the High School Attendance Area (HSAA) for which the school is located. The figure below summarizes 2022-23 State test outcomes (in terms of Distance from Standard (DFS)) comparing outcomes to KIPP Bridge. The table also includes some demographic information from that same year for additional context. Although demographics can substantially impact schools' DFS outcomes, making school-to-school comparisons less useful, CORE growth controls for some of these differences by comparing individual student's performance relative to a set of similar students. As shown in Figure 39:

- *Math: KIPP Bridge has an average DFS which was greater than 10 of 14 comparison schools. Of the 4 schools which outperformed KIPP Bridge, 3 serve elementary grades and 3 serve middle school grades. Of schools with CORE growth data available, 2 had a higher elementary growth percentile while no schools had a higher middle school growth percentile.*
- *ELA: KIPP Bridge has an average DFS which was greater than 9 of 14 comparison schools. Of the 5 schools which outperformed KIPP Bridge, 3 serve elementary grades and 4 serve middle school grades. Of schools with CORE growth data available, 2 had a higher elementary growth percentile while no schools had a higher middle school growth percentile.*

Figure 39: Charter School Enrollment by Attendance Area and Grade Span

School	Grade Span	% SED	% EL	% SWD	Math DFS	Math Core	ELA DFS	ELA CORE
KIPP Bridge	*TK-8*	*91%*	*25%*	*16%*	*-56.9*	*ES: 65* / *MS: 99*	*-35.4*	*ES: 51* / *MS: 99*
Hoover	K-5	96%	49%	12%	-103.6	34	-94	39
La Escuelita	TK-5	91%	55%	8%	-68.1	39	-64.2	69
Lincoln	TK-5	77%	47%	11%	26.1	93	18.7	42
MLK	PK-5	95%	25%	16%	-95.1	97	-111.7	69
Piedmont	TK-5	78%	13%	17%	-83.5	9	-60.4	36
Prescott	TK-5	94%	22%	8%	-85.5	23	-69.5	35
Yu Ming	TK-8	27%	18%	6%	107.5	N/A	95.9	N/A
AIMS Elementary	K-8	69%	30%	5%	21.1	N/A	21.6	N/A
AIMS Middle	6-8	67%	35%	8%	-127.1	N/A	-46.4	N/A
Westlake MS	6-8	87%	25%	22%	-195.6	8	-139.7	9
West Oakland MS	6-8	99%	29%	21%	-157.4	41	-113.8	36

Envision	6-12	81%	20%	18%	-125	88	-47.5	78
Oakland Military Institute	6-12	79%	40%	15%	-107.4	70	-23.3	96
Oakland School for the Arts	6-12	34%	2%	12%	-42.7	N/A	31.3	N/A

Source: *English Learners/Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education/Distance From Standard/CORE Growth Percentile – OUSD Department of Research, Assessment, and Data*

F. Recommendation

Based on the analysis outlined therein, Staff recommends **APPROVAL** of the renewal petition for KIPP Bridge Academy for 5 years, beginning July 1, 2025, until June 30, 2030, to serve up to 835 students in grades TK-8. In particular, the analysis in this report finds that the Charter School has sufficiently met the requirements and criteria established in the California Charter Schools Act, which governs charter school renewals.

VI. Appendices

Appendix A. Complete Renewal Tier Analysis

Summary of State Renewal Tier Analysis

As mentioned previously, Education Code Section 47607 outlines a three-tiered system of performance categories for most[22] charter schools seeking renewal. In this system, charter schools are placed into one of three categories ("High Tier", "Low Tier", or "Middle Tier") based on an evaluation of student outcomes over the prior two years. Two criteria determine the performance category of a charter school. Criterion 1 is based on the **colors** received for all the **schoolwide** state indicators in the Dashboard. Criterion 2 is based on the **status** for all **academic** indicators with 30 or more students, using **both** schoolwide and student-group data (Criterion 2a and 2b, respectively). Analyses of both for KIPP Bridge can be found below, including more detailed descriptions of each criterion.

Criterion 1 Analysis

Criterion 1 is based on the performance colors or "levels"[23] received for **all** the state indicators on the Dashboard for the two previous State Dashboard years. Per Education Code, if all state indicators are Blue/Very High or Green/High, the charter school is assigned to the High Tier. If all state indicators are Orange/Low or Red/Very Low, the charter school is assigned to the Low Tier. In all other circumstances, an evaluation of Criterion 2 is necessary to determine the charter school's tier. As shown in Figure 40 below, KIPP Bridge did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

Figure 40: Criterion 1 Analysis – Schoolwide Results

Indicator	2022	2023
ELA	Low	Orange
Math	Low	Yellow
EL Progress	Very High	Orange
Suspension Rate	Very High	Green
Chronic Absenteeism	Very High	Yellow

Source: California School Dashboard

Criterion 2 Analysis

Criterion 2 is based on the "Status" (or the current year data) for all **academic** indicators (ELA, Mathematics, EL Progress, and College/Career) with a performance color for the two previous Dashboard years. Performance determinations are then based on the overall status compared with the statewide averages for the previous two Dashboard years. Criterion 2 is broken into two sub-criteria – Criterion 2a evaluates the Charter School's schoolwide performance and Criterion 2b evaluates the Charter School's student group performance, specifically for student groups which scored below the statewide average[24]. Per Education Code, if (Criterion 2a) all **schoolwide** academic indicators are same or higher than

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[22] The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

[23] For the 2022 California School Dashboard, due to the COVID-19 pandemic, status "levels" were assigned to each indicator as a proxy for colors (See Appendix B for more details).

[24] For more information regarding which student groups are included in the analysis for Criterion 2b, please see the CDE's Performance Categories Flyer: https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf

the statewide average *and* (Criterion 2b) the majority of eligible student groups are higher than their group's respective statewide average, then the Charter School is placed in the High Tier. If (Criterion 2a) all **schoolwide** academic indicators are same or lower than the statewide average *and* (Criterion 2b) the majority of eligible student groups are lower than their respective statewide average, then the Charter School is placed in the Low Tier. In all other circumstances, the Charter School is placed in the Middle Tier. As shown in Figure 41 and Figure 42 below, the Charter School did not meet the requirements for High Tier or for Low Tier, thus, KIPP Bridge is placed in the Middle Tier.

