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KIPP Bridge Charter School

Charter Renewal Petition

Submitted to Oakland Unified School District on October 26, 2011

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Executive Director

October 3, 2011

Jody London
President
Oakland Unified School District Board of Education

Re: Charter Renewal Petition for KIPP Bridge Charter School

Dear Ms. London:

I hereby authorize the submission of KIPP Bridge Charter School's charter renewal request to the Oakland Unified School District Board of Education. Please find enclosed KIPP Bridge Charter School's revised charter petition, performance report, teachers' signatures and all supplemental documents.

Sincerely,



John Philip Coghlan
Chair, KIPP Bay Area Schools Board of Directors


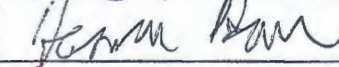
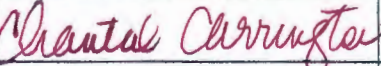
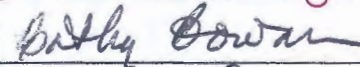

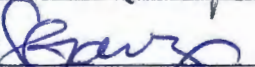


CHARTER RENEWAL PETITION

KIPP Bridge Charter School

The charter school estimates that 15 teachers will be employed by the charter school during its first year of operation under the charter renewal term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(1) and who are **meaningfully interested in teaching at the School under the renewal charter petition**. Signatures are subject to verification.

We, the undersigned teachers, support the renewal request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a renewal charter term to KIPP Bridge Charter School pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent renewal terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Beth Sutkus Thompson, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Elizabeth Berliant		10/03/11	510-292-0617	Preliminary single	01/01/15
Herman Brown		10/03/11	510-292-5966	Life Standard secondary Teaching	N/A - LIFE
Chantel Carrington		10/03/11	510-418-1828	Preliminary multiple subject	03/01/16
Cathy Cowan		10/03/11	510-725-2109	Clear multiple subject	03/01/14
Michael Davis		10/03/11	510-926-9783	N/A	N/A
Sarah Garza		10/03/11	510-301-9426	Preliminary single subject	02/01/16
Sarah Guster		10/03/11	510-495-4427	Preliminary multiple subject	07/01/15
Edward Langstroth		10/03/11	510-292-0195	Preliminary single subject	06/01/16

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. **The proposed charter shall be attached to the petition.** (emphasis added)

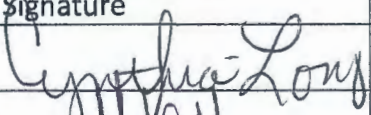



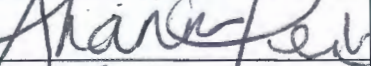


CHARTER RENEWAL PETITION

KIPP Bridge Charter School

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Cynthia Long		10/03/11	510-295-9158	preliminary multiple subject	08/01/15
Michael Mann		10/03/11	510-926-2564	clear multiple subject	09/01/13
Kerry Muse		10/03/11	510-529-5741	preliminary single subject	11/01/12
Alison Nash		10/03/11	510-292-9870	clear single subject	08/01/13
Shannon Perkins		10/03/11	510-292-9870	N/A	N/A
Stephanie Smith		10/03/11	510-529-1664	intern single subject	TBD
Lilly Kim		10/03/11	510-648-7239	preliminary multiple subject	05/01/15

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The New York Times Magazine
"What It Takes To Make a Student"

By Paul Tough

November 26, 2006

<http://www.nytimes.com>

On the morning of Oct. 5, President Bush and his education secretary, Margaret Spellings, paid a visit, along with camera crews from CNN and Fox News, to Friendship-Woodridge Elementary and Middle Campus, a charter public school in Washington. The president dropped in on two classrooms, where he asked the students, almost all of whom were African-American and poor, if they were planning to go to college. Every hand went up. "See, that's a good sign," the president told the students when they assembled later in the gym. "Going to college is an important goal for the future of the United States of America." He singled out one student, a black eighth grader named Asia Goode, who came to Woodridge four years earlier reading "well below grade level." But things had changed for Asia, according to the president. "Her teachers stayed after school to tutor her, and she caught up," he said. "Asia is now an honors student. She loves reading, and she sings in the school choir."

Bush's Woodridge trip came in the middle of a tough midterm election campaign, and there was certainly some short-term political calculation in being photographed among smiling black faces. But this was more than a photo opportunity. The president had come to Woodridge to talk about the most ambitious piece of domestic legislation his administration had enacted after almost six years in office: No Child Left Behind. The controversial education law, which established a series of standards for schools and states to meet and a variety of penalties for falling short, is up for reauthorization next year in front of a potentially hostile Congress, and for the law to win approval again, the White House will have to convince Americans that it is working — and also convince them of exactly what, in this case, "working" really means.

When the law took effect, at the beginning of 2002, official Washington was preoccupied with foreign affairs, and many people in government, and many outside it too, including the educators most affected by the legislation, seemed slow to take notice of its most revolutionary provision: a pledge to eliminate, in just 12 years, the achievement gap between black and white students, and the one between poor and middle-class students. By 2014, the president vowed, African-American, Hispanic and poor children, all of whom were at the time scoring well below their white counterparts and those in the middle class on standardized tests, would not only catch up with the rest of the nation; they would also reach 100 percent proficiency in both math and reading. It was a startling commitment, and it made the promise in the law's title a literal one: the federal government would not allow a single American child to be educated to less than that high standard.

It was this element of the law that the president had come to Woodridge to talk about. "There's an achievement gap in America that's not good for the future of this country," he told the crowd. "Some kids can read at grade level, and some can't. And that's unsatisfactory."

But there was good news, the president concluded: "I'm proud to report the achievement gap between white kids and minority students is closing, for the good of the United States."

This contention — that the achievement gap is on its way to the dustbin of history — is one that Bush and Spellings have expressed frequently in the past year. And the gap better be closing: the law is coming up on its fifth anniversary. In just seven more years, if the promise of No Child Left Behind is going to be kept, the performances of white and black students have to be indistinguishable.

But despite the glowing reports from the White House and the Education Department, the most recent iteration of the National Assessment of Educational Progress, the test of fourth- and eighth-grade students commonly referred to as the nation's report card, is not reassuring. In 2002, when No Child Left Behind went into effect, 13 percent of the nation's black eighth-grade students were "proficient" in reading, the assessment's standard measure of grade-level competence. By 2005 (the latest data), that number had dropped to 12 percent. (Reading proficiency among white eighth-grade students dropped to 39 percent, from 41 percent.) The gap between economic classes isn't disappearing, either: in 2002, 17 percent of poor eighth-grade students (measured by eligibility for free or reduced-price school lunches) were proficient in reading; in 2005, that number fell to 15 percent. The most promising indications in the national test could be found in the fourth-grade math results, in which the percentage of poor students at the proficient level jumped to 19 percent in 2005, from 8 percent in 2000; for black students, the number jumped to 13 percent, from 5 percent. This was a significant increase, but it was still far short of the proficiency figure for white students, which rose to 47 percent in 2005, and it was a long way from 100 percent.

In the first few years of this decade, two parallel debates about the achievement gap have emerged. The first is about causes; the second is about cures. The first has been taking place in academia, among economists and anthropologists and sociologists who are trying to figure out exactly where the gap comes from, why it exists and why it persists. The second is happening among and around a loose coalition of schools, all of them quite new, all established with the goal of wiping out the achievement gap altogether.

The two debates seem barely to overlap — the principals don't pay much attention to the research papers being published in scholarly journals, and the academics have yet to study closely what is going on in these schools. Examined together, though, they provide a complete and nuanced picture, sometimes disheartening, sometimes hopeful, of what the president and his education officials are up against as they strive to keep the promise they have made. The academics have demonstrated just how deeply pervasive and ingrained are the intellectual and academic disadvantages that poor and minority students must overcome to compete with their white and middle-class peers. The divisions between black and white and rich and poor begin almost at birth, and they are reinforced every day of a child's life. And yet the schools provide evidence that the president is, in his most basic understanding of the problem, entirely right: the achievement gap can be overcome, in a convincing way, for large numbers of poor and minority students, not in generations but in years. What he and others seem not to have apprehended quite yet is the magnitude of the effort that will be required for that change to take place.

But the evidence is becoming difficult to ignore: when educators do succeed at educating poor minority students up to national standards of proficiency, they invariably use methods that are radically different and more intensive than those employed in most American public schools. So as the No Child Left Behind law comes up for reauthorization next year, Americans are facing an increasingly stark choice: is the nation really committed to guaranteeing that all of the country's students will

succeed to the same high level? And if so, how hard are we willing to work, and what resources are we willing to commit, to achieve that goal?

In the years after World War II, and especially after the civil rights reforms of the 1960s, black Americans' standardized-test scores improved steadily and significantly, compared with those of whites. But at some point in the late 1980s, after decades of progress, the narrowing of the gap stalled, and between 1988 and 1994 black reading scores actually fell by a sizable amount on the national assessment. What had appeared to be an inexorable advance toward equality had run out of steam, and African-American schoolchildren seemed to be stuck well behind their white peers.

The issue was complicated by the fact that there are really two overlapping test-score gaps: the one between black children and white children, and the one between poor children and better-off children. Given that those categories tend to overlap — black children are three times as likely to grow up in poverty as white children — many people wondered whether focusing on race was in fact a useful approach. Why not just concentrate on correcting the academic disadvantages of poor people? Solve those, and the black-white gap will solve itself.

There had, in fact, been evidence for a long time that poor children fell behind rich and middle-class children early, and stayed behind. But researchers had been unable to isolate the reasons for the divergence. Did rich parents have better genes? Did they value education more? Was it that rich parents bought more books and educational toys for their children? Was it because they were more likely to stay married than poor parents? Or was it that rich children ate more nutritious food? Moved less often? Watched less TV? Got more sleep? Without being able to identify the important factors and eliminate the irrelevant ones, there was no way even to begin to find a strategy to shrink the gap.

Researchers began peering deep into American homes, studying up close the interactions between parents and children. The first scholars to emerge with a specific culprit in hand were Betty Hart and Todd R. Risley, child psychologists at the University of Kansas, who in 1995 published the results of an intensive research project on language acquisition. Ten years earlier, they recruited 42 families with newborn children in Kansas City, and for the following three years they visited each family once a month, recording absolutely everything that occurred between the child and the parent or parents. The researchers then transcribed each encounter and analyzed each child's language development and each parent's communication style. They found, first, that vocabulary growth differed sharply by class and that the gap between the classes opened early. By age 3, children whose parents were professionals had vocabularies of about 1,100 words, and children whose parents were on welfare had vocabularies of about 525 words. The children's I.Q.'s correlated closely to their vocabularies. The average I.Q. among the professional children was 117, and the welfare children had an average I.Q. of 79.

- When Hart and Risley then addressed the question of just what caused those variations, the answer they arrived at was startling. By comparing the vocabulary scores with their observations of each child's home life, they were able to conclude that the size of each child's vocabulary correlated most closely to one simple factor: the number of words the parents spoke to the child. That varied greatly across the homes they visited, and again, it varied by class. In the professional homes, parents directed an average of 487 "utterances" — anything from a one-word command to a full soliloquy — to their children each hour. In welfare homes, the children heard 178 utterances per hour.

What's more, the kinds of words and statements that children heard varied by class. The most basic difference was in the number of "discouragements" a child heard — prohibitions and words of disapproval — compared with the number of encouragements, or words of praise and approval. By age 3, the average child of a professional heard about 500,000 encouragements and 80,000 discouragements. For the welfare children, the situation was reversed: they heard, on average, about 75,000 encouragements and 200,000 discouragements. Hart and Risley found that as the number of words a child heard increased, the complexity of that language increased as well. As conversation moved beyond simple instructions, it blossomed into discussions of the past and future, of feelings, of abstractions, of the way one thing causes another — all of which stimulated intellectual development.

Hart and Risley showed that language exposure in early childhood correlated strongly with I.Q. and academic success later on in a child's life. Hearing fewer words, and a lot of prohibitions and discouragements, had a negative effect on I.Q.; hearing lots of words, and more affirmations and complex sentences, had a positive effect on I.Q. The professional parents were giving their children an advantage with every word they spoke, and the advantage just kept building up.

In the years since Hart and Risley published their findings, social scientists have examined other elements of the parent-child relationship, and while their methods have varied, their conclusions all point to big class differences in children's intellectual growth. Jeanne Brooks-Gunn, a professor at Teachers College, has overseen hundreds of interviews of parents and collected thousands of hours of videotape of parents and children, and she and her research team have graded each one on a variety of scales. Their conclusion: Children from more well-off homes tend to experience parental attitudes that are more sensitive, more encouraging, less intrusive and less detached — all of which, they found, serves to increase I.Q. and school-readiness. They analyzed the data to see if there was something else going on in middle-class homes that could account for the advantage but found that while wealth does matter, child-rearing style matters more.

Martha Farah, a researcher at the University of Pennsylvania, has built on Brooks-Gunn's work, using the tools of neuroscience to calculate exactly which skills poorer children lack and which parental behaviors affect the development of those skills. She has found, for instance, that the "parental nurturance" that middle-class parents, on average, are more likely to provide stimulates the brain's medial temporal lobe, which in turn aids the development of memory skills.

Another researcher, an anthropologist named Annette Lareau, has investigated the same question from a cultural perspective. Over the course of several years, Lareau and her research assistants observed a variety of families from different class backgrounds, basically moving in to each home for three weeks of intensive scrutiny. Lareau found that the middle-class families she studied all followed a similar strategy, which she labeled concerted cultivation. The parents in these families engaged their children in conversations as equals, treating them like apprentice adults and encouraging them to ask questions, challenge assumptions and negotiate rules. They planned and scheduled countless activities to enhance their children's development — piano lessons, soccer games, trips to the museum.

The working-class and poor families Lareau studied did things differently. In fact, they raised their children the way most parents, even middle-class parents, did a generation or two ago. They allowed their children much more freedom to fill in their afternoons and weekends as they chose — playing outside with cousins, inventing games, riding bikes with friends — but much less freedom to talk back, question

authority or haggle over rules and consequences. Children were instructed to defer to adults and treat them with respect. This strategy Lareau named accomplishment of natural growth.

In her book *"Unequal Childhoods,"* published in 2003, Lareau described the costs and benefits of each approach and concluded that the natural-growth method had many advantages. Concerted cultivation, she wrote, "places intense labor demands on busy parents. ... Middle-class children argue with their parents, complain about their parents' incompetence and disparage parents' decisions." Working-class and poor children, by contrast, "learn how to be members of informal peer groups. They learn how to manage their own time. They learn how to strategize." But outside the family unit, Lareau wrote, the advantages of "natural growth" disappear. In public life, the qualities that middle-class children develop are consistently valued over the ones that poor and working-class children develop. Middle-class children become used to adults taking their concerns seriously, and so they grow up with a sense of entitlement, which gives them a confidence, in the classroom and elsewhere, that less-wealthy children lack. The cultural differences translate into a distinct advantage for middle-class children in school, on standardized achievement tests and, later in life, in the workplace.

Taken together, the conclusions of these researchers can be a little unsettling. Their work seems to reduce a child's upbringing, which to a parent can feel something like magic, to a simple algorithm: give a child X, and you get Y. Their work also suggests that the disadvantages that poverty imposes on children aren't primarily about material goods. True, every poor child would benefit from having more books in his home and more nutritious food to eat (and money certainly makes it easier to carry out a program of concerted cultivation). But the real advantages that middle-class children gain come from more elusive processes: the language that their parents use, the attitudes toward life that they convey. However you measure child-rearing, middle-class parents tend to do it differently than poor parents — and the path they follow in turn tends to give their children an array of advantages. As Lareau points out, kids from poor families might be nicer, they might be happier, they might be more polite — but in countless ways, the manner in which they are raised puts them at a disadvantage in the measures that count in contemporary American society. What would it take to overcome these disadvantages? Does poverty itself need to be eradicated, or can its effects on children somehow be counteracted? Can the culture of child-rearing be changed in poor neighborhoods, and if so, is that a project that government or community organizations have the ability, or the right, to take on? Is it enough simply to educate poor children in the same way that middle-class children are educated? And can any school, on its own, really provide an education to poor minority students that would allow them to achieve the same results as middle-class students?

There is, in fact, evidence emerging that some schools are succeeding at the difficult task of educating poor minority students to high levels of achievement. But there is still great disagreement about just how many schools are pulling this off and what those successful schools mean for the rest of the American education system. One well-publicized evaluation of those questions has come from the Education Trust, a policy group in Washington that has issued a series of reports making the case that there are plenty of what they call "high flying" schools, which they define as high-poverty or high-minority schools whose students score in the top third of all schools in their state. The group's landmark report, published in December 2001, identified 1,320 "high flying" schools nationwide that were both high-poverty and high minority. This was a big number, and it had a powerful effect on the debate over the achievement gap. The pessimists — those who believed that the disadvantages of

poverty were all but impossible to overcome in public schools — were dealt a serious blow. If the report's figures held up, it meant that high achievement for poor minority kids was not some one-in-a-million occurrence; it was happening all the time, all around us.

But in the years since the report's release, its conclusions have been challenged by scholars and analysts who have argued that the Education Trust made it too easy to be included on their list. To be counted as a high-flier, a school needed to receive a high score in only one subject in one grade in one year. If your school had a good fourth-grade reading score, it was on the list, even if all its other scores were mediocre. To many researchers, that was an unconvincing standard of academic success. Douglas Harris, a professor of education and economics at Florida State University, pored over Education Trust's data, trying to ascertain how many of the high-flying schools were able to register consistently good numbers. When he tightened the definition of success to include only schools that had high scores in two subjects in two different grades over two different years, Harris could find only 23 high-poverty, high-minority schools in the Education Trust's database, a long way down from 1,320.

That number isn't exhaustive; Harris says he has no doubt that there are some great schools that slipped through his data sieve. But his results still point to a very different story than the one the original report told. Education Trust officials intended their data to refute the idea that family background is the leading cause of student performance. But on closer examination, their data largely confirm that idea, demonstrating clearly that the best predictors of a school's achievement scores are the race and wealth of its student body. A public school that enrolls mostly well-off white kids has a 1 in 4 chance of earning consistently high test scores, Harris found; a school with mostly poor minority kids has a 1 in 300 chance.

Despite those long odds, the last decade — and especially the last few years — have seen the creation of dozens, even hundreds, of schools across the country dedicated to precisely that mission: delivering consistently high results with a population that generally achieves consistently low results. The schools that have taken on this mission most aggressively tend to be charter schools — the publicly financed, privately run institutions that make up one of the most controversial educational experiments of our time. Because charters exist outside the control of public-school boards and are generally not required to adhere to union contracts with their teachers, they have attracted significant opposition, and their opponents are able to point to plenty of evidence that the charter project has failed. Early charter advocates claimed the schools would raise test scores across the board, and that hasn't happened; nationally, scores for charter-school students are the same as or lower than scores for public-school students. But by another measure, charter schools have succeeded: by allowing educators to experiment in ways that they generally can't inside public-school systems, they have led to the creation of a small but growing corps of schools with new and ambitious methods for educating students facing real academic challenges.

In the early years of the charter-school movement, every school was an island, trying out its own mad or brilliant educational theory. But as charter-school proponents have studied the successes and learned from the mistakes of their predecessors, patterns, even a consensus, have begun to emerge. The schools that are achieving the most impressive results with poor and minority students tend to follow three practices. First, they require many more hours of class time than a typical public school. The school day starts early, at 8 a.m. or before, and often continues until after 4 p.m. These schools offer additional tutoring after school as

well as classes on Saturday mornings, and summer vacation usually lasts only about a month. The schools try to leaven those long hours with music classes, foreign languages, trips and sports, but they spend a whole lot of time going over the basics: reading and math.

Second, they treat classroom instruction and lesson planning as much as a science as an art. Explicit goals are set for each year, month and day of each class, and principals have considerable authority to redirect and even remove teachers who aren't meeting those goals. The schools' leaders believe in frequent testing, which, they say, lets them measure what is working and what isn't, and they use test results to make adjustments to the curriculum as they go. Teachers are trained and retrained, frequently observed and assessed by their principals and superintendents. There is an emphasis on results but also on "team building" and cooperation and creativity, and the schools seem, to an outsider at least, like genuinely rewarding places to work, despite the long hours. They tend to attract young, enthusiastic teachers, including many alumni of Teach for America, the program that recruits graduates from top universities to work for two years in inner-city public schools. Third, they make a conscious effort to guide the behavior, and even the values, of their students by teaching what they call character. Using slogans, motivational posters, incentives, encouragements and punishments, the schools direct students in everything from the principles of teamwork and the importance of an optimistic outlook to the nuts and bolts of how to sit in class, where to direct their eyes when a teacher is talking and even how to nod appropriately.

The schools are, in the end, a counterintuitive combination of touchy-feely idealism and intense discipline. Their guiding philosophy is in many ways a reflection of the findings of scholars like Lareau and Hart and Risley — like those academics, these school leaders see childhood as a series of inputs and outputs. When students enroll in one of these schools (usually in fifth or sixth grade), they are often two or more grade levels behind. Usually they have missed out on many of the millions of everyday intellectual and emotional stimuli that their better-off peers have been exposed to since birth. They are, educationally speaking, in deep trouble. The schools reject the notion that all that these struggling students need are high expectations; they do need those, of course, but they also need specific types and amounts of instruction, both in academics and attitude, to compensate for everything they did not receive in their first decade of life.

It is still too early in the history of this nascent movement to say which schools are going to turn out to be the most successful with this new approach to the education of poor children. But so far, the most influential schools are the ones run by KIPP, or the Knowledge Is Power Program. KIPP's founders, David Levin and Michael Feinberg, met in 1992, when they were young college graduates enrolled in Teach for America, working in inner-city public schools in Houston. They struggled at first as teachers but were determined to figure out how to motivate and educate their students. Each night they would compare notes on what worked in the classroom — songs, games, chants, rewards — and, before long, both of them became expert classroom instructors.

In the fall of 1994, Levin and Feinberg started a middle school in Houston, teaching just 50 students, and they named it KIPP. A year later, Levin moved to New York and started the second KIPP school, in the South Bronx. As the KIPP schools grew, Levin and Feinberg adhered to a few basic principles: their mission was to educate low-income and minority students. They would emphasize measurable results. And they would promise to do whatever it took to help their students succeed. They offered an extended day and an extended year that provided KIPP students with about 60

percent more time in school than most public-school students. They set clear and strict rules of conduct: their two principles of behavior were "Work Hard" and "Be Nice," and all the other rules flowed out of those. At the beginning of each year, parents and students signed a pledge — unenforceable but generally taken seriously — committing to certain standards of hard work and behavior. Teachers gave students their cellphone numbers so students could call them at night for homework help.

The methods raised students' test scores, and the schools began to attract the attention of the media and of philanthropists. A "60 Minutes" report on the schools in 1999 led to a \$15 million grant from Doris and Donald Fisher, the founders of the Gap, and Feinberg and Levin began gradually to expand KIPP into a national network. Two years ago, they received \$8 million from the Gates Foundation to create up to eight KIPP high schools. There are now 52 KIPP schools across the country, almost all middle schools, and together they are educating 12,000 children. The network is run on a franchise model; each school's principal has considerable autonomy, while quality control is exercised from the home office in San Francisco. Feinberg is the superintendent of KIPP's eight schools in Houston, and Levin is the superintendent of the four New York City schools.

KIPP is part of a loose coalition with two other networks of charter schools based in and around New York City. One is Achievement First, which grew out of the success of Amistad Academy, a charter school in New Haven that was founded in 1999. Achievement First now runs six schools in New Haven and Brooklyn. The other network is Uncommon Schools, which was started by a founder of North Star Academy in Newark along with principals from three acclaimed charter schools in Massachusetts; it now includes seven schools in Rochester, Newark and Brooklyn. The connections among the three networks are mostly informal, based on the friendships that bind Levin to Norman Atkins, the former journalist who founded North Star, and to Dacia Toll, the Rhodes scholar and Yale Law graduate who started Amistad with Doug McCurry, a former teacher. Toll and Atkins visited Levin at the Bronx KIPP Academy when they were setting up their original schools and studied the methods he was using; they later sent their principals to the leadership academy that Levin and Feinberg opened in 2000, and they have continued to model many of their practices on KIPP's. Now the schools are beginning to formalize their ties. As they each expand their charters to include high schools, Levin, Toll and Atkins are working on a plan to bring students from all three networks together under one roof. Students at both KIPP and Achievement First schools follow a system for classroom behavior invented by Levin and Feinberg called Slant, which instructs them to sit up, listen, ask questions, nod and track the speaker with their eyes. When I visited KIPP Academy last month, I was standing with Levin at the front of a music class of about 60 students, listening to him talk, when he suddenly interrupted himself and pointed at me. "Do you notice what he's doing right now?" he asked the class.

They all called out at once, "Nodding!"

Levin's contention is that Americans of a certain background learn these methods for taking in information early on and employ them instinctively. KIPP students, he says, need to be taught the methods explicitly. And so it is a little unnerving to stand at the front of a KIPP class; every eye is on you. When a student speaks, every head swivels to watch her. To anyone raised in the principles of progressive education, the uniformity and discipline in KIPP classrooms can be off-putting. But the kids I spoke to said they use the Slant method not because they fear they will be punished otherwise but because it works: it helps them to learn. (They may also like the feeling of having their classmates' undivided attention when they ask or answer a

question.) When Levin asked the music class to demonstrate the opposite of Slanting — “Give us the normal school look,” he said — the students, in unison, all started goofing off, staring into space and slouching. Middle-class Americans know intuitively that “good behavior” is mostly a game with established rules; the KIPP students seemed to be experiencing the pleasure of being let in on a joke.

Still, Levin says that the innovations a visitor to a KIPP school might notice first — the Slanting and the walls festooned with slogans and mottos (“Team Always Beats Individual,” “All of Us Will Learn”) and the orderly rows of students walking in the hallways — are not the only things contributing to the schools’ success. Equally important, he says, are less visible practices: clear and coherent goals for each class; teachers who work 15 to 16 hours a day; careful lesson planning; and a decade’s worth of techniques, tricks, games and chants designed to help vast amounts of information penetrate poorly educated brains very quickly.

Toll and Levin are influenced by the writings of a psychology professor from the University of Pennsylvania named Martin Seligman, the author of a series of books about positive psychology. Seligman, one of the first modern psychologists to study happiness, promotes a technique he calls learned optimism, and Toll and Levin consider it an essential part of the attitude they are trying to instill in their students. Last year, a graduate student of Seligman’s named Angela Duckworth published with Seligman a research paper that demonstrated a guiding principle of these charter schools: in many situations, attitude is just as important as ability. Duckworth studied 164 eighth-grade students in Philadelphia, tracking each child’s I.Q. as well as his or her score on a test that measured self-discipline and then correlating those two numbers with the student’s G.P.A. Surprisingly, she found that the self-discipline scores were a more accurate predictor of G.P.A. than the I.Q. scores by a factor of two. Duckworth’s paper connects with a new wave of research being done around the country showing that “noncognitive” abilities like self-control, adaptability, patience and openness — the kinds of qualities that middle-class parents pass on to their children every day, in all kinds of subtle and indirect ways — have a huge and measurable impact on a child’s future success.

Levin considers Duckworth’s work an indication of the practical side of the “character” education he and Toll and Atkins are engaged in: they want their students to be well behaved and hard-working and respectful because it’s a good way to live but also because the evidence is clear that people who act that way get higher marks in school and better jobs after school. To Toll, a solid character is a basic building block of her students’ education. “I think we have to teach work ethic in the same way we have to teach adding fractions with unlike denominators,” she told me. “But once children have got the work ethic and the commitment to others and to education down, it’s actually pretty easy to teach them. ”

The schools that Toll, Atkins, Levin and Feinberg run are not racially integrated. Most of the 70 or so schools that make up their three networks have only one or two white children enrolled, or none at all. Although as charter schools, their admission is open through a lottery to any student in the cities they serve, their clear purpose is to educate poor black and Hispanic children. The guiding principle for the four school leaders, all of whom are white, is an unexpected twist on the “separate but equal” standard: they assert that for these students, an “equal” education is not good enough. Students who enter middle school significantly behind grade level don’t need the same good education that most American middle-class students receive; they need a better education, because they need to catch up. Toll, especially, is preoccupied with the achievement gap: her schools’ stated mission is to close the gap entirely. “The promise in America is that if you work hard, if you make good

decisions, that you'll be able to be successful," Toll explained to me. "And given the current state of public education in a lot of our communities, that promise is just not true. There's not a level playing field." In Toll's own career, in fact, the goal of achieving equality came first, and the tool of education came later. When she was at Yale Law School, her plan was to become a civil rights lawyer, but she concluded that she could have more of an impact on the nation's inequities by founding a charter school.

The methods these educators use seem to work: students at their schools consistently score well on statewide standardized tests. At North Star this year, 93 percent of eighth-grade students were proficient in language arts, compared with 83 percent of students in New Jersey as a whole; in math, 77 percent were proficient, compared with 71 percent of students in the state as a whole. At Amistad, proficiency scores for the sixth grade over the last few years range between the mid-30s and mid-40s, only a bit better than the averages for New Haven; by the eighth grade, they are in the 60s, 70s and 80s — in every case exceeding Connecticut's average (itself one of the highest in the country). At KIPP's Bronx academy, the sixth, seventh and eighth grades had proficiency rates at least 12 percentage points above the state average on this year's statewide tests. And when the scores are compared with the scores of the specific high-poverty cities or neighborhoods where the schools are located — in Newark, New Haven or the Bronx — it isn't even close: 86 percent of eighth-grade students at KIPP Academy scored at grade level in math this year, compared with 16 percent of students in the South Bronx.

The leaders of this informal network are now wrestling with an unintended consequence of their schools' positive results and high profiles: their incoming students are sometimes too good. At some schools, students arrive scoring better than typical children in their neighborhoods, presumably because the school's reputation is attracting more-engaged parents with better-prepared kids to its admission lottery. Even though almost every student at the KIPP Academy in the Bronx, for example, is from a low-income family, and all but a few are either black or Hispanic, and most enter below grade level, they are still a step above other kids in the neighborhood; on their math tests in the fourth grade (the year before they arrived at KIPP), KIPP students in the Bronx scored well above the average for the district, and on their fourth-grade reading tests they often scored above the average for the entire city.

At most schools, well-prepared incoming students would be seen as good news. But at these charter schools, they can be a mixed blessing. Although the schools have demonstrated an impressive and consistent ability to turn below-average poor minority students into above-average students, another part of their mission is to show that even the most academically challenged students can succeed using their methods. But if not enough of those students are attending their schools, it's hard to make that point. North Star's leaders say this problem doesn't apply to them: the school's fifth-grade students come in with scores that are no higher than the Newark average. At KIPP, Levin and other officials I talked to say that their schools do what they can to recruit applicants who are representative of the neighborhoods they serve, but they also say that once a class is chosen (and at all the charter schools, it is chosen by random lottery), their job is to educate those children to the best of their ability. Dacia Toll is more focused on the issue; she says that she and her principals make a special effort to recruit students from particularly blighted neighborhoods and housing projects in New Haven and Brooklyn and told me that it would "absolutely be a cause for concern" if Amistad seemed to be attracting students who were better-prepared than average.

The most persistent critic of KIPP's record has been Richard Rothstein, a former education columnist for The New York Times who is now a lecturer at Teachers College. He has asserted that KIPP's model cannot be replicated on a wide scale and argues that the elevated incoming scores at the Bronx school make it mostly irrelevant to the national debate over the achievement gap. Although Rothstein acknowledges that KIPP's students are chosen by lottery, he contends in his book "Class and Schools" that they are "not typical lower-class students." The very fact that their parents would bother to enroll them in the lottery sets them apart from other inner-city children, he says, adding that there is "no evidence" that KIPP's strategy "would be as successful for students whose parents are not motivated to choose such a school."

In some ways, the debate seems a trivial one — KIPP is clearly doing a great job of educating its students; do the incoming scores at a single school really matter? But in fact, KIPP, along with Uncommon Schools and Achievement First, is now at the center of a heated political debate over just how much schools can accomplish, and that has brought with it a new level of public scrutiny. Beginning in the late 1990s, KIPP, Amistad and North Star were embraced by advocates from the right who believed in the whole menu of conservative positions on education: school choice, vouchers, merit pay for teachers. In 2001, the Heritage Foundation profiled the KIPP schools in a book called "No Excuses: Lessons From 21 High-Performing, High-Poverty Schools," which set out to disprove "the perennial claims of the education establishment that poor children are uneducable." Two years later, Abigail and Stephan Thernstrom, the well-known conservative writers about race, borrowed the Heritage Foundation's title (which was itself borrowed from a slogan popular at KIPP and other schools) for their own book on education, "No Excuses: Closing the Racial Gap in Learning"; the book used the success of Amistad, North Star and, especially, KIPP to highlight the failings of the public-school system in serving poor children. If KIPP can successfully educate these kids, the Thernstroms asked, why can't every school?

The Thernstroms argue that if we can just fix the schools where poor children are educated, it will become much easier to solve all the other problems of poverty. The opposing argument, which Rothstein and others have made, is that the problems of poor minority kids are simply too great to be overcome by any school, no matter how effective. He points to the work of Hart and Risley and Lareau and argues that the achievement gap can be significantly diminished only by correcting, or at least addressing, the deep inequities that divide the races and the classes.

Levin and Toll sometimes seem surprised by the political company they are now keeping — and by the opponents they have attracted. "I'm a total liberal!" Toll said, a little defensively, when I asked her recently about this political divide. Many charter advocates claim that the views of Democratic politicians on charter schools are clouded by the fact that they depend for both money and votes on the nation's teachers' unions, which are skeptical of charter schools and in some states have taken steps to block them from expanding. In Connecticut, the state teachers' union this year lobbied against a legislative change to allow for the expansion of Amistad Academy (it later passed), and the union's lawyers filed a Freedom of Information Act request that required Amistad to turn over all of its employment and pay records. The union's chief lobbyist told reporters in April that the state's charter law was intended only "to create incubators of innovation. It was never to create a charter-school system." Amistad was acceptable as a small experiment, in other words, but there was no reason to let it grow.

Even if schools like KIPP are allowed to expand to meet the demand in the educational marketplace — all of them have long waiting lists — it is hard to imagine that, alone, they will be able to make much of a dent in the problem of the achievement gap; there are, after all, millions of poor and minority public-school students who aren't getting the education they need either at home or in the classroom. What these charter schools demonstrate, though, is the effort that would be required to provide those students with that education.

Toll put it this way: "We want to change the conversation from 'You can't educate these kids' to 'You can only educate these kids if. ...'" And to a great extent, she and the other principals have done so. The message inherent in the success of their schools is that if poor students are going to catch up, they will require not the same education that middle-class children receive but one that is considerably better; they need more time in class than middle-class students, better-trained teachers and a curriculum that prepares them psychologically and emotionally, as well as intellectually, for the challenges ahead of them.

Right now, of course, they are not getting more than middle-class students; they are getting less. For instance, nationwide, the best and most experienced teachers are allowed to choose where they teach. And since most state contracts offer teachers no bonus or incentive for teaching in a school with a high population of needy children, the best teachers tend to go where they are needed the least. A study that the Education Trust issued in June used data from Illinois to demonstrate the point. Illinois measures the quality of its teachers and divides their scores into four quartiles, and those numbers show glaring racial inequities. In majority-white schools, bad teachers are rare: just 11 percent of the teachers are in the lowest quartile. But in schools with practically no white students, 88 percent of the teachers are in the worst quartile. The same disturbing pattern holds true in terms of poverty. At schools where more than 90 percent of the students are poor — where excellent teachers are needed the most — just 1 percent of teachers are in the highest quartile.

Government spending on education does not tend to compensate for these inequities; in fact, it often makes them worse. Goodwin Liu, a law professor at the University of California at Berkeley, has compiled persuasive evidence for what he calls the country's "education apartheid." In states with more poor children, spending per pupil is lower. In Mississippi, for instance, it is \$5,391 a year; in Connecticut, it is \$9,588. Most education financing comes from state and local governments, but the federal supplement for poor children, Title 1, is "regressive," Liu points out, because it is tied to the amount each state spends. So the federal government gives Arkansas \$964 to help educate each poor child in the state, and it gives Massachusetts \$2,048 for each poor child there.

Without making a much more serious commitment to the education of poor and minority students, it is hard to see how the federal government will be able to deliver on the promise contained in No Child Left Behind. The law made states responsible for turning their poorest children into accomplished scholars in a little more than a decade — a national undertaking on the order of a moon landing — but provided them with little assistance or even direction as to how they might accomplish that goal. And recently, many advocates have begun to argue that the Education Department has quietly given up on No Child Left Behind.

The most malignant element of the original law was that it required all states to achieve proficiency but then allowed each state to define proficiency for itself. It took state governments a couple of years to realize just what that meant, but now they

have caught on — and many of them are engaged in an ignoble competition to see which state can demand the least of its students. At the head of this pack right now is Mississippi, which has declared 89 percent of its fourth-grade students to be proficient readers, the highest percentage in the nation, while in fact, the National Assessment of Educational Progress shows that only 18 percent of Mississippi fourth graders know how to read at an appropriate level — the second-lowest score of any state. In the past year, Arizona, Maryland, Ohio, North Dakota and Idaho all followed Mississippi's lead and slashed their standards in order to allow themselves to label uneducated students educated. The federal government has permitted these maneuvers, and after several years of tough talk about enforcing the law's standards, the Education Department has in the past year begun cutting one deal after another with states that want to redefine "success" for their schools. (When I spoke to Spellings this month, she said she would "appeal to the better angels of governors and state policy makers" to keep their standards in line with national benchmarks.)

The absence of any robust federal effort to improve high-poverty schools undercuts and distorts the debate over the responsibility for their problems. It is true, as the Thernstroms write in their book, that "dysfunctional families and poverty are no excuse for widespread, chronic educational failure." But while those factors are not an excuse, they're certainly an explanation; as researchers like Lareau and Brooks-Gunn have made clear, poverty and dysfunction are enormous disadvantages for any child to overcome. When Levin and Feinberg began using the slogan "No Excuses" in the mid-1990s, they intended it to motivate their students and teachers, to remind them that within the context of a KIPP school, there would always be a way to achieve success. But when the conservative education movement adopted "No Excuses" as a slogan, the phrase was used much more broadly: if that rural Arkansas public school isn't achieving the success of a KIPP school, those responsible for its underachievement must simply be making excuses. The slogan came to suggest that what is going wrong in the schools is simply some sort of failure of will — that teachers don't want to work hard, or don't believe in their students, or are succumbing to what the president calls "the soft bigotry of low expectations" — while the reality is that even the best, most motivated educator, given just six hours a day and 10 months a year and nothing more than the typical resources provided to a public-school teacher, would find it near impossible to educate an average classroom of poor minority students up to the level of their middle-class peers.

The evidence is now overwhelming that if you take an average low-income child and put him into an average American public school, he will almost certainly come out poorly educated. What the small but growing number of successful schools demonstrate is that the public-school system accomplishes that result because we have built it that way. We could also decide to create a different system, one that educates most (if not all) poor minority students to high levels of achievement. It is not yet entirely clear what that system might look like — it might include not only KIPP-like structures and practices but also high-quality early-childhood education, as well as incentives to bring the best teachers to the worst schools — but what is clear is that it is within reach.

Although the failure of No Child Left Behind now seems more likely than not, it is not too late for it to succeed. We know now, in a way that we did not when the law was passed, what it would take to make it work. And if the law does, in the end, fail — if in 2014 only 20 or 30 or 40 percent of the country's poor and minority students are proficient, then we will need to accept that its failure was not an accident and was not inevitable, but was the outcome we chose.

KIPP Schools Shift Strategy For Scaling Up

BY ERIK W. ROBELEN

The Knowledge Is Power Program, or KIPP, a widely touted network of mostly charter schools that targets low-income communities, is adjusting both its growth and leadership-training strategies as it ramps up its work around the country.

As part of those changes, the San Francisco-based nonprofit organization this week was expected to announce plans to move its leadership program to Stanford University from the University of California, Berkeley, where it's been housed for six years.

KIPP officials say they hope to benefit from the expertise of Stanford's faculty, and expect to see participation in their Leaders in Training program climb substantially this year, with a growing number of educators outside the network signing up for its intensive summer institute.

The network is also in the early stages of a new approach to its expansion work, forming "clusters" of schools—or what one KIPP official dubbed "city-states"—in urban areas.

"You're going to see geographic concentration be the center of our growth strategy," said Richard Barth, KIPP's chief executive officer.