Figure 41: Criterion 2a Analysis

Academic Indicator	2022			2023		
	School Status	State Status	Result	School Status	State Status	Result
ELA	-31.6	-12.2	Lower	-35.4	-13.6	Lower
Math	-65.3	-51.7	Lower	-56.9	-49.1	Lower
EL Progress	68.0%	50.3%	Higher	56.5%	48.7%	Higher

Source: California School Dashboard

Figure 42: Criterion 2b Analysis

Indicator	Student Group	2022			2023		
		School Status	State Status	Result	School Status	State Status	Result
ELA	**African American**	-44	-57.7	Higher	-43.7	-59.6	Higher
	English Learner	-26	-61.2	Higher	-39.3	-67.7	Higher
	Hispanic/Latino	-10.2	-38.6	Higher	-21.5	-40.2	Higher
	SED	-36.9	-41.4	Higher	-43.8	-42.6	Lower
	SWD	-77.1	-97.3	Higher	-103.8	-96.3	Lower
Math	**African American**	-78.5	-106.9	Higher	-68.3	-104.5	Higher
	English Learner	-55	-92	Higher	-48.3	-93.4	Higher
	Hispanic/Latino	-50.5	-83.4	Higher	-44.1	-80.8	Higher
	SED	-66.4	-84	Higher	-61.9	-80.8	Higher
	SWD	-107.9	-130.8	Higher	-127	-127.3	Higher
EL Progress		68.0%	50.3%	Higher	56.5%	48.7%	Higher

Source: California School Dashboard

Appendix B. Additional California School Dashboard Analyses – including SPA and Local Indicators

Impact of COVID-19 Pandemic on California School Dashboard Indicators

Typically, the California School Dashboard displays colors for each indicator (see below) which are assigned based on two factors: the current year's data and the difference between the current year's data and the prior year's data, or "Change". Due to the impacts of the COVID-19 pandemic on statewide testing and accountability systems, there was insufficient data to calculate "Change" for the 2022 California School Dashboard, and thus the 2022 California School Dashboard displayed "Status levels" (Very High, High, Medium, Low, and Very Low) in place of colors. For purposes of the Renewal Tier Analysis and the School Performance Analysis, these Status Levels were used as proxies for color as shown below.

Figure 43: 2022 and 2023 California School Dashboard Indicator Levels

Year	Dashboard Indicator Levels

	2022	2023
2022	Very Low — LOWEST PERFORMANCE / Low / Medium / High / Very High — HIGHEST PERFORMANCE	
2023	Red — LOWEST PERFORMANCE / Orange / Yellow / Green / Blue — HIGHEST PERFORMANCE	
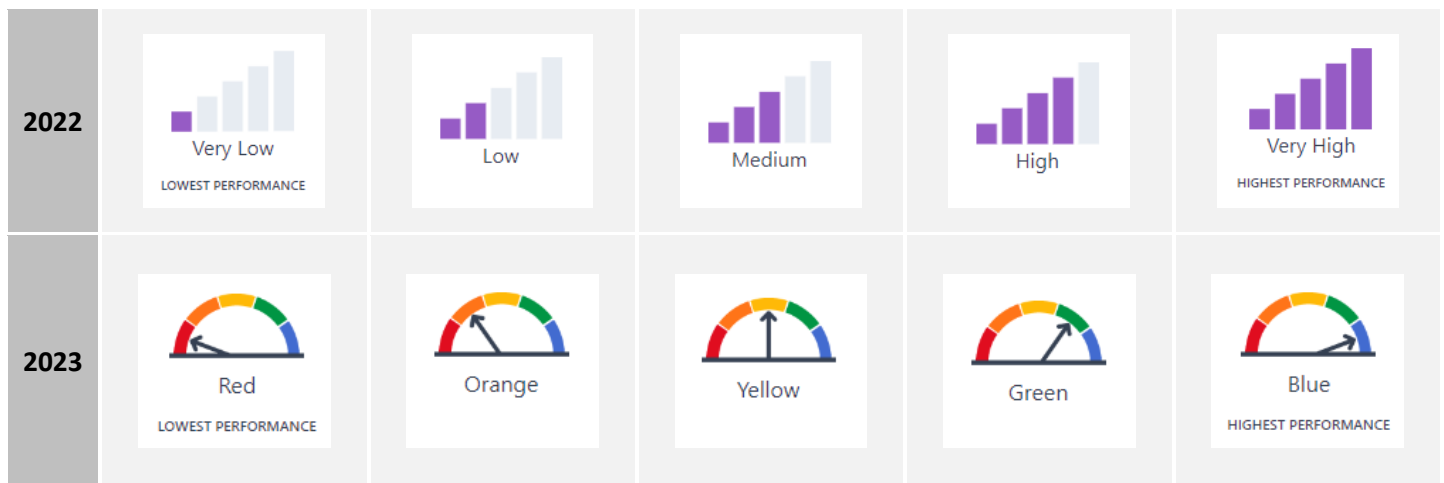
Source: California School Dashboard

The only exceptions to the categorization rules above are the Chronic Absenteeism and Suspension Indicators for which the 2022 scale is reversed such that "Very High" corresponds to the lowest performance, or the "Red" color. Additionally, there was insufficient data to assign a status level to the College and Career Readiness indicator for the 2022 California School Dashboard, so the indicator is not available for the 2022 California School Dashboard and is categorized using a status level, not a color, for the 2023 California School Dashboard. For more information about the California School Dashboard, please visit the CDE's support page at www.cde.ca.gov/ta/ac/cm/index.asp.

Complete School Performance Analyses – Schoolwide and Equity

The School Performance Analysis (SPA) Summary is found in Part 1 of this Staff Report. The below analyses represent the Schoolwide and Equity SPAs for 2022 and 2023. As a reminder, in order to be considered "Met" in the SPA, an indicator must have either a California School Dashboard Color Orange/Low Status Level or higher **or** CORE Growth Level Medium or higher (i.e. growth > 30th percentile).

For the Schoolwide SPA to be considered as "Met", the school must meet the threshold for greater than 50% of the available indicators. For the Equity SPA to be considered as "Met", the school must meet the thresholds for greater than 50% of available student groups.

Figure 44: 2022 and 2023 Schoolwide School Performance Analyses

Indicator	Data Source	2022 Performance	2022 Met/Not Met	2023 Performance	2023 Met/Not Met
English Language Arts State Test	Dashboard Color/Level	Low DFS = -31.6	Met	Orange *DFS = -35.4; decreased -3.8 points*	Met
	CORE Growth Level	N/A		ES: Average Growth *Percentile = 51st* MS: Above Average Growth *Percentile = 99th*	
Mathematics State Test	Dashboard Color/Level	Low DFS = -65.3	Met	Yellow *DFS = -56.9; increased 8.4 points*	Met
	CORE Growth Level	N/A		ES: Average Growth *Percentile = 65th* MS: Above Average Growth *Percentile = 99th*	
English Learner Progress	Dashboard Color/Level	Very High *68% making progress*	Met	Orange *56.5% making progress; decreased -*	Met

KIPP Bridge Academy Charter Renewal

Indicator	Data Source				
				11.6%	
Suspension	Dashboard Color/Level	Very High *10.1% suspended*	**Not Met**	Green *3% suspended; decreased -7.1%*	**Met**
Chronic Absenteeism	Dashboard Color/Level	Very High *56.5% chronically absent*	**Not Met**	Yellow *48.1% chronically absent; decreased 8.5%*	**Met**
Schoolwide SPA Result		**Met** (Met: 60%; 3 of 5)		**Met** (Met: 100%; 5 of 5)	

Source: California School Dashboard, CORE Insights Dashboard

Figure 45: 2022 Equity School Performance Analysis

Indicator	Data Source	Student Group								Met/Not Met
		Black/ African American	Hispanic/ Latino	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth	
English Language Arts State Test	Dashboard Color *(DFS; change)*	Low -44	Low -10.2	No Status Level	Low -36.9	Low -26	Very Low -77.1	No Status Level	N/A	**Met** (4 of 5)
Mathematics State Test	Dashboard Color *(DFS; change)*	Low -78.5	Low -50.5	No Status Level	Low -66.4	Low -55	Very Low -107.9	No Status Level	N/A	**Met** (4 of 5)
Suspension	Dashboard Color *(% suspended once; change)*	Very High 12.5%	High 5.8%	No Status Level	Very High 9.4%	Very High 7.5%	Very High 16.3%	No Status Level	No Status Level	**Not Met** (1 of 5)
Chronic Absenteeism	Dashboard Color *(% chronically absent; change)*	Very High 61.9%	Very High 49.7%	No Status Level	Very High 58.9%	Very High 51.6%	Very High 73.6%	No Status Level	No Status Level	**Not Met** (0 of 5)
Equity SPA Result										**Met** (Met: 50%; 2 of 4)

Source: California School Dashboard, CORE Insights Dashboard

Figure 46: 2023 Equity School Performance Analysis

Indicator	Data Source	Student Group								Met/Not Met	
		Black/ African American	Hispanic/ Latino	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth		
English Language Arts State Test	Dashboard Color *(DFS; change)*	Orange -43.7 ↑0.3	Orange -21.5 ↓-11.3	No Color	Orange -43.8 ↓-6.8	Orange -39.3 ↓-13.2	Red -103.8 ↓-26.6	No Color	N/A	**Met** (4 of 5)	**Met**
	CORE Growth Level *(percentile)*	ES: Medium, 48% MS: High, 99%	ES: Medium, 50% MS: High, 98%	N/A	ES: Medium, 50% MS: High, 98%	ES: Medium, 47% MS: High, 96%	N/A	N/A	N/A	**Met** (4 of 5)	
Mathematics State Test	Dashboard Color *(DFS;*	Yellow -68.3 ↑10.2	Yellow -44.1 ↑6.4	No Color	Yellow -61.9 ↑4.5	Yellow -48.3 ↑6.7	Red -127 ↓-19.1	No Color	N/A	**Met** (4 of 4)	**Met**

KIPP Bridge Academy Charter Renewal

	change)									
	CORE Growth Level (percentile)	ES: Medium, 61% MS: High, 99%	ES: Medium, 67% MS: High, 99%	N/A	ES: Medium, 65% MS: High, 99%	ES: Medium, 63% MS: High, 99%	N/A	N/A	N/A	**Met** (4 of 4)
Suspension	Dashboard Color (% suspended once; change)	Yellow 4% ↓-8.5%	Green 0.8% ↓-5%	No Color	Yellow 3.2% ↓-6.2%	Green 0.7% ↓-6.7%	Orange 9.4% ↓-6.9%	No Color	No Color	**Met** (5 of 5)
Chronic Absenteeism	Dashboard Color (% chronically absent; change)	Yellow 49.5% ↓-12.5%	Orange 44.2% ↓-5.5%	No Color	Yellow 49.8% ↓-9.1%	Orange 37.9% ↓-13.7%	Orange 52.5% ↓-21.2%	No Color	No Color	**Met** (5 of 5)
Equity SPA Result										**Met** (Met: 100%; 4 of 4)

Source: *California School Dashboard, CORE Insights Dashboard*

California School Dashboard Local Indicators

Charter schools are required to report annually on five State Board of Education (SBE)-approved local indicators aligned to State priority areas where other State data is not available. In order to meet each local indicator, the SBE requires charter schools to (1) annually measure their progress based on locally available data, (2) report the results at a public charter school board meeting, and (3) report the results to the public through the California School Dashboard. The school uses self-reflection tools included within the California School Dashboard to report its progress on the local indicators. If a charter school does not submit results to the California School Dashboard by the given deadline, including completing the self-reflection tool, the school's California School Dashboard will reflect *Not Met* for the indicator by default. Earning a performance level of *Not Met* for two or more years for a given local indicator may be a factor in being identified for differentiated assistance, provided by an outside agency (typically the local school district or county office of education) as required by State law.[25] KIPP Bridge was not identified for differentiated assistance during the current charter term.

Figure 47: California School Dashboard Local Indicators

Local Indicator	2017	2018	2019	2022	2023
Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met	Met	Met
Implementation of Academic Standards	Met	Met	Met	Met	Met
Parent and Family Engagement	Met	Met	Met	Met	Met
Local Climate Survey	Met	Met	Met	Met	Met
Access to a Broad Course of Study	N/A	Met	Met	Met	Met

Source: *California School Dashboard*

Appendix C. Additional Program Implementation Information

Proposed Charter School Projected Student Enrollment and Grade Levels Served (as outlined in Petition)

In its renewal petition (pg. 23), KIPP Bridge is proposing to serve a maximum enrollment of 835 and a projected student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

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[25] Detailed criteria for differentiated assistance can be found at https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp.

Figure 48: Projected Enrollment

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	20	20	20	20	24
K	47	56	56	56	56
1	40	50	56	56	56
2	51	40	54	56	56
3	52	51	43	56	56
4	51	53	56	44	56
5	55	60	66	66	66
6	70	70	70	70	70
7	65	65	65	65	65
8	60	63	63	65	65
Total	511	528	549	554	570

Source: KIPP Bridge Renewal Petition

Admissions Preferences

In the event of a public random drawing, KIPP Bridge admissions preferences are as shown below:

Figure 49: KIPP Bridge Admissions Preferences

#	Admissions Preference
1	Siblings of current students and children of employees
2	Students who reside within West Oakland (defined as District 3, west of 980 freeway; as stipulated in OUSD's Fall Call for Quality Schools) and who are eligible for free and reduced price meals
3	Students who reside within West Oakland (defined as District 3, west of 980 freeway; as stipulated in OUSD's Fall Call for Quality Schools) and who are ineligible for free and reduced priced meals
4	Students who are eligible for free and reduced priced meals who reside within Oakland Unified School District but outside of West Oakland
5	Students who are ineligible for free and reduced priced meals who reside within Oakland Unified School District but outside of West Oakland
6	Students who are eligible for free and reduced priced meals who reside outside Oakland Unified School District
7	Students who are ineligible for free and reduced priced meals who reside outside Oakland Unified School District
8	All other applicants

Source: KIPP Bridge Renewal Petition

Charter School Enrollment Demographics Over Time

Figure 50: KIPP Bridge Enrollment Demographics

Student Group Type	Student Group	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Ethnicity	Hispanic/Latino	22%	22%	22%	22%	27%	23%	25%
	Black/African American	57%	57%	56%	58%	51%	55%	54%
	Asian	4%	4%	4%	3%	3%	2%	2%
	White	11%	12%	11%	9%	13%	9%	9%

KIPP Bridge Academy Charter Renewal

	Two or More Races	4%	4%	6%	6%	5%	6%	6%
	Other Race/Ethnicity	2%	2%	1%	1%	0%	4%	4%
	Not Reported	0%	0%	0%	0%	0%	0%	0%
Other Student Groups	**Socioeconomically Disadvantaged**	87%	81%	82%	85%	84%	91%	92%
	English Learners	20%	23%	24%	21%	28%	25%	25%
	Special Education	10%	12%	14%	16%	15%	16%	19%

Source: ETHNICITY– CDE Downloadable Data Files (School Enrollment); SOCIOECONOMICALLY DISADVANTAGED/ENGLISH LEARNERS/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report)

2024-25 Charter School Educator Demographics

Figure 51: 2024-25 Educator Demographics

Race / Ethnicity	24-25
Hispanic/Latino	19%
Black/African American	29%
Asian	6%
White	19%
Other Race/Ethnicity	26%

Source: Charter School Performance Report

Charter School Complaints to OUSD

The OUSD Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria[26] or identify a potential violation of local, state, or federal law, the Office of Charter Schools typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current seven-year charter term, the Office of Charter Schools received 6 complaints regarding KIPP Bridge and 0 complaints regarding the Charter School's CMO.