The goal over the next five years, he said, is to double the number of KIPP schools, now at 46, and to triple the roughly 9,000 students currently served. Though KIPP mostly has middle schools at present, the plan is eventually to offer a KIPP education pre-K-12 for students.

In Newark, N.J., for instance, a second KIPP middle school is scheduled to open next school year, and a high school the following year. More KIPP schools are also set to open in the District of Columbia.

KIPP officials said clustering would both make it easier for schools to focus on their core academic mission—as the clusters will have a shared central office—and help the organization offer lessons to the broader education community.

But, as many education observers stress, KIPP's effort to expand its reach is a tricky path.

"KIPP has a great model," said Craig D. Jerald, a Washington-based education consultant. "But what we've found with expanding models is that a lot depends on fidelity of implementation, and you know, it's very hard to ensure quality as you let more and more people open schools with your name on them."

'Smarter Growth'

KIPP has grown rapidly since two teachers launched the program in 1994 for 5th graders at a public school in Houston.

The model is based on five pillars: high expectations for behavior and academ-

ic performance, with a college-prep emphasis; choice by families and faculty to join; extended school time, including longer days and Saturday classes; substantial autonomy for principals in school operations, instruction, and hiring; and a focus on strong results on standardized tests and other measures.

The network has attracted nationwide attention for producing what many analysts call impressive academic gains for the schools' predominantly low-income and minority students. A study issued last August by the Virginia Beach, Va.-based Educational Policy Institute found that 5th graders at KIPP schools showed "substantially greater" progress on a nationally normed test than what is considered normal for their grade.

In 2000, Doris and Donald Fisher, the co-founders of Gap Inc., worked with

the founders to launch the KIPP Foundation to help replicate the model. Many more schools have opened since then in 15 states and the District of Columbia. The Fishers have provided more than \$40 million to support KIPP; most of that pays for the principal training program.

The KIPP Foundation licenses its name to independently run schools, or clusters of schools. It recruits, trains, and supports principals as they open and run schools. The foundation may revoke the KIPP name if it is dissatisfied with a school's quality and fidelity to the model.

Although KIPP officials emphasized that they remain committed to supporting all existing KIPP schools, the foundation is now starting to focus its

school growth on the cluster model. KIPP officials named several communities where they are looking to grow clusters of schools, from Philadelphia and Denver to San Antonio and Chicago. The first cluster, now with four schools, is in New York City.

"It's much easier, and a smarter growth strategy," Mr. Barth said.

The first priority beyond middle school is opening more high schools, Mr. Barth said, noting that the Seattle-based Bill & Melinda Gates Foundation has underwritten the effort to expand the model to that level. So far, two KIPP high schools have opened, in New York City and Gaston, N.C., with at least 10 more to come.

In Washington, Susan Schaeffler, who founded the city's first KIPP school, last June became the executive director of the network of schools there, where she is leading the expansion effort. Washington has two KIPP middle schools, with a third to open this summer; an elementary is slated to open in 2007, and a high school in 2009, Ms. Schaeffler said.

The schools will retain control over their budgets, curriculum, and instructional matters, she said. "My job is to make sure there is quality from campus to campus," Ms. Schaeffler said.



Wren Gadwa cheers along with her 5th graders after a student finishes reading his poem during the class's "Poetry Celebration" at KIPP DC: KEY Academy, one of two KIPP middle schools in Washington.

Christopher Powers/Education Week

Critics contend that KIPP schools cream off strong students. But KIPP officials have countered that the students in its open-enrollment schools are mostly low-income and members of minority groups, and that the achievement level and socioeconomic status of entering KIPP students is comparable to their peers' in neighborhood schools.

The critics also question how sustainable the model is, given the extreme time demands on faculty and staff.

In any case, a range of analysts say it's still too soon to say for sure whether the early academic track record for KIPP is sustainable over time, especially as it continually expands. And most schools are relatively new. (See related story, *this page*.)

Meanwhile, starting this summer, the KIPP leadership training program will be housed at the Stanford Education Leadership Institute, which draws from the university's business and education schools. This move "really represents an opportunity to take our game to the next level," Mr. Barth said.

KIPP officials say they anticipate the program will have more access to the university's faculty than at Berkeley, where it operated as a separate entity with little university involvement.

"We were kind of going it alone," said Steven Mancini, a KIPP spokesman. "We are looking forward to the opportunity to partner with the best and brightest at Stanford to make the program stronger."

The yearlong KIPP leadership program for "Fisher fellows" is designed for educators planning to open new KIPP schools. It includes a six-week summer institute with intensive coursework in instructional, operational, and organizational leadership, as well as follow-up meetings afterward. It also involves residencies at high-performing KIPP schools and support during the opening of the new schools.

KIPP also offers the Leaders in Training program, which includes the summer session and a few follow-up meetings.



Rinada McBean, an 8th grader at a Knowledge Is Power Program school in Washington, works on her Spanish.

Christopher Powers/Education Week

"We're really hoping to work with KIPP to create more customized, continuous learning opportunities," said Lisa M. Daggs, the new director of program development for the Stanford institute and a former chief of staff for KIPP.

Mr. Mancini said KIPP is looking to bring in more students, especially for its Leaders in Training program. That program enrolled 32 students (including seven Fisher fellows) last year, and this June will have from 45 to 52 students, he said. In addition, the network is increasing the number of non-KIPP educators.

Among those KIPP has already been training are school leaders for Achievement First, a New Haven, Conn.-based charter network that has sent four educators to the summer program and plans to send three more this year.

"We sent them off as great teachers, and they came back great teachers with a leadership mind-set," said Achievement First President Dacia M. Toll.

Last week, the Indianapolis school district announced that it was inviting a local KIPP school to share building space next fall with two small middle school academies. The schools' leaders will attend KIPP's summer training institute, and teachers at the KIPP school will serve as mentors for the academies' faculty.

"I had looked at the success of the KIPP programs around the country," said Eugene G. White, the superintendent of the 38,000-student district, "and decided we needed to do something in line with what KIPP had been doing."

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New KIPP Schools Seen as Faithful to Model, Despite Variations

BY ERIK W. ROBELEN

As the Knowledge Is Power Program pursues plans for further expansion, a recent study takes a closer look "under the hood" of KIPP's model for educating disadvantaged students.

The first report from a three-year independent evaluation suggests that five relatively new KIPP charter schools in the San Francisco Bay area appear to be operating in keeping with the KIPP mission, even as their approaches vary.

The five pillars that help define the KIPP school network—such as high expectations for students and extended learning time—were "evident across the schools," says the report by SRI International, a Menlo, Calif.-based research institute.

"From classroom work to student behavior, all five Bay Area KIPP schools have translated high

expectations into actions with visible results," finds the report, released last month and underwritten by the William and Flora Hewlett Foundation, also in Menlo Park.

"You walk into a KIPP school and you know it's a KIPP school," said Jane L. David, the director of the Bay Area Research Group, who is helping to conduct the SRI study. "We were impressed by what we knew in advance and saw firsthand."

While emphasizing that the results are preliminary, the report says two sets of test-score data suggest the schools are posting gains beyond what would be expected in most subjects and grade levels, given the student demographics.

Room for Improvement

The report does suggest areas for improvement, including for principals.

"Given the demands of the job and the KIPP

emphasis on culture and discipline, academic leadership varies widely across the five schools," the study notes. "As a result, teachers are mostly on their own to develop their academic programs."

KIPP officials downplayed that finding, saying the variation is far less than across public schools generally. They also note that, under California's annual "similar schools" ranking, which compares schools with similar demographics, the five Bay Area schools have high ratings.

Ms. David seconded that assessment.

"The KIPP folks are absolutely right," she said. "If you go into any urban school, especially an urban middle school, strong instructional leadership is an extreme rarity. ... Compared to urban schools, then, there are no grounds for concern at all."

Students at KIPP perform better, study finds

Nanette Asimov, Chronicle Staff Writer

Thursday, September 18, 2008



Since their founding in 1994, KIPP public charter schools have won high praise from educators and politicians - some say bordering on worship - for their apparent success in helping poor children of color excel in school.

Philanthropists have bet millions of dollars on the growing national network of 66 schools, headquartered in San Francisco. The chorus of enthusiasts can be heard from the White House to corporate boardrooms and family kitchens.

But beneath it all lie some nagging questions: Is the success real? And if so, could non-KIPP schools mimic that success?

Now, an independent study of the Bay Area's five middle schools operated by KIPP (the Knowledge Is Power Program) concludes that its intense focus on the academic and social success of each individual child does have measurable benefits beyond what traditional schools have achieved - usually.

"Four out of five KIPP schools outperform their host district," says the report by researchers at SRI International of Menlo Park, which studied the two KIPPs in San Francisco, the two in San Jose, and the one in Oakland.

Students in most grades also made above-average progress compared with the national average, the researchers found. The five schools were not identified by name under an agreement with the school districts.

But all were middle schools, as most KIPP schools are across the country. Two KIPP high schools recently opened in San Jose and San Lorenzo, but were not included in the study. Nationwide enrollment is about 16,000.

KIPP students attend school for nine hours a day, compared with the typical seven. Each is expected to think about college. Saturday school and summer school are mandatory. Intense attention is paid to each student's skill level, and those scoring

below grade level are tutored each day in a school culture where high achievement is admired, not scoffed at.

Students with questions are also expected to call their teachers' cell phone until 8 p.m.

At one of the schools studied, San Francisco's KIPP Bay Academy, a visitor recently asked eighth-grader Jessica Hart why the corridors were so quiet though students were changing classrooms. It was 4 p.m.

"Because there's students in class learning, and it's respectful," the 13-year-old replied.

Jessica's English scores were in the 16th percentile when she arrived as a fifth-grader - meaning that 84 percent of the nation's fifth-graders did better in English than she did. "At the end of the year, I was in the 75th percentile," she said.

How did that happen?

"Because I'm smart," Jessica said.

Discipline matters

Discipline is also taken seriously. Students typically have to write letters of apology for even minor infractions - being late, say, or forgetting to wear the complete uniform. At some schools, miscreants have to sit on a bench wearing a sign that says "Bench."

Principals and teachers undergo training in KIPP's operating procedures, although actual instructional methods are left up to them. Principals control hiring and budgets. And teachers receive 15 to 20 percent higher pay for working the additional hours.

The SRI study offers few specifics about individual schools as part of an agreement with the districts. And the researchers were able to compare only three of the five schools against non-KIPP schools.

But at those three, they found that KIPP's fifth-graders scored significantly higher on California Standards Tests than non-KIPP fifth-graders, with the difference ranging from 6 to 33 percentage points.

The researchers were also asked by their sponsor, the Hewlett Foundation, to check out recurring questions: Are the kids at KIPP truly from low-income families? Do they really have low scores when they enroll in KIPP, or are they ringers?

"Bay Area KIPP schools do not appear to attract higher-scoring students," the report found. Fifth-graders entering the five schools scored worse than 40 to 91 percent of fifth-graders nationwide.

Student attrition high

Poverty rates ranged from 63 to 81 percent, and the five schools' student enrollment were overwhelmingly black and Latino.

Troubling, however, is that students leave KIPP schools in droves - 60 percent of fifth-graders left four of the schools 2004, before finishing eighth grade. In fact, the high attrition rate made it impossible for the researchers to study achievement in upper grades, the study said.

Yet researchers found a test-score benefit even in students who left early, said Katrina Woodworth, the lead researcher.

Asked why so many students were leaving, Woodworth said, "We heard from the schools that there are people who got more than they bargained for" in the lengthy school days. "If this many people are leaving KIPP, we'd love to know more about why."

High teacher turnover

Nor do teachers last long, quitting at a rate of 18 to 49 percent per year. Roughly 1 in 3 leave the classroom to become administrators.

Mike Rettberg, a third-year teacher at KIPP Bay Academy, smiled with pride Tuesday as he showed off a sign announcing that his class had the highest science scores of the city's middle schools.

"I get twice as much time to teach science" as teachers in traditional schools, said Rettberg, who arrives before 7 a.m. and works a 12-hour day.

"I would describe this as a burnout job," said Rettberg, who earns \$60,000. "It's not coincidental that none of the teachers have kids."

But these kinds of results - deemed real by the new study - are what California educators have been looking for in their quest to close the state's substantial achievement gap.

So, are KIPP-like schools the answer?

"It really is exciting," state Deputy Superintendent of Public Instruction Rick Miller said of the new report. "These are important findings, showing that KIPP doesn't select the best and the brightest."

Funding and issue

But, he said, money stands in the way.

The report confirms that KIPP's approach costs more than the state pays them, which is less than \$6,000 per pupil. Therefore, KIPP schools must raise between \$400,000 to \$700,000 per year to cover costs. Major donors are Gap-founder Don Fisher (\$55 million) and the Gates Foundation (\$18 million).

"You cannot run a KIPP program with the current per pupil funding the state of California provides," Miller said. "If people want these results, we all have to be willing to make the investment to get them."

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<http://sfgate.com/cgi-bin/article.cgi?f=/c/a/2008/09/18/BA6H12VQKQ.DTL>

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KIPP Bridge Charter School

Charter Renewal Petition

Submitted to Oakland Unified School District on October 26, 2011

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INTRODUCTION

No Shortcuts. No Excuses.

KIPP Bridge Charter School has been operating in the Oakland Unified School District since the inception of KIPP Bridge College Preparatory. KIPP Bridge College Prep was established in 2002 as an academically rigorous college preparatory middle school, operating as a New Small Autonomous School within the Oakland Unified School District. As a public charter school, KIPP Bridge Charter School continues to serve upper elementary and middle school-aged students in one of the city's most needy areas, West Oakland. KIPP Bridge Charter School students are expected to go on to competitive high schools and colleges, and are given the tools and support to meet these goals.

KIPP Bridge Charter School deeply values its partnership with the Oakland Unified School District. It is the expectation and hope of KIPP Bridge Charter School's principal, staff and Board of Directors, as well as KIPP Bay Area and the KIPP Foundation, that KIPP Bridge Charter School continues to work closely with the Oakland Unified School District toward a shared mission of educating underserved students at high levels, and shared best practice with district schools, and school leaders.

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

- Students and teachers at KIPP Bridge Charter School typically spend more time in the classroom than their counterparts in other schools in the district.
- Students at KIPP Bridge Charter School focus on developing the knowledge, skills, and character traits necessary for success in high school, college and beyond.
- Students at KIPP Bridge Charter School develop the skills to become poised, articulate, confident leaders who are committed to giving back to the Oakland community or whichever community they belong to.
- KIPP Bridge Charter School works closely with students in the seventh and eighth grades to create place them in high performing, college-preparatory high schools.
- KIPP Bridge Charter School teachers provide students with cellular phone numbers in order for students to contact teachers at night for homework assistance or in case of an emergency.
- KIPP Bridge Charter School engages parents as partners in their child's education through regular parent contact, student-parent-teacher conferences, family events, and regular parent meetings.

By preparing students with the knowledge, academic skills, intellectual habits, and character traits to achieve success throughout their academic years and in life, KIPP Bridge Charter School, with the Oakland Unified School District as its partner, serves as a model of educational excellence in the Bay Area.

ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM

Mission and Vision

KIPP Bridge Charter School is dedicated to providing its students with the knowledge, skills and character traits they will need to succeed in college preparatory high schools, colleges, and the competitive world beyond. KIPP Bridge Charter School is committed to developing poised, confident, articulate leaders who will use their education and life experiences to create positive change in their own lives, within their communities, and among the global society. The school partners with teachers, parents, community members, and the Oakland Unified School District to accomplish its mission and to impart upon its students that *there are no shortcuts* to realize this goal; rather, hard work and absolute determination are key.

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

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

Achievement

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

Commitment

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

Honesty

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

Respect

All students and adults treat others just as they wish to be treated and continuously display courteous manners and self-discipline. Students are held accountable for their actions and re-directed when their behaviors are interpreted as disrespectful or disruptive to the learning environment. Students offer apologies before the entire school for behaviors that are not meeting the KIPP expectations of respect. Students are taught to use their manners and say “please” and “thank you”. Students are taught to treat others the way they would like to be treated, which means leaving a space better than they find it, sharing, and being mindful of their body-language and tone when speaking with others. Students are taught to always address adults by their names and give eye contact when speaking with someone.

Responsibility

Taking responsibility for one’s education, behavior and actions is a key to KIPP Bridge Charter School’s success in developing the whole child and creating the next generation of leaders. The expectation is that students will WORK HARD and BE NICE. Homework will be monitored and expected to be of high quality. Parents, students, and staff must work together to ensure that academic rigor and behavior is consistent throughout the community. KIPP Bridge Charter School is a community of learners and a resource for its families to help communicate the importance of responsible action by maintaining constant and effective communication with parents. Students will participate in community service and staff who volunteer in outside agencies will be recognized and celebrated.

Teamwork

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

Means to Achieve Mission and Vision

KIPP Bridge Charter School achieves its mission and vision through its partnership with the KIPP Foundation and KIPP Bay Area Schools (KBAS), and by implementing KIPP’s Five Pillars, along with its own core values. Please refer to Appendix A for articles highlighting the KIPP philosophy and Appendix

B for research demonstrating the efficacy of the KIPP model. Over the past several years, these components working together have led to demonstrated success at dozens of new KIPP schools nationally.

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

KIPP's Five Pillars

1. **High Expectations.** KIPP Bridge Charter School holds students, parents, and staff to high expectations. Students at KIPP Bridge Charter School have explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the background of students. Students are expected to strive for excellence in everything they do. KIPP Bridge Charter School envisions witnessing 100% of its alumni gaining acceptance to college every year. Parents are expected to support their child in their academic and non-academic endeavors and teachers do whatever it takes to ensure that every student is prepared to enter and succeed in high school, college, and beyond.
2. **Choice & Commitment.** Students, their parents, and the faculty of KIPP Bridge Charter School are part of the school by choice. No one is assigned or forced to attend the school. Students who choose to enroll at KIPP Bridge Charter School commit to meeting the academic and behavioral expectations of a KIPP student. Parents who choose to enroll their students at KIPP Bridge Charter School commit to supporting their child through their middle school, high school, and college experience. Staff members who choose to work at KIPP Bridge Charter School commit to doing whatever it takes to ensure that 100% of students succeed in high school and college. By making the choice and commitment to be part of the school community, students, parents, and staff at KIPP Bridge Charter School play an integral role in the school's success.
3. **More Time on Task.** KIPP Bridge Charter School knows that *there are no shortcuts* when it comes to helping educationally underserved students succeed academically. KIPP Bridge Charter School offers a longer school day, a longer school year, and summer school so that students acquire the academic knowledge and skills, as well as the broad extracurricular experiences that will prepare them for competitive high schools and colleges. Since students come to KIPP Bridge Charter School at different academic levels, the extra time and supplemental instruction offered allows staff to do remediation for those students that need to catch up and to accelerate those students that are advancing at a faster pace.
4. **Power to Lead.** The Principal of KIPP Bridge Charter School is an effective academic, operational, and organizational leader who understands that there are no great schools without great school leaders. The Principal has control over the school budget and personnel, allowing her to swiftly move dollars or make staffing changes in order to be most effective in helping students learn. Within the California adopted curricula, the Principal and staff have the freedom to choose

the curricula and methods of instruction that are best suited to students' needs.

5. **Focus on Results.** In order to assess attainment of the school's mission, it is essential that KIPP Bridge Charter School commit to a focus on results. KIPP Bridge Charter School measures student success through a variety of assessments. One measurement of success is student achievement on STAR tests. Students at KIPP Bridge Charter School have consistently outperformed their peers in schools with similar demographics. Interim assessments and norm-referenced tests are also used to inform instruction and provide guidance on goal attainment throughout the year.

Along with the KIPP Bridge Charter School's core values, KIPP's Five Pillars serve as a base upon which the school is built. While the Five Pillars form a general framework, the specific framework of the school has been created to meet the unique needs of the local community.

KIPP Foundation

KIPP Foundation trains outstanding educators to open and run high-performing KIPP schools. KIPP began in 1994 when Michael Feinberg and David Levin completed their commitment with Teach for America and launched a program for 50 fifth graders at Garcia Elementary, a public school in an underserved area of Houston, Texas. Their students' accelerated academic achievement fueled the program's expansion: KIPP Academy New York was opened by David Levin in the South Bronx in 1995, and KIPP Academy Houston was founded by Michael Feinberg as one of Houston's first charter schools.

In 2000, Doris and Don Fisher created the KIPP Foundation to grow the KIPP network by training outstanding school leaders to open and operate KIPP schools. Since 1994, KIPP has grown from two teachers in a single classroom to over 2,000 teachers serving more than 32,000 students in 109 schools across the country. The KIPP Foundation, through its KIPP School Leadership Program, has recruited and trained more than 100 KIPP school leaders to open new KIPP schools or succeed founding school leaders.

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

The Principal of KIPP Bridge Charter School benefits from rigorous and innovative leadership and management training provided by the KIPP Foundation. The training includes an intensive summer institute focused on instructional, operational, and organizational leadership and targeted trainings with a cohort of KIPP principals throughout the year.

KIPP Bay Area Schools

As KIPP continues to grow, the KIPP Foundation has encouraged groups of KIPP schools across the country to join together under regional clusters, so that they have a permanent support organization to

oversee quality, capture efficiencies and economies of scale, and facilitate the sharing of best practices across the region. KIPP Bay Area Schools (KBAS) is the regional charter management organization that holds the charters for KIPP schools in the Bay Area and manages their sustainability, quality, and growth. KBAS facilitates the long-term success of KIPP schools in the Bay Area, enabling them to become institutions of lasting excellence that will provide their students with a pathway to success in college and in life.

KBAS enables its schools to focus on teaching, learning, and continuous improvement by centralizing and managing functions such as academic support, fund development, facilities acquisition and development, technology, financial reporting, accounting, payroll, talent recruitment, compliance, human resources, marketing, scalable back-office business operations, and alumni support. Please see Appendix C for information on the management team of KIPP Bay Area Schools.

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

KIPP's Track Record of Success

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

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

Since 1999, both of the founding KIPP schools, KIPP Academy Houston and KIPP Academy New York, have successfully placed its graduates in college preparatory high schools and colleges: institutions that have rigorous educational programs with over 88% of its graduates attending college. Every year, hundreds of educators, parents, professors, and interested citizens visit KIPP schools to glean best practices given KIPP's success in boosting academic achievement performance gains and implementing strong school-wide cultures. KIPP has been covered by the New York Times, the Washington Post, Newsweek, People, Education Week, Business Week, ABC's Good Morning America, CBS's 60 Minutes, U.S. News and World Report, USA Today, National Public Radio, PBS, The Oprah Winfrey Show, and many others.

An independent study conducted by the Educational Policy Institute in 2005 found that KIPP students made “large and significant” gains beyond the school average on the Stanford10, a national norm-referenced test. KIPP students who took the national norm-referenced Stanford 10 exam in 2004-2005 averaged score increases of 22 percent in mathematics, 22 percent in reading, and 20 percent in language. These gains are particularly impressive as the norm for all students nationwide is zero growth.

An independent study conducted by SRI International published in 2008 found that Bay Area KIPP schools have large and statistically significant effects on students’ academic achievement. The report also found that Bay Area KIPP schools do not attract higher performing students. In fact, the study found that students with lower prior English Language Arts and math scores on the California Standards Test were more likely to choose KIPP than higher performing students from the same neighborhood. Another independent study conducted by Mathematica published in June 2010 found similar results for 22 KIPP middle schools nationwide and found that KIPP has had positive, statistically significant and educationally substantial impacts on its students’ state test scores.

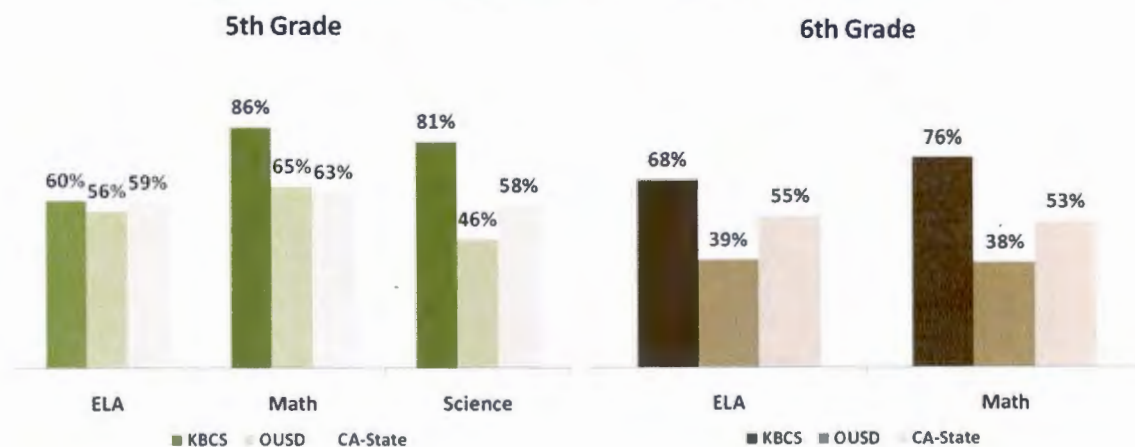
At KIPP Bridge Charter School, students have made strong academic gains. Students take the NWEA MAP Assessment and the California Standards Tests as well as several teacher-made assessments throughout the year. In 2011, student performance yielded an API score of 911.

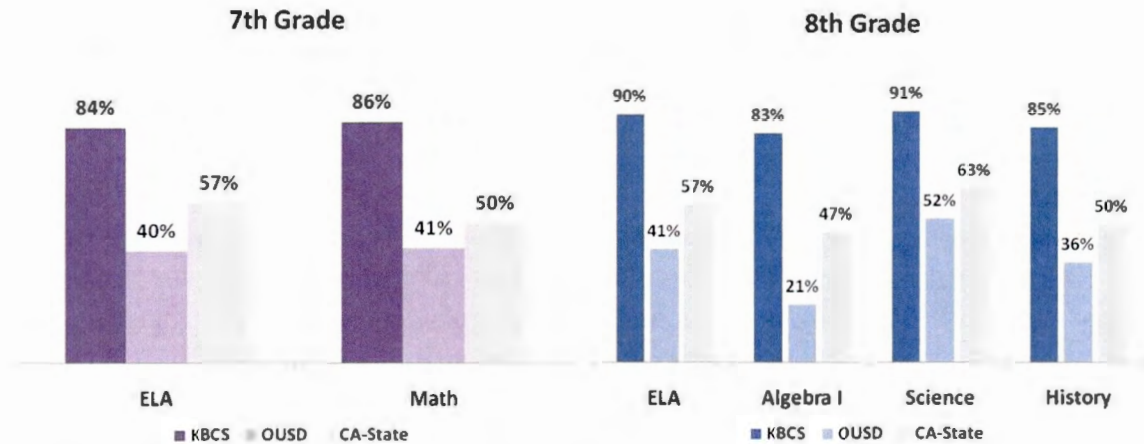
KIPP Bridge Charter School’s Results on the California Standards Test

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

The following charts show KIPP Bridge Charter School’s performance on the California Standards Test for the 2010-2011 school year.

Figure 1.1 – Achievement of KIPP Students on the 2011 CST



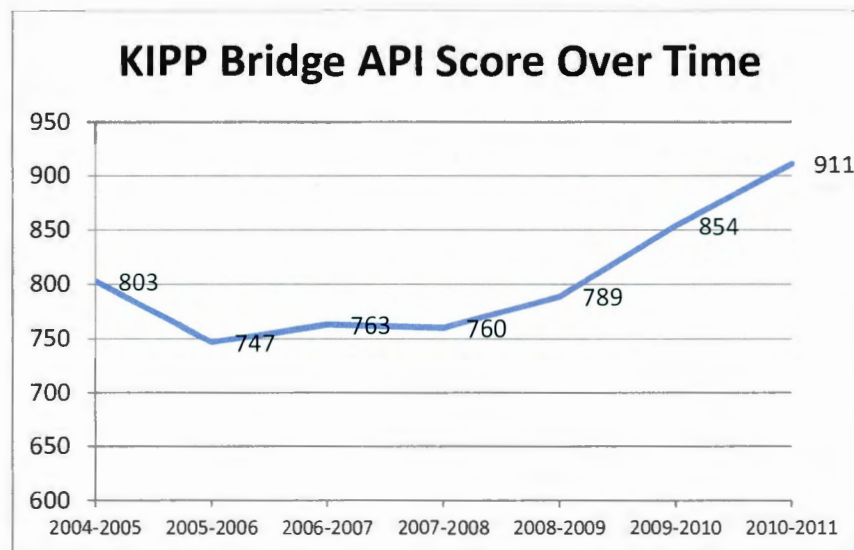


KIPP Bridge Charter School students typically enter fifth grade several grade levels behind and make tremendous progress in a short period of time at KIPP. KIPP Bridge Charter School students outperform both the Oakland Unified School District and the state in all grade levels and subjects by the sixth grade, when comparing the percentage of students scoring proficient or advanced on the CST. While Algebra I is typically an eighth grade honors course, KIPP Bridge Charter School students take Algebra I as their core math course in eighth grade.

KIPP Bridge Charter School's Results on the Academic Performance Index

The Academic Performance Index (API) score for KIPP Bridge Charter School this year was **911**, above the state's goal of 800. From 2005-2011, KIPP Bridge Charter School has received an 8 or higher on the California Department of Education's similar schools ranking, which compares the performance of schools with similar demographics throughout California. KIPP Bridge Charter School currently ranks in the top 10% of all public schools in California, regardless of demographics. Highlights of KIPP Bridge Charter School's Academic Performance Index rankings are as follows:

Figure 1.2 – Summary of Academic Performance Index



Other KIPP Bridge Charter School Successes

- Every student takes music during their time at KIPP, and learns to read music and play an instrument.
- KIPP Bridge Charter School students are eligible to participate in a competitive after school sports league with other public and private schools. Sports include basketball, flag football, and soccer.
- All KIPP Bridge Charter School seventh and eighth graders take a high school preparation course where they prepare for the SSAT and research and apply to high school.
- All KIPP Bridge Charter School students may participate in elective activities such as book club, yearbook, Spanish or Sisterhood.
- KIPP Bridge Charter School's summer enrichment program allows students to participate in extended off-campus learning activities throughout the year and in the summer. Over the last year, students participated in the Crucible, Alvin Ailey Dance Camp, AIM High, and other local programs.
- KIPP Bridge Charter School was awarded the California Distinguished Schools Award in 2011.
- KIPP Bridge Charter School was named Hart-Vision Charter School of the Year in 2011 by the California Charter Schools Association.

Students

KIPP believes that the upper elementary and middle school years are crucial, formative years, and that the choices students make during these years will set them on a path for life. KIPP Bridge Charter School has created a small, personalized learning environment for its students. The school started in 2002 with one fifth grade class of approximately 50 students and has grown by one grade level each year until reaching scale. The enrollment is steady at approximately 260 students. A relatively small student body allows the school to create a cohesive school culture, where all students and families known and feel a sense of belonging.

As a non-selective public school, KIPP Bridge Charter School is tuition-free and admits any student regardless of ethnic, socioeconomic or religious background. KIPP Bridge Charter School works in tandem with parents, community members, and the Oakland Unified School District to realize the mission of the school. Upon admission, students and parents sign and commit to uphold the KIPP Bridge Charter School Commitment to Excellence Form (see Appendix D). The form specifies that the students, parents, and teachers have the **desire, discipline and dedication** to do everything in their power to support the education of the student.

Becoming a 21st Century Learner

The students of KIPP Bridge Charter School become 21st Century Learners through the implementation of the school's educational philosophy (KIPP Five Pillars) and adherence to a rigorous, standards-based curriculum. The ultimate goal is for students to become self-competent, motivated, life-long learners. At KIPP Bridge Charter School, being a 21st Century Learner means:

- Students develop a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of language arts, mathematics, science, and history.
- Students deepen character qualities that allow them to make positive choices in life.
- Students are effective and confident oral and written communicators.
- Students utilize a wide range of technologies, including computers.
- Students are critical thinkers and pro-active problem solvers.
- Students strive for excellence in academic and non-academic endeavors.
- Students appreciate the humanities and show respect for diverse cultures.
- Students possess a drive to constantly learn and improve.
- Students accept personal responsibility for their own actions and their learning.
- Students serve the community in which they live and help others.
- Students have the desire, discipline, and dedication to achieve their highest aspirations and dreams.

Developing 21st Century Learners through Academic Skills

Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement¹.

The content of the educational program at KIPP Bridge Charter School centers on gaining knowledge and mastering particular academic skills, forming effective intellectual habits, and building character qualities.

Implementing a Rigorous Standards-Based Curriculum

KIPP Bridge Charter School correlates its curriculum objectives to the state content standards adopted by the California State Board of Education. The school provides age appropriate curriculum for Mathematics, Science, English-Language Arts, History-Social Science, and Performing Arts at each grade level that are built around the California state content standards. These courses are supplemented by offering additional instruction to provide both remediation and extra time for critical thinking skills and advanced curriculum, including eighth grade Algebra I, in preparation for entering the Honors/AP track at college preparatory high school programs.

KIPP Bridge Charter School combines California's rigorous content standards with the pedagogical methodologies that have proven successful in established KIPP schools. The state standards are supplemented with geography, character education, study skills, extra-curricular activities, technology, and community service. Clear and specific standards-based academic objectives are mastered at each grade level as students move through the curriculum at KIPP Bridge Charter School's intensified pace.

Curriculum Overview

The curriculum framework described herein is based upon California state standards for grades five through eight. The framework is designed to ensure that graduates of KIPP Bridge Charter School are

¹ Marzano, Robert. September 2003, Educational Leadership.

prepared for the rigor and intensity of college-preparatory high school pre-AP and AP coursework. Teachers work with the Principal to supplement this curriculum with their own innovations, research, and expertise.

Ideal KIPP Bridge Charter Eighth Grader: Starting with the End in Mind

KIPP Bridge Charter School eighth graders are academic scholars who possess a lifelong love for learning. The academic program at KIPP Bridge Charter School prepares every student for the intensity and rigor of college-preparatory high school academics. Students leave well-versed in high school level texts and multicultural literature. For students to be prepared for high school level mathematics, most students at KIPP Bridge Charter School successfully complete a full yearlong Algebra I course by the time they exit eighth grade. To ensure that students have the knowledge and skills to successfully study science in high school, the science department challenges students to engage in rigorous coursework, including writing research papers and participating in science labs. The courses offered at KIPP Bridge Charter School are grounded in rigor and fun. The teaching staff creates learning environments that actively engage the student body. KIPP Bridge Charter School hopes that students leave the school with an intellectual curiosity for all academic disciplines and the academic preparation to be successful in high school, college, and the competitive world beyond.

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

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

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

Curriculum Framework

Science

At KIPP Bridge Charter School, through hands-on practice beginning in the fifth grade, the science curriculum places heavy emphasis on learning the knowledge, processes, and skills that students need in order to understand the scientific method and its implications. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines and are learned through experimentation and investigation and require a written element, such as lab write-ups and reports, as an end product.

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

The science curriculum introduces students to investigation and experimentation in chemistry, earth, life, and physical sciences in the fifth grade, and then focuses on earth science in the sixth grade, life science in the seventh grade, and physical science in the eighth grade. In accordance with KIPP Bridge Charter School's accelerated pace, students gain a strong foundation in biology that enables them to be placed in Honors or accelerated biology classes in high school. At each grade level, hands-on activities are used often so that they can apply the processes and skills they learn.

A broad, multicultural history of science component spans the entire curriculum, as does skills development, a study of the impact of humans on the environment, and a reinforcement of English-Language arts, math and technology skills. The Science Department has partnered with UC Berkeley to teach relevant, challenging science curriculum that prepares students for high school level science.

Mathematics

The math curriculum provides the students of KIPP Bridge Charter School with the knowledge and skills they need to excel in advanced math tracks in the top high schools in the country. KIPP Bridge Charter School students learn number sense, patterns and relationships, how to use data, tables, graphs, and charts, and learn to apply this knowledge to their everyday lives. The math program focuses on problem solving as well as on reinforcing basic math skills to the point of mastery. By the end of the eighth grade, most students have successfully completed a yearlong, high school level Algebra I course and most students have passed the end-of-course CST exam.

KIPP Bridge Charter School uses an innovative method of teaching that involves chanting, rapping, and singing in order to make sure that incoming fifth graders have the basic skills, such as multiplication tables and two-digit division, necessary to learn fifth grade material. In addition to this remediation, students develop a strong number sense that leads to significant gains in their problem solving abilities. By eighth grade, most students are engaged in high school level Algebra I where they learn through direct instruction with guided practice and engage in discovery learning. The math program at KIPP Bridge Charter School utilizes technology to introduce students to math and engineering in the real world. Additionally, in the seventh and eighth grades, the math curriculum may involve the use of scientific and

graphing calculators.

English-Language Arts

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

Although individual teachers define and hone each specific curricular strand, the fundamental elements of reading comprehension, writing, listening, speaking, and presentation are covered in each English-Language Arts classroom. Students learn the fundamentals of grammar, the writing process, public speaking, note taking, and learn to identify social and cultural influences and differences in writing. Students work together to revise, edit, and present papers and other research-based presentations. Students whose skills need remediation receive extra support during an afternoon rotation in which students are placed in small groups at their particular reading levels. Teachers work with students on phonics, reading comprehension skills, and vocabulary development. By eighth grade, students are able to provide a historically grounded analysis of a literary work and write an expository essay with a strong thesis statement and supporting evidence.

Literacy is a vital skill that is crucial in every area of academics and life. KIPP Bridge Charter School promotes literacy across all subject areas by employing a reading and writing across the curriculum approach and by providing a literature-intensive program in subjects such as History-Social Science and Science. Skills are reinforced in all areas include reading comprehension (*e.g.*, identifying the main idea, recognizing details, analyzing tone, sequencing), writing (*e.g.*, creating strong thesis statements and providing supporting evidence, revision, peer editing), speaking (*e.g.*, speeches, debates, class and school-wide presentations, group work), and critical analysis of a text.

English-Language Arts skills are interconnected and require constant reinforcement. For this reason, students are able to break down reading, writing, speaking, and listening into their fundamental elements, but they also experience and develop these skills holistically and in the context of practical and relevant material and literature. As part of this focus, students read a variety of culturally and historically diverse literature in their English-Language Arts classes through read aloud, shared and independent texts. Novels students may read include Curtis's *Watson's Go to Birmingham* (5th grade), Lewis Sachar's *Holes* (6th grade), Steinbeck's *Of Mice and Men* (7th grade), and Harper Lee's *To Kill a Mocking Bird* (8th grade).

Throughout their four years at KIPP Bridge Charter School, students are required to write multiple drafts of papers and to use and develop organizational devices such as graphic organizers and outlines. From fifth to eighth grade, students deepen their sophistication and technical mastery in their writing, but organization and process are reinforced from the beginning.

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

History Social-Science

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

An understanding of geography is fundamental to understanding the major events of United States and world history, and thus is a focus of the History-Social Science curriculum. Geography is reinforced and studied throughout a student's four years at KIPP Bridge Charter School. Physical, human, and environmental geography is studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history.

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

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

The History-Social Science curriculum is reading and writing intensive and involves the analysis of primary and secondary sources. Social Studies classes also reinforce the writing across the curriculum. Social Studies teachers may partner with English-Language Arts teachers to create common writing expectations and rubrics. All History-Social Science classes require written essays and reports. Students are held accountable not only for content, but for style, organization, and mechanics as well. Students also learn note-taking techniques through Social Studies classes.

The History-Social Science curriculum, like all curricula at the school, is balanced. Students receive direct instruction, guided practice, and participate in project-based learning. KIPP Bridge Charter School's students to become active participants in society, they must be able to function effectively in group settings and focus on problem solving, analysis, and content. Students see their peers within the school as their family and their class and various groups as a team. The History-Social Science curriculum constantly reinforces the values of teamwork, citizenship, and collective goal attainment.

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

Physical Education

All students at KIPP Bridge Charter School regularly receive a structured physical education class in

accordance with the California Challenge Standards. Both content skills and life skills are emphasized in the Physical Education program. Students become more physically fit and learn the benefits of fitness and teamwork and the rules of various sports. As team is an omnipresent theme at KIPP Bridge Charter School, the social rules that govern team interaction and competition are taught and reinforced.

The Physical Education program focuses on sports-related activities and physical fitness. Students develop competency in a variety of sports, hone motor skills and coordination, and learn strategies for different sports.