Figure 52: KIPP Bridge Complaints to OUSD

School Year	Complaints	Areas of Concern
2017-18	0	-
2018-19	1	Admission
2019-20	2	*Special Education/Pushout
2020-21	1	*Special Education/Pushout
2021-22	0	-
2022-23	1	Bullying/Student Health/Safety
2023-24	1	Grading/Communication
2024-25	0	-

Source: OUSD Office of Charter Schools Complaint Records
*Allegations were not able to be substantiated by OCS.

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[26] Complaints where Office of Charter School staff will become involved include those alleging a severe or imminent threat to student health or safety, employee discrimination per Title 5 of the California Code of Regulations, or violations outlined in Education Code §47607(c).

Charter School English Learners by Language

Figure 53: Language Group Data

Language	English Learners (EL)	Fluent English Proficient (FEP) Students	Percent of Total Enrollment that is EL and FEP
Spanish; Castilian	65	21	17.66%
Arabic	52	8	12.32%
Uncoded languages	3	4	1.44%
Tigrinya	1	0	0.21%
Somali	1	0	0.21%
Mon-Khmer languages (Cambodian)	0	1	0.21%

Source: CDE Dataquest

Appendix D. Response to OUSD Inquiries After Renewal Submission

OCS noted that the LCFF Calculator submitted by KIPP as part of the multi-year budget projection materials uses Ravenswood City Elementary school district as the "local district" for the purposes of the LCFF calculation, rather than Oakland Unified, as might be expected since KIPP Bridge is located in Oakland. OCS submitted the following questions submitted to KIPP by OCS on September 12, 2024:

1. Why does KIPP Bridge's LCFF calculation use Ravenswood City Elementary instead of Oakland Unified as the "local district"? If the use of Ravenswood City Elementary instead of OUSD is intentional, and not a mistake, please explain the rationale. If the use of Ravenswood City Elementary instead of OUSD is a mistake, please submit the correct LCFF calculation and accompanying budget documents.

2. What are the implications on KIPP Bridge's submitted proposed budget of using Ravenswood City Elementary instead of Oakland Unified as the "local district"? In other words, if Oakland Unified was used as the "local district", do you expect the school's budget projections to be different, and if so, how?

KIPP's response is shown in Figure 54 below, and also includes a response from KIPP about the target funding amounts listed for grades TK-3 in the LCFF calculator included in the submitted petition.

Figure 54: Emailed Response From KIPP

In accordance with Education Code and California Department of Education guidance (see attached screenshot from the Principal Apportionment Data Collection system), KIPP Public Schools Northern California reports every school district in which our schools are physically located or have a school facility during the first principal apportionment reporting window. We additionally report all of our physical locations, including main office/headquarters, learning/resource centers, meeting spaces or other satellite facilities.

KIPP maintains Regional Support Office facilities in Oakland, San Jose, East Palo Alto, and Stockton to support our schools throughout Northern California. These offices are located in Oakland Unified School District, Alum Rock Union Elementary School District, and Ravenswood City School District, respectively. Each KIPP school, including KIPP Bridge, utilizes administrative services from all of these Regional Support Office facilities. As a result, per the CDE guidance above, we input Oakland Unified, Alum Rock Union, and Ravenswood City into the Principal Apportionment Data Collection system annually. **The CDE then picks the district to use as the "local district" in the LCFF calculations, compares the unduplicated pupil percentage of the "local district" to the individual charter school, and grants funding based on the lower of those percentages. In other words, KIPP Bridge never receives LCFF revenues above the unduplicated pupil percentage we serve at our school site.**

The P1 submission is then certified by OUSD, ACOE, and the CDE . We have submitted physical location data following CDE guidance, across our KIPP schools, since 2016. **OUSD, ACOE, and the CDE have never raised concerns about the P1 submissions.**

Upon opening our office in Ravenswood and Alum Rock, we have added our physical locations, per the state guidance, within the P1 portal. We anticipate adding our newest Regional Support Office location in Stockton Unified School District beginning in the 24-25 school year.

As such, the financial information we submitted is accurate.

As for the financials on page 1288 of the charter petition:

- The $34.3k for TK-3 is single-cell typo reflecting an appended cell total for the TK and K-3 rates rather than the pro-rated average for ADA estimates across that grade span.
    - The RCSD TK per pupil amount is approximately $18.7k
    - The RCSD K-3 per pupil amount is approximately $15.6k
- This typo did not affect the final total calculations at the bottom of the table, which correctly reflect KIPP Bridge's LCFF Funding Targets.
- Please see the attached report for detail, including the TK and K-3 grade spans broken out separately.

Attachment 1 from KIPP:

KIPP Bridge Academy Charter Renewal

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

School District

Charter School - District Oversight: KIPPBridge1 - 12/21/2023 11:52:24 AM
School District: minhco - 12/28/2023 11:49:08 AM
County Office of Education: jlaursen - 1/12/2024 10:22:26 AM

Attachment 2 from KIPP:

KIPP Bridge Academy Charter Renewal

LCFF Calculator

		FY2025	FY2026	FY2027	FY2028
Target Funding	School Unduplicated % - Based on prior year				
	School Unduplicated % - Annual	90.1%	91.8%	91.8%	91.2%
	School Unduplicated % - Rolling Average	91.7%	91.7%	91.2%	91.6%
	COLA Rate	0.76%	-0.20%	2.00%	2.00%
	Base Grant - TK-3 Rate	9,995	9,975	10,174	10,378
	Base Grant - 4-6 Rate	10,145	10,125	10,328	10,534
	Base Grant - 7-8 Rate	10,446	10,425	10,634	10,847
	Base Grant - 9-12 Rate	12,106	12,082	12,324	12,570
	Grade Level Supplement - TK-3	10.4%	10.4%	10.4%	10.4%
	Grade Level Supplement - 4-6	0.0%	0.0%	0.0%	0.0%
	Grade Level Supplement - 7-8	0.0%	0.0%	0.0%	0.0%
	Grade Level Supplement - 9-12	2.6%	2.6%	2.6%	2.6%
	Base Grant & Grade Level Supplement - TK-3	11,034	11,012	11,232	11,457
	Base Grant & Grade Level Supplement - 4-6	10,145	10,125	10,328	10,534
	Base Grant & Grade Level Supplement - 7-8	10,446	10,425	10,634	10,847
	Base Grant & Grade Level Supplement - 9-12	12,421	12,396	12,644	12,897
	School Unduplicated %	91.7%	91.7%	91.2%	91.6%
	x Supplemental Grant Factor	20.0%	20.0%	20.0%	20.0%
	= Supplemental Grant Addition	18.3%	18.3%	18.2%	18.3%

	Ravenswood City Elementary	Ravenswood City Elementary	Ravenswood City Elementary	Ravenswood City Elementary
Local District				
School Unduplicated %	91.7%	91.7%	91.2%	91.6%
Local District Unduplicated %	90.9%	90.9%	90.9%	90.9%
= Effective Unduplicated % (minimum of above)	90.9%	90.9%	90.9%	90.9%
- Concentration Grant Threshhold	-55.0%	-55.0%	-55.0%	-55.0%
= Concentration Grant Eligible % (minimum of zero)	35.9%	35.9%	35.9%	35.9%
x Concentration Grant Factor	65.0%	65.0%	65.0%	65.0%
= Concentration Grant Addition	23.4%	23.4%	23.4%	23.4%
Base Grant & Grade Level Supp & Supp Grant & Conc Grant - TK	18,703	18,672	18,973	19,299
Base Grant & Grade Level Supp & Supp Grant & Conc Grant - K-3	15,636	15,605	15,906	16,232
Base Grant & Grade Level Supp & Supp Grant & Conc Grant - 4-6	14,376	14,348	14,625	14,924
Base Grant & Grade Level Supp & Supp Grant & Conc Grant - 7-8	14,803	14,773	15,059	15,368
Base Grant & Grade Level Supp & Supp Grant & Conc Grant - 9-12	0	0	0	0
ADA - TK	20.74	17.54	17.80	17.80
ADA - K-3	164.21	172.80	186.01	199.36
ADA - 4-6	154.21	162.74	173.67	162.92
ADA - 7-8	110.13	114.46	116.55	118.30
ADA - 9-12	0.00	0.00	0.00	0.00
= ADA - Total	449.29	467.54	494.03	498.39
Base Grant, Grade Level Supp, Supp Grant, Conc Grant x ADA - TK	387,945	327,562	337,715	343,526
Base Grant, Grade Level Supp, Supp Grant, Conc Grant x ADA - K-3	2,567,608	2,696,532	2,958,625	3,236,042
Base Grant, Grade Level Supp, Supp Grant, Conc Grant x ADA - 4-6	2,216,868	2,334,972	2,539,988	2,431,535
Base Grant, Grade Level Supp, Supp Grant, Conc Grant x ADA - 7-8	1,630,169	1,690,944	1,755,019	1,818,066
Base Grant, Grade Level Supp, Supp Grant, Conc Grant x ADA - 9-12	0	0	0	0
= LCFF Funding - Total	6,802,592	7,050,011	7,591,348	7,829,169

KIPP Bridge Academy Charter Renewal

Charter Renewal
Staff Recommendation

KIPP Bridge Academy

OUSD Office of Charter Schools
October 10, 2024

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Charter Renewal Overview

Charter School Renewal Overview

Background

Every 5 years (typically), a Charter School must submit a renewal petition to their authorizer in order to continue operating. The authorizer, the OUSD Board of Education, must evaluate the renewal petition based on criteria outlined in California Education Code and the school's Renewal Tier placement. The Board must vote within 90 days of submission to approve or deny the petition.

COVID-19 Impact on Charter Renewal

Due to the lack of Dashboard data after COVID, the State legislature extended all charters' terms by a total of **three years.** Therefore, all OUSD-authorized charter schools that are up for renewal this fall are currently in **year 8** of their charter term.

Timeline

Day 0
Submission

By Day 60
Initial Public Hearing

15 Days Before Decision Hearing
Staff Report Posted

By Day 90
Decision Hearing

Charter School Renewal Criteria

01 Has the Charter School Presented a Sound Educational Program?

- Renewal Tier Placement
- State Testing Performance and CORE Growth Data (if applicable)
- Graduation Outcomes (if applicable)
- Verified Data
- Site Visit Information

02 Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

- Enrollment Information and Demographics
- Fiscal Analyses
- Notices of Concern
- Board Health and Effectiveness
- Staffing and Teacher Credentialing

03 Is the Petition Reasonably Comprehensive?

- Analysis of 15 Required Elements per California Education Code
- Analysis of other OUSD required items

04 Is the Charter School Serving All Students Who Wish to Attend?

- State-provided Enrollment Data
- Substantiated Complaints related to suspension/expulsion if applicable

  Note: Ed. Code limits consideration to only these data sources

How Does CDE Calculate Renewal Tiers?

High
- Presumptive Renewal
- Can be renewed for 5, 6, or 7 years

- Green or blue on all schoolwide indicators OR;
- Schoolwide academic indicators are same or higher than state average, and academic indicators for certain underperforming student groups are higher than state average for that student group.

Middle
- No Default Recommendation
- Can be renewed for 5 years

All schools which do not qualify for the high or low tier are automatically placed in middle tier.

Low
- Presumptive Denial
- Can be renewed for 2 years with PIP

- Red or orange on all schoolwide indicators OR;
- Schoolwide academic indicators are same or lower than state average, and academic indicators for certain underperforming student groups are lower than state average for that student group.

KIPP Bridge Academy Renewal Analysis and Staff Recommendation

KIPP Bridge Overview

KIPP Bridge Academy			
Charter Management Organization	KIPP Public Schools Northern California	Neighborhood	Oak Center
Grade Span	TK-8	OUSD Attendance Area	**Elem**: MLK **Middle** : WOMS
OUSD Board District	District 3	Current Enrollment	548

KIPP Bridge was placed in the Middle Tier
No default recommendation from State; Eligible for 5-year renewal term

KIPP Bridge Academy Renewal Timeline

July 15, 2024

Renewal Submission

KIPP Bridge Academy submitted the renewal petition and all associated documents to the OUSD Office of Charter Schools.

September 11, 2024

Initial Public Hearing

OUSD Board of Education held an Initial Public Hearing where representatives of the Charter School had the opportunity to present.

September 25, 2024

Staff Report Posted

The OUSD Staff Report and recommendation was posted to the OUSD Board of Education website.

October 10, 2024

Decision Hearing

OUSD Board of Education is holding the Decision Hearing at which they will vote to approve or deny the renewal petition.

As part of the renewal process, the OUSD Office of Charter Schools conducted a site visit at KIPP Bridge Academy on September 5, 2024 and a charter board interview with members of the KIPP governing board on July 1, 2024.

KIPP Bridge Academy CA Dashboard Results

	ELA	Math	EL Progress	Suspension	Chronic Absenteeism
2021-22	**Low** 31.6 pts below standard	**Low** 65.3 pts below standard	**Very High** 68% making progress	**Very High** 10.1% suspended	**Very High** 56.5% chronically absent
2022 -23	**Orange** 35.4 pts below standard *Decreased 3.8 pts*	**Yellow** 56.9 pts below standard *Increased 8.4 pts*	**Orange** 56.5% making progress *Decreased 11.6%*	**Green** 3% suspended *Declined 7.1%*	**Yellow** 48.1% chronically absent *Decreased 8.5%*

Criteria I: Has the Charter School Presented a Sound Educational Program?