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

In addition to fitness and sports, the physical education program also encompasses a comprehensive CPR First Aid and health education curriculum beginning in the fifth grade. In their extra-curricular time, students have an opportunity to participate in various sports activities. KIPP Bridge Charter School's competitive sports teams include girls' and boys' basketball, flag-football, and soccer. Students compete against other local public and private schools.

Performing and Visual Arts

Each subject area integrates visual arts as a component of their subject and content area. Additionally, KIPP Bridge Charter School teachers strive to incorporate all learning styles and modalities into each lesson, providing ample opportunity for students to use artistic creativity and expression.

The History-Social Science curriculum explores the art of various cultures around the world, and how these cultures are represented in their art. The language arts program feature plays, poetry readings, and other forums for dramatic expression. The Physical Education and Dance programs teach students the fundamentals of artistic expression through movement.

In addition to an integrated, cross-curricular arts program, students at the school may take music and performing arts every year. Students learn to read music and play an instrument and practice the elements of public presentations and stage presence.

Instructional Technology

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

KIPP Bridge Charter School achieves the following goals:

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

In addition, all students at KIPP Bridge Charter School learn to use computer technology through their coursework. By the end of eighth grade, they become adept at using Microsoft Word and using the Internet to conduct research.

Developing 21st Century Learners through Character Qualities

More than academic and intellectual skills alone are needed to maximize students' potentials in high school, college and the world beyond. In the words of David Levin, co-founder of KIPP, "The experiences of KIPP Academy New York and KIPP Academy Houston have taught us that *academics* without *character* is useless; students will have the skills but lack the motivation to use them. *Character* without *academics* is hollow; students will have the motivation but not the ability to use it. Together, they have the power to transform lives."

According to Dr. Howard Gardner, esteemed developmental psychologist, defining and creating an effective character development program depends on "clarity and common vision". KIPP Bridge Charter School has created this clarity and common vision by basing student character development around its core values: ***Achievement, Commitment, Honesty, Respect, Responsibility, and Teamwork***. From the time they enter the school, students are taught character skills in all classes.

To provide high quality instruction for every student in the school, fostering a productive learning environment through developing character qualities is essential. Students learn that they must respect themselves, their classmates, their teachers, and their families. Moreover, they learn the value of integrity and the importance of being polite, humble individuals. In addition to character-focused community meeting time, the school's values are supported through the student management and rewards systems.

The school-wide culture supports and reinforces KIPP Bridge Charter School's values. Common slogans are posted throughout the school and the classrooms such as: "There are No Shortcuts," "Be Nice. Work Hard," "Team Beats Individual," "Assign Yourself," "There Are No Excuses," "We Are Climbing the Mountain to College", and "Become Your Dream." There is a clear and common set of behavior norms such as looking a person in the eye when speaking or listening, "SLANTing" (Sit up straight, Listen, Ask and answer questions, Nod your head if you understand, and Track the person speaking), in class at all times displaying positive body language and wearing neat uniforms. In addition, each week, the school

community may focus on one particular school value through classroom instruction, conversations with students, and end-of-the-day school-wide and grade level community meetings.

How Learning Best Occurs

Like the 109 KIPP schools around the country, KIPP Bridge Charter School ascribes to the Five Pillars of success (*More Time on Task, High Expectations, Choice & Commitment, Power to Lead, and Focus on Results*). These Pillars provide the framework of the school's educational philosophy. However, without high-quality instruction, the school will not succeed. Implementing a high-quality instructional program is paramount to KIPP's track record of success. At KIPP Bridge Charter School, high-quality instruction is standards-based, with an emphasis on academic, intellectual, and character skills, and explicitly ties to the school's mission of providing its students with the knowledge, skills and character traits they will need to succeed in high school and college.

Implementing High Quality Instruction

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

1. **Quality Instruction is Standards-Based.** KIPP Bridge Charter School correlates its curriculum objectives to the state content standards adopted by the California State Board of Education. Incoming student needs and performance levels determine the weight that teachers place on different elements of the curriculum. The school accelerates student learning to ensure that mastery of the state standards is achieved at a faster pace necessary to prepare students for the rigorous and challenging curriculum they will encounter in high school Honors and Advanced Placement programs.
2. **Quality Instruction is Meticulously Planned.** At the beginning of the year and during staff development opportunities, teachers present their scope and sequences as well as a weekly breakdown of content covered. Sharing their long-term plans ensures that maximum alignment exists both vertically within content areas and horizontally across grade levels. Teachers plan lessons using a common lesson structure that generally includes: the lesson's aim, a "do now (Get Down to Business)", a motivation for the lesson, key vocabulary, direct instruction, guided practice, independent practice and homework. Teachers modify their lessons, assessments, classwork, and homework for students with special learning needs as appropriate. Regular classroom observations are used to explore successful planning and implementation.
3. **Quality Instruction is Varied Instruction.** Students process material in a variety of ways, so teachers at KIPP Bridge Charter School continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students benefit from varied techniques that include: direct instruction, small group work, reading/writing workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer

activities, and other innovative techniques. In addition, students with special needs work with the school's resource specialist in small group and one-on-one settings. Lesson plans incorporate auditory, visual and kinesthetic activities in order to meet the individual needs of all students.

4. **Quality Instruction is Relevant to Students.** KIPP Bridge Charter School combines California's rigorous content standards with the pedagogical methodologies that have proven successful in established KIPP schools. The state standards may be supplemented in the following ways: character education, extra-curricular activities, technology, and community service. Teachers also take into consideration the interests and cultural backgrounds of students in an effort to make all instruction relevant and purposeful.

There are several structures of KIPP Bridge Charter School that reinforce high quality instruction, promote optimal learning, and are rooted in research. These structures, together with high quality instruction, allow KIPP Bridge Charter School to implement its educational design in a system designed for success.

1. **Middle School Focus.** Like all KIPP middle schools, KIPP Bridge Charter School serves students in grades five through eight. While most public schools in Oakland consider the sixth grade to be the beginning of middle school, KIPP Bridge Charter School has found that in order to maximize learning and growth, a four-year middle school model is ideal.
2. **Small School Size.** In order for the Principal to be effective, he/she must be aware of all activity within the school in addition to activities outside of school, especially with regard to the family situations and the personal lives of students. In order to meet the individual learning needs of each child, teachers must know each of their student's well. Particularly in the volatile middle school years, it is important that teachers foster close relationships with their students, giving them individualized attention. Through experience, KIPP has found that successful schools are small. A wealth of research also shows that students in small schools (under 400 students) come to class more often, drop out less, earn better grades, participate more often in extracurricular activities, feel safer, and exhibit fewer behavior problems².
3. **Student Supports.** The school offers comprehensive supports for students and makes available both physical space and time for those goals to be realized. The school schedule provides for high levels of flexibility, so students and staff can be regrouped easily, and to make room for extensive tutoring, counseling, learning laboratories, extracurricular activities and other activities that support the core academic time. The school makes good efforts to offer psychological support to students, sex education, drug and alcohol education, family counseling, and referrals and connections to services the school cannot offer.
4. **Parental Involvement.** KIPP Bridge Charter School operates under the premise that teachers, parents, and students must work together as partners to create the potential for a quality education.

² William Ayers, Gerald Bracey, and Greg Smith. *The Ultimate Education Reform? Make Schools Smaller* (Center for Education Research, Evaluation, and Innovation, December 2000). Raywid, Mary Anne. *Current Literature on Small Schools* (ERIC Digest, 1999).

Parents are a vital part of this partnership and are key stakeholders in the school. The Commitment to Excellence Form outlines the ways in which KIPP Bridge Charter School expects and needs parents to support the educational mission of the school. The commitments for parental support include ensuring that homework is completed every night, assisting their child in contacting the teacher regarding any problem or question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises.

KIPP Bridge Charter School parents are active in the school. There are periodic school activities involving parents, including open houses, curriculum nights, and cultural and student celebrations. KIPP Bridge Charter School's hope is that parents/guardians feel empowered through their leadership on campus. In addition, the school holds regular parent meetings and invites parent input regularly. KIPP Bridge parents also participate in regular parent-teacher conferences held at the end of each marking period.

- 5. Community Involvement.** Building strong links with the local community is critically important to KIPP Bridge Charter School's success. KIPP Bridge Charter School hopes to maintain its strong community relations by partnering with individuals and organizations in the community that are dedicated to helping students obtain their academic goals and gain admission into college.

In addition to efforts to establish a strong partnership with the community, some of KIPP Bridge Charter School's outreach efforts to date include: YMCA, Girls Inc., the Crucible and Teach for America. The school also has created opportunities to involve members of the community in a variety of facets. The school's volunteer program is composed of community members, the business community, college students, high school students, and parents. Volunteers tutor students individually and in small groups, assist teachers and assist in the office, and serve as guest presenters. The school also partners with various community organizations for community service projects.

Instructional Methods

KIPP Bridge Charter School's Principal works with teachers to develop instructional methods that maximize student learning. Students acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to apply, synthesize, evaluate, and expand upon their knowledge.

There are many educational theories and practices that have proven to be effective in the classroom environment; KIPP Bridge Charter School does not subscribe to only one approach. KIPP schools believe in allowing successful teachers to teach in an environment that supports their own successful practices and strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Instructional methods might include direct instruction, collaborative learning, seminar style learning, and performance assessment.

KIPP Bridge Charter School exposes students to a variety of instructional methods that will prepare them

for the courses they may encounter in high school and college. For example, students may learn how to debate a given topic, taking sides on an issue and presenting their arguments to the class. Students may also use Socratic Seminar in English and Social Studies classes. In addition to the instructional methods, all staff uses the same definition of academic rigor and strives to increase the rigor of all courses as students move through the school.

KIPP Bridge Charter School teaches at all levels of learning. Students whose needs are not met through these teaching methods benefit from a number of alternative instructional techniques, which include small group tutorials and one-on-one tutorials.

Promotional Standards

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

The program design of KIPP Bridge Charter School is to ensure that all students succeed. Supplemental instruction provides teachers with the time needed to do remediation work when necessary. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern.

In addition to grades for every marking period, in-class tests and teacher observations, students' STAR scores, and where applicable, the California English Language Development Test (CELDT) test scores are also taken into account for promotional purposes.

A Rigorous Schedule and Academic Calendar

More time on task is central to the success of KIPP Bridge Charter School students. Under the "More Time in School" model, students are offered instruction under an extended day model which includes core classes, enrichment classes, and supplemental instruction.

At the beginning of the school year, during the home visits and in executing the "Commitment to Excellence" form, parents are given the opportunity to opt in or out of the "More Time in School" model and approach to learning. KIPP Bridge Charter School has found that students enthusiastically attend school each day and opt into supplemental instruction; KIPP Bridge Charter School has a 97% attendance rate.

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

- 1. Core Academic Subjects.** Students are engaged in the standard curriculum areas of English-language arts, mathematics, science, social studies, fine arts, physical education and health.
- 2. Supplemental Instruction.** Students receive supplemental instruction from teachers. For

example, students needing additional support receive math support during a tutorial block small group reading instruction.

3. **Enrichment.** The extracurricular program includes competitive sports (such as basketball, volleyball, Tae-kwan-doo, chess, African dance, flag football and soccer), dance, yearbook, Honor Council, Glee Club, Math Club and Book Club, and service projects.

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

Annual School Calendar

KIPP Bridge Charter School meets or exceeds the instructional minutes requirement as set forth in Education Code section 46201(a)(3) and may offer a before/after school, Saturday, or summer school component. The summer component is scheduled to commence prior to the beginning of the school year (typically August).

A sample annual school calendar for KIPP Bridge Charter School is attached in Appendix F. The sample calendar may be changed periodically.

Saturday School

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

Summer School Program

KIPP Bridge Charter School may offer a summer session as part of its "More Time in School" model, where students are offered enrichment courses and/or supplemental instruction. KIPP Bridge Charter School's summer session is divided into two components. The first component is a week-long staff development program that provides teachers with an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year. During this time, new teachers learn about the expectations around curriculum planning, and all processes in the school. Once the summer session has ended, teachers continue their preparation by designing a curriculum for the fall that addresses the specific needs and interests of the students identified during the summer.

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

Students with Special Needs

KIPP Bridge Charter School believes that *all students*, regardless of family background, income, race, religion, disability, gender, or health *can and will learn*. This common belief covers the realm from students behind grade level to special education students, to English Learners. The school implements comprehensive programs for all students with special needs, in accordance with applicable state and federal law, and the needs of each child. KIPP Bridge Charter School does not provide exemptions on state tests to English Learners or students with disabilities.

Students Behind Grade Level

The school has many systems to support struggling students. In class, teachers use a variety of instructional methods to reach students of all learning modality preferences. With longer school hours and supplemental instruction offered, struggling students not only spend more time learning in a small school environment in both reading and math. In addition, teachers are available to help students with homework by phone in the evenings and on weekends. Students who are behind grade level or in jeopardy of retention are individually counseled and given extra help in their specific areas of concern.

The content of the KIPP Bridge Charter School curriculum focuses on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas. Interventions are necessary to support students who are struggling academically. Quarterly benchmark exams, diagnostics such as the DRA, state test scores, and other methods help the school identify students most in need of extra support. KIPP Bridge Charter School utilizes small group instruction, one-on-one tutorials, and extra support from content area teachers to get students up to grade level.

Gifted and Talented Students

Because all students will be challenged to reach their intellectual potentials within the instructional program, KIPP Bridge Charter School does not offer a formal, separate gifted and talented program. During the enrichment block and supplemental instruction, teachers may work with students who are exceeding expectations by providing opportunities for project-based learning, discovery learning, and extended learning opportunities.

Special Education Students

*The following description regarding how special education and related services have been provided and funded is being proposed by KIPP Bridge Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of KIPP Bridge Charter School and the District. The following provisions are meant to summarize the KIPP Bridge Charter School's understanding of the manner in which special education instruction and related services have been and shall be provided by the KIPP Bridge Charter School and the District. **The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and KIPP Bridge Charter School as agreed upon in a MOU:***

The KIPP Bridge Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). KIPP Bridge Charter School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, KIPP Bridge Charter School reserves the right to make written verifiable assurances that KIPP Bridge Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

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

Per Federal Law, all students with disabilities are fully integrated into the programs of KIPP Bridge Charter School, with the necessary materials, mandated services, and equipment to support their learning. The school ensures that any student with a disability attending KIPP Bridge Charter School is identified.

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

KIPP Bridge Charter School works with the district and/or other local service providers to make time and facilities available for the student's IEP. The school will participate in the IEP to enable that student to be successful, including the appropriate individual tutoring schedule and classroom interventions, strategies, and techniques. The school makes available student's work products for analysis and evaluation of progress and participates in the IEP reviews conducted by the IEP team. If a faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year. The school encourages open communication between the parents and the IEP team for any items related to the special education services.

KIPP Bridge Charter School is committed to providing services to all students with exceptional needs. The school works alongside the Resource Specialist assigned to the school by Oakland Unified School District to oversee all students with IEPs to ensure their needs are met and they are successful. The Resource Specialist works with regular education teachers to ensure that there are appropriate

modifications for students with IEPs and in every core and elective class. The 504 plan coordinator works with regular education teachers to ensure that there are appropriate modifications for students with 504 plans in every core and elective class.

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

Search and Serve

Upon the commencement of KIPP Bridge Charter School Academy's school year, the school works with OUSD to check the SELPA records to identify any special needs students. In addition, the school identifies any students in need of a pre-referral intervention plan and works with the Principal and faculty to establish a Student Study Team for that student. If the Student Success Team finds that the pre-intervention plan is not sufficient to meet the student's needs, the SST may recommend that KIPP Bridge Charter School refer that student for a formal special education assessment. Any such student suspected of a disability cannot be assessed unless parent permission is obtained. KIPP Bridge Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents are informed via the Resource Specialist that special education and related services are provided at no cost to them.

Referral for Assessment

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

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

Assessment

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

- Individual testing
- Observations
- Interviews
- Review of school records, reports, and work samples

- Parent input

KIPP Bridge Charter School follows the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The student must be evaluated in all areas related to his/her suspected disability.
- Multiple assessments are delivered by qualified professionals to measure the student's strengths and needs.
- Assessments are delivered without cultural, racial or gender bias.
- Assessments are delivered in the student's primary language, unless a qualified interpreter is provided.
- Assessments are adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team is assembled to assess the student, including a teacher knowledgeable about the student.

The assigned Resource Specialist is responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results present the assessment data at the IEP meeting.

Development and Implementation of IEP

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

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

- The parent or guardian of the student for whom the IEP was developed
- The resource specialist (assigned by OUSD)
- The Principal
- A general education teacher who is familiar with the curriculum appropriate to that student
- Special education professionals (from OUSD) qualified to interpret assessment results
- Any other district representatives, if appropriate

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

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

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

IEP meetings are held according to the following schedule:

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

IEP Review

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

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

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

Staffing

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

Depending on the terms of the MOU referenced above, KIPP Bridge Charter School will employ or will contract with a Resource Specialist, or the District will provide a Resource Specialist to service student. This person is responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP.

The Resource Specialist:

- Ensures that all aspects of the IEP are followed.
- Arranges for the teacher of the student to attend the team meetings.
- Communicates with parents about progress made toward attaining the goals stated on the student's IEP, and informs them of due process procedures and rights.
- Consults every trimester with the Principal to ensure that the objectives and goals of students with IEP's are being met.
- Completes the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress and appropriate provision of any/all test modifications as stipulated in the IEP.
- Maintains a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines.
- Provides a report of student progress on the same schedule as students in general education.

Reporting

KIPP Bridge Charter School collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners.
- The number of students provided with test modifications and the types and the number of students exempted from District assessments.
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom.
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions.
- The basis of exit from KIPP Bridge Charter School of students with disabilities (*i.e.*, attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of the assigned Resource Specialist, as supervised by the District's Special Education

Director. The Principal ensures that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal oversees access to these records, and is responsible for ensuring that all providers responsible for the implementation of a student's IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP.

Due Process and Procedural Safeguards

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

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

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

Complaint Procedures

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

Special Education Strategies for Instruction and Services

KIPP Bridge Charter School complies with the federal mandate of the "Least Restrictive Environment", meaning that the school makes every attempt to educate special education students along with their non-disabled peers. KIPP Bridge Charter School mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through KIPP's extended day and year. Each student's IEP requires different kinds of interventions for instruction and services, therefore the educational strategies of the IEP are built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP is delivered by personnel qualified to do so. The District's Resource Specialist oversees all students with IEPs to ensure their needs are met and they are successful. The Resource Specialist works with regular education teachers to ensure that there are appropriate interventions for students with IEPs in every core and elective class. The 504 Coordinator works with regular education teachers to ensure that there are appropriate interventions for students with 504 plans in every core and elective class.

Relationship with Oakland Unified School District

KIPP Bridge Charter School pledges to work in cooperation with local education agencies (LEA) and a

special education local plan area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. KIPP Bridge Charter School may choose to partner with the Oakland Unified School District to provide special education services on a fee-for-service basis consistent with the requirements of the Oakland Unified School District SELPA. Alternatively, KIPP Bridge Charter School may choose to apply to be an LEA and join a SELPA. If KIPP Bridge Charter School is treated as a school within the Oakland Unified School District with regards to special education services, the District will receive KIPP Bridge Charter School's allocated share of AB602 special education funds. The allocated amount will be calculated using a funding model based on pupil population (average daily attendance). KIPP Bridge Charter School and the District would then work in good faith to enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided.

English Learners

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

Given the demographics of the Oakland Unified School District and KIPP Bridge Charter School's historical data, KIPP Bridge Charter School presumes that up to 25% of incoming students will be classified as English Learners. The school recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, and life-skills curriculum.

Students at KIPP Bridge Charter School with limited proficiency in English achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. KIPP Bridge Charter School ensures that EL students are not excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited receive notices and information from the school in their native language whenever possible to encourage participation in the school by all members of the KIPP Bridge Charter School community.

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

Structured English Immersion Program

In accordance with KIPP's philosophy of *no excuses* and *more time on task*, all students who are English Learners are expected to become proficient in the English language at a rapid pace. Based on a substantial research base proving the benefits of a structured English immersion program, KIPP Bridge Charter

School implements a comprehensive structured immersion program for its EL students³. Research shows that with the passage of Prop. 227, California students have made significant gains in reading and writing in English as well as math⁴. It is the goal of KIPP Bridge Charter School that all of its students leave the school proficient in the English language and with pride and support for their home language.

English Proficient students participate in a mainstream English Language Arts program with a curriculum based on the California Content Standards.

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

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

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

1. **Total Physical Response (TPR).** Developed by James J. Asher in the 1960s, TPR is a language- learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands- on experience monitored by a senior instructor who

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

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

is also skilled in the intricate applications of TPR" (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)*

2. **Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).
3. **Academic Language Scaffolding.** The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. *(See Gibbons [2002] for specific scaffolding strategies.)*

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

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

- Jigsaws

KIPP Bridge Charter School teachers use techniques that maximize comprehensible input. Teachers create learning environments that allow students to practice academic English and produce comprehensible output. At KIPP Bridge Charter School, teachers understand that in order for students to gain proficiency in both functional and academic English, students must be exposed to multiple opportunities for receiving comprehensible input and producing comprehensible output.

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

Identification of EL Students

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

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

All parents or guardians of students classified as English Learners are notified in writing of all EL assessment and placement procedures for their child. The school translates materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child. If there are more than 20 EL students at the school, parent/guardian advisory committees shall be maintained to serve the advisory functions specified by law.

Monitoring and Re-Designation of EL Students

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

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

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

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

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

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

Parental Waiver Process

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

Special Education and English Learners

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

day and year model allows for significant time for staff to work in a variety of settings with English Learners who are also special education students, in order to bring them to English proficiency as quickly as possible, while meeting all the needs outlined in their IEP.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

KIPP Bridge Charter School and the existing KIPP schools have proven that KIPP's educational vision can be implemented with tremendous success. All of KIPP Bridge Charter School's student and school outcome goals align with state standards as well as KIPP's mission and vision.

In addition to achieving academic goals, KIPP Bridge Charter School believes that for its students to become successful, contributing members of society they must also achieve non-academic, character goals. During their tenure at the school, students will develop the following by learning and putting into action the school's values.

Student Outcome Goals

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

Figure 2.1: Student Outcome Goals

Academic Goals	Benchmark
1. KIPP Bridge Charter School students will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.	KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District in Mathematics.
2. KIPP Bridge Charter School students will become proficient readers of the English language.	KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District in English-Language Arts.
3. KIPP Bridge Charter School students will demonstrate competency and understanding in the application of scientific concepts, principles, reasoning, and theories.	KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District on science assessments.
5. KIPP Bridge Charter School students will understand, analyze, and evaluate history, geography, and social studies.	KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District on social studies assessments.
6. KIPP Bridge Charter School students will demonstrate competency in their knowledge and understanding of fundamental concepts.	KIPP Bridge Charter School students will possess a strong foundation of basic academic skills and will maintain progress towards benchmarks of proficiency in all academic subjects as defined by state content standards.

Character Goals	Benchmark
1. KIPP Bridge Charter School students will demonstrate strong study skills.	At least 90% of daily homework assignments will be completed and turned in.
2. KIPP Bridge Charter School students will demonstrate a strong work ethic.	At least 95% of students will attend school on a daily basis.
3. KIPP Bridge Charter School students will demonstrate teamwork.	Each year, 100% of KIPP Bridge Charter School students will work collaboratively within a small group to complete and present a group project in at least one class.
4. KIPP Bridge Charter School students will demonstrate high school and college awareness and involvement.	Beginning in the fifth grade, 90% of students will visit and evaluate at least one high school and / or university each year.
5. KIPP Bridge Charter School students will develop strong social skills.	At least 80% of all extended learning enrichment programs that KIPP Bridge Charter School students attend will report that KIPP students were hard working, responsible, and respectful.

School Outcome Goals

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

High Quality Educational Program

KIPP Bridge Charter School provides a meaningful and challenging college preparatory experience to its students by showing them what they can accomplish through dedicated hard work and the level to which they can enhance their self-confidence through academic achievement. The school instills in students the belief that they should and can attend college and provides them the tools that will set them on the path to college.

Fiscally Sound Business and Management Structure

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

Parent and Community Involvement

KIPP Bridge Charter School expects to be a strong force in the community uniting parents, community members, and educators across diverse cultures.

Figure 2.2: School Outcome Goals

High Quality Educational Program	Benchmark
1. KIPP Bridge Charter School students will demonstrate competency in their knowledge and understanding of fundamental concepts.	KIPP Bridge Charter School students will exceed the average performance levels of similar schools on the Academic Performance Index (API).
2. KIPP Bridge Charter School will create a small, personalized learning environment that addresses the needs of each child.	KIPP Bridge Charter School's attendance rates will be above the District norm for schools with similar demographics. KIPP Bridge Charter School will track at least 90% of students as they leave KIPP and go on to high school and college.
Fiscally Sound Business and Management Structure	Benchmark
3. KIPP Bridge Charter School will implement fiscal policies and controls.	KIPP Bridge Charter School will involve at least one business and finance expert as a board member or advisor. KIPP Bridge Charter School will meet 100% of state financial reporting deadlines. KIPP Bridge Charter School will receive an unqualified audit opinion on annual audits.
4. KIPP Bridge Charter School will maintain a healthy budget and cash flow.	KIPP Bridge Charter School's budget will be approved by its Board of Directors by July 1 each year. KIPP Bridge Charter School will meet student recruitment and enrollment goals. KIPP Bridge Charter School will maintain at least a 5% cash reserve.
Parent and Community Involvement	Benchmark
5. Parents will be welcomed and involved in KIPP Bridge Charter School.	At least 90% of KIPP Bridge Charter School parents will read, sign, and return memorandums sent from school. At least 80% of parents or guardians will participate in parent-teacher conferences at the school. At least 80% of parents or guardians will participate in a school activity throughout the year.
6. KIPP Bridge Charter School will involve members of the community in a variety of ways.	KIPP Bridge Charter School's enrichment opportunities will involve volunteers and instructors from the community.

ELEMENT C: ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

Assessment of Student Outcome Goals

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

Teachers are expected to use tracking tools to understand student performance. Teachers track their students' progress by measuring student achievement towards mastery of California State Standards. The information gathered from standards tracking, in-class evaluations, and exams is used by teachers, the Assistant Principal, and the Principal to determine progress towards goals.

Progress toward mastery of the standards and exams scores is shared with students and parents during parent/teacher conferences. Additionally, students receive mid-trimester progress reports. The students' grades are tied to mastery of standards and are determined through homework, in-class assignments, participation, projects, weekly and unit tests, quizzes, and trimester exams.

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

Tools to check for student understanding of academic content and skills include informal verbal check-ins throughout lessons, class work and homework. These assessment tools allow a teacher to gauge the level of understanding for individual lesson objectives. Quizzes, tests, essays, projects and other performance-based assessments provide more formal gauges of a student's mastery of a particular unit of study and the corresponding state academic standards.

KIPP Bridge Charter School students participate in the STAR standardized testing program. Students take the California Standards Tests to officially assess student mastery of state academic standards. Students designated as English Language Learners take the CELDT to assess literacy and communication levels in the English language. Students also take the NWEA MAP assessment at least once each year to assess growth in mathematics and reading and maybe language. This data is used in particular to inform instructional decisions and compare student performance at KIPP Bridge Charter School to that of other KIPP students across the nation and measure year-over-year growth for students.

Student assessment begins in summer school. During the summer session, the school assesses the current

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

Multiple, Varied Assessments

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

These assessments measure progress towards content and performance standards constructed by the teacher at the beginning of the year. These assessments may or may not be graded, but serve an essential role in communicating a student's deficits and growth to the student, his or her family, and teachers. Some of these assessments assess basic content and skill knowledge. Other assessments measure more sophisticated performance abilities, such as writing a speech in English class, participating in a debate in social studies class, or solving a complex equation in math class. Teachers modify their instructional plans based upon the results of these assessments. In addition to the assessments outlined in Figure 3.2, the following performance evaluation and assessment tools to be used include:

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

Alignment of Assessments

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

Figure 3.1: Student Outcome Goals & Corresponding Assessment

Academic Goals	Benchmark	Assessment
KIPP Bridge Charter School students will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.	KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District in Mathematics.	<ul style="list-style-type: none"> • California Standards Test (CST) • California Modified Assessment (as appropriate) • Benchmark Exams
KIPP Bridge Charter School students will become proficient readers of the English language.	KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District in English-Language Arts.	<ul style="list-style-type: none"> • California Standards Test (CST) • California Modified Assessment (as appropriate) • Benchmark Exams
KIPP Bridge Charter School students will become proficient writers of the English language.	KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District on writing assessments.	<ul style="list-style-type: none"> • California Standards Test (CST) • California Modified Assessment (as appropriate) • Sample portfolios and writing samples • California English Language Development Test (CELDT)
KIPP Bridge Charter School students will demonstrate competency and understanding in the application of scientific concepts, principles, reasoning, and theories.	KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District on science assessments.	<ul style="list-style-type: none"> • California Standards Test (CST) • California Modified Assessment (as appropriate) • Lab reports • Teacher-made tests
KIPP Bridge Charter School students will understand, analyze, and evaluate history, geography, and social studies.	KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District on social studies assessments.	<ul style="list-style-type: none"> • California Standards Test (CST) • California Modified Assessment (as appropriate) • Teacher-made tests

Figure 3.1: Student Outcome Goals & Corresponding Assessment (continued)

Academic Goals	Benchmark	Assessment
KIPP Bridge Charter School students will demonstrate competency in their knowledge and understanding of fundamental concepts.	<ul style="list-style-type: none"> • KIPP Bridge Charter School students will possess a strong foundation of basic academic skills and will maintain progress towards benchmarks of proficiency in all academic subjects as defined by state content standards. • 100% of English Learners who started at KIPP Bridge Charter School in the fifth grade will gain English proficiency by the time they matriculate to high school. 	<ul style="list-style-type: none"> • California English Language Development Test (CELDT) • Number of students re-classified as Fully English Proficient.

Character Goals	Benchmark	Assessment
KIPP Bridge Charter School students will demonstrate strong study skills.	At least 90% of daily homework assignments will be completed and turned in.	<ul style="list-style-type: none"> • “Paychecks”
KIPP Bridge Charter School students will demonstrate a strong work ethic.	At least 96% of students will attend school on a daily basis.	<ul style="list-style-type: none"> • Student attendance reporting
KIPP Bridge Charter School students will demonstrate teamwork.	Each year, 100% of KIPP Bridge Charter School students will work collaboratively within a small group to complete and present a group project in at least one class.	<ul style="list-style-type: none"> • Teacher-made project rubrics
KIPP Bridge Charter School students will demonstrate high school and college awareness and involvement.	Beginning in the fifth grade, 90% of students will visit and evaluate at least one high school and / or university each year.	<ul style="list-style-type: none"> • Attendance at field lessons

KIPP Bridge Charter School students will develop strong social skills.	At least 80% of all extended learning enrichment programs that KIPP Bridge Charter School students attend will report that KIPP Bridge Charter School Students were hard working, responsible, and respectful.	<ul style="list-style-type: none"> Survey administered to extended learning enrichment partners.
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Administration of State and National Tests

One of the most important indicators of KIPP Bridge Charter School's success is its Academic Performance Index (API) score. The API is part of California's Public School Accountability Act and is measured using the results of the Standard Testing and Reporting System (STAR). The STAR consists of the criterion-referenced California Standards Test. Its purpose is to measure the academic performance and growth of schools in California. Each school is given a numeric index from 200 to 1000 based on the STAR results. The statewide performance target for all public schools is 800. In 2011, KIPP Bridge Charter School's API score is 911.

KIPP Bridge Charter School administers all state and national tests for grades five through eight as determined by the state and national testing schedule. The school administers the following tests at each grade level as outlined the figure below. The shaded boxes below indicate times when a test is not administered.

Figure 3.2: KIPP Bridge Charter School Testing Schedule by Grade

	STAR	CELDT (if applicable)	NWEA MAP	Physical Fitness
Fifth Grade	X	X	X	X
Sixth Grade	X	X	X	
Seventh Grade	X	X	X	X
Eighth Grade	X	X	X	

Additional Assessments

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

school-developed assessments, instructional methods and sequencing.

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

Assessment of School Outcome Goals

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

Figure 3.3: School Outcome Goals and Corresponding Assessment

Educational Program	Benchmark	Assessment
KIPP Bridge Charter School students will demonstrate competency in their knowledge and understanding of fundamental concepts.	<ul style="list-style-type: none"> KIPP Bridge Charter School students will exceed the average performance levels of similar schools on the Academic Performance Index (API). 	<ul style="list-style-type: none"> STAR system (California Standards Test, California Modified Assessment)
KIPP Bridge Charter School teachers will engage in high-quality instruction.	<ul style="list-style-type: none"> KIPP Bridge Charter School teachers will have significant expertise in the subject-matter they teach. KIPP Bridge Charter School teachers will engage in a faculty evaluation process including twice yearly written performance reviews, and regular professional development including seminars, conferences as well as peer observation. 	<ul style="list-style-type: none"> All teachers fully credentialed or working to be California credentialed, or enrolled in intern program Principal evaluations Teachers attending at least one professional development opportunity per year
KIPP Bridge Charter School will create a small, personalized learning environment that addresses the needs of each child.	<ul style="list-style-type: none"> KIPP Bridge Charter School's attendance rates will be above the District norm for schools with similar demographics. KIPP Bridge Charter School's mobility, truancy, and drop-out rates will be below the District norm for schools with similar demographics. 	<ul style="list-style-type: none"> Student attendance and reporting forms Retention and attrition rates

Fiscally Sound Business and Management Structure	Benchmark	Assessment
KIPP Bridge Charter School will implement fiscal policies and controls.	<ul style="list-style-type: none"> • KIPP Bridge Charter School will involve at least one business and finance expert as a board member or advisor. • KIPP Bridge Charter School will meet 100% of state financial reporting deadlines. • KIPP Bridge Charter School will receive an unqualified opinion on annual audits. 	<ul style="list-style-type: none"> • Annual analysis of board makeup • Progress reports to Board of Directors • Annual audit report
KIPP Bridge Charter School will maintain a healthy budget and cash flow.	<ul style="list-style-type: none"> • The school's budget will be approved by the Board of Directors by July 1st each year. • The school will meet student recruitment goals. • KIPP Bay Area Schools will maintain at least a 5% cash reserve. 	<ul style="list-style-type: none"> • Board of Director's meeting minutes • Student enrollment forms • Quarterly review of budget by Board of Directors and Finance Committee
Parent and Community Involvement	Benchmark	Assessment
Parents will be welcomed and involved in KIPP Bridge Charter School,	<ul style="list-style-type: none"> • At least 80% of KIPP Bridge Charter School parents will read, sign, and return their child's weekly memos. • 80% of parents or guardians will participate in parent-teacher conferences at the school. • At least 80% of parents will participate in a school related activity throughout the year. 	<ul style="list-style-type: none"> • Weekly "paychecks" and memos • Parent-teacher conference documentation forms • Sign-in sheets
KIPP Bridge Charter School will involve members of the community in a variety of ways.	<ul style="list-style-type: none"> • KIPP Bridge Charter School's enrichment opportunities will involve volunteers and instructors from the community. 	<ul style="list-style-type: none"> • Teacher attendance logs for Enrichment times

KIPP Bridge Charter School students have scored higher on state and national tests than those from

neighboring areas. It is KIPP Bridge Charter School's goal that its students continue this progress. Other indicators of progress include parent, student, and teacher satisfaction, attendance rates, and teacher retention rates.

Classroom and School-wide Assessment

KIPP Bridge Charter School staff is held accountable for assessing their students, classrooms, and the school as a whole.

In addition to tracking individual student progress, classroom-based and school-wide evaluation is ongoing, with individual classroom and school-wide performance assessments occurring year-round.

Measures of classroom and school-wide assessment may include the use of the following data:

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

While the above evaluations and assessments are necessary to ensure KIPP Bridge Charter School is meeting its objectives, the ultimate evaluation of the school will occur when its students graduate from high school and enter college. The percentages of students meeting this standard will provide an overall assessment of the long-range effectiveness and success of the school.

ELEMENT D: GOVERNANCE AND LEGAL ISSUES

Legal Affirmations

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

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

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

KIPP Bridge Charter School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

KIPP Bridge Charter School, the KIPP Bay Area Schools Board of Directors, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal, state, and local laws, nonprofit integrity standards and the District's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

KIPP Bay Area Schools is solely responsible for the debts and obligations of KIPP Bridge Charter School.

Legal Structure

The charter holder and applicant for charter renewal for KIPP Bridge Charter School is KIPP Bay Area Schools, a non-profit organization registered in the state of California whose sole member is the KIPP Foundation. It is the responsibility of KIPP Bay Area Schools to be accountable to the State of California and the Oakland Unified School District for the implementation of the KIPP Bridge Charter School charter. KIPP Bay Area Schools exists to ensure that KIPP Bridge Charter School adheres to the proven success of the KIPP model and to this charter, and that KIPP Bridge Charter School has the resources and support necessary to be successful. The Board of KIPP Bay Area Schools governs KIPP Bridge Charter School.

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

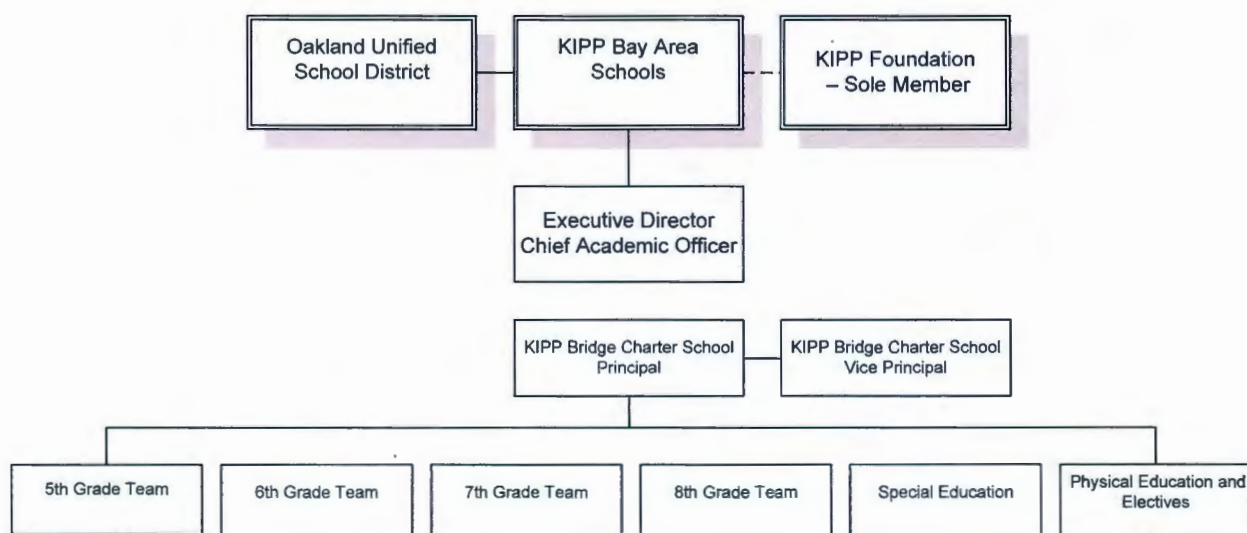
Governance

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

- To promote the success of KIPP Bridge School and its students through local responsibility and autonomy.
- To ensure adherence to the proven success of the KIPP educational philosophy that has been demonstrated across the nation.
- To allow the leadership of KIPP Bridge Charter School to focus on the educational program of the school, staff development, and community relations.

Below is an organizational chart of the KIPP Bridge Charter School governance structure, including the KIPP Bay Area Schools Board of Directors and the KIPP Bridge Charter School teaching staff:

Figure 4.1: KIPP Bridge Charter School Organizational Reporting Structure



Board of Directors

The KIPP Bay Area Schools Board of Directors ("the Board") will be the governing body of KIPP Bridge Charter School. Please see Appendix H for the board's job description, list of board members, and their biographies.

Governance, policy-making authority, and fiduciary responsibility for KIPP Bridge Charter School will rest with the KIPP Bay Area Board of Directors. The Board of Directors will work closely with its Executive Director and the Principal of KIPP Bridge Charter School to implement KIPP's national education philosophy as set forth in the Five Pillars. KIPP Bay Area Schools and KIPP Bridge Charter School will maintain in effect general liability and board errors and omissions insurance policies. Governance, policy-making authority, and fiduciary responsibility for KIPP Bay Area Schools will rest with the Board of Directors.

In addition to the KIPP Parents' Association, KIPP Bridge Charter School may also form an Advisory Council to involve parents and members of the community in the operation of the school. These councils may assist the Principal with activities such as recruitment, interviews, community outreach, resource development, extracurricular programs, and community service projects.

Composition of KIPP Bay Area Schools Board of Directors

KIPP Bay Area Schools' Board of Directors will be representative of the KIPP Bridge Charter School area and will hold public meetings in accordance with the Ralph M. Brown Act. Board members support the mission of the school and serve voluntarily. KIPP Bay Area Schools will seek to ensure that its directors represent a broad area of expertise and cross-section of the school community and community-at-large. More specifically, KIPP Bay Area Schools will seek board members with backgrounds in real estate, law, public accounting, management, and philanthropy.

KIPP Bay Area Schools' bylaws, attached and incorporated by reference herein, permit one representative of the District to serve on the organization's Board of Directors, should the District choose to appoint one. The District representative will be a non-voting director who will help to facilitate communication and mutual understanding between KIPP Bay Area Schools and the Oakland Unified School District.

Board Recruitment Process

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

- Identification of a prospective board member.
- Board or staff member who knows the prospect will complete a nomination form.
- The board's Governance Committee will review nomination forms and rank prospective directors based on their qualifications and desire to serve.

The Governance Committee will cultivate prospective board members in the following ways:

- Deliver information packet with information concerning the history and future plans of KIPP Bay Area Schools including specific information regarding the board and its role in the governance and support of KIPP Bay Area Schools (e.g. board members roles and responsibilities, meeting schedule, committee structure, etc.)
- Prospective board member visits one or more KIPP Bay Area schools

- Prospective board member meets with Executive Director of KIPP Bay Area Schools
- Prospective board member interviews with Governance Committee Member
- Prospective board member interviews with Board Chair or Vice Chair
- Governance Committee presents formal recommendation to the full board of KIPP Bay Area Schools; Board votes on prospective candidate(s)
- Board Chair meets with prospective candidate and extends offer to join KIPP Bay Area Schools board.

Board Selection Process

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

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

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

Roles and Responsibilities of Board Members

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

- Ensure that KIPP Bridge Charter School adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP Bay Area Schools policies.
- Hold the Principal of KIPP Bridge Charter School and the Executive Director of KIPP Bay Area Schools accountable for the academic and fiscal performance of the school.
- Provide support to KIPP Bridge Charter School for additional fund-raising, marketing and other services as needs arise.
- Advocate on behalf of KIPP Bridge Charter School by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education.
- Define and refine KIPP Bay Area Schools' mission, vision, and strategic direction.
- Recruit, support, and evaluate the Executive Director of KIPP Bay Area Schools.
- Ensure effective organizational capacity and planning.
- Ensure adequate resources and the effective management of those resources. Enhance the organization's public standing.

- Ensure fiscal, legal and ethical integrity and maintain accountability. Recruit and orient new board members.
- Assess board performance.

The KIPP Bay Area Schools Board of Directors will meet at least quarterly. Meeting notices and agendas will be posted publicly in high traffic areas at KIPP Bridge Charter School, such as the administrative office. Approved minutes from the previous Board meeting will be available in the administrative office. The Board Secretary will be responsible for recording governing board actions.

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

- **Finance and Investment.** The Finance and Investment Committee will review and recommend approval of the annual operating budget to the full board, regularly review and monitor financial results, ensure the maintenance of an appropriate capital structure; and oversee the management of financial assets.
- **Governance.** The Governance Committee will ensure the constant health and effectiveness of the full board and the work it performs for the organization. The committee focuses on board evaluation, composition, recruiting, nominating, training and education.
- **Audit and Risk Management.** The Audit and Risk Management committee will oversee accounting and financial reporting processes including internal controls, and will retain and oversee the organization's annual fiscal audit.
- **Executive.** The Executive Committee assists the Board by having the authority to act on behalf of the Board between Board meetings and by overseeing key management and compensation matters.

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

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

The KIPP Bay Area Schools Board may also use, from time to time, ad hoc committees as well as task

forces to help with specific issues or projects.

KIPP Bay Area Schools has and exercises the right to regularly inspect and evaluate the operations and performance of KIPP Bridge Charter School to ensure that KIPP Bridge Charter School's educational programs are closely monitored and maintaining KIPP standards.

Role and Responsibilities of Executive Director

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

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

Please see Appendix I for the job description for KIPP Bay Area Schools' Executive Director, Chief Academic Officer and Chief Operating Officer.

Methods for Holding Governance Structure Accountable to Parents and School Community

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

KIPP Bridge Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. KIPP Bridge Charter School will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the

party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

KIPP Bridge Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with KIPP Bridge Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. KIPP Bridge Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

KIPP Bridge Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

KIPP Bridge Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Parental and Community Involvement

Garnering the ongoing support and participation of each student's parents or guardians in the educational process is fundamental to the mission of KIPP Bridge Charter School. During the school year, opportunities for continued parental and community participation in the operation of the school may include, but are not limited to, the following:

- Participating in the school's KIPP Parents' Association.
- Serving on advisory or special task committees involved in school operations. Volunteering in any additional capacity of which they are capable. For example, parents may volunteer to assist with field trips, tutoring, fundraisers, and the coordination of special events.
- Attending board meetings to address specific topics best resolved and/or developed with the input and expertise of parents.

In addition, all parents and guardians will be required to attend parent-teacher conferences as needed. In order to build community among parents and with staff, parents will be invited to school open houses, family workshops, family dinner nights, and other parent information nights.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Certification

KIPP Bridge Charter School conforms to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, intern credential, permit, or other certification equivalent to that which a teacher in other public schools would be required to hold. KIPP Bay Area Schools employs teachers at KIPP Bridge Charter School who are highly qualified and fully compliant with No Child Left Behind requirements. Certified teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. KIPP Bay Area Schools maintains a current copy of teacher certificates on file and ready for inspection. The Principal, together with the Human Resources team at KIPP Bay Area Schools, monitors the credentials and ensures that the necessary documentation is on file. KIPP Bay Area Schools may also employ or retain non-certificated instructional support staff at KIPP Bridge Charter School in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the school's rigorous academic environment. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities.

Commitment

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development during the school's professional development days. Additionally, all staff must meet any additional guidelines and standards set by KIPP Bridge Charter School and KIPP Bay Area Schools.

All KIPP Bridge Charter School faculty commit to:

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

Hiring Procedure

In partnership with KIPP Bay Area Schools, KIPP Bridge Charter School recruits teachers through various channels including Education Week, Teach for America, RISE, Ed-Join, the KIPP Bay Area

Schools website, and graduate schools of education. The KIPP Bay Area Schools Regional Support Office will support KIPP Bridge Charter School with talent recruitment, primarily by advertising open positions and conducting early-stage interviews.

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

All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well as a child abuse registry check. The applicants are required to provide a full disclosure statement regarding prior criminal records. All staff is required to produce documents for U.S. employment authorization. For medical safety, all staff has medical clearance including proof of medical examination and a Mantoux tuberculosis (TB) test.

Compensation

Teachers are the core element of KIPP's success. It is therefore essential that teachers are supported and well compensated. KIPP offers salaries that are competitive. Teachers are compensated additionally for the extra time they teach. Compensation is determined individually based on teaching experience, education, responsibilities undertaken, and to the agreement of the teacher.

It is the belief of KIPP Bridge Charter School that teachers are and should be treated as professionals, and as such, are not hourly employees. In addition to salary, teachers are offered a competitive benefits package. Salary and stipends are outlined in formal employment offer letters signed by KIPP Bay Area Schools and the employee. Standards of professional conduct are clearly explained in the Employee Handbook.

School Management

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

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

Roles and Responsibilities of Principal

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

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

A Professional Teaching and Learning Environment

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

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

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Employees

KIPP Bridge Charter School and KIPP Bay Area Schools comply with all provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

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

As stated in Element E (Employee Qualifications), all faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well as a child abuse registry check. Applicants are required to provide a full disclosure statement regarding prior criminal records. All staff is required to produce documents for U.S. employment authorization, and to follow all mandated child abuse reporting laws.

KIPP Bridge Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The school has developed a comprehensive policy to prevent and immediately address any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school's harassment policy, which is outlined in detail in the school's Employee Handbook.

Safety Plan

KIPP Bridge Charter School's safety plan, as outlined in the Employee Handbook, is drafted specifically to meet the needs of the school site in conjunction with law enforcement and the Fire Marshall. The safety plan includes a comprehensive set of health, safety and risk management policies that will address, at a minimum, policies and procedures for responses to disasters and emergencies, including fires and earthquakes; policies relating to the administration of prescription drugs and other medicines; and a policy establishing KIPP Bridge Charter School as a drug, alcohol and tobacco free workplace.

KIPP Bridge Charter School is housed in the school facility provided by Oakland Unified School District, located at 991 14th Street in West Oakland. KIPP Bridge Charter School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan. To the best of the school's

knowledge, these leased school district facilities and portable classrooms comply with all state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements.

ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

KIPP Bridge Charter School will continue to take steps to ensure that students who are representative of the school's respective communities are recruited and feel welcome, such as:

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

KIPP Bridge Charter School provides translation services for most promotional material and person-to-person interaction requiring translation. KIPP Bridge Charter School will keep on file documentation of the ethnic and racial balance of students enrolled in the school.

ELEMENT H: ADMISSIONS REQUIREMENTS

KIPP Bridge Charter School is a free public school open to all residents of the State of California. KIPP Bridge Charter School does not discriminate on the basis of race, ethnicity, religion, gender, national origin, sexual orientation, or disability of the students, parents, or guardians or association with individuals with one or more of the above actual or perceived characteristics. KIPP Bridge Charter School admits all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A).

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

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

If the number of applicants to KIPP Bridge Charter School exceeds the number of open seats, a random public drawing selection process conducted by an individual unaffiliated with KIPP will be used to assign spaces. First preference will be given to siblings of currently enrolled students, second preference will be given to students who reside within the District and third preference to all other students in California. If the number of applicants to KIPP Bridge Charter School exceeds capacity, a public random drawing will be held. After filling all seats, a waiting list is established in the event that space becomes available. If seats remain, applications are accepted on an on-going basis and seats are filled on a first-come, first-served basis.

By October 1 of each year, KIPP Bridge Charter School will notify the District in writing of the application deadline and proposed lottery date. KIPP Bridge Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

ELEMENT I: FINANCIAL AUDIT

The Board of Directors has formed an Audit Committee, a majority of whose members are independent members of the Board. That Audit Committee annually oversees the selection of an independent auditor who has experience in education finance, and the completion of an annual audit of KIPP Bridge Charter School's financial books and records. This audit is conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools, and verifies the accuracy of KIPP Bridge Charter School's financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance accounting practices, and internal controls.

To the extent required by federal law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget. KIPP Bay Area Schools provides the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The school also makes available the receivable and disbursement files.

To the extent that KIPP Bridge Charter School is a recipient of federal funds, including federal Title I, Part A funds, KIPP Bridge Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. KIPP Bridge Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

KIPP Bridge Charter School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

The annual audit is completed by December 15 each year and submitted to the Board of Directors in time for the Board to submit the audit to the District and to other entities as required by law. All financial reports are submitted to the District one week prior to the statutory deadline to facilitate district review and timely submission to the California Department of Education.

The Audit Committee reviews any audit exceptions or deficiencies and reports recommendations to the full Board of KIPP Bay Area Schools as to how these have been, or will be, resolved. The Board will act

upon these recommendations, and report its actions to the District. Any disagreement by the District concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element N, herein.

ELEMENT J: STUDENT DISCIPLINE, SUSPENSION AND EXPULSION PROCEDURES

The Pupil Suspension and Expulsion Policy (please refer to Appendix K) have been established in order to promote learning and protect the safety and well-being of all students at the school. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The policy shall serve as KIPP Bridge Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures are printed and distributed as part of the Student Handbook and clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

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

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

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

Component	What It Should Look Like
KIPP polo shirts	Tucked in at all times; no writing on the shirt or coloring of the logo
Undershirts	Any solid color; can be long or short-sleeved; cannot have a hood

Pants, skirts or shorts	Must be khaki, black, or brown and of an appropriate size such that it is not too tight or too loose; tights, leg warmers, and knee-highs cannot be worn with shorts or skirts
Non-KIPP gear	Removed prior to entering the classroom
Belts	Black, brown, or khaki without any decoration when pants have belt loops
Shoes	5 th – 7 th : White or black athletic sneaker 8 th : Any color athletic sneaker
Jewelry	No distracting jewelry
Hats	No hats allowed in the school building
Bandanas	None at anytime

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

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

All disciplinary actions taken by KIPP Bridge Charter School strictly comply with KIPP Bridge Charter School and KIPP Bay Area Schools' policies and procedures, and applicable federal law. The school seeks to remedy misconduct, in appropriate cases, by allowing for a variety of in-house disciplinary actions that could include:

- Additional assignments to be completed at home and/or at school
- Detention after school
- Mandatory homework study hall after school
- Loss of incentives and school trips
- Calling plans, where the student must call the teachers to inform them when homework is completed.

In the case of a special education student, or a student who receives 504 accommodations, KIPP Bridge Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or

special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

ELEMENT K: RETIREMENT SYSTEM

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

ELEMENT L: ATTENDANCE ALTERNATIVES

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

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

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

ELEMENT N: DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING AND RENEWAL

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

KIPP Bay Area Schools will provide the District a copy of its Uniform Complaint Process in accordance with provisions of Title 34, Code of Federal Regulations, Section 76.780-783, as defined in Title 5-Education, California Code of Regulations, 4600-4671.

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

The staff and Governing Board members of KIPP Bay Area Schools agree to attempt to resolve all disputes between the District and KIPP Bridge Charter School and/or KIPP Bay Area Schools regarding this charter pursuant to the terms of this section. KIPP Bay Area Schools and/or KIPP Bridge Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. KIPP Bridge Charter School and KIPP Bay Area Schools acknowledge the District's ongoing right to inspect or observe the school under Education Code Section 47607, et seq., and such inspection and observation is not subject to this dispute resolution mechanism. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and KIPP Bridge Charter School and/or KIPP Bay Area Schools, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

- (1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. In the event that the District's Board of Directors believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the Written Notification. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o Principal:
KIPP Bridge Charter School

To Coordinator, Office of Charter Schools:
Tilden School
4551 Steele Street, Room 11
Oakland, California 94619

- (2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.
- (3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.
- (4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

All timelines in this section may be revised upon mutual written agreement of the District and KIPP Bay Area Schools.

ELEMENT O: LABOR RELATIONS

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

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

ELEMENT P: SCHOOL CLOSURE PROCEDURES

Should KIPP Bridge Charter School cease operation, KIPP Bay Area Schools shall comply with all portions of Education Code section 47605, subdivision (d)(5)(P) and Title 5, California Code of Regulations, section 11962 regarding the closure of the School. The entity responsible for conducting closure-related activities shall be KIPP Bay Area Schools. The District will work cooperatively to assist KIPP Bay Area Schools in closure-related activities.

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

1. Written notification to parents/guardians/caregivers of the enrolled students of KIPP Bridge Charter School will be issued by KIPP Bridge Charter School within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the District and other District's whose attendance boundaries KIPP Bridge Charter School reside in within the same time frame.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - b. The process for transferring student records to the receiving schools shall be in accordance with District procedures for students moving from one school to another.
 - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to the District and other relevant Districts of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records, including cumulative files, to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the California Department of Education of the Closure Action shall be made by KIPP Bay Area Schools by registered mail within 72 hours of the decision to Closure Action.
5. KIPP Bay Area Schools shall allow the District access, inspection and copying of all school records, including financial and attendance records, upon written request by the District.
6. A financial closeout audit of the school will be paid for by KIPP Bay Area Schools to determine the disposition of all assets and liabilities of KIPP Bridge Charter School, including plans for disposing of any net assets. The assets of KIPP Bridge Charter School shall first be prioritized towards paying any debts of KIPP Bridge Charter School including any overpayment or over apportionment of state funding, and any and all fees or sums owed to the District. All other assets shall be distributed in accordance with the applicable laws and regulations and, to the extent permitted, may be distributed by KIPP Bay Area Schools to other charter schools operated by KIPP Bay Area Schools. The final independent audit shall be completed within six months from

the last day of student attendance.

This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by KIPP Bridge Charter School will be the responsibility of KIPP Bay Area Schools and not the District. KIPP Bay Area Schools understands and acknowledges that it will cover the outstanding debts or liabilities of KIPP Bridge Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source.

KIPP Bay Area Schools understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds. Any District property that is used by KIPP Bridge Charter School remains District property, is not an asset of KIPP Bridge Charter School, and must be returned to the District when KIPP Bridge Charter School closes.

7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the KIPP Bay Area Schools Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
8. The KIPP Bay Area Schools Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
9. In addition to a final audit, KIPP Bay Area Schools will also submit any required year-end financial reports to the California Department of Education and the District, in the form and time frame required.

BUSINESS OPERATIONS

Financial Plan and District Impact Statement

KIPP Bridge Charter School operates with a sound financial model. The operation of the school is designed to be self-sufficient. However, KIPP Bay Area Schools may contract with the Oakland Unified School District for various operational services including leasing of facilities and food service.

Financial Position

Due to a focus on a fiscally sound business and management structure, KIPP Bay Area Schools has received unqualified audit opinions year after year, maintains a fund balance of approximately 50% of annual expenditures, and held cash reserves totaling approximately 40% of annual expenses as of June 30, 2011.

KIPP Bridge Charter School's funding sources are diverse. The per-pupil payments from local and state sources and federal school funding programs are combined with other grants and donations. In partnership with KIPP Bay Area Schools, KIPP Bridge Charter School has been extremely successful in fundraising over the past several years. KIPP Bridge Charter School projects raising \$1,500 per student moving forward to provide for the full KIPP educational program and to offset state budget cuts. This is a conservative estimate; last fiscal year, KIPP Bay Area Schools raised more than \$5 million total for its 2,300 students across seven schools. Although the fiscal year runs July 1 through June 30, the fundraising goal for each fiscal year is completed on a calendar year basis, so that the organization maintains a forward-funding cycle. If KIPP Bay Area Schools' fundraising goal were to fall short, the organization's substantial fund balance would provide a cushion while the school made necessary changes to its operating model.

KIPP Bridge Charter School maintains a relatively lean administrative staff and low overhead in order to funnel more funds to instructional materials and teaching staff. KIPP Bridge Charter School pays KIPP Bay Area Schools a management and service fee equal to 7% of the public funds it receives from the state. This fee supports the shared services at the KIPP Bay Area Schools regional support office, capturing efficiencies and economies of scale so that the administration at KIPP Bridge Charter School can focus on instructional leadership. Services provided by the regional office include compliance, reporting, food service administration, facilities management, human resources, technology support, accounting, payroll, benefits administration, financial management, audit preparation, board development, marketing and graphic design, teacher recruitment, academic support, fund development, outreach, strategy, and alumni support.

Budgeting

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

year.

The financial plan for KIPP Bridge Charter School is based on the school's experience to date. Historical experience provides an amount of certainty in the budget development process. KIPP Bridge Charter School makes the following assumptions:

- The school maintains enrollment at approximately 260 to 290 students.
- The school maintains current staffing ratios including approximately three teachers per grade level, three elective staff members, a Vice Principal, an Operations Manager, the School Leader, and part-time administrative staff.
- The school receives revenue principally from the following sources: state and local general purpose funds, categorical block grant, economic impact aid, and state lottery funds.
- The school applies directly for funds not included in the charter school categorical block grant including federal entitlement funds.
- The school makes inflation assumptions of approx. 2% to 3% for both revenues and expenditures. Please refer to Appendix L for multi-year financial projections.

Administrative Services

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

Systems for Managing Cash Flow, Purchasing, Payroll and Audits

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

Tools Used for Tracking and Reporting Financial Matters

KIPP Bay Area Schools uses an accounting software package to aid in preparing for monthly financial reports and end-of-year audits. This computer system is employed by the KIPP Bay Area Schools finance and accounting team. The Director of Finance prepares financial reports (e.g. a balance sheet, income statement, and statement of cash flows) for the Principal of KIPP Bridge Charter School. KIPP Bay Area Schools prepares regular financial reports according to GAAP and will submit them to the District on a regular basis. The school will submit two interim reports and one final report each fiscal year.

Payroll

Payroll expenses are approximately two-thirds of KIPP Bridge Charter School's total expenses. KIPP Bay Area Schools may choose to either contract with a private vendor for full payroll services – including tax

withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees – or may provide payroll services in-house.

Vendor Selection and Purchasing

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

Audits

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

KIPP Bridge Charter School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. KIPP Bridge Charter School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of KIPP Bridge Charter School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by KIPP Bridge Charter School by law or charter provisions.

Potential Users of Financial Information

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

Food Services

KIPP Bay Area Schools may contract for food services with the Oakland Unified School District. Eligible students are provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. Approximately 70% of the KIPP Bridge Charter School students are eligible for this program, and all eligible students are included in OUSD's reported student counts.

Insurance Coverage

The insurance policy outlined in Appendix N is provided through the California Charter Schools Association. The estimate is based on 260 students, the target number of students for KIPP Bridge Charter School during the 2011-2012 school year.

Public Records

KIPP Bridge Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including KIPP Bridge Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at KIPP Bridge Charter School and of the District. KIPP Bridge Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that KIPP Bridge Charter School does not have that KIPP Bridge Charter School needs in order to meet its obligations, the District shall provide the same to KIPP Bridge Charter School in a reasonably timely manner upon request.

KIPP Bridge Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Role of Authorizing Agency

The OUSD has the right to monitor KIPP Bridge Charter School through site visits and reviews of reports. The KIPP Foundation inspection provides a high degree of oversight, and that information can be shared with the OUSD. The District may charge for the actual costs of supervisory oversight of KIPP Bridge Charter School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of KIPP Bridge Charter School not to exceed 3% if KIPP Bridge Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

KIPP Bridge Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- KIPP Bridge Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of KIPP Bridge Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of KIPP Bridge Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit KIPP Bridge Charter School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

KIPP Bridge Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days' notice to KIPP Bridge Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud or abuse related to KIPP Bridge Charter School operations is received by the District, the KIPP Bridge Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by KIPP Bridge Charter School by law or charter provisions.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- December 15 – Schedule of Expenditures of Federal Awards

- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

If KIPP Bridge Charter School does not test (i.e., STAR) with the District, KIPP Bridge Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Facility

KIPP Bridge Charter School has leased school facilities from the Oakland Unified School District at 991 14th Street since inception in 2002. The school is currently co-located with West Oakland Middle School (WOMS), an OUSD middle school, and the two schools coexist harmoniously. To the best of our knowledge, the District facility complies with Uniform Building Codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements.

Over the course of the past year, KIPP Bridge Charter School has worked closely with the project managers at the site to accommodate the modernization of the campus. The modernization plans have been designed for WOMS and KIPP Bridge Charter School to remain on the campus together as two separate, distinct middle schools that cooperatively share the campus. It is our goal and intention to remain on the site, as our lease affords via a five (5) year renewal clause.

On August 23, 2011, KIPP Bridge Charter School sent a formal letter to the attention of Gail Greely, Coordinator for the OUSD Office of Charter Schools, stating that KIPP Bridge Charter School is exercising its renewal rights under Section VIII of its lease. The school was directed to send this letter to Ms. Greely to document our intent to renew. Ms. Greely confirmed that month that she received the school's letter and passed it on to the Facilities Department within OUSD. We look forward to continuing to lease facilities located at 991 14th street, Oakland, from OUSD through May 2017 as our lease affords.

In the event that KIPP Bridge Charter School, for any reason, operates wholly or partially in facilities other than those provided by the District, the school will not be hampered in meeting the goals and objectives set forth in this charter. KIPP Bridge Charter School shall ensure that such facilities comply with local building and zoning ordinances and that KIPP Bridge Charter School shall have obtained permits under local ordinances for operating a school in such facilities. KIPP Bridge Charter School will comply with all regulations to ensure that whatever facility it inhabits is safe and compliant for operating a public middle school.

If KIPP Bridge Charter School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If KIPP Bridge Charter School moves or expands to another facility during the term of this charter, KIPP Bridge Charter

School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. KIPP Bridge Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

SUPPLEMENTAL INFORMATION

Insurance Requirements, Liability, and Indemnity

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

The Board of Directors of KIPP Bay Area Schools, the school administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of KIPP Bridge Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like. The Oakland Unified School District will not be liable for the debts or obligations of KIPP Bridge Charter School.

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

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

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

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

At minimum, coverage will include:

- Workers' compensation with limits of \$1,000,000 per accident as required by the Labor Code of the State of California and Employers' Liability.
- Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than \$5,000,000 per single occurrence. The Oakland Unified School District's Board of Trustees will be named as the "other named insurers." The policy will also provide specifically that any insurance carried by the District, which may be applicable to any claims or loss, will be deemed excess, and KIPP Bay Area Schools' insurance primary, despite any conflicting provisions in the charter school's policy. Coverage will be maintained with no self-insured retention.
- Commercial Crime including Fidelity Bond coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least \$50,000 per occurrence with no self-insured retention.
- Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if KIPP Bridge Charter School does not operate a student bus service. If KIPP Bridge Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

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

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

Should KIPP Bridge Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, its purchase shall be the responsibility of KIPP Bridge Charter School. Additionally, KIPP Bridge Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

Oversight, Reporting, Revocation, and Renewal

The OUSD may inspect or observe any part of KIPP Bridge Charter School at any time, but shall provide reasonable notice of at least three working days to the school prior to doing so. The District may revoke

the charter of KIPP Bridge Charter School in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters. In the event that the OUSD believes a cause exists to revoke this charter, it shall provide notice to KIPP Bay Area Schools in writing, specifying the basis for any such belief and providing the school with a reasonable period to respond and to take appropriate corrective actions.

KIPP Bay Area Schools agrees that it will annually provide the OUSD with a fiscal and programmatic audit and performance review. In the event that the District does not believe that KIPP Bridge Charter School is making satisfactory progress towards achievement of the goals set forth in this charter, it shall notify KIPP Bay Area Schools in writing, within two months of the receipt of the each performance review, of the specific basis for its conclusions. KIPP Bridge Charter School must submit its renewal petition (as well as for any amendments) to the Office of Charter Schools no earlier than 270 days and no later than 120 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools, in response to which the District will render a decision pursuant to the processes set forth in Education Code section 47605.

Term of Charter

The term of this charter shall be for five years beginning July 1, 2012 and expiring on June 30, 2017. KIPP Bay Area Schools will comply with all processes and timelines set forth by the OUSD for charter renewal. The KIPP Bridge Charter School charter may be renewed by the OUSD for additional five-year terms.

Scope of Charter

KIPP Bay Area Schools shall not operate under the KIPP Bridge Charter School name satellite schools, campuses, sites, resource centers or meeting spaces not identified in this charter without the prior written approval of the Superintendent of OUSD.

Force Majeure

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

Severability

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

No Waiver

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

Amendments

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

Notices

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

To Charter School:

KIPP Bridge Charter School
991 14th Street
Oakland, CA 94607
Attn: School Leader

To KIPP Bay Area Schools:

KIPP Bay Area Schools
426 17th Street, Suite 200
Oakland, CA 94612
Attn: Executive Director

To the District:

Oakland Unified School District
Attn: Charter School Office
1025 Second Avenue
Oakland, CA 94606
Attn: Charter Schools Liaison



Appendices

A: Articles Highlighting KIPP

B: Research Demonstrating Efficacy of KIPP Model

C: Management Team of KIPP Bay Area Schools

D: Commitment to Excellence Form

E: Sample Bell Schedule

F: School Calendar

G: Organizational Documents

H: Board Documents

I: Job Descriptions for the Executive Director, Chief Academic Officer and Chief Operating Officer

J: KIPP Leadership Competency Model

K: Pupil Suspension and Expulsion Policy

L: Multi-year Financial Projections

M: Audited Financial Statements

N: Insurance Policy

Research studies demonstrating the efficacy of the KIPP model

Title	Source	Summary	Link
"Evaluating Success: KIPP Educational Program Evaluation"	<i>New American Schools, Educational Performance Network.</i> October, 2002	"The results of this evaluation provide evidence that students' test scores improved at impressive rates after their enrollment in the KIPP schools. Of critical importance, these gains were reflected across demographic subgroups and exceeded those achieved by these same students in the year prior to their enrollment."	http://kipp.org/docs/NewAmericanSchools_EvaluatingSuccess_KIPP_EducationalProgramEvaluation.pdf
"Analysis of Year 2 (2003-2004): Student Achievement Outcomes for the Memphis KIPP Diamond Academy"	<i>Center for Research in Educational Policy, University of Memphis.</i> January, 2005.	These results are clearly suggestive of positive KIPP DIAMOND Academy effects in year two, especially in view of the doubling of school size and special unanticipated challenges faced during the year.	http://crep.memphis.edu/web/research/pub/KIPP%20Student%20Achievement%20Year%2002.pdf
"Focus on Results: An Academic Impact Analysis of the Knowledge Is Power Program (KIPP)"	<i>The Educational Policy Institute (EPI).</i> August, 2005	"The Knowledge Is Power Program has posted large and significant gains on a nationally norm-referenced standardized test. This performance is true across schools and throughout the nation. The fact that KIPP fifth grade cohorts showed a dramatic increase well above normal growth rates in reading, language, and mathematics is laudable and worthy of continued investigation and practice."	http://www.educationalpolicy.org/pdf/KIPP.pdf
"San Francisco Bay Area KIPP Schools: A Study of Early Implementation"	<i>SRI International.</i> March, 2006	"Students attending Bay Area KIPP schools score consistently higher on standardized tests than for comparable public neighborhood schools across grades and subjects — in a few cases dramatically so."	http://www.sri.com/policy/cep/pubs/choice/KIPPYear1Report.pdf
"Opening Closed Doors: Lessons from Colorado's First Independent Charter School"	<i>Augenblick, Palaich & Associates.</i> September, 2006	Standardized test scores indicate that Cole College Prep produced improved student outcomes. This [study] reviews Cole College Prep student performance on both the Colorado Student Assessment Program (CSAP) and Stanford 10 (SAT-10) standardized tests."	http://www.piton.org/Admin/Article/colereport.final06.pdf



KIPP Bay Area Schools Management Team Profiles 2011-2012

Beth Sutkus Thompson, Executive Director

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

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

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

Sehba Ali, Chief Academic Officer

Sehba Ali is the founder of KIPP Heartwood Academy middle school in San Jose, CA, the co-founder of KIPP San Jose Collegiate high school, and KIPP Bay Area Schools' Chief Academic Officer. KIPP Heartwood Academy has been the highest performing school in the Alum Rock Union Elementary School District since inception in 2004, and was named a California Distinguished School in 2008. In 2010, KIPP Heartwood Academy was one of 300 public schools in the country that was given the National Blue Ribbon award. Under

Sehba's oversight, KIPP San Jose Collegiate high school opened in the East Side Union School District in July 2008. After its first year of operation, KIPP San Jose Collegiate became the highest performing school in its district.

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

Emily Rummo, Chief Operating Officer

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

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

Emily began her career at Dean & Company, a boutique strategy consulting firm in Washington, DC. She spent two years at Dean & Company, where she applied quantitative problem solving to support clients ranging from large electric utilities to telecommunications startups. While at Dean, Emily worked as a Saturday School Teacher teaching creative writing at KIPP DC KEY Academy.

Emily holds a MBA and an MA in Education from Stanford University, and a BA in English from Dartmouth College.

Jen Weiss, Director of Development

Jen is responsible for leading and managing a successful development program. Jen has worked previously at Team Up for Youth, where she's been the Director of Development for the past 4 years, and has helped raise over \$13M. Previously, she was Founder and Executive Director of Urban Word NYC, a nonprofit organization that works with over 15,000 young

people in the areas of creative writing, journalism, poetry, and college preparatory skills. She has taught writing to middle and high school students through the New York City Teaching Fellows and taught writing and served as a Writing Fellow and Faculty Instructor at the City University of New York. Jen holds a B.A. in English and Women's Studies from U.C. Davis, a certificate from the Institute of Nonprofit Management at Columbia University's Graduate School of Business, and a Ph.D. in Urban Education from City University of New York.

David Ling, Director of KIPP Through College

David serves as the Director of KIPP Through College (KTC) for KIPP Bay Area Schools. He leads a team of advisors who work to ensure that KIPP middle school and high school alumni are supported to and through college.

Before joining KIPP Bay Area Schools in the KIPP Through College role, David was the Principal of KIPP Bridge Charter School in Oakland for six years. Prior to leading KIPP Bridge, David was a 2002 KIPP Fisher School Leadership Fellow.

Prior to joining the KIPP, David was a Teach for America corps member who taught middle school Social Studies in Baltimore, Maryland. David holds a B.A. in Sociology from U.C. Berkeley and a M.A. in Teaching from Johns Hopkins University.

Prabhu Reddy, Director of Finance

Prabhu manages the day-to-day financial operations of our schools and regional office in the areas of accounting, banking, budgeting, procurement, and financial planning.

Prior to joining KIPP Bay Area Schools, Prabhu worked as the Director of Finance and Operations at KIPP Adelante Preparatory Academy, a high-performing KIPP middle school in San Diego, CA. At KIPP Adelante, Prabhu was responsible for directing and implementing multiyear budgeting, accounting and financial reporting, purchasing, risk management, human resources, facilities planning, maintenance and operations, food services, transportation, technology, enrollment, student data, and authorizer relations. In three years, Prabhu strengthened the organization's balance sheet, built substantial cash reserves, managed three unqualified audits, and led a successful effort to gain independence from the local district for special education services.

Prabhu began his career at Pantheon Ventures, an investment management firm in San Francisco, CA. Prabhu spent four years at Pantheon, where he was an integral member of the US Investment Team, investing \$1.5 billion in 20 private equity funds per year. While at Pantheon, Prabhu served a three-year term as a member of the Board of Directors of the YWCA Berkeley. Prabhu holds a B.S. in Business Administration from U.C. Berkeley.

Wendy Smith, Director of Marketing and Talent Recruitment

Wendy is responsible for the KIPP Bay Area Schools brand and communications strategy, and for the development and maintenance of the talent pipeline that provides the schools with exceptional educators.

Wendy is a graduate of the University of Texas at Austin and a Teach For America alumna. After four years in the classroom, Wendy decided to move from her home in Texas back to the Bay Area to study graphic design. After one semester at California College of the Arts, Wendy designed KIPP Bayview Academy's 2005 annual report. Since then, she has designed print collateral for several KIPP schools across the country. She is thrilled to combine her passion for design and recruitment with her commitment to supporting the transformative work KIPP teachers and schools do every day.

Lakisha Young, Director of Operations

Lakisha manages operations for all KIPP Bay Area schools in the areas of compliance, public funding, data management, and knowledge management. In this role, she is responsible for building a scalable and efficient operational infrastructure, providing exceptional service and support to our schools, and ensuring their continued operational success.

Before joining KIPP Bay Area, Lakisha was the Director of Finance & Operations for KIPP Bridge College Prep and a founding team member of the school. During Lakisha's four years at KIPP Bridge, she was responsible for creating and implementing the school's operations and managing their fiscal relationship with their local school district. She also served as the high school placement counselor for KIPP Bridge's first graduating class, 65% of whom went onto private and Catholic schools. In her final year at the school, Lakisha led KIPP Bridge to their most successful fundraising year since the school's inception.

Prior to joining the KIPP, Lakisha was a recruitment consultant for The New Teacher Project's New York City Teaching Fellows Program. She was responsible for broadening the program's applicant pool to include more African-American and Science professionals. She was successful in meeting and exceeding her target goals and was an integral part of the Teaching Fellows growth during their beginning years. Lakisha was also a Teach for America corps member and taught high school ESL in Compton, CA. Lakisha holds a B.A. in English from Cal State Hayward and an M.A. in Educational Technology from Pepperdine University.

Student's Commitment

I fully commit to KIPP Bridge Charter School ("KIPP") in the following ways:

1. I will arrive at KIPP everyday no later than 7:30am (Monday - Friday).
2. I will remain at KIPP until 5:00pm (Mondays, Tuesdays, & Thursdays) and 3:30pm on Wednesdays & Fridays.
3. I will come to KIPP on appropriate Saturdays at 9:00am and remain until 12:00pm.
4. I will attend the KIPP summer school session every year.
5. I will come to school every day prepared to learn (examples: supplies ready, well-rested, positive attitude).
6. I will not take shortcuts. I will give 100% everyday.
7. I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow teammates and me to learn. Every day, I will be the best student and person I can be.
8. I will take charge of my own learning by following the KIPP principle of **SLANT**: **S**itting up straight, **L**istening to teammates and teachers, **A**sking and answering questions, **N**odding my head to show I'm following along, and **T**racking the speaker.
9. I will complete all my homework every night. I will make sure my homework is of the best quality and that my parent/guardian signs my agenda.
10. I will return my paycheck (with parent's signature) to school every Monday.
11. I will ask my teachers for help when I need it both in class and outside of class until 8:30pm.
12. If I make a mistake, I will always tell the truth.
13. I will always follow my teachers' directions and school rules.
14. I will respect the rights and interests of all members of the KIPP community regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
15. I will always use appropriate tone and body language when speaking with someone at KIPP.
16. I will follow the KIPP dress code (grade level uniform shirt, khaki slacks/long skirt, brown or black belt, tennis shoes).
17. I will be a good neighbor by participating in community service projects.
18. I will uphold the high expectations of KIPP at all school related events on and off campus.
19. I am responsible for my own behavior, and I will accept responsibility for my actions.

Failure to adhere to these commitments can cause me to lose various KIPP Bridge Charter School privileges, spend time in In-School Suspension, or lead to my expulsion from the school.

X _____

Teachers' Commitment

We fully commit to KIPP Bridge Charter School ("KIPP") in the following ways:

1. We will arrive at KIPP every day by 7:15am (Monday – Friday).
2. We will remain at KIPP until 5:15pm every day and until 6:00pm as needed (Monday – Friday).
3. We will come to KIPP on appropriate Saturdays at 8:45am and remain until 12:15pm. We will teach at KIPP during the summer school session from 8:15am-2:00pm.
4. We will always teach in the best way we know how, and we will do whatever it takes for every single one of our students to learn.

5. We will plan and execute rigorous lessons to prepare our students for success in high school, college and in life.
6. We will hold *all* of our students, parents, fellow staff members, and ourselves to KIPP's high expectations.
7. We are committed to results (both academic and personal).
8. We will collaborate and plan with colleagues on a regular basis.
9. We are committed to our own professional growth and constant learning. We will give each other feedback regularly and seek out professional development opportunities.
10. We will make ourselves available to the questions, concerns, or suggestions of our parents through scheduled meetings and phone calls.
11. We will make ourselves available to students, parents, and fellow staff members via phone in the evenings until 8:30pm.
12. We will regularly provide parents with updates on their children's progress via paychecks, progress reports, and report cards.
13. We will respect the rights and interests of everyone at KIPP regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
14. We will always act in a professional manner when speaking with all people in our school community: fellow colleagues, parents, and students.
15. We will strive to be the best teachers we can be, modeling excellence and taking no shortcuts in preparing our students for success in high school, college and in life.
16. We will ensure the safety of all students under our supervision.
17. We are responsible for our own behavior, and will accept responsibility for our own actions.

Failure to adhere to these commitments can lead to our dismissal from KIPP Bay Area Schools.

X _____

Parents'/Guardians' Commitment

We fully commit to KIPP Bridge Charter School ("KIPP") in the following ways:

1. We will make sure our child arrives at KIPP everyday no later than 7:30am. (Monday – Friday).
2. We will make arrangements so our child can remain at KIPP until 5:00pm (Mondays, Tuesdays, & Thursdays) and 3:30pm on Wednesdays and Fridays.
3. We will make arrangements for our child to come to KIPP on appropriate Saturdays at 9:00am and remain until 12:00pm.
4. We will ensure that our child attends the KIPP summer school session every year.
5. We will make sure to pick up our child on time: Mondays, Tuesdays, and Thursdays at 5:00pm; Wednesdays and Fridays at 3:30pm; and appropriate Saturdays at 12:00pm.
6. We give permission for our child to participate in supplemental instruction as needed.¹

¹ Participation in supplemental instruction is not compulsory, but is an important part of KIPP's Commitment to Excellence. If you do not wish for your student to participate, please inform the school principal by calling 510(418-6918).