ELA SBAC
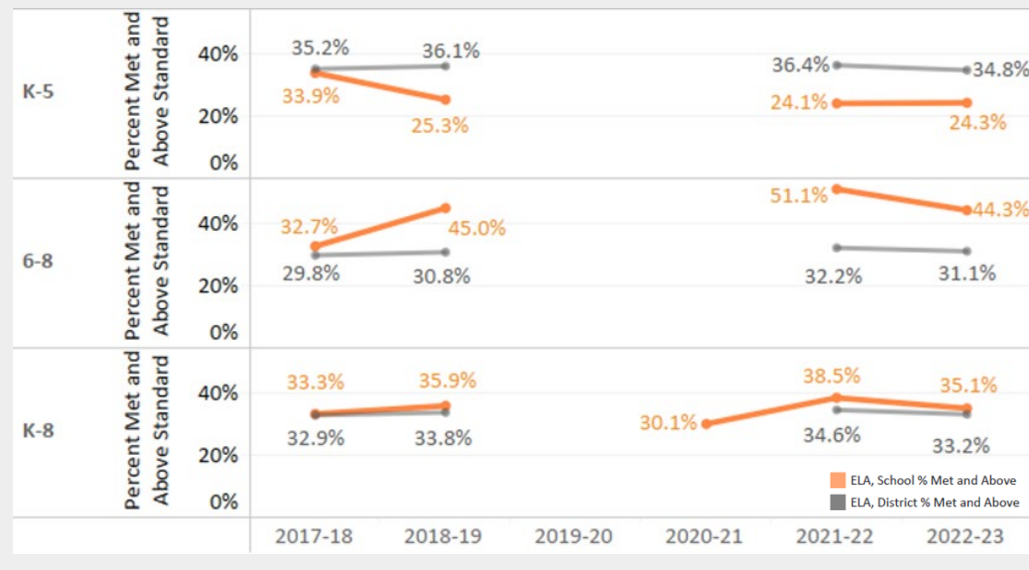
2023 ELA CORE Growth
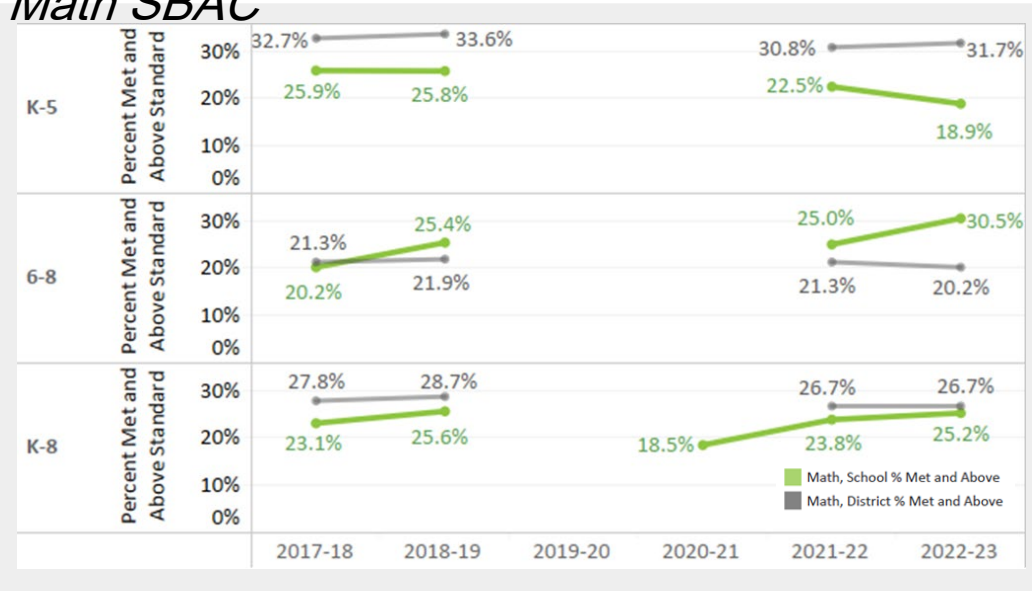*(Based on 2022 and 2023 ELA SBAC)*

ES: The growth percentile is **51** which represents **average growth**. Students in this case grew the around the same scale score points as similar students.

MS: The growth percentile is **99** which represents **above average growth**. Students in this case grew 30 scale score points greater than similar students.

Across grades K-8, the Charter School's proficiency rates are similar to OUSD. However, the middle school proficiency rates are much higher than the elementary school's.

Criteria I: Has the Charter School Presented a Sound Educational Program?

Math SBAC

2023 Math CORE Growth
(Based on 2022 and 2023 Math SBAC)

Elementary: The growth percentile is **65** which represents **average growth** . Students in this case grew 5 scale score points greater than similar students..

Middle: The growth percentile is **99** which represents **above average growth** . Students in this case grew 33 scale score points greater than similar students.

Across grades K-8, the Charter School's proficiency rates are similar to OUSD. However, the middle school proficiency rates are much higher than the elementary school's.

Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Total Enrollment
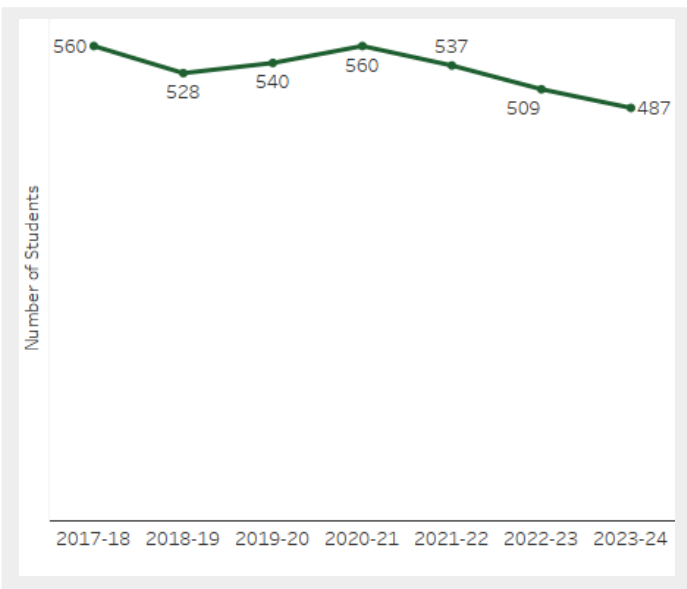
Enrollment of 548 as of August 29, 2024

Fiscal Health

Financial Indicator	2020 -21	2021-22	2022 -23
Ending Fund Balance	$3,202,339	$3,332,376	$3,221,415
Deficit Spending	$0	$0	$110,961
3% Reserve	Yes	Yes	Yes
Major Audit Findings	None	None	None

Criteria III: Is the Petition Reasonably Comprehensive?

The charter petition included a reasonably comprehensive description, per State standards, of the 15 required elements outlined in California Education Code.

Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

There were no substantiated complaints related to noncompliance with suspension, expulsion, or involuntary disenrollment procedures and no evidence in the State-provided enrollment data which suggests the Charter School is not serving all students who wish to attend.

Staff Recommendation Summary

The OUSD Office of Charter Schools recommends APPROVAL	
Strengths	**Challenges**
- Met all academic indicators in the School Performance Analysis based on the California State Dashboard. - Middle school ELA proficiency well above the district average, and middle school Math proficiency above the District average in most years, with growth in the most recent two years. - Very high CORE growth in both Math and ELA at the middle school level, and medium CORE growth in both Math and ELA at the elementary school level. - Majority of student groups outperformed the District's respective student group averages in all years for both Math and ELA. - Although the school has experienced declining enrollment, it has started to rebound in the 2024-25 school year and the school remains sustainably sized and fiscally stable.	- Elementary school Math and ELA proficiency have remained below the District average. - Students with disabilities performed below the respective student group's District average in Math.

Appendix

2023 -24 Student Demographics

Student Group	Charter School	OUSD schools in Comparison HSAA	OUSD
Hispanic/Latino	24.8%	29.5%	47.3%
Black/African American	54.4%	43.2%	20.1%
Asian	1.6%	3.5%	9.8%
White	9.4%	13.6%	11.5%
Two or More Races	5.7%	4.4%	6.8%
Other Race/Ethnicity	3.9%	0.4%	1.9%
Not Reported	0%	5.4%	2.6%
Socioeconomically Disadvantaged	92.4%	97.5%	81.4%
English Learners	25.1%	33.5%	32.9% (TK-8 only: 34.6%)
Special Education	18.7%	16.8%	16.3% (TK-8 only: 15.6%)

Renewal Tier Analysis - Criterion 2

Indicator	Student Group	2022			2023		
		School Status	State Status	Result	School Status	State Status	Result
ELA	Schoolwide	-31.6	-12.2	Lower	-35.4	-13.6	Lower
	African American	-44	-57.7	Higher	-43.7	-59.6	Higher
	English Learner	-26	-61.2	Higher	-39.3	-67.7	Higher
	Hispanic/Latino	-10.2	-38.6	Higher	-21.5	-40.2	Higher
	SED	-36.9	-41.4	Higher	-43.8	-42.6	Lower
	SWD	-77.1	-97.3	Higher	-103.8	-96.3	Lower
Math	Schoolwide	-65.3	-51.7	Lower	-56.9	-49.1	Lower
	African American	-78.5	-106.9	Higher	-68.3	-104.5	Higher
	English Learner	-55	-92	Higher	-48.3	-93.4	Higher
	Hispanic/Latino	-50.5	-83.4	Higher	-44.1	-80.8	Higher
	SED	-66.4	-84	Higher	-61.9	-80.8	Higher
	SWD	-107.9	-130.8	Higher	-127	-127.3	Higher
EL Progress		68.0%	50.3%	Higher	56.5%	48.7%	Higher

2022 -23 Key Student Group Performance vs. OUSD

|		Black or African American	Economically disadvantaged	English learner	Hispanic or Latino	Students with disability
ELA	2017-18	31.8%	30.8%	14.3%	37.0%	10.3%
	2018-19	33.9%	34.0%	10.5%	35.4%	11.6%
	2019-20					
	2020-21					
	2021-22	33.9%	35.8%	28.1%	44.8%	15.8%
	2022-23	33.2%	32.4%	17.1%	40.5%	10.3%
Math	2017-18	21.6%	23.7%	16.9%	23.5%	5.1%
	2018-19	23.9%	26.7%	14.1%	27.2%	4.7%
	2019-20					
	2020-21					
	2021-22	18.1%	23.6%	22.7%	31.3%	10.7%
	2022-23	22.6%	22.5%	16.4%	24.7%	4.4%
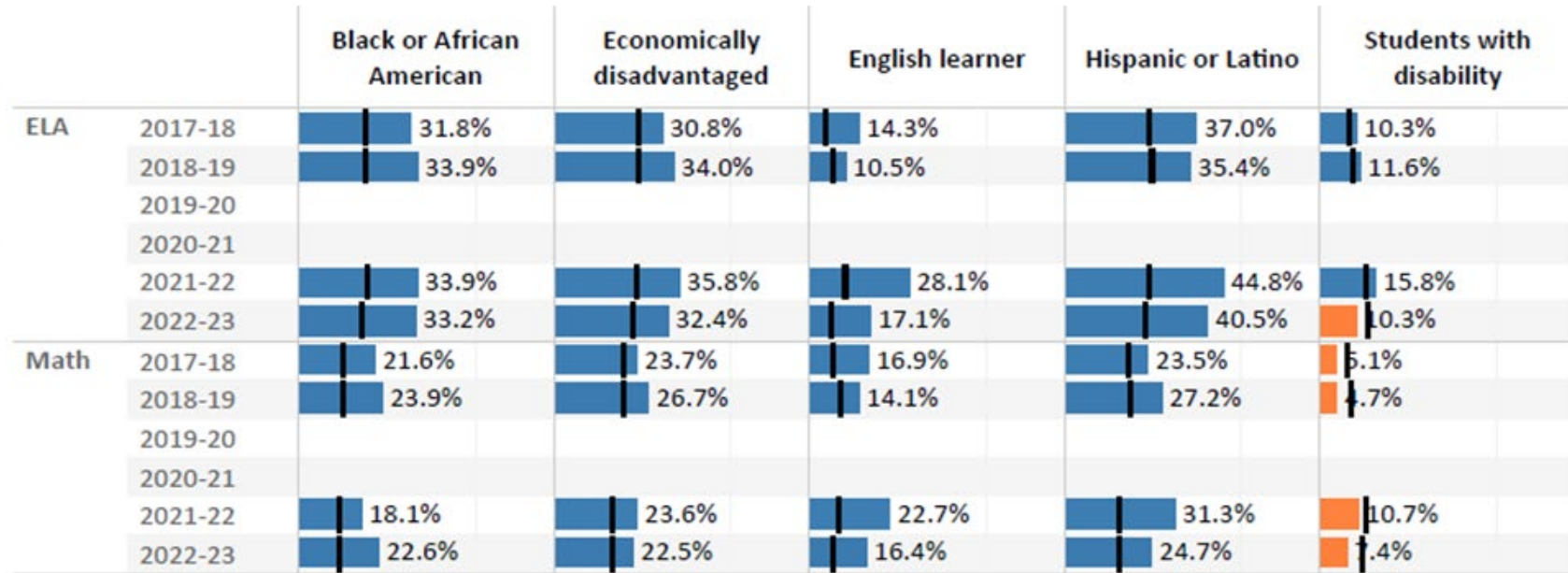
■ Greater
■ Lower
— OUSD average

Verified Data - Reading K-4

KIPP Bridge submitted results from mClass by Amplify as Verified Data for grades K-4. For this data source, if the Zone of Growth ("ZOG") is "Average" or above, the school can be said to have met the minimum growth expectations to demonstrate one year's progress.