7. We give permission for our child to participate in the Saturday enrichment or supplemental instruction program on appropriate Saturdays.²
8. We commit to volunteering at least 10 hours of service to the school each year (volunteering includes attendance at mandatory meetings, office/classroom support, etc).
9. If our child needs to stay for Be Nice or Work Hard detention more than 6 times consecutively, I will attend a Student Success Team meeting to design goals to support my child's success.
10. We will do all we can to support our child and the commitment he/she has made to attend KIPP.
11. We will partner with the teachers and staff of KIPP to help our child excel in school, both academically and behaviorally.
12. We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn.
13. We will review our child's homework every night, sign his/her agenda, and let him/her call a classmate or teacher (until 8:30pm) if there is a question and/or problem with the homework.
14. We will review and sign our child's paycheck and ensure that it is returned to the school every Monday.
15. We will read carefully and sign (if necessary) all the papers the school sends home to us.
16. We will always make ourselves available to our children and the school and address any concerns they may have. We will meet regularly with teachers to discuss our child's progress.
17. If our child is going to miss school or be tardy, we will call the Principal at (510) 418-6918 by 7:00am the morning of the absence. The principal will immediately contact the Administrative Assistant at (510) 299-0403.
18. We will allow our child to go on KIPP field trips.
19. We will make sure our child follows the KIPP dress code (grade level uniform shirt, khaki slacks/long skirts, brown or black belt, tennis shoes).
20. We understand that our child needs to respect the rights and interests of everyone at KIPP regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
21. We will always act in a professional manner when speaking with all people in our school community: KIPP staff members, fellow parents, and students (i.e. use of profanity, shouting, threatening or demeaning language of any kind)
22. We will help our child prepare for high school, college and life by supporting him/her and encouraging him/her to adhere to his/her commitment to excellence.
23. We are responsible for our child's behavior, as well as our own.

Failure to adhere to these commitments can cause my child to lose various KIPP Bridge Charter School privileges, spend time in In-School suspension, or lead to his/her expulsion from the school.

X _____

² If your child is unable to attend a Saturday school program for religious reasons, please notify KIPP Bridge Charter School so that other accommodations can be made.

KIPP Bay Area Schools - Sample BELL Schedule

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
	Work Hard. Be Nice.				
7:30-7:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
7:50-9:05 (75 minutes)	Math	Math	Math	Math	Math
9:10-10:25 (75 minutes)	English	English	English	English	English
10:30-11:45 (75 minutes)	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
11:50-12:30pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:35 (60 minutes)	<i>Tutorials/SHI</i>	<i>Tutorial/SHI</i>	<i>Tutorials/SHI</i>	<i>Tutorials/SHI</i>	<i>Tutorials/SHI</i>
1:40-2:55	Science	Science	Science	Science	Science
3:00-4:00	<i>Tutorials/Enrichment</i>	PE	<i>Tutorials/Enrichment</i>	PE	<i>Tutorials/Enrichment</i>
4:00-5:00	PE	<i>Tutorials/Enrichment</i>	PE	<i>Tutorials/Enrichment</i>	PE

Our above bell schedule supports our KIPP "More Time in School" model and how learning best occurs in our schools. Our supplemental instruction classes "supplement" and do not "supplant" any core classes, yet are a part of an unified curriculum interwoven throughout the school day.

KIPP BRIDGE CHARTER SCHOOL

School Calendar 2011 - 2012

JULY 2011				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AUGUST 2011				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER 2011				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER 2011				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER 2011				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER 2011				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY 2012				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY 2012				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29		

MARCH 2012				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2012				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 2012				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2012				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

	Professional Development; no school for students
	Regular school day
	Spring Trips
	End-of-Trimester
	School ends at 3:30pm for students
	Minimum Day School ends at 1:00pm
	Holiday No School
	CST TESTING (Tentative)

6/11-6/13 5th-8th Grade Spring Trips (Tentative)

Every Wednesday & Friday dismissal at 3:30 pm for students

9/6-9/12 Benchmark Testing 1

12/13 - 12/16 Benchmark Testing 2/Parent Conferences

3/19- 3/22 Benchmark Testing 3/Parent Conferences

12/2 End of Trimester 1

3/9 End of Trimester 2

6/1 End of Trimester 3

8/29	First Day of school 7:30 am to 5:00 pm
9/21	Welcome & Back to school Night, Fundraiser 5:15pm - 7:00pm
10/18	Back to School Night - 4:00pm - 5:30pm
10/31	Fall Festival - 3pm - 5pm
11/18	Thanksgiving Feast 10:30am to 1:00pm
12/5	KBCS Annual Bookfair
12/9	Winter Concert 5:00pm to 7:00pm
12/16	Winter Concert - 5:00pm - 6:30pm
3/7	KBC Family Dinner - Hometown Buffet - 5pm - 7pm
3/22	Second Trimester Awards - 9:05am - 10:30am
4/27	Spring Concert 5:00pm to 7:00pm
5/24	Spring Carnival - 1:00pm - 3:30pm
6/7	8th Grade Promotion 5:00pm -7:00pm

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

ARTICLE I

The name of this corporation is KIPP Bay Area Schools.

ARTICLE II

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

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

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

ARTICLE III

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

ARTICLE IV

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

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

ARTICLE V

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

ARTICLE VI

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

ARTICLE VII

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

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

**ARTICLE I
NAME**

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

**ARTICLE II
PURPOSE**

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

**ARTICLE III
OFFICE**

Section 3.1 Offices. The Corporation's principal office shall be located in Alameda County, California. The Board (as defined in Section 5.1 below) may change the location of the Corporation's principal office.

**ARTICLE IV
SINGLE MEMBER**

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

**ARTICLE V
BOARD OF DIRECTORS**

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

Section 5.2 Number of Directors. The authorized number of directors who shall constitute the Board shall be such number as may be fixed by the Board from time to time, provided, however, that the authorized number shall not be less than 15 and shall not be more than 27.

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

Section 5.4 Election and Term of Office.

(a) Directors shall be elected by vote of a majority of the directors then in office present at a meeting at which a quorum is present.

(b) Beginning at the annual meeting in 2009, the Board shall be divided as equally as possible into three classes, Class 1, Class 2 and Class 3. The initial term of Class 1 directors elected at the 2009 annual meeting shall end at the 2010 annual meeting. The initial term of Class 2 directors elected at the 2009 annual meeting shall expire at the 2011 annual meeting. The initial term for Class 3 directors elected at the 2009 annual meeting shall expire at the 2012 meeting. After their respective initial terms, and subject to Section 5.4 (c) below, each of the Class 1, 2 and 3 directors shall be elected for terms of three years and shall hold office until a successor has been elected and qualified, such that approximately one-third of the total number of authorized directors is elected each year. If the Board increases the authorized number of directors, it shall classify such newly-created directorships such that each class is as close in number as possible.

(c) No director may serve more than two terms in office (not including the initial terms associated with the classification of the Board) unless (i) such an exception is approved by the Governance Committee or (ii) the individual has not served as a director for at least one year and then is reelected to the Board following such absence. In the case of the initial Class 3 directors, such directors may not serve more than one three-year term (i.e., beyond the three-year term ending in 2015) following their initial term associated with the classification of the Board, except as may be permitted under the preceding sentence. Service prior to the 2009 annual meeting of the Board shall not be taken into account in applying the term length and term limit provisions of this Section 5.4.

(d) New board members may be elected at any time to fill vacancies in accordance with Section 5.7 of these Bylaws.

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

Section 5.6 Removal. A director may be removed from office at any time without cause by the Member or as otherwise permitted by the Nonprofit Corporation Law.

Section 5.7 Vacancies. A vacancy in the Board shall be deemed to exist in the event that the actual number of directors is less than the authorized number for any reason. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court; has been convicted of a felony; or has been found by final order or judgment of any court to have breached any duty under Section 5230 under the Nonprofit Corporation Law. Vacancies on the Board may be filled by a majority of the directors then in office at a meeting at which a quorum is present or, if the number of directors then in office is less than a quorum, by (a) unanimous written consent of the directors then in office, (b) a vote of a majority of the directors then in office at a meeting called in accordance with Sections 6.3 and 6.4, or (c) a sole remaining director. In addition, as provided by the Articles of Incorporation, the Member may fill any vacancy created by the Member exercising its removal right set out in the Articles of Incorporation and Section 5.6 of these Bylaws. Each director elected or appointed to fill a vacancy, whether by the Board or by the Member, shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

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

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

Section 5.10 Board Committees. The Board may create one or more board committees, each consisting of two or more directors, and only of directors, to serve at the pleasure of the Board ("Board Committees"). The Board shall create an audit committee if required by the California Nonprofit Integrity Act of 2004 (the "Nonprofit Integrity Act"). Appointments to any Board Committee shall be by a vote of a majority of the directors then

in office at a meeting at which a quorum is present. Board Committees may be given all the authority of the Board, subject to the limitations specified in Section 5212 of the Nonprofit Corporation Law and in the board resolution creating or delegating authority to the Board Committee. A Board Committee may invite individuals who are not directors to participate in Board Committee meetings, but these individuals shall not have voting power and shall not be held out as members of the Board Committee.

Section 5.11 Advisory Committees. The Board may create one or more advisory committees, each consisting of two or more directors, non-directors or a combination of directors and non-directors ("Advisory Committees"). Appointments to any Advisory Committee shall be by approval of the Board, provided that non-director members of Advisory Committees may be appointed by the chair of the relevant Advisory Committee and the Chair of the Board acting together, with such appointments to be ratified by the Board at the next-occurring meeting of the Board. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or relevant Board Committee.

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

ARTICLE VI MEETINGS OF BOARD AND COMMITTEES

Section 6.1 Open Meeting Laws and Meeting Locations. The Corporation shall call, notice and conduct all Board and Board Committee meetings, including meetings relating to election and removal of directors and filling of vacancies on the Board, and otherwise take all actions as may be required by the Ralph M. Brown Act (the "Brown Act") and any other applicable open meeting laws. All Board and Board committee meetings shall take place within the counties of Alameda, San Francisco or Santa Clara, California.

Section 6.2 Annual Meeting. An annual meeting of the Board shall be held each year on a date to be specified by the Board and shall coincide with one of the regular meetings. Agenda items at the annual meeting shall include election of directors and election of officers as appropriate.

Section 6.3 Regular Meetings. Regular meetings of the Board, including the annual meeting, shall be held at a date, time, and place to be fixed from time to time by resolution of the Board. The Board shall hold at least four regular meetings in each fiscal year.

Section 6.4 Special Meetings. Special meetings of the Board may be called by the Chair of the Board, the Executive Director, or any two directors. The meeting shall be held at the place within Alameda, San Francisco or Santa Clara County, California designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the Corporation.

Section 6.5 Notice of Regular Meetings. The regular meetings may be held without notice to the Board if the date, time, and place of the regular meetings are fixed by resolution of the Board. In accordance with the Brown Act, at least 72 hours before a regular meeting, the Corporation shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting.

Section 6.6. Notice of Special Meetings. In accordance with the Brown Act, the Corporation shall give at least 24 hours notice of any special meeting to each director and to the public through posting of an agenda. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation for purposes of notice or, if an address is not showing on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board are regularly held. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice may be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

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

Section 6.7 Quorum and Voting. A majority of the total number of authorized directors shall constitute a quorum for the transaction of business. The vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board, except as provided by Section 5211 of the Nonprofit Corporation Law or these

Bylaws. The following actions may not be taken by the Corporation or the Board without approval of at least a majority of the directors then in office at a meeting at which a quorum is present:

- a) election of a director (including an election to fill a vacancy) under Sections 5.4 or 5.7 of these Bylaws;
- b) removal of a director under Sections 5.6 or 5.7 of these Bylaws;
- c) appointments to a Board Committee under Section 5.10 of these Bylaws;
- d) election, appointment or termination of the Executive Director under Sections 8.2 or 8.10 of these Bylaws;
- e) entry into or performance of a merger agreement to which the Corporation is party, a sale of substantially all of the assets of the Corporation or the dissolution or liquidation of the Corporation;
- f) entry by the Corporation into a financial commitment, including, without limitation, entry into a credit agreement, real estate lease or equipment lease, in an amount in excess of that which may be approved by a Board Committee under the charters for the Board Committees or other delegated authority;
- g) submission to a school district or other applicable government body of a charter petition for a new school;
- h) closing of an existing school;
- i) amendment of the Articles of Incorporation of the Corporation; or
- j) amendment of these Bylaws under Section 13.1 of these Bylaws.

Except as otherwise provided in these Bylaws or in the Articles of Incorporation or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws.

Section 6.8 Telephone and Electronic Meetings. Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to hear one another. In addition, the meeting shall be conducted in accordance with these Brown Act requirements: (a) a quorum of the members of the Board shall participate in the teleconference meeting from locations within Alameda, San Francisco or Santa Clara counties; (b) all votes taken during a teleconference meeting shall be taken by roll call; (c) the Corporation shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting; (d) all locations where a member of the Board participates in the teleconference meeting must be fully accessible to members of the public and shall be

listed on the agenda; (e) members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and (f) the agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.9 Board Committee Meetings. Meetings and actions of Board Committees shall be governed by and held in accordance with the provisions of the these Bylaws relating to meetings and actions of the Board including, without limitation, compliance with the Brown Act.

ARTICLE VII CERTAIN MATTERS

Section 7.1 Conflict of Interest Policy. The Board shall adopt a Conflict of Interest Policy that reflects federal and state laws applicable to nonprofit corporations and charter schools. The policy shall include, without limitation, provisions relating to (a) eligibility for positions including membership on the Board; (b) disclosure and reporting by directors, officers, committee members, and employees of financial or other interests that constitute or could result in a conflict of interest; (c) steps that must be taken by the directors, officers or employees, including abstention, data assessment and documentation requirements, to approve a decision or transaction that involves an actual or apparent conflict of interest; and (d) regular monitoring and enforcement of policy compliance by the Corporation.

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

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

ARTICLE VIII OFFICERS

Section 8.1 Officers. The officers of the Corporation shall be a Chair of the Board, one or more Vice Chairs of the Board, an Executive Director (the "Executive Director"), a Secretary and a Chief Financial Officer (the "Chief Financial Officer"). The Chair of the Board must be a director. The Corporation may also have such other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the Chair of the

Board or the Executive Director. Subject to the authority of the Board, the officers shall have the authority and responsibilities provided for in these Bylaws and as generally pertain to their respective offices.

Section 8.2 Election and Term. The officers of the Corporation shall be elected by the Board by a vote of a majority of the directors present at a meeting at which a quorum is present provided, however, the election of the Executive Director requires approval by a majority of the directors then in office at a meeting at which a quorum is present. An officer who is a director and not an employee of the Corporation shall serve for a two-year term or until his or her resignation or removal as a director, and may serve for only one term in such officer role. Officers who are employees shall serve for a two-year term subject to the rights, if any, of an officer under any contract of employment, or to their separation from such employment, and shall not be subject to a term limit. Service prior to the 2009 annual meeting of the Board shall not be taken into account in applying the term length and term limit provisions of this Section 8.2.

Section 8.3 Chair of the Board.

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

(b) The Board at its discretion may invite and permit an outgoing Chair whose Board service will end concurrently with expiration of his or her term as Chair by reason of the term limit provisions of Section 5.4 of these Bylaws to attend Board meetings on an ex-officio basis for one year following departure from the Board.

(c) The Board will elect the successor to the Chair of the Board at the annual meeting or other meeting closest in time to one year prior to the expiration of the Chair of the Board's term of office. Such successor shall during that year hold the title of Chair-Elect, serve as a member of the Executive Committee, if any, and exercise and perform such other powers and duties as may be prescribed by the Board.

Section 8.5. Vice Chair of the Board. The Vice Chair of the Board, in the absence of the Chair of the Board, shall preside at meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by the Board. If there be more than one Vice Chair, the Board shall prescribe their respective roles.

Section 8.6 Executive Director. The Executive Director shall be the chief executive officer of the Corporation unless such title is assigned to another officer of the Corporation. The Executive Director shall generally supervise, direct and control the activities and affairs of the Corporation, and shall see that all orders and resolutions of the Board are carried into effect. The Executive Director shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or by the Board.

Section 8.7 Secretary. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or by the Board.

Section 8.8 Chief Financial Officer. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or by the Board. The Chief Financial Officer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as directed by the Board, shall render to the Executive Director and Board, upon request, an account of the Chief Financial Officer's transactions as Chief Financial Officer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.9 Resignation. An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 8.10 Removal. An officer may be removed from office with or without cause by the Board or by an officer, on whom such power of removal may be conferred by the Board, provided, however, that removal of the Executive Director requires approval by a majority of the directors then in office at a meeting at which a quorum is present.

Section 8.11 Vacancies. A vacancy in any office for any reason shall be filled by the Board.

ARTICLE IX INDEMNIFICATION

Section 9.1 Definitions. For purposes of this Article, "Agent" means any person who is or was a director, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a director, officer, employee or agent of a predecessor corporation of the corporation or another enterprise at the request of such predecessor corporation;

"Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "Expenses" includes, without limitation, attorneys' fees and any expenses incurred in establishing a right to indemnification under Section 9.2 of this Article.

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

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

Section 9.4 Advancing Expenses. The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that: (a) the requested advances are reasonable in amount under the circumstances; and (b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

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

ARTICLE X

FISCAL YEAR AND REPORTING OBLIGATIONS

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

Section 10.2 Financial Reporting. The Corporation shall produce and provide to the Member and the Board the financial and other reports required by the Nonprofit Corporation Law, including, without limitation, the annual report required by Section 6321

and the statement of transactions or indemnification required by Section 6322, and if required produce and make publicly available the financial statements required by the Nonprofit Integrity Act.

ARTICLE XI

GIFTS, GRANTS, CONTRACTS, INVESTMENTS

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

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

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

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

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

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

**ARTICLE XII
OTHER PROVISIONS**

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

Section 12.2 Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to applicable law (including, without limitation, the Brown Act) and to any guidelines and procedures that the Board may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or e-mail, provided (i) for electronic transmissions from the corporation, the corporation has obtained an unrevoked written or oral consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the corporation, the corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

**ARTICLE XIII
AMENDMENTS**

Section 13.1 Amendment of Bylaws. Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of a majority of the directors then in office at a meeting at which a quorum is present.

* * * * *

Amended and restated as of ~~September 21, 2010~~March 15, 2011.

**KIPP Bay Area Schools
Board of Directors
As of September 2011**

Name	Office
John Philip Coghlan	Board Chair
Lauren Dutton	Vice Chair
Chuck Daggs	Board Member
Brewster Ely	Board Member
Bill Falik	Board Member
Doris Fisher	Board Member
Laura Fisher	Board Member
Ron Gonzales	Board Member
Sukey Grousbeck	Board Member
Bill Gurley	Board Member
Jacquelyn Hadley	Board Member
Connie Heldman	Board Member
Rick Intrater	Board Member
Mimi Kingsley	Board Member
Satya Patel	Board Member
David Paulson	Board Member
Paula Rantz	Board Member
Mary Robinson	Board Member
Grace Voorhis	Board Member

KIPP Bay Area – Board of Directors Job Description
Primary Responsibilities and Criteria for Selection

PRIMARY RESPONSIBILITIES

The responsibilities of the board include:

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

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

CRITICAL COMPONENTS OF AN EFFECTIVE BOARD

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

RESPONSIBILITIES OF INDIVIDUAL BOARD MEMBERS

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

**KIPP Bay Area – Board of Directors Job Description
Primary Responsibilities and Criteria for Selection**

ESTIMATED TIME COMMITMENT FOR BOARD MEMBERS

- Attend regular quarterly Board Meetings, typically held Sep't, Dec, March, June (with an expectation of 80% in-person attendance) and an annual Board retreat as scheduled
- Regularly attend committee meetings (may be monthly, bimonthly or quarterly, based on committee)
- Prepare for board and committee meetings
- Complete projects/attending events outside of board meetings
- Visit KIPP schools at least once a year

CRITERIA FOR BOARD MEMBER SELECTION

Characteristics of all board members:

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

Range of desired functional skills and experience:

- Education – charter schools, K-12 education, higher education; served on board of a school
- Multisite/growing operations – experience with multisite service organizations or networks of schools
- Business/Finance – accounting, banking, venture capital, strategy consulting
- Legal – experience in law, especially nonprofit law
- Facilities – real estate, facilities financing, construction management
- Fundraising – experience in cultivation of donors, face-to-face solicitation, or special events
- Advocacy/ambassadorship – able to represent and advocate on behalf of region and schools
- Governance – previous nonprofit board experience

Types of diversity desired:

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

KIPP Bay Area Schools Board of Directors Profiles
Fiscal Year 2011-2012

John Philip Coghlan (Board Chair)

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

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

A native of the San Francisco Bay Area, Mr. Coghlan serves on the Investment Committee of Seraph Partners, an early-stage venture fund, and on the Boards of Birst, Inc., Life360, and the Glide Foundation.

Lauren Dutton (Vice Chair)

Lauren Dutton's background is in entrepreneurship, strategy development and operations, garnered through nearly 20 years of leadership roles in varied socially entrepreneurial ventures focused on improving education and youth development. She currently consults with various educational nonprofits and foundations and serves on the Board of Trustees for KIPP Bay Area. She is also a member of the first class of The Aspen Institute's Entrepreneurial Leaders for Public Education Fellowship program.

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

Previously, Ms. Dutton served as Director of New Site Development for City Year, where she led

the expansion of the Boston-based urban service corps to seven other cities. In addition, she was the founder and Executive Director of Teach For America in Oakland, California, and she began her career as a management consultant with Bain & Company in San Francisco.

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

Chuck Daggs

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

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

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

Brewster Ely

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

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

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

Bill Falik

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

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

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

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

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

Doris Fisher

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

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

Symphony, and a member of the Education Committee of the San Francisco Museum of Modern Art.

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

Laura Meier Fisher

Laura Meier Fisher worked in the field of marketing and communications at KRON-TV, Golin Harris and McDonalds Corporation before having children. She now focuses her time and energy on education locally and nationally.

She serves on the boards of Leadership Public School and Urban High School. She serves on the advisory board of the Yale Center for Dyslexia and Creativity, Philanthropy and Civil Society for Stanford University, the California Charter School Association, and the Center for Civic Engagement of Lick Wilmerding High School. She has also served on the boards of the Bay Area Discovery Museum, Stanford School of Education, The Breakthrough Collaborative (formerly Summerbridge National) and The San Francisco Day School.

Laura graduated with a BS in Economics from Stanford University in '84. She resides in San Francisco with her husband and four children.

Ron Gonzales

Mr. Gonzales is the President and CEO of the Hispanic Foundation of Silicon Valley. He is a former high tech business and government leader with over 35 years of private and public sector leadership experience.

Prior to the HFSV, he was Founder, Chairman and CEO of Presencia, LLC providing marketing and sales consulting services in the government, education, enterprise and SMB markets. He served as Mayor of San José (1999-2006), the Capital of Silicon Valley and the nation's 10th largest city. He worked as an executive with the Hewlett-Packard Company, in the areas of marketing, human resources, and corporate philanthropy.

Mr. Gonzales served for eight years (1989-1996) on the Santa Clara County Board of Supervisors. As a two-time mayor and member of the Sunnyvale, California City Council (1979-87). He has served on numerous non-profit boards and is the Founder of The Role Model Program for which he received a National "Daily Points of Light Award."

Sukey Grousbeck

Susanne Barber Grousbeck (Sukey) was born and raised in Quincy, IL. She attended local schools and was graduated from Smith College, where she majored in Government. After receiving accreditation, she taught third grade for several years in Stoneham, MA.

While she and her husband raised their four children, she taught hearing-impaired pre-schoolers on a part-time basis, tutored in reading, and later became a Hospice counselor. Following the family's move to California in 1985, she worked in patient relations at Stanford Hospital, played a central role in founding a charter school in East Palo Alto, and served on the Boards of the Foothill DeAnza Foundation, Menlo College, Peninsula Open Space Trust, and Interplast.

She and her husband, a faculty member at Stanford Business School, live in Portola Valley.

Bill Gurley

Bill Gurley is a General Partner at Benchmark Capital, which he joined in 1999 after spending two years as a partner with Hummer Winblad Venture Partners. Before entering the venture capital business, Bill spent four years on Wall Street as a top-ranked research analyst, including three years at CS First Boston focusing on personal computer hardware and software. His research coverage included such companies as Dell, Compaq, and Microsoft, and he was the lead analyst on the Amazon IPO. In both 1995 and 1996, Bill was a member of the Institutional Investor All-American Research Team.

Prior to his investment career, Bill was a design engineer at Compaq Computer, where he worked on products such as the 486/50 and Compaq's first multi-processor server. Before Compaq, he served in the technical marketing group of Advanced Micro Devices' embedded processor division.

For the past fifteen years, Bill has authored the Above the Crowd blog which focuses on the evolution and economics of high technology businesses.

Bill holds an MBA from the University of Texas and a BS in computer science from the University of Florida. He is a Chartered Financial Analyst. Bill serves on the Advisory Board of the McCombs School of Business at the University of Texas.

Jacquelyn Hadley

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

Ms. Hadley is a Partner with the Bridgespan Group, a nonprofit consulting firm that helps other nonprofits develop strategies and build organizations to achieve social change. Prior to Bridgespan, she served as the owner and President of Hadley & Company, LLC; a boutique firm focused on crystallizing and lifting management's growth aspirations and developing brand platforms to achieve them. Before her time in consulting, as Senior Vice President for Levi Strauss & Co., Ms. Hadley was primarily based in Brussels for over four years leading Sales and Retail with management earnings responsibility for the Europe, Middle East and Africa business unit.

Before joining Levi Strauss, Ms. Hadley was responsible for marketing Calvin Klein Jeans and Underwear plus the Warnaco portfolio of 13 brands, and credited with shifting the marketing function from a tactical to strategic weapon based on marketplace insight and retail space development, driving historic jeans' market share peak. Her track record includes turning around Caswell-Massey, the fourth oldest company in the US. During her four years in the capacity of

Chief Operating Officer/Acting CEO, she restored profitability after years of mounting losses, by infusing pipeline with cosmeceutical innovation, increasing brand awareness via first ad campaign, revamped catalog, industry-first internet venue, rationalizing the supply chain.

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

Constance Heldman

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

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

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

Rick Intrater

Rick Intrater is the President & CEO of Long-Term Solutions, LLC, a firm dedicated to providing families of significant wealth and their future generations with thoughtful and sustainable, financial, investment, philanthropic, and administrative oversight. Previously, Mr. Intrater was Senior Managing Director at Sand Hill Advisors, LLC, a wealth management firm. At Sand Hill, he joined their Board of Directors, Executive and Investment committees and served as both a Senior Portfolio Manager and Chief of Marketing and Business Development. Prior to Sand Hill, Mr. Intrater was President and CEO of Sutter Starmont Asset Management, a boutique wealth

management company that was the result of a brief merger of Sutter Street Capital (where he served as President and CEO) and Starmont Asset Management. In this capacity, Mr. Intrater was recognized by Bloomberg as a top Wealth Manager.

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

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

Mimi Kingsley

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

For the past 9 years, Ms. Kingsley has been on the Board of Governors of the Columbia Park Boys & Girls Clubs and, Boys & Girls Clubs of San Francisco. She developed and chaired six of their major fundraising events and the annual letter writing campaign. In 2003, she received the National Service to Youth Award from Boys & Girls Clubs of America. In 2006, she was instrumental in securing Old Navy's commitment to design and produce Boys & Girls Clubs of San Francisco's Capital Campaign brochure; Old Navy received a proclamation from Mayor Newsom recognizing their generous contribution to the City.

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

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

Satya Patel

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

Before Google, Mr. Patel launched DoubleClick's efforts in the search marketing business and worked on various product and operational initiatives for the DART ad-serving platform. Earlier in his career, he was a Senior Associate at Impact Venture Partners, an early stage venture capital firm based in New York, where he focused on investments in the Internet software, services and media markets. Mr. Patel began his venture capital career at Geocapital Partners, a trans-Atlantic technology venture capital firm. Satya also worked for Monitor Company, the strategy consulting firm founded by Michael Porter, as a strategy consultant in their New York office.

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

David Paulson

David Paulson is a Partner with Jones Day LLP, an international law firm. Mr. Paulson's practice encompasses all aspects of real estate and real estate finance law, with an emphasis on complex financings for leading commercial banks and other lenders, as well as workouts and restructurings. David's practice also includes commercial real estate transactions involving large office and multiuse projects, hotels, shopping centers, and industrial properties.

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

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

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

Paula Rantz

Paula Rantz was born and raised in San Diego, California. She graduated from the University of Missouri in 1984 with a Bachelors in Business Administration. She worked from 1984 to 1993 as a municipal bond broker at various firms in New York City and Los Angeles.

Paula married Mike Rantz in 1993 and they now have three girls aged 15, 12 and 10 years old. Mike's career took the family to London from 1995 through 1999. The Rantz's moved to Palo Alto in 2004. Paula has devoted her time over the years to managing the family foundation which has a focus on education, working in the classroom, being a class Mom, girl scout leader, co-chair of the annual school benefit, and serving on host committees for various charitable and political fundraisers. Paula also serves on the Castilleja Parent "Green" Committee. Paula enjoys spending time with family and being involved in the community.

Mary Robinson

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

Ms. Robinson has been involved in a number of volunteer activities including serving on the Boards of the Exploratorium, Fort Mason Foundation, Headlands Center for the Arts, Marin Country Day School, San Francisco Art Institute and the San Francisco Film Society. She currently serves on the Education Committee of the San Francisco Museum of Modern Art, the COACH Auxiliary of Compassion and Choices, and the Marin Village Project. She is a member of ArtTable, Inc. and the International Council of the New York Museum of Modern Art.

A graduate of Rosemont College, Mary has lived in Sausalito for the past forty years and enjoys entertaining her four grandchildren.

Grace Voorhis

Grace Voorhis is a former Partner at Morgan Stanley Venture Partners (MSVP), a venture capital firm with \$1.2 billion under management. She was responsible for health care and medical device investing and, in that capacity, sat on the Board of several small for-profit companies.

Prior to MSVP, Grace was an Analyst with Morgan Stanley & Co., Inc. in New York. Grace also currently serves as a Trustee for The Nueva School. In the past, she has served as a Trustee of KIPP Bay Area Schools, and Treasurer of the St. Francis Homes Association, and has been involved in numerous Stanford ACT Projects. She is also a past trustee of the Breakthrough Collaborative.

Grace received her A.B. magna cum laude in Social Studies from Harvard and her M.B.A. from Stanford Business School. She and her husband, Steve, are the parents of three young children.

Beth Sutkus Thompson (ex-officio)

Beth is the founding Executive Director of KIPP Bay Area Schools. Previously, she was the West Coast Trailblazer at the KIPP Foundation, where she was responsible for creating and implementing a west coast strategic growth plan for KIPP schools. During Ms. Thompson's time

at the KIPP Foundation, she secured six charters for new KIPP schools in California, negotiated operating agreements with school districts, raised \$2.6 million in public start-up funding, sourced suitable school buildings, and developed broad-based community support for KIPP.

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

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

Board Committee Roster
Fiscal Year 2011 – 2012

<p><u>Executive Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. John Coghlan (Chair) 2. Chuck Daggs 3. Lauren Dutton (Vice Chair) 4. Laura Fisher 5. Jacquelyn Hadley (Chair, Governance Cte) 6. David Paulson (Chair, Audit Cte) 7. Satya Patel (Chair, Finance Cte) 8. Mary Robinson, Co-Chair, Development Cte. <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Beth Sutkus Thompson, Executive Director 	<p><u>Audit & Risk Management Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. David Paulson, Chair 2. Chuck Daggs 3. Lauren Dutton 4. John Coghlan 5. Rick Intrater <p>Advisors:</p> <ol style="list-style-type: none"> 1. Joe DeGirolamo 2. Sean Havlin <p>Staff Leads:</p> <ol style="list-style-type: none"> 1. Prabhu Reddy, Director of Finance 2. Lakisha Young, Director of Operations & Technology
<p><u>Development Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. Mary Robinson – Co-Chair 2. Grace Voorhis – Co-Chair 3. John Coghlan 4. Doris Fisher 5. Sukey Grousbeck 6. Rick Intrater 7. Mimi Kingsley 8. Paula Rantz <p>Advisors:</p> <ol style="list-style-type: none"> 1. Mary Callender 2. David Smyton 3. Lynn Wendell 4. Molly Wood <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Jen Weiss, Director of Development 	<p><u>Facilities Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. Bill Falik (Chair) 2. John Coghlan 3. David Cumming <p>Advisors:</p> <ol style="list-style-type: none"> 1. Gary Gibbs <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Emily Rummo, Chief Operating Officer

<p><u>Finance & Investment Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. Satya Patel (Chair) 2. John Coghlan 3. Chuck Daggs 4. Bill Gurley 5. Connie Heldman <p>Advisors:</p> <ol style="list-style-type: none"> 1. Cheryl Frank 2. Sean Havlin 3. Brandon Intrater <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Prabhu Reddy, Director of Finance 	<p><u>Governance Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. Jacquelyn Hadley (Chair) 2. John Coghlan 3. Brewster Ely 4. Laura Fisher 5. Ron Gonzales 6. Amy Morgenstern <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Beth Sutkus Thompson, Executive Director
<p><u>Grievance Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. John Coghlan 2. Connie Heldman 3. Ron Gonzales <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Sehba Ali, Chief Academic Officer 	<p><u>Strategic Planning Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. Lauren Dutton (Chair) 2. John Coghlan 3. Laura Fisher 4. Ron Gonzales 5. Bill Gurley 6. Jacquelyn Hadley 7. Rick Intrater 8. Mimi Kingsley 9. Paula Rantz <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Beth Sutkus Thompson, Executive Director

**KIPP Bay Area – Board of Directors Job Description
Primary Responsibilities and Criteria for Selection**

PRIMARY RESPONSIBILITIES

The responsibilities of the board include:

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

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

CRITICAL COMPONENTS OF AN EFFECTIVE BOARD

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

RESPONSIBILITIES OF INDIVIDUAL BOARD MEMBERS

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

**KIPP Bay Area – Board of Directors Job Description
Primary Responsibilities and Criteria for Selection**

ESTIMATED TIME COMMITMENT FOR BOARD MEMBERS

- Attend regular quarterly Board Meetings, typically held Sep't, Dec, March, June (with an expectation of 80% in-person attendance) and an annual Board retreat as scheduled
- Regularly attend committee meetings (may be monthly, bimonthly or quarterly, based on committee)
- Prepare for board and committee meetings
- Complete projects/attending events outside of board meetings
- Visit KIPP schools at least once a year

CRITERIA FOR BOARD MEMBER SELECTION

Characteristics of all board members:

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

Range of desired functional skills and experience:

- Education – charter schools, K-12 education, higher education; served on board of a school
- Multisite/growing operations – experience with multisite service organizations or networks of schools
- Business/Finance – accounting, banking, venture capital, strategy consulting
- Legal – experience in law, especially nonprofit law
- Facilities – real estate, facilities financing, construction management
- Fundraising – experience in cultivation of donors, face-to-face solicitation, or special events
- Advocacy/ambassadorship – able to represent and advocate on behalf of region and schools
- Governance – previous nonprofit board experience

Types of diversity desired:

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

Chief Academic Officer
Job Description

Reporting to the Executive Director, the Chief Academic Officer is responsible for promoting and sustaining a culture of high academic and social expectations at all KIPP Bay Area schools with a bottom line responsibility for ensuring that KIPP standards of excellence are maintained across all schools in the region. The CAO is the point person for school leaders around instruction and culture, supervising them and supporting them in the areas of curriculum and instruction, school culture, staff management, professional development, assessment, and accountability.

Supervision and Personnel Management

- Develop and lead principals and administrative teams in their roles as instructional leaders, and site managers.
- Determine and implement the region's academic priorities.
- Recruit, manage, and develop appropriate RSO team to achieve deliverables.
- Support leadership at schools to ensure high quality implementation of the schools' educational design, including standards, assessments, instructional guidelines, and the school culture.
- Assist school leaders in monitoring and evaluating effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with schools' missions, core values, academic standards, and strategic goals.
- Collaborate with ED on region-wide and individual professional development for school leaders and direct reports.
- Monitor, provide feedback to, and evaluate school leaders.
- Collaborate with school leaders on hiring of staff when appropriate.
- Recruit and train highly qualified incoming school leaders.

Curricular and Instructional Leadership

- Provide leadership and support on adopting research-proven theories of effective instructional practice that is standards-based.
- Support school leaders on creating coherency in instructional practice/routines within schools.
- Provide leadership on creating and maintaining a common language around effective instructional practice.
- Assist school leaders with on-boarding of new teachers and staff.
- Facilitate establishment of communities of practice among all school leaders and teachers in the region.
- Work with school leaders to interpret data and create action plans for school improvement.
- Assist school leaders in planning and training for data-driven instruction.
- Ensure that schools are implementing special education services in accordance with the law.

School Culture

- Provide leadership and support on adopting research-proven effective school culture practices.
- Support school leaders on creating coherency in culture and routines within the school.
- Provide leadership on creating and maintaining a common language around school culture.
- Assist school leaders with on-boarding of new teachers and staff.
- Work with the school leader to field all questions and complaints.
- Conduct involuntary transfer and expulsion hearings with the Executive Director and Board of Directors.

The Chief Academic must demonstrate knowledge of, and support the KIPP Bay Area Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

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

PRIMARY RESPONSIBILITIES

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

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

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

KEY EXECUTIVE DIRECTOR COMPETENCIES

Building Relationships and Influencing Others

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

Reasoning & Strategic Thinking

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

Operating and Managing in a start-up and growth environment

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

KEY BELIEFS AND QUALITIES

- **An unshakable, deeply held personal belief** that kids growing up in poor communities can achieve at levels – and be a source of inspiration when it comes to personal character – that the general public does not comprehend.
- **Understands that the essential purpose of his/her work will be finding ways to support schools and the people that make schools go – school leaders, teachers, and support staff.** Understands that support is offered so that outstanding teaching can take place every day in every classroom. At the same time, understands that supporting schools also means pushing for continual improvement and for profound transparency regarding what is working for kids and what is not. This duality creates a

productive creative tension that will exist in all high performing regions, and one that the Executive Director will have to manage.

- **Relentless and persistent achiever:** driven to excellence. Goal oriented and action driven. Displays grit & tenacity. Strong personal organization skills.
- **Self awareness, humility and integrity:** Personally driven to learn and grow. Comfortable hiring people who are “better” around them. Values enabling others to succeed. Builds relationship marked by trust, integrity and respect.
- **Comfortable in an environment of high energy, rapid change & entrepreneurship:** Self-starter; flexible and comfortable with ambiguity.
- **A constant learner.**

PREFERRED EXPERIENCES

- Experience leading a high performing public school serving low income children.
- Experience working with underserved communities is highly desirable, as is teaching experience in an urban setting with at-risk youth. Particularly interested in candidates who have worked with children growing up in low income communities and have achieved exceptional results in academics, sports, the arts, community service etc.
- A proven track record of success in building a school, program, department or organization from the ground up.
- Significant experience in a non-profit, or other type of complex operation. Familiarity with the region, political arena and school districts/systems is a significant plus.
- Leadership experience with multi-site enterprises.
- A willingness to travel, including significant travel during the initial training period is required.
- A minimum of a bachelor’s degree from a four-year college or university is required.

Chief Operating Officer

About KIPP Bay Area Schools

KIPP Bay Area Schools is a nonprofit charter school management organization founded in 2006 that oversees the growth, quality, and sustainability of KIPP schools in the San Francisco Bay Area. Through high expectations for students and staff, world-class teachers and school leaders, more time in school, autonomy over budget and curriculum, and a focus on results, KIPP schools prepare underserved students for success in college and in life. There are currently five outstanding public middle schools and one high school in the KIPP Bay Area Schools network, with another high school launching this summer. We serve approximately 1,600 students and have an annual consolidated operating budget of approximately \$16.7M. Given its success, the KIPP model has been featured on the Oprah Winfrey Show, 60 Minutes, The New York Times Magazine, and more.

Position Overview

The Chief Operating Officer is a senior leader of the organization, reporting directly to the Executive Director. The COO's is responsible for overseeing strategy, facilities, operations, marketing, talent recruitment, technology, and human resources.

Responsibilities Include

Strategic Management and Performance Accountability

- **Strategic Alignment:** Develop organizational objectives and key results with Executive Director and board, creating systems to link organizational priorities to school site and individual priorities.
- **Business Planning:** Together with the Executive Director, lead the business planning process for KIPP Bay Area Schools, going from an annual strategic plan to a five-year business plan that explores growth opportunities and identifies key risks and success factors.
- **Performance Management:** Create a data dashboard for the organization, or balanced scorecard, for internal and external use. Develop user-friendly tools and train others so data can be automatically aggregated and reported.
- **Facilities Strategy:** Develop long-term facilities strategy to mitigate key risk and serve as project lead for securing external financial and consulting resources to execute on long-term plans.
- **Staff Management:** Directly supervise the marketing, talent recruitment, operations, and technology departments.

Human Resource Strategy and Design

- **Compensation Strategy:** Work with Executive Director and Board to develop a competitive compensation and benefits strategy at all levels of the organization.
- **Performance Evaluation:** Lead the creation of an integrated performance evaluation program at the central office and school sites.
- **Succession Planning:** Work with Executive Director to develop and implement succession strategies at all levels of the organization, particularly school leadership.
- **Scalable Systems:** Refine and implement key human resource policies and procedures including: on-boarding, employee orientation, new employee processing, employee satisfaction surveys, and exit interviews. Finalize KIPP Bay Area Employee Handbook and work with school leaders to finalize site based Employee handbooks.

Skills and Qualifications

KIPP Bay Area Schools

Essential College Prep Public Education

- An MBA, MPP, or JD, with a minimum of four years work experience exhibiting a track record of leadership and/or management. Strategy consulting experience preferred.
- Ability to lead, plan and manage in a complex, fast-paced, entrepreneurial environment.
- Superb analytical, problem-solving, and project management skills.
- Excellent business writing, communication, and presentation skills.
- Detail- and results-oriented team player who is dedicated to getting the job done.
- Articulate, professional demeanor with strong self-confidence and initiative.
- Highly organized and detail-oriented with strong interpersonal skills.
- Passion for improving urban public education and a long-term commitment to K-12 public education reform.
- Unquestioned integrity and commitment to KIPP Bay Area's mission.

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1

Competency Model Overview

What is this resource, and how should I use it?

This resource and accompanying CD contain the following:

- **School Leadership Competency Model:** a leadership development tool that describes the essential qualities, skills, and knowledge needed to be successful as a KIPP School Leader. As a Fellow, use it to self-assess and guide your learning goals throughout the Fellowship year. As a leader, use it to guide your ongoing professional development. While reading the model, assess your leadership using the Self-Assessment template.
- **Fellowship Competency Indicators:** these describe how competencies should manifest themselves in the knowledge, skills, and behaviors of Fellows during the Fellowship year. These indicators are a set of standards that will guide your self-assessment and professional development during the Fellowship year as part of the Fellow Evaluation and Development process. School Leaders hosting Fellows in Residencies and Evaluation and Development teams will also use these indicators to help develop and evaluate Fellows.
- **Sample Self-Assessment Template:** a blank template that you can use to keep track of what you perceive as your strengths and areas for development in each competency. This template also includes space for you to set professional development goals. You can tailor and use this document electronically through the enclosed CD.
- **Sample Teacher, Student, and Parent Interview Questions and Board Member Feedback Template:** feedback tools that will allow School Leaders to get detailed feedback from your students, teachers, parents, and Board members on your leadership strengths and areas for development. The interview questions and Board member feedback template were all designed to give you feedback on the KIPP School Leadership Competencies. You can tailor and use these documents electronically through the enclosed CD.

1 Competency Model Overview

Am I required to use this resource?

Fellows are required to use these materials to self-assess and guide their professional development as part of the Fellow Evaluation and Development process. School Leaders are not required to use these materials. But we strongly suggest that you use these materials or something like them to focus on your own professional development and get needed feedback from your teachers, students, parents, and Board members. If you do choose to use the interviews, we strongly urge you to tailor them as much as necessary to meet your own feedback needs.

How do these materials relate to the British Inspection process?

School Leaders whose schools are slated for inspection are required to complete the Competency Model's Self-Assessment Template and submit it to their Inspectors prior to the Inspection. The information on the Self-Assessment Template provides the School Leaders and their Inspectors with more fodder and focus for discussions about school improvement, but the self-assessments are not included in the final Inspection report.

Are these tools being used by School Leaders?

Yes, School Leaders do use the Competency model! They use it for self-assessment, professional goal-setting for themselves, and as a model for building teacher selection criteria. A few leaders have, and many plan to, ask their boards to use the model and its associated interview questions as a School Leader Evaluation tool. When KIPP Bayview Academy School Leader Molly Wood and her board used these tools in the summer of 2004, they were excited about the results. Molly's Board members interviewed students, parents, and teachers at the school in order to give her extensive and very useful feedback about her leadership aligned with the competencies. An added bonus was that following this School Leader Evaluation process, Molly's Board members had an improved understanding of the school and were better able to support her as Board members. Thanks to Molly and KIPP Bayview's Board, teachers, parents, and students for sharing this process with us and passing on what works to the whole Team & Family!

1

Competency Model Overview

How should I use the interview questions for feedback on my leadership?

- a. Review the interview questions to determine if you are interested in gaining this type of feedback.
- b. If interested, discuss this process with your Board and determine when you would like to gather the feedback. Late in the school year will allow you slightly more time in the summer to reflect and focus on your own development.
- c. Set expectations with Board members about the time commitment involved in this process. Unless you significantly shave the interview questions attached, student interviews will likely take 30-45 minutes, parent interviews will likely take 45-60 minutes, and teacher interviews will likely take 90 minutes for each individual interviewed. Someone on your Board will then need to spend a few hours compiling the feedback and then sharing it with you.
- d. Tailor the interview questions as desired to get the feedback that you want on your leadership and to make the time commitment as manageable as necessary for your Board, students, teachers, and parents. This may involve shaving some questions off each of the interviews provided.
- e. Ask a sampling of parents and students, along with all of your teachers and board members to participate. In Molly's case, she chose three parents and three students, ensuring that she had diversity in the experiences of parents with the school and in both the academic and character skills represented by students (i.e. she chose one student who was retained).
- f. Have Board members pair up to interview parents, students, and teachers. Ensure that each pair of Board members has the chance to interview at least one teacher, student, and parent.
- g. The teacher interview is the most extensive. Give teachers the interview questions in advance, and ask them to take notes prior to the interview. This will make the interview run more efficiently and give Board members some notes if they do not have time to talk through each question in detail.
- h. Ask your Board chair and another trusted Board member committed to your professional development to work together to compile the data and present it to you face-to-face and in writing.
- i. Use what you learn from this process to become a better leader and to run a more effective school.

2.1 Student-focused

*Essential KIPP
School Leader
Qualities*

What follows are the most important proficiencies and attributes of a student-focused School Leader.

- ☐ Is passionately and personally motivated by the desire to provide educationally underserved students with a college-preparatory education and options they need for successful lives.
- ☐ Creates a culture with staff, students, and parents through which every child can and will succeed, and asks them to share responsibility for student success.
- ☐ Treats promises made to children as sacred.
- ☐ Sets, meets, and tries to exceed high expectations for student achievement and character development. Leads staff to go above and beyond and do whatever it takes to nurture all KIPP students academically, emotionally, and in character development in order to keep the promise of college.
- ☐ Leads staff and the Board to make decisions according to what will be best for the students (i.e. ensures that specific needs of students drive curriculum and budget).
- ☐ Forms deep, lasting bonds with students and their families and encourages staff to do so. This includes having a deep understanding of students' lives and being acutely empathetic to their needs and feelings.

2.2

Essential KIPP
School Leader
Qualities

Relentless achiever

What follows are the most important proficiencies and attributes of a School Leader who is a relentless achiever.

- ☐ Gets results. Ensures that students make significant academic gains and/or that student achievement surpasses that of schools in the district.
- ☐ Helps all students, staff, parents, and Board members develop high expectations for school-wide performance.
- ☐ Sets goals for school. Models and inspires others to go “above and beyond” what is expected and do “whatever it takes” to ensure that all school goals are achieved or surpassed.
- ☐ Tenaciously perseveres and shows true grit in order to get results. Accomplishes this by holding to the school vision, mission, and values in the face of challenges raised by students, parents, teachers, the Board, and the community.
- ☐ Is self-initiating.
- ☐ Takes measured risks and makes necessary sacrifices for the good of the school.
- ☐ Is a constant learner, driven at all times to improve the school, and learns from his/her own mistakes and those of others. Models information-seeking in order to improve school results.

2.3

*Essential KIPP
School Leader
Qualities*

People-oriented

What follows are the most important proficiencies and attributes of a people-oriented School Leader.

- ☐ Has integrity. Is honest, and admits mistakes. Delivers on commitments and promises made to students, staff, parents, and the community.
- ☐ Shows respect, loyalty, and fairness for and relates and communicates well with students, parents, staff, Board and community members, and other KIPP School Leaders.
- ☐ Gains the respect and loyalty of students, parents, staff, Board and community members, and other KIPP School Leaders by building positive relationships with members of each group.
- ☐ Shows empathy for his/her students, families, staff, and the community in day-to-day interactions by accurately reading, considering, and responding to their needs.
- ☐ Builds supportive relationships with students, parents, staff, Board and community members, and KIPP Team & Family from diverse backgrounds and encourages staff to do so.
- ☐ Demonstrates the value of Team & Family in working with staff, parents, students, other KIPP School Leaders, Fellows, and Foundation staff.
- ☐ Strives to inspire, motivate, retain, and generally work effectively with adults.

2.4

*Essential KIPP
School Leader
Qualities*

Self-aware

What follows are the most important proficiencies and attributes of a self-aware School Leader.

- ☐ Is aware of and reflects deeply on his/her strengths, weaknesses, emotions, and needs. Proactively seeks help in areas of weakness and works to improve upon weaknesses.
- ☐ Works to know how he/she is perceived by teachers, students, parents, and community members.
- ☐ Solicits and acts as appropriate upon feedback from KIPP School Leaders, peers, trusted mentors, parents, students, school staff, community and Board members, and KIPP Foundation staff.
- ☐ Accepts well-founded blame. Recognizes and takes responsibility for failures.
- ☐ Appropriately balances humility, self-criticism, confidence, and achievement.
- ☐ Is able to remain optimistic in the face of brutal facts and challenges involved in leadership and find humor in personal and professional weaknesses.
- ☐ Presents him/herself and behaves professionally in appearance, body language, and manners.
- ☐ Maintains emotional and physical health and manages stress.

2.5 Adaptable

*Essential KIPP
School Leader
Qualities*

What follows are the most important proficiencies and attributes of an adaptable School Leader.

- ☐ Works productively through ambiguity inherent in all aspects of leadership, such as individual teacher or student fit and retention decisions, using the mission and values as a guide.
- ☐ Anticipates, takes leadership of, and creates positive outcomes from changes caused by internal forces such as changing student developmental and academic needs, staff and student turnover, school growth, and the shift from start-up to a more sustainable organization, while never losing sight of the mission and values.
- ☐ Quickly and flexibly rolls with and tries to create positive outcomes from changes caused by external forces such as changes in district politics, funding formulas, or facilities availability, while never losing sight of the mission and values.
- ☐ Constantly adapts school practices based on lessons learned.
- ☐ Is resilient in the face of change, quickly recovering from adversity.
- ☐ Guides others through periods of ambiguity, instability, adversity, and change.

2.6

*Essential KIPP
School Leader
Qualities*

Critical thinker and Decision-maker

What follows are the most important proficiencies and attributes of a School Leader who is a critical thinker and decision-maker.

- ☐ Foresees and identifies challenges, develops creative solutions to problems, and builds plans to overcome obstacles in order to achieve positive results.
- ☐ Models strategic, logical, efficient, and creative problem-solving and decision-making for students and staff. Relies on strong analysis of information and data whenever possible.
- ☐ Thinks on his/her feet and responds effectively in situations such as an all-school meeting with students and staff and difficult conversations with parents, staff, Board members, and the district.
- ☐ Analyzes all aspects of a situation and considers trade-offs to make decisions that affect the school. Examples include budget trade-offs that affect the academic program and facilities trade-offs that affect the school environment.
- ☐ Thinks through both the minute details of school leadership and the big picture.
- ☐ Thoughtfully builds action plans for the future based on lessons learned and a variety of data such as student test results; British Inspections; parent, teacher, student, and Board surveys; and informal discussions with all school stakeholders.

3.1

Communication

Essential KIPP
School Leader
Skills and
Knowledge

The bolded items in the initial start-up section represent the highest priority proficiencies for first-year leaders.

What follows are the most important proficiencies of a School Leader with effective communication skills and knowledge.

Initial Start-up (during year 1)

- ☐ Understands and is understood by others from diverse backgrounds.
- ☐ **Communicates adequately, transparently, and effectively to manage staff, day-to-day operations, and the district relationship.**
- ☐ Effectively uses a variety of communication mechanisms such as large meetings, one-on-ones, e-mails, and letters home to achieve goals.
- ☐ **Preaches the mission and values effectively to inspire and motivate students, parents, staff, and Board and community members. Uses the mission and values to help others understand leadership decision-making. Speaks articulately in a variety of settings and before a variety of diverse audiences.**
- ☐ Ensures that writing is clear, accurate, understandable, and influential.
- ☐ Listens and responds to non-verbals in a way that indicates perceptive listening.
- ☐ Effectively manages sensitive and confidential information shared by students, parents, community members, and other leaders.

Ongoing Start-up (years 2-3)

- ☐ Communicates adequately, transparently, and effectively to manage a larger staff and student body.
- ☐ Can articulate what makes the school successful and how it needs to improve to a broad range of audiences.
- ☐ Communicates to influence change amongst students, staff, and in the community.
- ☐ Communicates to keep all constituencies informed and excited, and to further build loyalty to the school and its mission.
- ☐ All initial start-up proficiencies apply.

Sustainable (years 4+)

- ☐ Ensures that with a full size staff and student body, effective communications systems are in place for messages to flow easily between administrators, between administrators and staff, and between staff and students.
- ☐ In the face of staff and student turn-over and growth, uses communication to ensure that culture is constantly reinforced and strengthened.
- ☐ Focuses on communication skills when developing staff.
- ☐ All initial and ongoing start-up proficiencies apply.

3.2

Essential KIPP
School Leader
Skills and
Knowledge

*The bolded
items in the
initial start-
up section
represent the
highest priority
proficiencies
for first-year
leaders*

Personal organization

What follows are the most important proficiencies of a School Leader with effective personal organization skills and knowledge.

Initial Start-up (year 1)

- ☐ **Prioritizes critical tasks, and aligns own priorities with those of the entire school.**
- ☐ **Multi-tasks effectively.**
- ☐ Works efficiently.
- ☐ Establishes basic systems to manage the flow of information and documentation to him/her/the school.
- ☐ Is readily able to access materials and information needed to lead, such as student files, contracts, and budgets.
- ☐ Tracks deadlines, contacts, and resources.
- ☐ Is on time and prepared for meetings, other appointments, and deadlines.
- ☐ Is responsive to calls, e-mails, and other forms of communication.

Ongoing Start-up (years 2-3)

- ☐ Delegates tasks in an organized manner and effectively oversees tasks that have been delegated to others.
- ☐ Project manages effectively: takes new ideas for improving/growing the school, implements them, measures effectiveness, and improves upon these ideas again according to a timeline and plan.
- ☐ Models effective personal organization for staff, students, and parents or finds someone on staff who can help with personal organization and model it for others.
- ☐ All initial start-up proficiencies apply.

Sustainable (years 4+)

- ☐ Holds all staff accountable for personal organization, such as timeliness, responsiveness, prioritizing, etc.
- ☐ Ensures that staff is supported in developing personal organization skills.
- ☐ All initial and ongoing start-up proficiencies apply.

3.3

Essential KIPP
School Leader
Skills and
Knowledge

Inspirational leadership

What follows are the most important proficiencies of a School Leader with effective inspirational leadership skills and knowledge.

Initial Start-up (year 1)

- ☐ Inspires students, parents, staff and Board members to follow his/her vision for a school based on KIPP's Five Pillars, mission, and values.
- ☐ Lives by, models, and inspires others to live by values such as a focus on results, teamwork, respect, excellence, resolve, and constant learning.
- ☐ Influences teachers, parents, students, Board and community members by affecting their actions, decisions, opinions, or thinking to further the mission of the school.
- ☐ Analyzes all aspects of a situation and considers trade-offs to make decisions that affect the school.
- ☐ Gains the loyalty of students, staff, and parents.
- ☐ Challenges conventional wisdom and practices to stand by school values and personal principles, even when unpopular. Willingly stands alone by tough decisions.
- ☐ Recruits an adequate number of students to fuel school growth and operational sustainability.
- ☐ Gives others credit and rewards for school accomplishments.

Ongoing Start-up (years 2-3)

- ☐ Continues preaching, teaching, instilling, and building upon the mission and values of the school, inspiring students even as they become adolescents. Ensures that students and staff can inspire one another and the community.
- ☐ Retains effective staff by keeping founding staff inspired and making new staff feel like important contributors to the mission. Similarly retains a high proportion of students and supporters.
- ☐ Inspires funders, media, corporate sponsors, families, existing Board members, and/or new, more influential Board members, and community organizations to continue or begin supporting the school.
- ☐ Shows students, families, and high schools that KIPP students will be successful in competitive high schools and colleges.
- ☐ If appropriate, inspires parents, Board members, KIPP Foundation, and community to help support the development of a local KIPP high school. Otherwise, begins to motivate existing college-preparatory high schools to want KIPP students.
- ☐ All initial start-up proficiencies apply.

Sustainable (years 4+)

- ☐ More strategically and wisely chooses risks and conflicts to take on, balancing short-term desires and long-term school goals.
- ☐ All initial and ongoing start-up proficiencies apply.

3.4

Essential KIPP
School Leader
Skills and
Knowledge

Organizational leadership

What follows are the most important proficiencies of a School Leader with effective organizational leadership skills and knowledge.

Initial Start-up (year 1)

- ☐ Leads a values-driven school culture and organization, and models school values for students, staff, parents, and community members.
- ☐ Oversees the setting of school-wide goals that are aligned with the school mission, values, strategy, and KIPP's Five Pillars. Sets clearly defined and measurable expectations for students, staff, Board members, and parents aligned with the school's mission, values, strategy, and goals.
- ☐ Unwaveringly holds the focus of students, staff, parents, and Board and community members on the school's mission, goals, and values by using them as filters for daily interactions and decisions, by recognizing teachable moments and memorializing them for the staff and students.
- ☐ Effectively reinforces a culture of achievement through formal and informal rewards and consequences.
- ☐ Works with staff to develop special occasions, rituals, ceremonies, and activities on which the school's life is centered.
- ☐ Develops and adjusts school management systems and operating norms to meet the daily needs of students, staff, and the culture.
- ☐ Thinks strategically about and accurately reads the pulse of the whole school.
- ☐ Thinks carefully about the trade-offs when "doing whatever it takes" with a single student conflicts with making decisions that are in the best interest of the entire student body.
- ☐ Anticipates, plans for, and leads school change, improvement, and growth.

The bolded items in the initial start-up section represent the highest priority proficiencies for first-year leaders

3.4 Organizational leadership

*Essential KIPP
School Leader
Skills and
Knowledge*

Ongoing Start-up (years 2-3)

- ☐ Resets goals annually to incorporate lessons learned.
- ☐ Works with staff to adjust management structure, systems, and goals for students as they enter adolescence and for staff as they gain instructional and leadership skills and experience.
- ☐ Analyzes whether or not the school is set up to endure by reviewing the effectiveness, scalability, and sustainability of financial, organizational, academic, and leadership systems and their alignment with the mission.
- ☐ Develops programmatic and staffing plans and organizational structures for helping students gain admission into college-preparatory high schools, and for an effective alumni association that supports KIPP students in high school, and for other medium-term needs.
- ☐ All initial start-up proficiencies apply.

Sustainable (years 4+)

- ☐ Lays a long-term plan for school sustainability (5-10 year plan).
- ☐ Ensures that the organization is stable enough for leadership succession to occur whenever necessary.
- ☐ Continuously builds systems to help with the proactive management of problems and decisions.
- ☐ All initial and ongoing start-up proficiencies apply.

3.5

Essential KIPP
School Leader
Skills and
Knowledge

The bolded
items in the
initial start-
up section
represent the
highest priority
proficiencies
for first-year
leaders.

People leadership

What follows are the most important proficiencies of a School Leader with effective people leadership skills and knowledge.

Initial Start-up (year 1)

- ☐ **Works with staff to build a sense of Team & Family throughout the school community, among students, between students and staff, among staff, and among staff, parents, and students.**
- ☐ Strikes an effective balance between building supportive relationships with and maintaining an evaluative perspective towards staff.
- ☐ Works with staff effectively, using a combination of staff meetings, one-on-one meetings, and e-mails.
- ☐ Knows when to push for more with staff and how much is enough. Knows how to recognize and reward staff.
- ☐ **Strategically manages conflict and difficult discussions with staff, parents, and Board and community members.**
- ☐ **Terminates staff members who do not fit the school's culture or meet job requirements.**
- ☐ **Attracts and selects the best possible new staff as necessary, seeking staff who fit well with the culture, job requirements, and complement the existing team.**

Ongoing Start-up (years 2-3)

- ☐ Adept at managing expectations of new staff and preparing them for the true workplace environment and values of the school.
- ☐ Promotes teachers who have student-focused values and skills and get results.
- ☐ Implements and oversees school management structures such as grade level chairs.
- ☐ Begins actively developing leadership capacity in staff and delegating some leadership responsibilities. Has explicit conversations with successor candidates and provides them with leadership development opportunities.
- ☐ Hires for new programs such as high school placement, alumni support, and development.
- ☐ Retains a high percentage of effective staff.
- ☐ All initial start-up proficiencies apply.

Sustainable (years 4+)

- ☐ Adjusts staff policies and benefits as needed to ensure greater sustainability and staff retention.
- ☐ Is well-prepared for an emergency or planned leadership succession.
- ☐ All initial and ongoing start-up proficiencies apply.

3.6

Instructional leadership

Essential KIPP
School Leader
Skills and
Knowledge

What follows are the most important proficiencies of a School Leader with effective instructional leadership skills and knowledge.

Initial Start-up (during year 1)

- ☐ **Constantly assesses the quality of teaching and learning in school and oversees teachers in doing so.**
- ☐ Leads staff in standards and curriculum planning, development, implementation, and ongoing evaluation and improvement to meet diverse student needs. Helps identify additional programs needed by the students such as extracurricular and non-core offerings.
- ☐ Maintains a presence in teachers' classrooms, emphasizing the importance of quality teaching.
- ☐ Provides teachers with feedback, coaching, and opportunities for professional development to improve their instructional skills.
- ☐ Oversees student assessment and the use of assessment data to drive instruction. Uses validated assessment tools to measure the academic growth of students. Oversees student grading and progress reporting.
- ☐ Knows where and when to teach in order to benefit students and model for staff.
- ☐ **Constantly works to improve the academic program by analyzing student results data and discussing areas of student weakness with staff.**

Ongoing Start-up (years 2-3)

- ☐ Develops instructional teams that encourage collaboration and improvement of the instructional program.
- ☐ Shares effective instructional practices among teachers.
- ☐ Helps to advance teachers from good to great.
- ☐ Ensures that school instruction and curriculum as implemented are well-aligned with requirements for high school and college.
- ☐ Is aware of the school's compliance with federal and state mandates such as NCLB.
- ☐ All initial start-up proficiencies apply.

Sustainable (years 4+)

- ☐ Oversees the successful implementation of a professional development program to meet the needs of teachers at all levels of instruction.
- ☐ All initial and ongoing start-up proficiencies apply.

3.7

Essential KIPP
School Leader
Skills and
Knowledge

The bolded items in the initial start-up section represent the highest priority proficiencies for first-year leaders

Operational management

What follows are the most important proficiencies of a School Leader with effective operational management skills and knowledge.

Initial Start-up (during year 1)

- ☐ **Understands and can oversee immediate and long-term fiscal management of the school, including budgeting, cash flow systems, debt management, annual auditing, accounting systems, and internal controls.**
- ☐ **Makes difficult budget decisions on what to fund and what not to fund. Is able to clearly and convincingly explain decisions based on the school's mission, values, strategy, and goals.**
- ☐ **Ensures that the school receives an unqualified audit.**
- ☐ Ensures that the school operates in compliance with legal, district, state, and federal requirements without compromising the education of the students, and that financial and compliance reporting is submitted as necessary.
- ☐ Secures facility arrangements such as improvements, expansion, and move to a new facility as necessary, and ensures that the school facility is safe and clean.
- ☐ Oversees the timely, economic procurement of supplies, equipment, and services.
- ☐ Oversees the development of an emergency plan for the school.
- ☐ Develops and then adjusts school policies and procedures according to operational needs.

Ongoing Start-up (years 2-3) and Sustainable (years 4+)

- ☐ Works to ensure that the school is on solid financial footing by revising short- and long-term budget and cash flow projections to reflect operating reality, updating accounting systems and internal controls to match the needs of a growing organization.
- ☐ Works to ensure that school operations are prepared to support a long-term, sustainable organization at full capacity.
- ☐ Oversees the improvement of the school procurement process.
- ☐ Develops a long-term facility plan for the school and implements against it as necessary.
- ☐ All initial start-up proficiencies apply.

3.8

Essential KIPP
School Leader
Skills and
Knowledge

Community development

What follows are the most important proficiencies of a School Leader with effective community development skills and knowledge.

Initial Start-up (during year 1)

- ☐ Networks with potential Board members, funders, politicians, and community supporters. Follows up to deepen and build relationships, not only when something is needed.
- ☐ **Inspires and recruits Board members, funders, and community supporters to help the school.**
- ☐ Develops, socializes, and manages a Board that has local participation, supports the school's mission, and provides appropriate fiduciary guidance, while operating according to established legal and Board practices. Works with the Board to develop fundraising and other committees that support the school's needs.
- ☐ **Identifies new funding sources as necessary, develops a fundraising plan, and fundraises to meet expected budget shortfalls in the following year.**
- ☐ Works with media as appropriate to spread the word about his/her own school and the larger KIPP movement.
- ☐ Initiates and builds a mutually respectful relationship with the district.
- ☐ **Understands the history and unique needs of the community.**

Ongoing Start-up (years 2-3)

- ☐ Begins building long-term relationships with community supporters and Board members who are student-focused.
- ☐ Effectively uses school results to garner support for the school.
- ☐ Helps other KIPP Schools improve by sharing effective practices and, when ready, offers to host Fisher Fellows in Residencies.
- ☐ All initial start-up proficiencies apply.

Sustainable (years 4+)

- ☐ Plans proactively for the school's impact on the larger community, including helping other local schools improve.
- ☐ Joins community or state organizations that have similar goals and missions.
- ☐ All initial and ongoing start-up proficiencies apply.

4.1

*Fellowship
Competency
Indicators*

Student-focused

Examples of how a Fellow who is student-focused may behave.

At Selection:

- ☐ Has two or more years of experience teaching students in a K-12 classroom.
- ☐ Has experience teaching underserved students.
- ☐ Is driven and motivated by the well-being and success of educationally underserved students that KIPP serves.
- ☐ Provides examples of meaningful, lasting relationships with students who benefited measurably from those relationships.
- ☐ Provides evidence that what is best for the students drives decision-making and prioritization in his/her classroom.
- ☐ Provides evidence of making and consistently keeping commitments to students.

By the end of the Institute:

- ☐ Experience with students is referenced during class and Leadership Team discussions as a means to enhance learning for all.
- ☐ Students are referenced as being a primary motivator during final presentations.
- ☐ During student panels (i.e. KSS, dinners), students are treated with respect.

By the end of the Residencies:

- ☐ Forms bonds with students at Residency Schools.
- ☐ Takes action and goes above and beyond when appropriate to help students in Residency Schools.
- ☐ Discusses experiences with students respectfully and appropriately with School Leaders, teachers, and peer Fellows.
- ☐ Ensures that specific needs of students drive him/her in fulfilling residency responsibilities.
- ☐ School Design Plan draft represents focus on students.

4.2

*Fellowship
Competency
Indicators*

Relentless achiever

Examples of how a Fellow who is a relentless achiever may behave.

At Selection:

- ☐ Demonstrated goal-setter who sets high standards and expectations for student success, via academic and behavioral goal-setting.
- ☐ Works hard, goes above and beyond, and achieves goals for students and teammates.
- ☐ Demonstrates a drive to achieve results. Provides examples of helping traditionally underserved students achieve significant, measurable academic results.
- ☐ Evidence of having relied on both grit and tenacity to overcome and endure one or more difficult challenges.
- ☐ Self-initiating. Demonstrates the desire to consistently and thoroughly seek resources for self-improvement.
- ☐ Has a love of learning and seeks new and effective approaches to his/her work.

By the end of the Institute:

- ☐ Prepares for, attends, and participates effectively in all classes and Leadership Team meetings. Takes full advantage of the learning opportunity.
- ☐ Completes all assignments in a high quality manner.
- ☐ Makes progress required against individual development goals, as determined in week one.
- ☐ Constant learner who learns quickly from his/her own mistakes and those of others.
- ☐ Asks questions and pushes to get resources and feedback to be successful.

By the end of the Residencies:

- ☐ Demonstrates high expectations when interacting with students, teachers, and School Leaders.
- ☐ Constantly tries to improve the school.
- ☐ Learns from his/her own mistakes and those of staff, School Leaders, and peer Fellows.
- ☐ Asks questions and gets the resources needed to achieve learning goals.
- ☐ School Design Plan emphasizes high expectations for students and adults associated with the school.
- ☐ Energetically drives the school design and decision-making during Residency and start-up visits, taking ownership and responsibility for his/her KIPP School.

4.3

*Fellowship
Competency
Indicators*

People-oriented

Examples of how a Fellow who is people-oriented may behave.

At Selection:

- ☐ Demonstrates and shows evidence of respect for students, parents, and colleagues.
- ☐ Demonstrates and shows evidence that he/she can gain the respect of, relate, and communicate well with students, parents, and colleagues.
- ☐ Provides evidence of showing empathy for students and their families.
- ☐ Has worked successfully in a team environment and demonstrates strong skills as a teammate.
- ☐ Knows how to read a situation and responds accordingly.

By the end of the Institute:

- ☐ Has integrity. Is honest and admits mistakes. Delivers on commitments and promises made.
- ☐ Demonstrates respect for Fellows, LITs, and KIPP staff during and outside of class.
- ☐ Gains respect of Fellows, LITs, and KIPP staff.
- ☐ Builds supportive relationships with Fellows and LITs.
- ☐ Acts as a teammate to help other Fellows and LITs achieve their learning goals.

By the end of the Residencies:

- ☐ Gains respect of and shows respect for students, staff, and leaders in Residency Schools.
- ☐ Shows empathy for host students, their families, staff, and the community.
- ☐ Builds supportive relationships with students, staff members, parents, and School Leaders at host schools.
- ☐ Works effectively on tasks with peer Fellows, School Leaders, and staff members.

4.4 Self-aware

Fellowship
Competency
Indicators

Examples of how a Fellow who is self-aware may behave.

At Selection:

- ☐ Aware of and reflects deeply on his/her own strengths, weaknesses, emotions, and needs. Is able to speak honestly and directly about shortcomings. Proactively works to improve upon own weaknesses and/or seeks help in areas of weakness and need.
- ☐ Appropriately balances humility, self-criticism, and confidence.
- ☐ Open to feedback from parents, community, and KIPP selectors.
- ☐ Recognizes failures, accepts well-founded blame, and takes responsibility for failures.
- ☐ Presents him/herself and behaves professionally in his/her appearance, body language, manners and follow-up.

By the end of the Institute:

- ☐ Is aware of and reflects deeply on strengths, weaknesses, emotions, and needs. Proactively seeks help in areas of weaknesses and works to improve upon weaknesses.
- ☐ Solicits feedback from KIPP School Leaders, Foundation staff, and presenters.
- ☐ Presents him/herself and behaves professionally in appearance, body language, and manners.
- ☐ Appropriately reads group reaction to behavior and participates in a manner that is honest, yet makes all members of KIPP feel safe.

By the end of the Residencies:

- ☐ Presents him/herself professionally in both appearance and behavior at Residency Schools, with students, staff, School Leaders, and peer Fellows.
- ☐ Appropriately reads reactions and behavior of School Leaders, staff, and students at host schools.
- ☐ Solicits feedback from School Leaders throughout Residencies.
- ☐ Accepts blame and takes responsibilities for any failures during Residencies.
- ☐ Proactively works to improve upon personal areas of development by making use of all resources available in and around host schools and the KIPP Foundation.
- ☐ Knows when to convey humility versus confidence when working with host School Leaders, staff, and students.

4.5

Fellowship
Competency
Indicators

Adaptable

Examples of how a Fellow who is adaptable may behave.

At Selection:

- ☐ Demonstrates the ability to work productively and remain focused on a goal while facing uncertainty.
- ☐ Shows evidence of flexibility in the face of change.
- ☐ Evidence of resilience in the face of significant life challenges.
- ☐ History of approaching unforeseen life changes with a “silver lining” attitude and drive to gain positive outcomes.
- ☐ History of adapting and learning quickly from his/her experiences during change.

By the end of the Institute:

- ☐ Remains focused on and executes towards daily assignments, final presentations, and school design plan despite uncertainty around items (i.e. charter/contract).
- ☐ Quickly rolls with changes caused by external forces such as changes in the schedule, travel challenges, and general meeting adjustments.
- ☐ Adapts to changes in pace and location during the Institute.
- ☐ Adapts to changes within the KIPP Foundation.

By the end of the Residencies:

- ☐ Adapts to changing Residency settings including School Leaders, staff, Fellows, ambiguities in the role, and ethnic and school-based cultural differences.
- ☐ Works productively through ambiguity at the schools, using the mission as a guide.
- ☐ Quickly rolls with, takes leadership of, and builds positive outcomes from changes caused by both internal and external forces such as deal changes, Residency schedule changes, and authorization and district issues.
- ☐ Maintains toughness, flexibility, and a positive spirit in the face of daily challenges at the school sites.

4.6

Fellowship
Competency
Indicators

Critical thinker and Decision-maker

Examples of how a Fellow who is a critical thinker and decision-maker may behave.

At Selection:

- ☐ Logically analyzes information and data. Demonstrates organized thinking.
- ☐ Evidence of having solved problems and overcome challenges in his/her life.
- ☐ Demonstrates an ability to think on his/her feet, anticipate a problem, and proactively solve it.
- ☐ Seeks to clarify when communication, goals, or trade-offs are unclear.
- ☐ Shows evidence of using a “big picture” understanding of a situation to reflect on “the details” and of understanding how “the details” impact “the big picture.”

By the end of the Institute:

- ☐ Can foresee and identify challenges and develops creative solutions to them head-on throughout the summer.
- ☐ Can apply lessons learned to his/her final presentation.
- ☐ Thinks on his/her feet and responds effectively in class, speaker series, KIPP School Summit, and during final presentations.
- ☐ Begins to understand trade-offs that may affect the school (i.e. budget trade-offs that affect the academic program, trade-offs in decision-making about the facility).

By the end of the Residencies:

- ☐ Creates positive results and finds solutions to obstacles and problems.
- ☐ Continuously models problem-solving for students and staff.
- ☐ Follows a rigorous decision-making process when given responsibilities and trade-off options at the host schools or when decisions are required for his/her own school.
- ☐ Is able to apply Residency lessons to his/her School Design Plan.
- ☐ Is able to learn from and integrate both the detailed lessons associated with each Residency and the “big picture” lessons.

4.7

*Fellowship
Competency
Indicators*

Communication

Examples of how a Fellow with effective communication skills and knowledge may behave.

At Selection:

- ☐ Listens and responds in a way that indicates perceptive listening.
- ☐ Application is written with accuracy and addresses the questions asked.
- ☐ Communicates articulately during interviews and informal interactions.
- ☐ Inspires when describing his/her experience and desire to lead a KIPP School.

By the end of the Institute:

- ☐ Understands and is understood by other Fellows, LITs, KIPP staff, and instructors.
- ☐ Listens and responds in a way that indicates active listening during class and Leadership Team discussions.
- ☐ Clearly and accurately articulates his/her vision for a KIPP School in the final presentation.
- ☐ Communicates effectively during final presentation.
- ☐ Chooses form, timing, and level of communication with all audiences appropriately (i.e. speaker series, summit sessions, class).
- ☐ Effectively manages sensitive and confidential information shared by Fellows and LITs.

By the end of the Residencies:

- ☐ Communicates adequately and appropriately to the host School Leaders and staff.
- ☐ Effectively manages sensitive and confidential information shared by students, parents, staff members, other Fellows, and School Leaders.
- ☐ Shares feedback and concerns in a productive and respectful manner directly with the School Leaders.
- ☐ Takes concerns directly to the School Leaders and does not include staff, students, or Board members in inappropriate conversations.
- ☐ Inspires the host School Leaders and the Fellow's community when having preliminary discussions about the planned school.
- ☐ The School Design Plan clearly lays out his/her vision for the school.

4.8

*Fellowship
Competency
Indicators*

Personal organization

Examples of how a Fellow who is self-aware may behave.

At Selection:

- ☐ Punctual at home and during selection activities.
- ☐ Sets priorities and effectively executes against them.
- ☐ Has multi-tasked personally and professionally.
- ☐ Is prepared for all interviews, including having some understanding of KIPP and preparing questions for interviewers.
- ☐ Attends to details.

By the end of the Institute:

- ☐ Can take in large amounts of information, categorize it, determine its usefulness, and maintain it in a manner that it is retrievable.
- ☐ Can manage an overwhelming amount of information and number of tasks in an effective and reasonably efficient manner.
- ☐ On time for class, meetings, and other appointments.
- ☐ Completes reports and assignments on time.
- ☐ Tracks deadlines, contacts, and resources.
- ☐ Multi-tasks.
- ☐ Responsive to calls and e-mails from others.

By the end of the Residencies:

- ☐ Project manages the School Design Plan. Can organize information and timelines so that the plan is completed on time and in a high quality way.
- ☐ Appropriately prioritizes and manages his/her own time in completing tasks assigned by the school, strategies used to fulfill learning goals, and work on the School Design Plan during Residencies.
- ☐ Is timely and prepared each day for school.
- ☐ Improves personal organization skills via experience in Residencies.



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Essential KIPP School Leader

4.9

*Fellowship
Competency
Indicators*

Inspirational leadership

Examples of how a Fellow who is an inspirational leader may behave.

At Selection:

- ☐ Shows honesty and integrity: does what he/she says will do and “practices what he/she preaches.”
- ☐ Lives by values such as a focus on results, teamwork, respect, excellence, perseverance, and constant learning.
- ☐ Demonstrates that he/has has worked to help educationally disadvantaged students prepare for college.
- ☐ Has a history of/is willing to take risks, challenge traditions, stand by school values, personal principles and convictions, and make sacrifices for the good of the students, even when unpopular.
- ☐ Has a school vision aligned with KIPP's Five Pillars and values.

By the end of the Institute:

- ☐ Fellows, LITs, and KIPP staff are inspired by the mission, the values, and the vision for the school as described during the Institute and final presentations.
- ☐ Lives by, models, and inspires other Fellows to live by KIPP-like models such as focus on results, teamwork, respect, excellence, resolve, and constant learning.
- ☐ Willingly stands by his/her own values, personal principles, and tough decisions during class discussions.

By the end of the Residencies:

- ☐ Inspires community members, School Leaders, and others he/she meets when describing his/her school vision.
- ☐ Empowers others to be successful and involved in the mission, despite not being on-site during this time.
- ☐ Gives others credit in the School Design Plan.

4.10

*Fellowship
Competency
Indicators*

Organizational leadership

Examples of how a Fellow who is an organizational leader may behave.

At Selection:

- ☐ Shows evidence in his/her classroom of building a strong culture of academic achievement and character development focused on values such as results, integrity, teamwork, respect, excellence, perseverance, and constant learning.
- ☐ Can identify what makes school organizations strong and weak.
- ☐ Proactively makes changes in own classroom or school rituals and systems to improve student learning.

By the end of the Institute:

- ☐ Presents an aligned mission, values, and approach to the school during his/her final presentation.
- ☐ Designs a values-driven school culture and organization that is a spring board for the School Design Plan.
- ☐ Sets preliminary goals for the school.