Percent Met Average Growth or Above

Percent Met Average Growth or Above
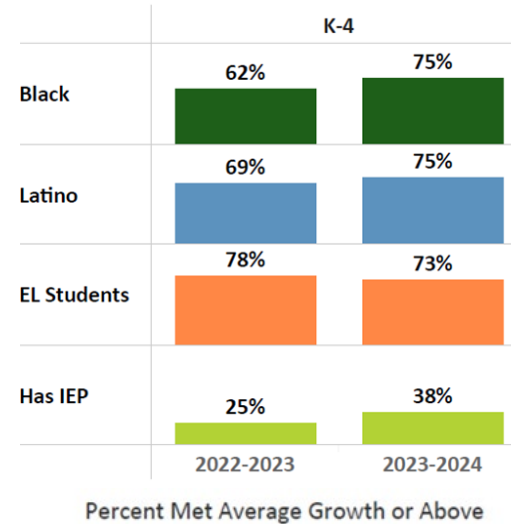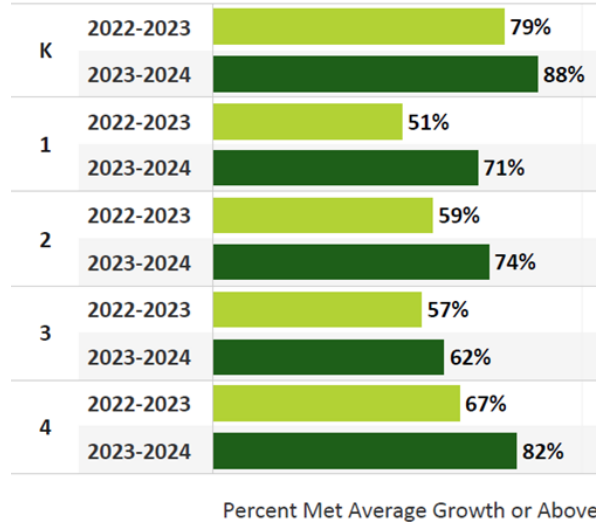
English Learner Progress
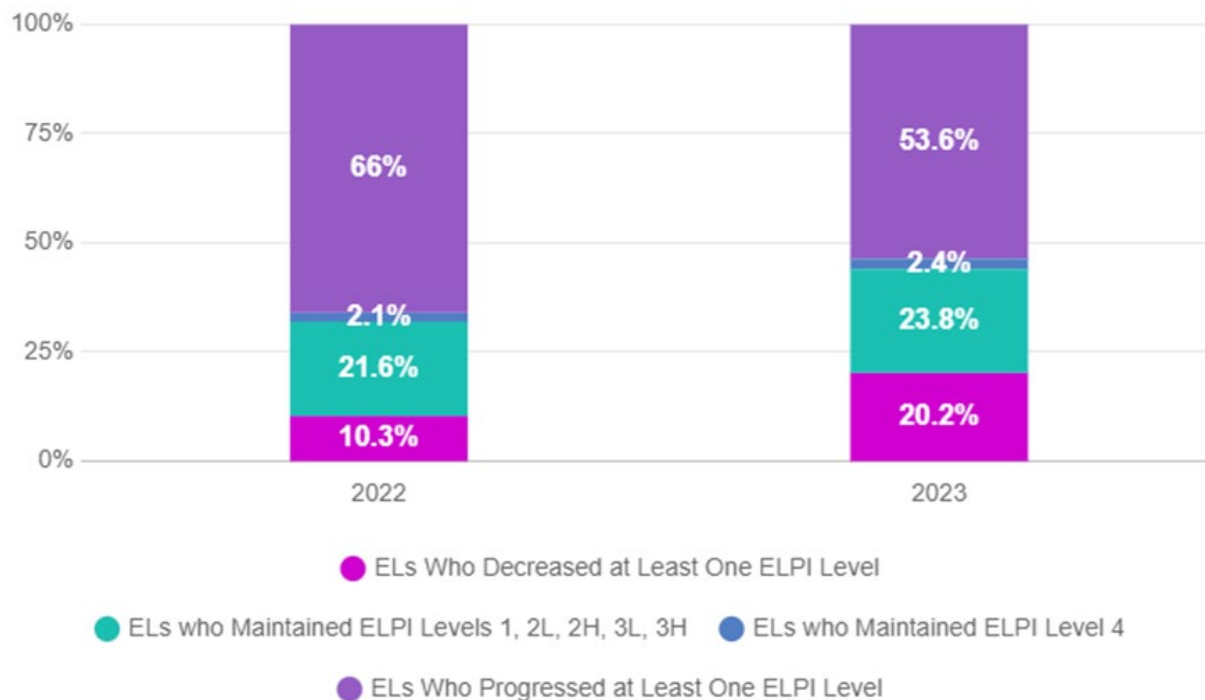
Teacher Credentialing Data

	Charter School	OUSD
Clear *Authorized by clear or preliminary credential or by local assignment option*	33.9%	60.9%
Intern *Authorized by intern credential*	12.0%	3.9%
Out-of-Field *Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option*	10.1%	1.2%
Ineffective *No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits*	40.3%	31.6%
Incomplete *Missing or incorrect information was reported to CALPADS about the assignment*	3.7%	2.3%

CDE Enrollment Data - Data Set 1

Data Set 1	2017-18	2018-19	2019-20	2022 -23
Percent of students enrolled at the charter school between start of the school year and census day who were not enrolled at the end of the school year	15.27% (91 of 596)	14.02% (76 of 542)	7.33% (41 of 559)	12.55% (68 of 542)
Number of these students with State test results from the prior year	31	26	12	ELA: 23 Math: 21
Average Distance From Standard (DFS) on the **English** State test from the prior year these students compared to school average	-32.98 Unretained = -72.58 School = -39.6	+9.87 Unretained = -37.23 School = -47.1	-32.07 Unretained = -65.67 School = -33.6	-35.36 Unretained = -66.96 School = -31.6
Average Distance From Standard (DFS) on the **Math** State test from the prior year these students	-14.46 Unretained = -83.06 School = -68.6	+0.31 Unretained = -64.69 School = -65	-25.98 Unretained = -79.58 School = -53.6	+4.35 Unretained = -60.95 School = -65.3

CDE Enrollment Data - Data Set 2

Data Set 2	2017-18	2018-19	2019-20	2022 -23
Percent of students enrolled at the charter school during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	24.4% (153 of 627)	22.65% (135 of 596)	15.5% (84 of 542)	16.84% (97 of 576)
Number of these students with State test results from the prior year	79	ELA: 61 Math: 62	43	52
Average Distance From Standard (DFS) on the **English** State test from the prior year these students compared to school average	-2.92 Unretained = -42.52 School = -39.6	-8.1 Unretained = -55.2 School = -47.1	+1.72 Unretained = -31.88 School = -33.6	-0.86 Unretained = -32.46 School = -31.6
Average Distance From Standard (DFS) on the **Math** State test from the prior year these students	-0.74 Unretained = -69.34 School = -68.6	-1.63 Unretained = -66.63 School = -65	-5.45 Unretained = -59.05 School = -53.6	+8.61 Unretained = -56.69 School = -65.3