By the end of the Residencies:

- ☐ Develops a vision for a KIPP School built upon KIPP's Five Pillars and mission that inspires others.
- ☐ Is able to analyze values, rituals, norms, and other aspects of the culture at host schools, model them, and incorporate as appropriate into his/her own School Design Plan.
- ☐ Understands and can articulate the pulse of the entire school to the host School Leaders at the end of the Residency.
- ☐ School Design Plan has a strong Organizational Culture section, and all sections are aligned with the mission of the school.

4.11

*Fellowship
Competency
Indicators*

People leadership

Examples of how a Fellow who is people-oriented may behave.

At Selection:

- ☐ Shows evidence of building supportive relationships with students, colleagues, and parents from diverse backgrounds.
- ☐ Has experience with influencing and leading others to reach a goal.

By the end of the Institute:

- ☐ Initiates supportive relationships with Fellows, LITs, and KIPP staff from diverse backgrounds.
- ☐ Accurately reads dynamics that affect daily personal and group interactions in order to influence positive outcomes for all learners.
- ☐ Influences KIPP staff and community supporters to help the school as appropriate.

By the end of the Residencies:

- ☐ Establishes a supportive relationship with host School Leaders.
- ☐ Builds supportive relationships with students and staff, as appropriate.
- ☐ Observes, assesses, and provides feedback and coaching to staff with respect to host organizational goals.
- ☐ Builds a sense of team with peer Fellows.

Instructional leadership

Examples of how a Fellow who is an instructional leader may behave.

At Selection:

- ☐ Strong teacher who exhibits academic rigor and high expectations in the classroom, solid classroom management skills. Demonstrates a drive to achieve results and can provide examples of helping traditionally underserved students achieve significant, measurable academic results.
- ☐ Can identify his/her own teaching strengths and weaknesses and suggest possible solutions to strengthen weaknesses.
- ☐ Shows evidence of strong planning and strong instructional methodology.
- ☐ Helps other teachers improve their teaching by informally mentoring them.

By the end of the Institute:

- ☐ Develops a preliminary vision for an instructional program that he/she can communicate in final presentations.
- ☐ Defines strong teaching and assesses teaching for strengths and weaknesses.
- ☐ Builds an initial staffing plan based on academic program needs.
- ☐ Understands and can articulate what a standards-based curriculum is.

By the end of the Residencies:

- ☐ Constantly assesses the quality of teaching and learning in school. Engages host School Leaders in conversations about it.
- ☐ Provides teachers with feedback and coaching to improve their instructional skills, where and when appropriate.
- ☐ Further develops and refines the core curriculum to meet diverse student needs and represents it in the School Design Plan.
- ☐ Identifies additional programs needed by students such as extracurricular and non-core offerings and represents them in the School Design Plan.

4.13

*Fellowship
Competency
Indicators*

Operational management

Examples of how a Fellow who is an operational manager may behave.

By the end of the Institute:

- ☐ Creates a school budget.
- ☐ Predicts and creates school cash flow.
- ☐ Aware of compliance issues.

By the end of the Residencies:

- ☐ Develops a school calendar and schedules, budget and cash flow, drafts a handbook with school policies and procedures. They are all aligned with the school mission and values and represented in School Design Plan.
- ☐ Gains a school facility and has a facility contingency/build-out plan in place.

4.14

*Fellowship
Competency
Indicators*

Community development

Examples of how a Fellow who is a community developer may behave.

By the end of the Institute:

- ☐ Networks with session presenters and dinner speakers.
- ☐ Understands the role of his/her board.
- ☐ Understands the role of fundraising as it relates to school operations.
- ☐ Works strategically with media via KIPP Foundation (when appropriate).
- ☐ Works with his/her trailblazer to understand local community and district relations.

By the end of the Residencies:

- ☐ Begins to develop a local network and community support.
- ☐ Has a clear community development plan that is articulated via the School Design Plan and with community members during home visits.
- ☐ Understands the history and unique needs of the community where he/she is founding a school. Can articulate that during the School Design Plan defense.

5

Sample Self-Assessment Template

1. How do you rate yourself on Student-focused?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in student-focused leadership?

What aspects of student-focused leadership would you like to improve?

2. How do you rate yourself on Relentless achiever?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths as a relentlessly achieving leader?

How could you improve as a relentlessly achieving leader?

3. How do you rate yourself on People-oriented?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths as a people-oriented leader?

How could you improve as a people-oriented leader?

4. How do you rate yourself on Self-aware?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths as a self-aware leader?

How could you improve as a self-aware leader?

5. How do you rate yourself on Adaptable?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths as an adaptable leader?

How could you improve as an adaptable leader?

Sample Self-Assessment Template

6. How do you rate yourself on Critical thinker and decision-maker?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths as a critical thinker and decision-maker?

How could you improve as a critical thinker and decision-maker?

7. How do you rate yourself in Communication?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in communication?

How could you improve in communication?

8. How do you rate yourself in Personal organization?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in personal organization?

How could you improve in personal organization?

9. How do you rate yourself in Inspirational leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in inspirational leadership?

How could you improve in inspirational leadership?

10. How do you rate yourself in Organizational leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in organizational leadership?

How could you improve in organizational leadership?

5

Sample Self-Assessment Template

11. How do you rate yourself in People leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in people leadership?

How could you improve in people leadership?

12. How do you rate yourself in Instructional leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in instructional leadership?

How could you improve in instructional leadership?

13. How do you rate yourself in Operational management?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in operational management?

How could you improve in operational management?

14. How do you rate yourself in Community development?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are your strengths in community development?

In what ways could you improve in community development?

15. How do you rate yourself overall as a leader?

Evaluation:	Poor				Excellent
	1	2	3	4	5

What are the leadership strengths you possess that you value most highly?

What three to five aspects of school leadership do you most need to develop?

Sample Self-Assessment Template

What 3-5 areas of development would you most like to work on in the next six months or year?

What goals do you have in each area for development?

What will you do to achieve those goals, and what resources will you require?

How will you know if you have achieved those goals?

Area for development	Goal(s)	Strategies for achieving goals	Resources required for achieving goals	Measurement and timing of goal achievement

6

Sample Teacher Interview Questions

Teacher name: _____ Classes taught: _____

No. years teaching in K-12: _____ No. years teaching at KIPP: _____

1. What are three words you would use to describe this school to someone who has never visited?
How do you feel about working here? Why?
How do you think most staff feel about working here? Why?
How do you think students feel about attending? Why?
2. What are KIPP's values, and how do they guide you in your work in and out of the classroom?
3. On a scale of 1-5, with 1 being very poorly and 5 being very well, please rate the students on how well they live by the values. Can you explain why you think that?
On a scale of 1-5, with 1 being very poorly and 5 being very well, please rate the teachers on how well they live by the values. Can you explain why you think that?
On a scale of 1-5, with 1 being very poorly and 5 being very well, please rate <insert leader's name> on modeling and living by the values. Can you explain why you think that?
4. Can you give some examples of how <insert leader's name> makes decisions using the values?
Can you give examples of ways that he/she reinforces the values on a daily basis?
Can you give any examples of teachable moments that <insert leader's name> recognized and turned into truly memorable moments for students?
5. What are <insert leader's name>'s expectations of you?
How does he/she hold you to these expectations?
How do you know if you are doing well?
What would happen if you did not meet his/her expectations?
6. In what ways does <insert leader's name> support you as a teacher?
In what ways does he/she evaluate your performance?
How do you feel about the balance he/she has struck between giving you support and evaluating you?
7. How often is <insert leader's name> in your classroom?
How do you get feedback from those visits?
In what ways are you encouraged to grow professionally?
Is there any professional development system in place? Is it adequate?
What would you change about the way you are evaluated and developed?
8. What are your academic and character expectations for students?
How do you try to hold students to your expectations?
What are your expectations for yourself? For colleagues? For <insert leader's name> ?

6

Sample Teacher Interview Questions

9. Are you familiar with any school-wide goals?
What are some of the school goals that are most important to you?
10. What are/were your academic goals for your students this year?
How are they doing/did they do against these goals?
How do you assess how they are progressing toward meeting the goals on a daily, weekly, and monthly basis?
11. What are some ways that you push yourself and the students to make sure that your academic and character goals for the students and the school goals are reached?
12. What do you do individually and as a staff to make sure that you are constantly assessing your ability to meet the needs of all KIPPsters and trying to improve the quality of teaching and learning at the school?
Do you feel that you individually or as a staff could do better in this regard? How?
13. Please briefly describe your relationships with your students and their families.
14. Think about the most difficult student you have ever worked with at KIPP. What made this situation challenging for you?
What did you do to try to help the student succeed?
Did you ever give up or want to give up on this child? Why?
Do kids at this school ever fall through the cracks? Why?
15. What are three words you think of to describe *<insert leader's name>*? Why do you use these three words?
What do you think motivates *<insert leader's name>*?
16. What do you see as *<insert leader's name>* three most important strengths?
What do you see as *<insert leader's name>* three biggest weaknesses?
In what ways has he/she tried to address those weaknesses (e.g. by working on them, hiring others with complementary skills)?
17. On a scale of 1-5, with 1 being very poor and 5 being excellent, how do you rate *<insert leader's name>* on the following characteristics and skills? Please give a brief example to explain any response of 1-3.

• Focus on results	• Initiative
• Focus on learning and improvement	• Willingness to take measured risks
• Perseverance	• Willingness to make sacrifices
• Toughness	• Overall optimism in facing challenges
• Flexibility	• Instructional model for staff

6

Sample Teacher Interview Questions

18. On a scale of 1-5, with 1 being very ineffectively and 5 being very effectively, how effectively does *<insert leader's name>* problem-solve and make decisions? Why?
Is the well-being of the students generally the driver of decision-making or not? Why do you say that?
How does *<insert leader's name>* handle tough decisions that must happen on the fly?
Please provide examples.
19. What is the toughest or most controversial decision that *<insert leader's name>* has made?
How did parents, teachers, students feel about it?
How effectively did he/she handle making that decision and how other people felt about it? Why?
20. On a scale of 1-5, with 1 being very ineffectively and 5 being very effectively, how effectively does *<insert leader's name>* read the pulse of the entire school? Why?
21. On a scale of 1-5, with 1 being very poorly and 5 being very well, how well does *<insert leader's name>* communicate on a day-to-day basis? Why?
22. On a scale of 1-5, with 1 being very poorly and 5 being very well, how well does *<insert leader's name>* motivate and inspire you, other staff, students, parents, and the community when communicating about the school's mission, goals and values? Why?
If you could change one thing about how *<insert leader's name>* communicates with others about the school and its mission, what would it be?
23. Does *<insert leader's name>* generally honor or fail to honor commitments? Please give an example.
24. What is your overall sense of how *<insert leader's name>* gets along with and works with other people?
Does he/she seem equally comfortable with people from different ethnic groups, social classes, and genders?
Do others respect *<insert leader's name>*? Please explain each of your responses.
25. On a scale of 1-5, with 1 being poor and 5 being excellent, how would you rate the staff on teamwork?
What are some of the steps that *<insert leader's name>* has taken to create a sense of teamwork among staff members?
What are the issues that cause the greatest conflict among staff?
How does the staff handle conflict?
How does *<insert leader's name>* handle it?
What would you change about how conflict is managed at the school?
26. How hard does *<insert leader's name>* push you as a staff?
Is it too much or too little? Why and how do you know?

6

Sample Teacher Interview Questions

27. On a scale of 1-5, with 1 being very poorly and 5 being very effectively, how effectively has *<insert leader's name>* managed the hiring of staff at this school? Why?
On a scale of 1-5, with 1 being very poorly and 5 being very effectively, how effectively has *<insert leader's name>* managed the firing of staff at this school? Why?
28. Think back to your conversations with *<insert leader's name>* prior to joining KIPP. What caused you to join the school? What keeps you here?
What, if any, are the specific things that *<insert leader's name>* does that help keep you here? (Probe about rewards and recognition.) How does he/she make you feel valued?
29. How well does *<insert leader's name>* stay focused on the highest priority issues for the school?
Why do you say that?
30. Is *<insert leader's name>* generally early, on time, or late to meetings?
How quickly does he/she generally get back to you when you call or e-mail or request his/her help with something?
How does his/her timeliness and responsiveness affect the school?
31. How does *<insert leader's name>* get the information he/she needs from you about students?
What kinds of systems are in place at the school to help you do your job efficiently?
Do these systems work effectively or need to be changed for this year and as the school grows?
32. How frequently does *<insert leader's name>* ask you for feedback on his/her leadership or on something pertaining to a school decision?
On what kinds of things does he/she ask for feedback? Would you prefer to be asked for feedback more or less frequently and why?
33. Have you seen *<insert leader's name>* make mistakes? Please give a few examples.
Does he/she usually admit to them?
How does he/she typically handle situations where others are blaming him/her for a mistake or a failure or pointing out his/her weaknesses? Please give an example.
Does he/she typically learn quickly or slowly from mistakes? Please give an example.
34. How does *<insert leader's name>* present him/herself on a daily basis?
Is he/she more often professionally dressed, poised, ready for the unexpected, comfortable at school OR in disarray, disorganized, stressed, etc.?
35. How does *<insert leader's name>* handle change?
For example, is he/she proactive about pushing change, focused on guiding staff and students through it, resistant to it, stressed by it, or thriving in the midst of it?

6

Sample Teacher Interview Questions

36. To what extent have you felt that you have been able to get the supplies and materials you need to be an effective teacher?
Are there examples of times when you could not get what you needed to be effective?
37. What are three to five factors that make this school great today?
What are the three to five most important changes to make in order to improve this school?

Optional additional questions to consider if school is in year 2 or beyond:

38. On a scale of 1-5, with 1 being very ineffectively and 5 being very effectively, how smoothly does communication flow amongst teachers, between teachers and *<insert leader's name>*, and from teachers and administrators to students? Why?
As the school continues to grow, what should be changed to improve communication and accommodate for growth?
39. What, if any, leadership tasks has *<insert leader's name>* delegated to you?
How effectively has he/she delegated that task?
40. (For teacher with >1 year teaching at KIPP) What has changed about how you feel about working at KIPP this year versus last year?
What has improved at the school?
What aspects of the school, if any, have worsened since last year?
41. (For teacher new to KIPP after year 1): What does it feel like to come in as a new KIPP teacher trying to work with colleagues and a leader who founded the school or have been here for a while?
42. For what reasons do staff at this school get rewarded?
How do they get rewarded?
Is this system effective?
43. What aspects of the way school operates now concern you most as you think about the school's growth?

6

Sample Teacher Interview Questions

Below are the School Leader competencies and proficiencies and the specific question(s) that address them in the interview:

Student-focused:

- Is passionately and personally motivated by the desire to provide educationally underserved students with a college-preparatory education and options they need for successful lives. (15)
- Creates a culture with staff, students, and parents that every child can and will succeed, and asks them to share responsibility for student success. (8, 11, 14)
- Treats promises made to children as sacred. (11, 14)
- Sets, meets, and tries to exceed high expectations for student achievement and character development. Leads staff to go above and beyond and do whatever it takes to nurture all KIPP students academically, emotionally, and in character development in order to keep the promise of college. (8, 10, 11)
- Leads staff and Board to make decisions according to what will be best for the students, e.g. ensures that specific needs of students drive curriculum and budget. (18)
- Forms deep, lasting bonds with students and their families and encourages staff to do so. This includes having a deep understanding of students' lives and being acutely empathetic to their needs and feelings. (13)

Relentless achiever:

- Gets results. Ensures that students make significant academic gains, and/or that student achievement surpasses that of schools in the district. (10, 17)
- Helps all students, staff, parents, and Board members develop high expectations for school-wide performance. (5, 8, 10, 11, 14)
- Sets goals for school. Models and inspires others to go "above and beyond" what is expected and do "whatever it takes" to ensure that all school goals are achieved or surpassed. (9, 10, 11, 14)
- Tenaciously perseveres and shows true grit in order to get results. Accomplishes this by holding to school vision, mission, values, and strategy in the face of obstacles raised by students, parents, teachers, Board, and the community. (17, 19)
- Is self-initiating. (17)
- Takes measured risks and makes necessary sacrifices for the good of the school. (17)
- Is a constant learner, driven at all times to improve the school, learn from own mistakes, and those of others. Models information-seeking such as asking teachers about instructional practices used and asking for feedback on own performance, in order to improve school results. (12, 17, 33)

6

Sample Teacher Interview Questions

People-oriented:

- Has integrity. Is honest and admits mistakes. Delivers on commitments and promises made to students, staff, parents, and the community. (24, 28)
- Shows respect, loyalty, and fairness for, and relates and communicates well with students, parents, staff, Board and community members, and other KIPP School Leaders. (24, 28)
- Gains respect and loyalty of students, parents, staff, Board and community members, and other KIPP School Leaders by building positive relationships with each group. (15, 16, 24, 25, 28)
- Builds supportive relationships with students, parents, staff, Board and community members, and KIPP Team & Family from diverse backgrounds and encourages staff to do so. (1, 13, 15, 25, 28)
- Demonstrates the value of Team & Family in working with staff, parents, students, and KIPP Team & Family. (25)
- Strives to inspire, motivate, retain, and generally work effectively with adults. (1, 15, 23, 28)

Self-aware:

- Is aware of and reflects deeply on his/her strengths, weaknesses, emotions, and needs, and proactively works to improve upon weaknesses. (16, 33)
- Works to know how he/she is perceived by teachers, students, parents, and community members. (32)
- Solicits and acts as appropriate upon feedback from KIPP School Leaders, peers, trusted mentors, parents, students, school staff, community and Board members, and KIPP Foundation staff. (32)
- Accepts well-founded blame. Recognizes and takes responsibility for failures. (33)
- Is able to remain optimistic in face of brutal facts and challenges involved in leadership and find humor in personal and professional weaknesses. (17)
- Presents him/herself and behaves professionally in appearance, body language, and manners. (34)
- Maintains emotional and physical health and manages stress. (34)

Adaptable:

- Anticipates, takes leadership of, and creates positive outcomes from changes caused by internal forces such as changing student developmental and academic needs, staff and student turnover, school growth, and the shift from initial start-up to a more sustainable organization, while never losing sight of the mission and values. (17, 35)
- Quickly and flexibly rolls with and tries to create positive outcomes from changes caused by external forces such as changes in district politics, funding formulas, or facilities availability, while never losing sight of the mission and values. (17)
- Constantly adapts school practices based on lessons learned. (17)
- Is resilient in the face of change, quickly recovering from adversity. (17)

6

Sample Teacher Interview Questions

Critical thinker and decision maker:

- Foresees and identifies challenges, develops creative solutions to problems, and builds plans to overcome obstacles in order to achieve positive results. (18)
- Models strategic, logical, efficient, and creative problem-solving and decision-making for students and staff. Relies on strong analysis of information and data whenever possible. (18)
- Thinks on his/her feet and responds effectively in situations such as an all-school meeting with students and staff, and difficult conversations with parents, staff, Board members, and the district. (18)

Communication:

- Understands and is understood by others from diverse backgrounds. (21)
- Communicates adequately, transparently, and effectively to manage staff, day-to-day operations, and the district relationship. (21)
- Effectively uses a variety of communication mechanisms such as large meetings, one-on-ones, e-mails, and letters home to achieve goals. (21)
- Preaches the mission and values effectively to inspire and motivate students, parents, staff, and Board and community members. Uses the mission and values to help others understand leadership decision-making. Speaks articulately in a variety of settings and before a variety of diverse audiences. (21, 22)
- Ensures that writing is clear, accurate, understandable, and influential. (21)
- Listens and responds to non-verbals in a way that indicates perceptive listening. (21)
- Effectively manages sensitive and confidential information shared by students, parents, community members, and other leaders. (21)
- Communicates adequately, transparently, and effectively to manage a larger staff and student body. (28)
- Ensures that with full size staff and student body, effective communications systems are in place for messages to flow easily between administrators, between administrators and staff, and between staff and students. (28)

Personal Organization:

- Prioritizes critical tasks, and aligns own priorities with those of the entire school. (29)
- Establishes basic systems to manage the flow of information and documentation to him/her/the school. (31)
- Is readily able to access materials and information needed to lead, such as student files, contracts, and budgets. (31)
- Is on time and prepared for meetings, other appointments, and deadlines. (30)
- Is responsive to calls, e-mails, and other forms of communication. (30)
- Delegates tasks in an organized manner and effectively oversees tasks that have been delegated to others.

6

Sample Teacher Interview Questions

(39)

Inspirational leadership:

- Inspires students, parents, staff and Board members to follow his/her vision for a school based on KIPP's Five Pillars, mission, and values. (1, 28)
- Lives by, models, and inspires others to live by values such as a focus on results, teamwork, respect, excellence, resolve, and constant learning. (2, 3, 4, 27)
- Gains the loyalty of students, staff, and parents. (1, 27)
- Challenges conventional wisdom and practices to stand by school values and personal principles, even when unpopular. Willingly stands alone by tough decisions. (19)
- Gives others credit and rewards for school accomplishments. (28)
- Retains effective staff over time by keeping founding staff inspired and making new staff feel like important contributors to the mission. Similarly retains a high proportion of students and supporters. (40, 41)

Organizational leadership:

- Leads a values-driven school culture and organization, and models school values for students, staff, parents, and community members. (2, 3, 4)
- Oversees the setting of school-wide goals that are aligned with the school mission, values, and KIPP's Five Pillars. Sets clearly defined and measurable expectations for students, staff, Board members, and parents aligned with the school's mission, values, and goals. (5, 8, 9)
- Unwaveringly holds the focus of students, staff, parents, and Board and community members on the school's mission, goals, and values by using them as filters for daily interactions and decisions, and by recognizing teachable moments and memorializing them for the staff and students. (2, 4, 8, 9)
- Effectively reinforces a culture of achievement through formal and informal rewards and consequences. (5)
- Develops and adjusts school management systems and operating norms to meet the daily needs of students, staff, and the culture. (31)
- Thinks strategically about and accurately reads the pulse of the whole school. (20)
- Works with staff to adjust management structure, systems, and goals for students as they enter adolescence and for staff as they gain instructional skills, leadership skills and experience. (43)
- Analyzes whether or not the school is set up to endure, by reviewing effectiveness, scalability, and sustainability of financial, organizational, academic, and leadership systems and their alignment with the mission. (43)

6

Sample Teacher Interview Questions

People Leadership:

- Strikes an effective balance between building supportive relationships with and maintaining an evaluative perspective towards staff. (6)
- Works with staff to build a sense of Team & Family throughout the school community, among students, between students and staff, among staff, and among staff, parents, and students. (25)
- Knows when to push for more with staff and how much is enough. Knows how to recognize and reward staff. (26)
- Strategically manages conflict and difficult discussions with staff, parents, and Board and community members. (25)
- Terminates staff members that do not fit school's culture or meet job requirements. (27)
- Attracts and selects the best possible new staff as necessary, seeking staff who fit well with the culture, job requirements, and complement the existing team. (27)
- Promotes teachers who have student-focused values and skills and get results. (42)

Instructional Leadership:

- Constantly assesses quality of teaching and learning in school and oversees teachers in doing so. (7, 12, 17)
- Leads staff in standards and curriculum planning, development, implementation, and ongoing evaluation and improvement to meet diverse student needs. Helps identify additional programs needed by the students such as extracurricular and non-core offerings. (12)
- Maintains a presence in teachers' classrooms, emphasizing the importance of quality teaching. (7)
- Provides teachers with feedback, coaching, and opportunities for professional development to improve their instructional skills. (7)
- Oversees student assessment and the use of assessment data to drive instruction. Uses validated assessment tools to measure the academic growth of students. Oversees student grading and progress reporting. (10)
- Constantly works to improve the academic program by analyzing student results data and discussing areas of student weakness with staff. (17)
- Knows where and when to teach in order to benefit students and model for staff. (17)

Operations Management:

- Oversees the timely, economic procurement of supplies, equipment, and services. (36)
- Develops and then adjusts school policies and procedures according to operational needs. (31)

7

Sample Student Interview Questions

Student Name: _____

Age: _____

Grade: _____

What are your grades in Math? *(circle one)*

Low

Average

High

What are your grades in Language Arts? *(circle one)*

Low

Average

High

What are your grades in Social Studies? *(circle one)*

Low

Average

High

What are your grades in Science? *(circle one)*

Low

Average

High

What has your paycheck average been lately?

1. What are three words you would use to describe your school to a friend who does not go here?
Why did you pick those words?
2. Do you think you will go to college? *(circle one)* Yes No Maybe
Why?
Do you think that *<insert leader's name>* and your teachers believe you will go to college?
Why do you think that?
3. Are there some values or ideas that you and your teachers and classmates all live by every day?
Can you name three of them?
What do they each mean to you? To what extent do the students, teachers, and *<insert leader's name>* live by the values?
On a scale of 1-5, where 1 is very poorly and 5 is very well, how well do students live by these values?
Can you give some examples that show why you think that?
How would you rate how well the teachers live by these values on a scale of 1-5?
Can you give some examples?
What about *<insert leader's name>*?
Can you give some examples of how he/she makes decisions using the values?
4. What do *<insert leader's name>* and your teachers expect of you at school?
What do you expect of yourself and your classmates?
What do you expect of your teachers?
5. In general, when you are having a rough time with your school work or at home, do your teachers let you figure it out, help you a little, do a lot to try to help you, or help you help yourself?
Can you think of a specific time when a teacher tried to help you when you were having a really tough time with your school work or because something was not going well outside of school?
What did that teacher do? How did that situation end for you?
6. What happens if you are at home and having difficulty with homework?
What do you do to make sure you can complete your homework properly?

Sample Student Interview Questions

7. What happens if you fail a test?
Do you move on with the rest of the class or is there some way the teachers help make sure you understand the material? Do you retake the test?
Please give an example of how you get help after failing a test. How do your teachers know what you are learning and what you are not learning?
Have you ever tried to fake what you know at KIPP? Did faking it work?
8. Are there any special activities or occasions that happen at the school that are different from what happens at other schools where you have been?
Why are those activities important at this school?
9. What does Team & Family mean to you? Can you give me an example of a time when Team & Family really helped you at school?
Can you give me an example of a time when someone didn't act the right way with Team & Family? What happened?
10. What kinds of actions cause you and the other kids to get rewarded at school?
What causes kids to get in trouble?
Why do things work this way at KIPP?
11. Can you think of three words that best describe *<insert leader's name>*?
Can you give me examples that explain why you chose those words?
Does *<insert school leader's name>* know how you feel about him/her? How?
12. How would you describe your relationships with your teachers and *<insert leader's name>* to someone who does not go to your school? *(circle one)*

Teachers	Very poor	Poor	So-so	Pretty good	Great
<i><insert leader's name></i>	Very poor	Poor	So-so	Pretty good	Great

How do they treat you? How well do you think they understand you?
How do you feel about *<insert leader's name>*?
How do you feel about your teachers?
13. Does *<insert leader's name>* ever make commitments or promises to you? Can you give me a few examples?
So far, has he/she followed through on those promises? How did that feel to you?
14. How good of a listener is *<insert leader's name>*? *(circle one)*

Very poor	Poor	So-so	Pretty good	Great
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Can you give me any examples to explain that answer?

7

Sample Student Interview Questions

15. Can you remember back to the first time you met *<insert leader's name>*?

How did he/she make you feel about the school?

Why did he/she make you feel that way?

16. What makes this school great today?

How do you think it could become a better school?

Optional additional questions to consider if school is in year 2 or beyond:

17. (If beyond grade 5) What is different about KIPP for you this year? Do you feel more or less excited about your school now then you did last year? What makes you feel that way? What do you do to excite other kids or visitors or your family about your school?

18. How do you find out about really good things that are happening at school or big problems at school?

19. (If in grade 7 or 8): Where do you want to go to high school?
Do you think you will be successful? Why do you think that?

7

Sample Student Interview Questions

Below are the School Leader competencies and proficiencies and the specific question(s) that address them in the interview:

Student-focused:

- Is passionately and personally motivated by the desire to provide educationally underserved students with a college-preparatory education and options they need for successful lives. (2)
- Creates a culture with staff, students, and parents through which every child can and will succeed, and asks them to share responsibility for student success. (2, 3, 4, 5, 6)
- Treats promises made to children as sacred. (13)
- Sets, meets, and tries to exceed high expectations for student achievement and character development. Leads staff to go above and beyond and do whatever it takes to nurture all KIPP students academically, emotionally, and in character development in order to keep the promise of college. (2, 4)
- Forms deep, lasting bonds with students and their families and encourages staff to do so. This includes having a deep understanding of students' lives and being acutely empathetic to their needs and feelings. (12)

Relentless achiever:

- Helps all students, staff, parents, and Board members develop high expectations for school-wide performance. (2, 4, 6)
- Gets results. Ensures that students make significant academic gains, and/or that student achievement surpasses that of schools in the district. (2, 3, 4, 16)

People-oriented:

- Has integrity. Is honest, and admits mistakes. Delivers on commitments and promises made to students, staff, parents, and the community. (11, 13)
- Shows respect, loyalty and fairness for, and relates and communicates well with students, parents, staff, Board and community members, and other KIPP School Leaders. (11)
- Gains the respect and loyalty of students, parents, staff, Board and community members, and other KIPP School Leaders by building positive relationships with members of each group. (11, 13)
- Shows empathy for his/her students, families, staff, and the community in day-to-day interactions by accurately reading, considering, and responding to their needs. (12)
- Demonstrates the value of Team & Family in working with staff, parents, students, other KIPP School Leaders, Fellows, and Foundation staff. (3, 9)
- Builds supportive relationships with students, parents, staff, Board and community members, and KIPP Team & Family from diverse backgrounds and encourages staff to do so. (12, 13)

7

Sample Student Interview Questions

Self-aware:

- Works to know how he/she is perceived by teachers, students, parents, and community members. (11)

Communication:

- Understands and is understood by others from diverse backgrounds. (3, 4, 9)
- Preaches the mission and values effectively to inspire and motivate students, parents, and Board and community members. Uses the mission and values to help others understand leadership decision-making. Speaks articulately in a variety of settings and before a variety of diverse audiences. (2, 3, 15)
- Listens and responds to non-verbals in a way that indicates perceptive listening. (14)
- Can articulate what makes the school successful and how it needs to improve to a broad range of audiences. (16)
- Communicates to influence change amongst students, staff, and in the community. (17)
- Communicates adequately, transparently, and effectively to manage a larger staff and student body. (18)
- Ensures that with a full size staff and student body, effective communications systems are in place for messages to flow easily between administrators, between administrators and staff, and between staff and students. (18)
- In the face of staff and student turn-over and growth, uses communication to ensure that culture is constantly reinforced and strengthened. (20)

Inspirational leadership:

- Inspires students, parents, staff and Board members to follow his/her vision for a school based on KIPP's Five Pillars, mission, and values. (15)
- Gains the loyalty of students, staff, and parents. (1, 11)
- Lives by, models, and inspires others to live by values such as a focus on results, teamwork, respect, excellence, resolve, and constant learning. (3, 9)
- Continues preaching, teaching, instilling, and building upon the mission and values of the school, inspiring students even as they become adolescents. Ensures that students and staff can inspire one another and the community. (17, 18)
- Shows students, families, and high schools that KIPP students will be successful in competitive high schools and colleges. (19)

7

Sample Student Interview Questions

Organizational leadership:

- Leads a values-driven school culture and organization, and models school values for students, staff, parents, and community members. (3, 9)
- Unwaveringly holds the focus of students, staff, parents, Board and community members on the school's mission, goals, and values by using them as filters for daily interactions and decisions. (2, 3)
- Oversees the setting of school-wide goals that are aligned with the school mission, values, and KIPP's Five Pillars. Sets clearly defined and measurable expectations for students, staff, Board members, and parents aligned with the school's mission, values, strategy, and goals. (4)
- Effectively reinforces a culture of achievement through formal and informal rewards and consequences. (10)
- Works with staff to develop special occasions, rituals, ceremonies, and activities on which the school's life is centered. (8)

People Leadership:

- Works with staff to build a sense of Team & Family throughout school community, among students, between students and staff, among staff, and among staff, parents, and students. (9)

Instructional Leadership:

- Constantly assesses the quality of teaching and learning in school and oversees teachers in doing so. (7)

8

Sample Parent Interview Questions

Parent Name: _____ KIPP Child's name: _____ Grade: _____

1. What three words would you use to describe KIPP to another parent considering the school?
Why did you pick those words?
2. Do you think *<insert child's name>* will go to college? Why do you think that?
3. What are the expectations for students at KIPP?
What are the expectations of teachers? What are the expectations of you as a parent?
Can you give an example of how you have seen those expectations in real life?
4. Has KIPP changed the level of responsibility you feel for helping *<insert child's name>* succeed? How?
Has KIPP changed the way you think and talk about academics and behavior at home? How?
5. Do you think decisions at KIPP are made according to what is good for the students or for other reasons? Why do you think that?
6. Are there some values or ideas that *<insert child's name>* is asked to live by every day? What are they and what do they mean to you?
Are you supposed to try to live by these as well? What do you think about that?
To what extent do the teachers, and *<insert leader's name>* live by the values?
On a scale of 1-5, where 1 is very poorly and 5 is very well, how well do you think the teachers live by these values? Can you give any examples that explain why you say that?
On a scale of 1-5, where 1 is very poorly and 5 is very well, how well do you think *<insert leader's name>* lives by these values? Can you give any examples that explain why you say that?
7. What do *<insert child's name>* and the other students get rewarded for at school?
What do they get punished for? What do you think about this system?
8. What are the three words you would use to describe *<insert leader's name>*?
Can you give me examples that explain why you chose those three words?
Do other parents agree with you? What would other parents say?
Do you think that *<insert leader's name>* knows how you feel about him/her? How?
9. How would you describe your relationships with *<insert child's name>*'s teachers and *<insert leader's name>* to someone who does not go to your child's school? How do they treat you?
How well do you think they understand your family?
10. Can you think of a specific time when a teacher tried to help *<insert child's name>* when he/she was having a really tough time with school? What did that teacher do?
How was the result of that situation for your child?

8

Sample Parent Interview Questions

11. How often has *<insert leader's name>* made commitments or promises to you or your child? (circle one)

Not very often

Sometimes

Often

Can you give a few examples?

Does he/she always/sometimes/ or almost never follow through on those promises?

How does that feel to you?

12. What kinds of things does *<insert leader's name>* ask for parent feedback on? When he/she asks for feedback, does he/she seem to always/sometimes/ or almost never act on it? Can you give any specific examples?

13. What does Team & Family mean to you? Have you seen that in action at KIPP? How?

14. What caused you to send *<insert child's name>* to KIPP?

What did *<insert leader's name>* say or do to help you make that decision?

What has helped you to decide to keep *<insert child's name>* at KIPP?

15. Since coming to KIPP, have you ever had a one-on-one meeting with *<insert leader's name>* because of *<insert child's name>*'s behavior or school work or for any other reason? Why did you have the meeting? (If not, have you had a one-on-one with a teacher?)

What do you remember about your conversation with *<insert leader's name>* or the teacher? How good of a listener is *<insert leader's/teacher's name>*? (circle one)

Very poor

Poor

So-so

Pretty good

Great

Can you give any specific examples?

16. How well does the school communicate with you as a parent? (circle one)

Very poor

Poor

So-so

Good

Great

Why do you say that?

How do you find out about things that are going on at school?

Do you get phone calls, notes home, to come in for meetings?

What is the way you prefer to find out about things that are going on at school?

17. What kinds of information does the school share regularly?

Academic? Discipline? Policies? Logistics? Other?

How do you know if your child is learning at school?

18. Does *<insert leader's name>* extend him/herself to and build relationships with many different kinds of parents or just certain groups?

8

Sample Parent Interview Questions

19. Has KIPP done a good job, a so-so job, or a poor job reaching out to this community? Why? Is there anything the school could do to reach out more effectively?

20. What makes this school strong today? How do you think it could become a better school?

Optional additional questions to consider if school is in year 2 or beyond:

21. (If beyond grade 5) Do you feel more or less excited about your child attending KIPP now in comparison to last year/ prior years? What makes you feel that way?

22. (If in grade 7 or 8): Do you have any thoughts now about where you would like *<insert child's name>* to attend high school? Why do you feel that way?

23. Do you think that *<insert child's name>* will be ready for and be successful at a competitive, college-preparatory high school? Why?

8

Sample Parent Interview Questions

Below are the School Leader competencies and proficiencies and the specific question(s) that address them in the interview:

Student-focused:

- Is passionately and personally motivated by the desire to provide educationally underserved students with a college-preparatory education and options they need for successful lives. (2)
- Creates a culture with staff, students, and parents that every child can and will succeed, and asks them to share responsibility for student success. (2, 3, 4, 10, 14)
- Sets, meets, and tries to exceed high expectations for student achievement and character development. Leads staff to go above and beyond and do whatever it takes to nurture all KIPP students academically, emotionally, and in character development in order to keep the promise of college. (3, 10)
- Makes all decisions and leads staff and Board to make decisions according to what will be best for the students, (i.e. ensures that specific needs of students drive curriculum and budget). (5, 14)
- Forms deep, lasting bonds with students and their families and encourages staff to do so. This includes having a deep understanding of students' lives and being acutely empathetic to their needs and feelings. (8, 9)

Relentless achiever:

- Helps all students, staff, parents, and Board members develop high expectations for school-wide performance. (3, 10)
- Gets results. Ensures that students make significant academic gains, and/or that student achievement surpasses that of schools in the district. (2, 3, 6, 20)

People-oriented:

- Has integrity. Is honest and admits mistakes. Delivers on commitments and promises made to students, staff, parents, and the community. (11)
- Shows respect, loyalty, and fairness for and relates and communicates well with students, parents, staff, Board and community members, and other KIPP School Leaders. (8, 16, 17)
- Gains respect and loyalty of students, parents, staff, Board and community members, and other KIPP School Leaders by building positive relationships with each group. (1, 8)
- Demonstrates the value of Team & Family in working with staff, parents, students, and KIPP Team & Family. (6, 13)
- Shows empathy for his/her students, their families, staff, and the community in all day-to-day interactions by accurately reading, being considerate of, and responding to their needs. (9)
- Builds supportive relationships with students, parents, staff, Board and community members, and KIPP Team & Family from diverse backgrounds and encourages staff to do so. (8, 9, 18)

8

Sample Parent Interview Questions

Self-aware:

- Works to know how he/she is perceived by teachers, students, parents, and community members. (8)
- Solicits and acts as appropriate upon feedback from KIPP School Leaders, peers, trusted mentors, parents, students, school staff, community and Board members, and KIPP Foundation staff. (12)

Critical thinking and decision-making:

- Thinks on his/her feet and responds effectively in situations such as an all-school meeting with students and staff, and difficult conversations with parents, staff, Board members, and the district. (15)

Communication:

- Understands and is understood by others from diverse backgrounds. (15, 16, 18)
- Preaches the mission and values effectively to inspire and motivate students, parents, Board and community members. Uses the mission and values to help others understand leadership decision-making. Speaks articulately in a variety of settings and before a variety of diverse audiences. (1, 2, 14, 15)
- Effectively uses a variety of communication mechanisms such as large meetings, one-on-ones, e-mails, letters home, etc., to achieve goals. (15, 16, 17)
- Ensures that writing is clear, accurate, understandable, and influential. (16, 17)
- Listens and responds to non-verbals in a way that indicates perceptive listening. (15)
- Can articulate what makes the school successful and how it needs to improve to a broad range of audiences. (20)
- Communicates to influence change amongst students, staff, and in the community to keep all constituencies informed and excited and to further build loyalty to the school and its mission. (21)

Inspirational leadership:

- Inspires students, parents, staff, and Board members to follow his/her vision for a school based on KIPP's Five Pillars, mission, and values. (1, 6, 14)
- Gains the loyalty of students, staff, and parents. (1, 8, 14)
- If appropriate, inspires parents, Board, KIPP Foundation, and community to help support development of a local KIPP high school. Otherwise, begins to motivate existing high school leaders to want KIPP students. (22)
- Shows students, families, and high schools that KIPP students will be successful in competitive high schools and colleges. (23)

8

Sample Parent Interview Questions

Organizational leadership:

- Leads a values-driven school culture and organization, and models school values for students, staff, parents, and community members. (6, 13)
- Unwaveringly holds the focus of students, staff, parents, and Board and community members on the school's mission, goals, and values by using them as filters for daily interactions and decisions, and by recognizing teachable moments and memorializing them for the staff and student. (2, 3, 6)
- Oversees the setting of school-wide goals that are aligned with the school mission, values, and KIPP's Five Pillars. Sets clearly defined and measurable expectations for students, staff, Board members, and parents aligned with the school's mission, values, and goals. (2, 3)
- Effectively reinforces culture of achievement through formal and informal rewards and consequences. (7)

People Leadership:

- Works with staff to build a sense of Team & Family throughout the school community, among students, between students and staff, among staff, and between staff, parents, and students. (13)

Community Development:

- Understands the history and unique needs of the community. (19)

9

Sample Board Member Feedback Template

1. How do you rate the School Leader on Student-focused?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

2. How do you rate the School Leader on Relentless achiever?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

3. How do you rate the School Leader on People-oriented?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

4. How do you rate the School Leader on Self-aware?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

5. How do you rate the School Leader on Adaptable?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

Sample Board Member Feedback Template

6. How do you rate the School Leader on Critical thinker and decision-maker?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

7. How do you rate the School Leader on Communication?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

8. How do you rate the School Leader on Organization?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

9. How do you rate the School Leader on Inspirational leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

10. How do you rate the School Leader on Organizational leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

9

Sample Board Member Feedback Template

11. How do you rate the School Leader on People leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

12. How do you rate the School Leader on Instructional leadership?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

13. How do you rate the School Leader on Operational management?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

14. How do you rate the School Leader on Community development?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Strengths:

Areas for development:

15. How do you rate the School Leader overall as a leader?

Evaluation:	Poor				Excellent
	1	2	3	4	5

Greatest strengths:

Most important areas for development:



SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

This Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students at the school. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The policy shall serve as KIPP Bridge Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures are printed and distributed as part of the Student Handbook and clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

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

A student identified as an individual with disabilities or for whom KIPP Bridge Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. KIPP Bridge Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom KIPP Bridge Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at KIPP Bridge Charter School or at any other school, or 3) a KIPP Bridge Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

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

- 1. Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2. Willfully used force of violence upon the person of another, except self-defense.
- 3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5. Committed or attempted to commit robbery or extortion.
- 6. Caused or attempted to cause damage to school property or private property.
- 7. Stole or attempted to steal school property or private property.
- 8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- 9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact

upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline up to and including expulsion.
24. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non- Discretionary Suspension/Expulsion Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

D. Authority to Expel

The School Leader may recommend to the Board of Directors that a student be removed from the school in the case of violations of specified violations of the school code of conduct. A student may be expelled

from the school either by the Board following a hearing before a grievance committee of the board. The Grievance Committee ("Committee") may act on behalf of the Board in determining student expulsions. The Committee is a Board Committee established under Section 5.10 of the KBAS Bylaws and exercises the authority of the Board subject only to the statutorily enumerated exceptions found in California Corporations Code section 5212(a)(1) – (8). As such, only directors may be members of the Committee. The Committee shall be composed of three (3) directors, and no one who is not a director. The Board shall appoint members of the Committee and a Chair of the Committee to serve for one-year terms. The Chair of the Committee and the Chair of the Board, respectively, shall recommend nominees for appointment to the Committee and appointment as Chair of the Committee, respectively. The Chair of the Board, if not an appointed member of the Committee, will serve as an ex-officio member of the Committee and may attend Committee meetings, but will not have a vote.

The Board may fill vacancies on the Committee from the Board at-large, and anyone on the Board may substitute for a member of the Committee who is unable to participate in a particular grievance/expulsion. The Board may remove a Committee member from the Committee at any time, with or without cause.

E. Expulsion Procedures

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

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

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

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

7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

KIPP Bridge Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. KIPP Bridge Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, KIPP Bridge Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to KIPP Bridge Charter School. The person presiding over the hearing shall permit the witness to stay unless it is

established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

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

I. Written Notice to Expel

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

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

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon the expulsion of any student, KIPP Bridge Charter School shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative records for the pupil, including transcripts, report cards, and health information.

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from KIPP Bridge Charter School as the Governing Board or Committee decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from KIPP Bridge Charter School shall be given a rehabilitation plan upon expulsion as developed by the Committee or Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to KIPP Bridge Charter School for readmission.

N. Readmission

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

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

KIPP Bridge Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who KIPP Bridge Charter School or District would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the

behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, KIPP Bridge Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If KIPP Bridge Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If KIPP Bridge Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- i. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that KIPP Bridge Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- iii. Return the child to the placement from which the child was removed, unless the parent and KIPP Bridge Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If KIPP Bridge Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then KIPP Bridge Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who qualifies under the IDEIA who disagrees with any decision regarding placement, or the manifestation determination, or KIPP Bridge Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

The parent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or KIPP Bridge Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request utilize the appeal process outlined in the Procedural Safeguards section of the 504 policy and procedure.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or KIPP Bridge Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and KIPP Bridge Charter School agree otherwise.

5. Special Circumstances

KIPP Bridge Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if KIPP Bridge Charter School had knowledge that the student was disabled before the behavior occurred.

KIPP Bridge Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to KIPP Bridge Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other KIPP Bridge Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other KIPP Bridge Charter School supervisory personnel.

If KIPP Bridge Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If KIPP Bridge Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. KIPP Bridge Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by KIPP Bridge Charter School pending the results of the evaluation.

KIPP Bridge Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

KIPP Bridge Charter Middle School
Multiyear Financial Projection - as of September 23, 2011

	Prior Year	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
INCOME STATEMENT	10/11	11/12	12/13	13/14	14/15	15/16	16/17
REVENUE							
State & Local ADA Revenue							
General block grant (Total)	1,274,788	1,196,476	1,304,451	1,378,487	1,455,904	1,496,669	1,541,569
Categorical	100,518	98,327	106,642	112,639	118,916	122,246	125,913
EIA	60,412	52,712	55,375	60,353	63,996	67,628	69,657
Lottery	31,386	30,221	32,028	32,900	33,820	33,820	34,835
<i>Subtotal State & Local ADA</i>	1,467,104	1,377,736	1,498,496	1,584,378	1,672,636	1,720,363	1,771,974
Federal Revenue							
Title I	75,431	74,165	71,331	77,743	82,436	87,115	89,728
Title II (Teacher Quality)	5,392	3,831	3,798	4,140	4,389	4,639	4,778
Title III (LEP)	1,586	3,570	855	888	972	1,032	1,092
Child Nutrition - Federal	70,283	60,631	65,241	68,035	70,637	71,344	72,057
Other Federal Revenue	62,023	0	0	0	0	0	0
<i>Subtotal Federal Revenue</i>	214,716	142,197	141,226	150,806	158,435	164,129	167,656
Other State Revenue							
Facilities Grant(s)	70,140	66,956	69,121	0	0	0	0
Facilities Incentive Grant	70,140	66,956	69,121	0	0	0	0
Other State Block Grant(s)	85,557	158,960	159,264	160,097	160,706	161,314	161,653
ASES	76,886	150,000	150,000	150,000	150,000	150,000	150,000
Other Categoricals	8,671	8,960	9,264	10,097	10,706	11,314	11,653
Child Nutrition - State	5,908	5,545	6,045	6,388	6,747	6,936	7,144
<i>Subtotal Other State Revenue</i>	161,605	231,461	234,430	166,485	167,453	168,250	168,797
Donations & Grants							
KIPP Bay Area Revenue	271,629	374,914	400,023	431,055	436,055	441,055	446,055
School Based Revenue	32,268	28,000	28,616	29,360	30,211	31,118	32,051
<i>Subtotal Donations & Grants</i>	303,897	402,914	428,639	460,415	466,266	472,173	478,106
Student Charges							
Uniform Sales	10,408	10,571	11,510	12,193	12,897	13,284	13,683
Lunch fees	12,008	9,474	10,316	10,928	11,560	11,906	12,263
Other student charges	21,050	9,535	19,277	20,659	22,083	22,866	23,672
<i>Subtotal Student Charges</i>	43,465	29,580	41,103	43,779	46,540	48,056	49,618
TOTAL REVENUE	2,190,788	2,183,888	2,343,894	2,405,863	2,511,330	2,572,970	2,636,151

EXPENDITURES

SALARIES AND BENEFITS

Teacher Salaries							
Certificated Teachers							
Teachers Salaries	708,531	694,801	741,508	756,338	771,465	786,894	802,632
Electives Staff	51,686	150,317	151,050	154,070	157,152	160,295	163,501
<i>Subtotal Certificated</i>	760,217	845,118	892,558	910,409	928,617	947,189	966,133
Non-Certificated Instructional							
Substitutes	0	0	0	0	0	0	0
Instructional Aides	0	15,750	16,686	17,020	17,360	17,707	18,061
<i>Subtotal Non-Certificated</i>	0	15,750	16,686	17,020	17,360	17,707	18,061
Bonus Pool							
Certificated Staff	22,925	0	0	0	0	0	0
<i>Subtotal Bonus Pool</i>	22,925	0	0	0	0	0	0
Subtotal Teacher Salaries	783,142	860,868	909,244	927,428	945,977	964,897	984,195
Administrative Salaries							
Certificated Administrators - Supervisory							
Principal Salary	110,160	119,138	122,712	125,166	127,670	130,223	132,828
Vice Principal	80,000	83,900	86,417	88,145	89,908	91,706	93,541
<i>Subtotal Certificated Admin</i>	190,160	203,038	209,129	213,312	217,578	221,930	226,368
Other Certificated Administrators							
Director of High School Placeme	13,197	0	0	0	0	0	0
<i>Subtotal Other Certificated Admin</i>	13,197	0	0	0	0	0	0
Classified Employees							
Operations Manager	64,500	71,000	73,130	74,593	76,084	77,606	79,158
Receptionist	32,029	33,460	34,464	35,153	35,856	36,573	37,305
<i>Subtotal Classified</i>	96,529	104,460	107,594	109,746	111,941	114,179	116,463

KIPP Bridge Charter Middle School
Multiyear Financial Projection - as of September 23, 2011

	Prior Year	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
INCOME STATEMENT	10/11	11/12	12/13	13/14	14/15	15/16	16/17
Bonus Pool							
Certificated Administrators	5,508	0	0	0	0	0	0
Other Certificated Staff	6,000	0	0	0	0	0	0
Clerical Support	375	0	0	0	0	0	0
Other Classified	3,875	0	0	0	0	0	0
Subtotal Bonus Pool	<u>15,758</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Subtotal Administrative Salaries	315,643	307,498	316,723	323,057	329,519	336,109	342,831
Employee Benefits							
Payroll Taxes							
Certificated OASDI	77,819	80,184	84,279	85,965	87,684	89,438	91,226
Classified OASDI	8,463	9,196	9,507	9,698	9,892	10,089	10,291
Certificated SUI	9,282	7,638	7,638	7,638	7,638	7,638	7,638
Classified SUI	1,302	868	868	868	868	868	868
Subtotal Payroll Taxes	<u>96,866</u>	<u>97,886</u>	<u>102,293</u>	<u>104,169</u>	<u>106,082</u>	<u>108,033</u>	<u>110,024</u>
Health Benefits							
Certificated							
Medical	73,789	91,557	103,460	110,702	118,451	126,743	135,615
Dental	13,889	15,474	16,170	16,736	17,322	17,928	18,555
Vision	2,374	2,608	2,725	2,821	2,920	3,022	3,127
Classified							
Medical	13,680	10,404	11,757	12,580	13,460	14,403	15,411
Dental	2,096	1,758	1,837	1,902	1,968	2,037	2,109
Vision	320	296	310	321	332	343	355
Subtotal Health Benefits	<u>106,149</u>	<u>122,098</u>	<u>136,259</u>	<u>145,061</u>	<u>154,453</u>	<u>164,476</u>	<u>175,172</u>
Workers Compensation							
Certificated WC	16,188	23,584	24,788	25,284	25,789	26,305	26,831
Classified WC	3,516	2,705	2,796	2,852	2,909	2,967	3,027
Subtotal Workers Compensation	<u>19,704</u>	<u>26,288</u>	<u>27,584</u>	<u>28,136</u>	<u>28,699</u>	<u>29,273</u>	<u>29,858</u>
Retirement							
Certificated 401(k) Contributions	33,547	39,306	41,313	42,140	42,982	43,842	44,719
Classified 401(k) Contributions	2,745	4,508	4,660	4,754	4,849	4,946	5,045
Subtotal Retirement	<u>36,292</u>	<u>43,814</u>	<u>45,974</u>	<u>46,893</u>	<u>47,831</u>	<u>48,788</u>	<u>49,763</u>
Professional Development & Other Personnel Benefits							
Staff Appreciation	6,478	4,983	5,093	5,225	5,377	5,538	5,704
Professional Development	26,983	10,000	27,632	28,351	29,173	30,048	30,950
KIPP Summit Travel & Accom	12,003	0	12,475	12,800	13,171	13,566	13,973
Other PD Fees (Retreats/Visi	10,230	10,000	10,220	10,486	10,790	11,114	11,447
KIPP Leadership Pathways	4,750	0	4,937	5,065	5,212	5,369	5,530
Subtotal PD & Other Personnel	<u>33,460</u>	<u>14,983</u>	<u>32,725</u>	<u>33,576</u>	<u>34,550</u>	<u>35,586</u>	<u>36,654</u>
Subtotal Employee Benefits	292,471	305,069	344,835	357,834	371,614	386,155	401,471
Total Personnel Expenses	1,391,256	1,473,435	1,570,802	1,608,320	1,647,110	1,687,161	1,728,497

INSTRUCTIONAL EXPENSES

State Approved Texts							
Textbooks	40,001	1,000	15,000	7,000	15,836	7,419	16,801
Other Approved	0	0	0	0	0	0	0
Subtotal Approved Texts	<u>40,001</u>	<u>1,000</u>	<u>15,000</u>	<u>7,000</u>	<u>15,836</u>	<u>7,419</u>	<u>16,801</u>
Non-Text Instructional Resources							
Books Other Than Texts	7,992	2,000	4,779	4,903	5,045	5,197	5,353
Other Non-Approved	914	0	0	0	0	0	0
Subtotal Non-Text Instructional R	<u>8,906</u>	<u>2,000</u>	<u>4,779</u>	<u>4,903</u>	<u>5,045</u>	<u>5,197</u>	<u>5,353</u>
Instructional Materials & Supplies							
School Store	4,423	4,000	4,088	4,194	4,316	4,445	4,579
Uniforms	12,806	14,202	14,402	15,256	16,138	16,622	17,120
Assessment material	6,985	7,119	7,276	7,465	7,681	7,912	8,149
English Language Arts (ELA)	0	2,034	2,079	2,133	2,195	2,260	2,328
Math	54	2,034	2,079	2,133	2,195	2,260	2,328
Science	255	4,068	4,157	4,266	4,389	4,521	4,657
Social Studies	243	1,017	1,039	1,066	1,097	1,130	1,164
Other (Inc. Misc. Food, Promotion)	6,533	6,611	6,756	6,932	7,133	7,347	7,567
Enrichment Program	10,976	25,000	25,000	25,650	26,394	27,186	28,001
Music	4,663	2,000	10,000	10,260	10,558	10,874	11,200
Athletics	1,406	2,034	2,079	2,133	2,195	2,260	2,328

KIPP Bridge Charter Middle School
Multiyear Financial Projection - as of September 23, 2011

	Prior Year	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
INCOME STATEMENT	10/11	11/12	12/13	13/14	14/15	15/16	16/17
High School Readiness	863	1,017	1,039	1,066	1,097	1,130	1,164
Subtotal Instructional Materials	49,206	71,136	79,994	82,554	85,387	87,948	90,587
Food Service & Supplies							
Meals	89,166	94,745	100,280	106,230	112,368	115,739	119,211
Software	299	304	311	319	328	338	348
Subtotal Food Service & Supplies	89,465	95,049	100,590	106,549	112,696	116,077	119,560
Field Trips							
Field Trips (General)	30,303	16,039	16,392	16,818	17,306	17,825	18,360
Subtotal Field Trips	30,303	16,039	16,392	16,818	17,306	17,825	18,360
Other Contract Services							
Special Education Encroachment	164,365	140,595	153,083	162,166	171,537	176,683	181,983
Subtotal Other Contract Services	164,365	140,595	153,083	162,166	171,537	176,683	181,983
Total Instructional Expenses	382,246	325,819	369,838	379,990	407,807	411,149	432,643
ADMINISTRATIVE EXPENSES							
Administrative Materials & Supplies							
Office Supplies	11,890	14,650	14,972	15,361	15,807	16,281	16,770
Postage & Shipping	1,042	1,017	1,039	1,066	1,097	1,130	1,164
Copy Charges & Overages	7,614	7,432	7,596	7,793	8,019	8,260	8,508
Marketing & Outreach	11,644	11,390	11,641	11,944	12,290	12,659	13,038
Subtotal Administrative Materials	32,190	34,490	35,248	36,165	37,214	38,330	39,480
Operations & Housekeeping							
Utilities (Gas, Water, Electric)	43,500	44,240	45,213	46,388	47,734	49,166	50,641
Janitorial Services (Contracted)	36,975	37,604	38,431	39,430	40,574	41,791	43,044
Janitorial Supplies	4,299	4,372	4,468	4,585	4,718	4,859	5,005
Subtotal Operations & Housekeeping	84,774	86,215	88,112	90,403	93,025	95,815	98,690
Facilities							
Rent	89,035	89,275	92,161	93,689	95,047	95,047	95,047
Repairs & Maintenance	586	596	610	625	643	663	683
Copier Lease	9,363	12,175	12,443	12,766	13,137	13,531	13,937
Subtotal Facilities	98,985	102,046	105,213	107,080	108,827	109,240	109,666
Professional Fees & Services							
Accounting & Auditing	7,509	7,960	8,135	8,347	8,589	8,846	9,112
KIPP Bay Area Fees	102,697	96,442	104,895	110,906	117,085	120,425	124,038
Student Recruiting	1,864	3,051	3,118	3,199	3,292	3,391	3,492
KIPP License fees	2,000	2,000	2,000	2,000	2,000	2,000	2,000
District/County fees	14,357	13,777	14,985	15,844	16,726	17,204	17,720
Bank & Credit Card Fees	(38)	0	0	0	0	0	0
Staff Recruitment	2,254	0	2,343	2,404	2,474	2,548	2,624
Property Insurance	16,346	13,520	13,817	14,177	14,588	15,025	15,476
Subtotal Fees & Services	146,989	136,750	149,293	156,877	164,753	169,440	174,463
Communications							
Cell Phone	2,700	2,843	2,905	2,981	3,067	3,159	3,254
Phone	1,875	1,907	1,949	2,000	2,058	2,119	2,183
Web Hosting & Email	8	9	9	9	9	10	10
Subtotal Communications	4,584	4,758	4,863	4,989	5,134	5,288	5,447
Equipment							
Teacher/Classroom Computer	9,733	6,500	10,116	10,379	10,680	11,000	11,330
Teacher/Classroom Software	57	203	208	213	219	226	233
Staff/Office Software	1,650	2,543	2,598	2,666	2,743	2,826	2,910
Depreciation	18,887	5,767	5,894	6,047	6,222	6,409	6,601
Subtotal Equipment	30,326	15,013	18,816	19,305	19,865	20,461	21,075
Total Administrative Expenses	397,847	379,272	401,546	414,819	428,817	438,574	448,820
TOTAL EXPENSE	2,171,349	2,178,526	2,342,186	2,403,130	2,483,734	2,536,884	2,609,960
Non Operational Income / Expenses							
Net Interest Income (Expense)							
Interest Income	0	0	0	0	0	0	0
Interest Expense	0	0	0	0	0	0	0
Subtotal Net Interest Income / (Expense)	0	0	0	0	0	0	0
NET INCOME (LOSS)	19,438	5,362	1,708	2,734	27,596	36,086	26,191

CASH BALANCE

KIPP Bridge Charter Middle School
Multiyear Financial Projection - as of September 23, 2011

	Prior Year	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
INCOME STATEMENT	10/11	11/12	12/13	13/14	14/15	15/16	16/17
Beginning Cash	82,209	318,312	329,441	337,043	345,823	379,642	422,137
Net Income	19,438	5,362	1,708	2,734	27,596	36,086	26,191
Depreciation	18,887	5,767	5,894	6,047	6,222	6,409	6,601
Other	197,778	0	0	0	0	0	0
Ending Cash	318,312	329,441	337,043	345,823	379,642	422,137	454,930
Beginning Fund Balance	51,535	70,974	76,335	78,043	80,777	108,373	144,460
Net Income	19,438	5,362	1,708	2,734	27,596	36,086	26,191
Ending Fund Balance	70,974	76,335	78,043	80,777	108,373	144,460	170,650

KIPP BAY AREA SCHOOLS
AUDITED FINANCIAL STATEMENTS

June 30, 2010

REGIONAL SUPPORT OFFICE
KIPP BAYVIEW ACADEMY
KIPP BRIDGE CHARTER SCHOOL
KIPP HEARTWOOD ACADEMY
KIPP KING COLLEGIATE HIGH SCHOOL
KIPP SAN FRANCISCO BAY ACADEMY
KIPP SAN JOSE COLLEGIATE HIGH SCHOOL
KIPP SUMMIT ACADEMY

KIPP BAY AREA SCHOOLS
AUDITED FINANCIAL REPORT
For the Year Ended June 30, 2010

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KIPP BAY AREA SCHOOLS
AUDITED FINANCIAL REPORT
For the Year Ended June 30, 2010

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INDEPENDENT AUDITORS' REPORT

Board of Directors
KIPP Bay Area Schools

We have audited the statement of financial position of KIPP Bay Area Schools, a non-profit public benefit corporation, as of June 30, 2010, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the KIPP Bay Area Schools' management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements described above present fairly, in all material respects, the financial position of KIPP Bay Area Schools as of June 30, 2010, and the changes in its net assets and cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued a report dated November 17, 2010 on our consideration of KIPP Bay Area Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

The accompanying schedule of expenditures of federal awards on page 16 is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The supplementary schedules on pages 14-15 and pages 17-47 are presented for the purposes of additional analysis. These schedules are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. The supplementary section, including the schedule of expenditures of federal awards, is the responsibility of management and was derived from and relate directly to the underlying accounting and other records used to prepare the financial statements.

Board of Directors
KIPP Bay Area Schools

The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


VICENTI, LLOYD & STUTZMAN LLP

November 17, 2010

KIPP BAY AREA SCHOOLS
STATEMENT OF FINANCIAL POSITION
June 30, 2010

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 3,924,003
Investments	2,879,296
Accounts receivable - Federal and State	3,723,282
Accounts receivable - other	212,579
Contributions receivable	486,000
Deposits and prepaid expenses	98,360
Total current assets	<u>11,323,520</u>

NONCURRENT ASSETS:

Contributions receivable	<u>200,000</u>
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PROPERTY, PLANT AND EQUIPMENT:

Building and improvements	136,901
Leaseshold improvements	1,103,090
Furniture and equipment	164,783
Less: Accumulated depreciation	<u>(285,685)</u>
Total property, plant and equipment	<u>1,119,089</u>
Total assets	<u>\$ 12,642,609</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable	\$ 1,602,931
Accrued liabilities	184,399
Notes payable	<u>71,376</u>
Total current liabilities	<u>1,858,706</u>

NET ASSETS:

Unrestricted	10,000,870
Temporarily restricted	<u>783,033</u>
Total net assets	<u>10,783,903</u>
Total liabilities and net assets	<u>\$ 12,642,609</u>

The accompanying notes are an integral part of these financial statements.

KIPP BAY AREA SCHOOLS
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2010

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
<u>REVENUES</u>			
State revenue:			
State aid portion of general-purpose block grant	\$ 5,818,991	\$ -	\$ 5,818,991
Block grant - categorical	1,560,432		1,560,432
Lottery revenue	258,245		258,245
Other state revenue	518,647		518,647
Federal revenue	1,313,515		1,313,515
Local revenue:			
In-lieu property tax revenue	4,422,672		4,422,672
Contribution revenue	6,204,643	286,000	6,490,643
Other revenue	841,547		841,547
Net assets released from restriction	1,045,656	(1,045,656)	-
Total revenues	<u>21,984,348</u>	<u>(759,656)</u>	<u>21,224,692</u>
<u>EXPENSES</u>			
Program services:			
Educational programs	14,201,115		14,201,115
Support services:			
General and administrative	7,390,098		7,390,098
Fundraising	214,584		214,584
Total expenses	<u>21,805,797</u>	<u>-</u>	<u>21,805,797</u>
Change in net assets	178,551	(759,656)	(581,105)
Beginning net assets	<u>9,822,319</u>	<u>1,542,689</u>	<u>11,365,008</u>
Ending net assets	<u>\$ 10,000,870</u>	<u>\$ 783,033</u>	<u>\$ 10,783,903</u>

The accompanying notes are an integral part of these financial statements.

KIPP BAY AREA SCHOOLS
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2010

CASH FLOWS from OPERATING ACTIVITIES:

Change in Net Assets	\$ (581,105)
Adjustments to reconcile change in net assets to net cash used by operating activities:	
Depreciation	67,632
(Increase) and decrease in operating assets:	
Accounts receivable - Federal and State	(1,331,440)
Accounts receivable - other	779,048
Contributions receivable	(686,000)
Deposits and prepaid expenses	(11,156)
Increase and (decrease) in operating liabilities:	
Accounts payable	267,156
Accrued liabilities	105,407
Deferred revenue	(2,945)
Net cash used by operating activities	<u>(1,393,403)</u>

CASH FLOWS from INVESTING ACTIVITIES:

Net purchase of investments	(2,879,296)
Purchase of property, plant, and equipment	<u>(14,160)</u>
Net cash used by investing activities	<u>(2,893,456)</u>

CASH FLOWS from FINANCING ACTIVITIES:

Repayment of debt	<u>(83,333)</u>
Net cash used by financing activities	<u>(83,333)</u>

Net decrease in cash and cash equivalents	(4,370,192)
Cash and cash equivalents at the beginning of the year	<u>8,294,195</u>
Cash and cash equivalents at the end of the year	<u>\$ 3,924,003</u>

SUPPLEMENTAL CASH FLOW DISCLOSURE:

Cash paid for interest	<u>\$ 1,265</u>
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The accompanying notes are an integral part of these financial statements.

KIPP BAY AREA SCHOOLS

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2010

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

Business Activities – KIPP Bay Area Schools is part of the nationally acclaimed KIPP network of schools. 99 free public KIPP schools nationwide successfully help students from educationally underserved communities develop the knowledge, skills, and character needed to succeed in college and the competitive world beyond. KIPP Bay Area Schools supports these high-performing, college-preparatory schools in the San Francisco Bay Area.

KIPP Bay Area Schools represents five KIPP middle schools and two KIPP high schools that are located in the under-served neighborhoods of Bayview-Hunters Point and the Western Addition in San Francisco, West Oakland, San Lorenzo, and East San Jose as listed below. These seven campuses serve over 2,000 students with the goal of preparing them for success in college and in life.

- KIPP Bayview Academy
- KIPP Bridge Charter School
- KIPP Heartwood Academy
- KIPP King Collegiate High School
- KIPP San Francisco Bay Academy
- KIPP San Jose Collegiate High School
- KIPP Summit Academy

Basis of Accounting – These financial statements have been prepared on the accrual basis of accounting and accordingly reflect all significant receivables and other liabilities.

Functional Allocation of Expenses – The cost of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and support services benefited.

Investments – Investments are recorded at fair market value. Both unrealized gains and losses from the fluctuation of market value and realized gains and losses from the sale of investments are reflected in the statement of activities if they are material.

Property, Plant, and Equipment – Property, plant, and equipment purchased or acquired with an original cost of \$2,500 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs for repairs and maintenance are expensed as incurred. Depreciation on all assets is provided on the straight-line basis over the various estimated useful lives of the assets which range from three to seven years for equipment and five to fifteen years for leasehold improvements.

KIPP BAY AREA SCHOOLS
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2010

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

Income Taxes – KIPP Bay Area Schools is a nonprofit public-benefit corporation and has been recognized as tax-exempt pursuant to Section 501(c)(3) of the Internal Revenue Code and Section 23701d of the California Revenue and Taxation Code. Accordingly, no provision has been made for income taxes. Management has evaluated its tax positions and the certainty as to whether those positions will be sustained in the event of an audit by taxing authorities at the federal and state levels. The primary tax positions evaluated are related to KIPP Bay Area Schools' continued qualification as a tax-exempt organization and whether there are unrelated business income activities conducted that would be taxable. Management has determined that all income tax positions are more likely than not (>50%) of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. KIPP Bay Area Schools files informational returns in the U.S. federal jurisdiction, and the state of California.

Revenue Recognition – Amounts received from the California Department of Education are recognized as revenue by KIPP Bay Area Schools based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Cash and Cash Equivalents – KIPP Bay Area Schools defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Net Assets – Net assets of the organization and changes therein are classified and reported as follows:

Unrestricted net assets – New assets that are not subject to donor-imposed stipulations.

Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that will be met either by actions of KIPP Bay Area Schools and/or the passage of time.

Permanently restricted net assets – Net assets subject to donor-imposed stipulations that they be maintained permanently by KIPP Bay Area Schools. Generally, the donors of these assets permit the use of all or part of the income earned on related investments for general or specific purposes. KIPP Bay Area Schools had no permanently restricted net assets as of June 30, 2010.

All contributions are considered to be for unrestricted purposes unless specifically restricted by the donor. All donor-restricted contributions made in the year ended June 30, 2010, whose restrictions have been met in this period, are included in the statement of activities as unrestricted revenue.

KIPP BAY AREA SCHOOLS
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2010

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

Subsequent Events – All events subsequent to the statement of financial position date of June 30, 2010 through November 17, 2010, which is the date these financial statements were available to be issued, have been evaluated. There were no subsequent events requiring recognition as of June 30, 2010.

NOTE 2 - CONCENTRATION OF CREDIT RISK:

KIPP Bay Area Schools maintains its cash in bank deposit accounts at one institution. Interest bearing accounts at this institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. KIPP Bay Area Schools occasionally has a need to maintain balances in these accounts in excess of the insured limit.

NOTE 3 – UNCONDITIONAL PROMISES TO GIVE:

Unconditional promises to give are included in the financial statements as contributions receivable and revenue of the appropriate net asset category. Unconditional promises to give expected to be realized in the following periods are as follows:

In one year or less	\$ 486,000
Between one year and five years	<u>200,000</u>
Total gross pledges receivables	\$ <u>686,000</u>

There is no allowance for uncollectible pledges at June 30, 2010 as all pledges are considered collectible. Pledges were not discounted to present value based upon materiality to the financial statements.

NOTE 4 - INVESTMENTS:

The investments in the KIPP Bay Area Schools' portfolio are managed by an outside investment manager. Investments are stated at fair value and are measured on a recurring basis. In accordance with financial accounting standards, levels 1 through 3 have been assigned to the fair value measurement of investments. The fair value level of measurement is determined as follows:

Level 1	-	Quoted prices in an active market for identical assets.
Level 2	-	Quoted prices for similar assets and market-corroborated inputs.
Level 3	-	The organization's own assumptions about market participation, including assumptions about risk, developed based on the best information available in the circumstances.

Investments as of June 30, 2010 of \$2,879,296 were all in Level 1 Bond Funds.

KIPP BAY AREA SCHOOLS
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2010

NOTE 5 – FIXED ASSETS:

A summary of changes in general fixed assets is as follows:

	<u>Beginning</u> <u>Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending</u> <u>Balance</u>
Building and improvements	\$ 136,901	\$ -	\$ -	\$ 136,901
Leaseshold improvements	1,071,605	31,485	-	1,103,090
Furniture and equipment	164,783	-	-	164,783
Construction in progress	<u>17,325</u>	<u>-</u>	<u>(17,325)</u>	<u>-</u>
Total	<u>1,390,614</u>	<u>31,485</u>	<u>(17,325)</u>	<u>1,404,774</u>
Less: Accumulated depreciation	<u>218,053</u>	<u>67,632</u>	<u>-</u>	<u>285,685</u>
Property, plant and equipment, net	<u>\$ 1,172,561</u>	<u>\$ (36,147)</u>	<u>\$ (17,325)</u>	<u>\$ 1,119,089</u>

Depreciation expense for the year ended June 30, 2010 was \$67,632.

NOTE 6 – RETIREMENT PLANS:

401(k) Plan

KIPP Bay Area Schools has a 401(k) defined contribution plan for those employees who meet the eligibility criteria set forth in the plan. KIPP Bay Area Schools matches employee contributions based upon criteria set forth in the plan up to 4% of compensation. Contributions to the plan for the year ended June 30, 2010 totaled \$301,372.

State Teachers' Retirement System (STRS)

Qualified certificated employees of KIPP Bay Area Schools (KIPP Summit Academy) are members of the State Teachers' Retirement System (STRS). STRS is a multiple-employer defined benefit pension plan maintained by an agency of the State of California.

Plan Description

KIPP Bay Area Schools (KIPP Summit Academy) contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826.

KIPP BAY AREA SCHOOLS
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2010

NOTE 6 – RETIREMENT PLANS: (continued)

Funding Policy

Active plan members are required to contribute 8.0% of their salary and KIPP Bay Area Schools (KIPP Summit Academy) is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2009-10 was 8.25% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

Contributions to STRS

KIPP Bay Area Schools' (KIPP Summit Academy) contributions to STRS for each of the last three fiscal years is as follows:

<u>Year Ended June 30</u>	<u>STRS Required Contribution</u>	<u>STRS Percent Contributed</u>
2008	\$123,280	100%
2009	\$128,394	100%
2010	\$126,564	100%

NOTE 7 - CONTINGENCIES:

KIPP Bay Area Schools has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

NOTE 8 – OPERATING LEASES:

KIPP Bay Area Schools leases various facilities under various operating lease agreements. Rental expenses for the year ended June 30, 2010 related to these leases were \$467,225.

Future minimum commitments under operating leases are as follows:

<u>Year Ended June 30,</u>	
2011	\$ 449,694
2012	415,293
2013	110,902
2014	112,222
2015	44,857
Thereafter	<u>134,571</u>
Total	<u>\$ 1,267,539</u>

KIPP BAY AREA SCHOOLS
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2010

NOTE 9 – NOTES PAYABLE:

KIPP Bay Area Schools (KIPP King Collegiate High School) has a short term notes payable to the Local Initiative Support Corporation for construction purposes. The note bears interest at 0% per annum. The amount outstanding at June 30, 2010 was \$54,709.

KIPP Bay Area Schools (KIPP Bayview Academy) has a short term notes payable to the California Department of Education for start-up purposes. The note bears interest at 1.73% per annum. The amount outstanding at June 30, 2010 was \$8,334.

KIPP Bay Area Schools (KIPP San Francisco Bay Academy) has a short term notes payable to the California Department of Education for start-up purposes. The note bears interest at 1.69% per annum. The amount outstanding at June 30, 2010 was \$8,333.

NOTE 10 – TEMPORARILY RESTRICTED NET ASSETS:

For the year ended June 30, 2010, net assets were released from donor restrictions by incurring expenses satisfying the restricted purposes or by occurrences of other events specified by donors as follows:

	<u>June 30, 2009</u>	<u>Additions</u>	<u>Releases</u>	<u>June 30, 2010</u>
Regional Support Office:				
Restricted due to time	\$ 1,295,000	\$ 286,000	\$ (895,000)	\$ 686,000
KIPP Bayview Academy:				
Music program	57,858	-	(47,746)	10,112
Science lab	57,196	-	(550)	56,646
Guided reading	103,595	-	(73,320)	30,275
KIPP Opportunity	29,040	-	(29,040)	-
Total	<u>\$ 1,542,689</u>	<u>\$ 286,000</u>	<u>\$ (1,045,656)</u>	<u>\$ 783,033</u>

SUPPLEMENTARY INFORMATION SECTION

KIPP BAY AREA SCHOOLS
HISTORY AND ORGANIZATION
For the Year Ended June 30, 2010

KIPP Bay Area Schools is a tax exempt non-profit, public-benefit corporation that was established in 2008. KIPP Bay Area Schools manages seven charter schools. The charter school sponsors and charter school numbers are as follows:

- KIPP Bayview Academy – Charter Number: 0549
Sponsored by San Francisco Unified School District
Established August 2005, expires June 2015
- KIPP Bridge Charter School – Charter Number: 0938
Sponsored by Oakland Unified School District
Established June 2007, expires June 2012
- KIPP Heartwood Academy – Charter Number: 0628
Sponsored by Alum Rock Union School District
Established June 2004, expires June 2014
- KIPP King Collegiate High School – Charter Number: 0880
Sponsored by San Lorenzo Unified School District
Established June 2007, expires June 2011
- KIPP San Francisco Bay Academy – Charter Number: 0551
Sponsored by San Francisco Unified School District
Established February 2003, expires June 2015
- KIPP San Jose Collegiate High School – Charter Number: 0976
Sponsored by East Side Union High School District
Established June 2008, expires June 2013
- KIPP Summit Academy – Charter Number: 0524
Sponsored by San Lorenzo Unified School District
Established June 2003, expires June 2011

KIPP BAY AREA SCHOOLS
HISTORY AND ORGANIZATION
For the Year Ended June 30, 2010

Board of Directors

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
John Philip Coghlan	Board Chair	June 2011
Lauren Dutton	Board Vice-Chair	June 2011
Carl Kawaja	Treasurer	June 2012
Michael Crowley	Board Member	June 2012
David Cumming	Board Member	June 2012
Chuck Daggs	Board Member	June 2011
Brewster Ely	Board Member	June 2010
Bill Falik	Board Member	June 2011
Doris Fisher	Board Member	June 2012
Laura Fisher	Board Member	June 2010
Ron Gonzales	Board Member	June 2013
Sukey Grousbeck	Board Member	June 2013
Bill Gurley	Board Member	June 2013
Jacqueline Hadley	Board Member	June 2011
Constance Heldman	Board Member	June 2010
Rick Intrater	Board Member	June 2011
Mimi Kingsley	Board Member	June 2012
Dr. Joi Lewis	Board Member	June 2010
Amy Morgenstern	Board Member	June 2010
Satya Patel	Board Member	June 2011
David Paulson	Board Member	June 2010
Paula Rantz	Board Member	June 2013
Mary Robinson	Board Member	June 2010

Administration

Beth Sutkus Thompson	Executive Director
Emily Rummo	Chief Operating Officer/Board Secretary
Sehba Ali	Chief Academic Officer
David Ling	Director of KIPP Through College
Sarah Lightfoot	Director of Development
Wendy Smith	Director of Marketing & Talent Recruitment
Lakisha Young	Director of Operations

KIPP BAY AREA SCHOOLS

SCHEDULE OF INSTRUCTIONAL MINUTES For the Year Ended June 30, 2010

Charter School	Grade Level	2009-10 Minutes			Status
		Requirement	Reduced	Actual	
KIPP Bayview	Grade 5	54,000	52,457	77,100	In compliance
	Grade 6	54,000	52,457	78,120	In compliance
	Grade 7	54,000	52,457	75,325	In compliance
	Grade 8	54,000	52,457	75,325	In compliance
KIPP Bridge	Grade 5	54,000	52,457	82,216	In compliance
	Grade 6	54,000	52,457	82,216	In compliance
	Grade 7	54,000	52,457	82,216	In compliance
	Grade 8	54,000	52,457	82,216	In compliance
KIPP Heartwood	Grade 5	54,000	52,457	84,960	In compliance
	Grade 6	54,000	52,457	84,960	In compliance
	Grade 7	54,000	52,457	90,960	In compliance
	Grade 8	54,000	52,457	90,960	In compliance
KIPP King	Grade 9	64,800	62,949	72,210	In compliance
	Grade 10	64,800	62,949	72,210	In compliance
	Grade 11	64,800	62,949	72,210	In compliance
KIPP SF Bay	Grade 5	54,000	52,457	78,595	In compliance
	Grade 6	54,000	52,457	77,965	In compliance
	Grade 7	54,000	52,457	81,425	In compliance
	Grade 8	54,000	52,457	80,500	In compliance
KIPP San Jose	Grade 9	64,800	62,949	73,425	In compliance
	Grade 10	64,800	62,949	73,425	In compliance
KIPP Summit	Grade 5	54,000	52,457	79,000	In compliance
	Grade 6	54,000	52,457	79,000	In compliance
	Grade 7	54,000	52,457	80,500	In compliance

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA) For the Year Ended June 30, 2010

Charter School	Grade Levels	Second Period Report		Annual Report	
		Classroom Based	Total	Classroom Based	Total
KIPP Bayview	Grades 4 through 6	131.20	131.20	131.62	131.62
	Grades 7 through 8	90.78	90.78	90.60	90.60
	ADA Totals	221.98	221.98	222.22	222.22
KIPP Bridge	Grades 4 through 6	139.34	139.34	136.78	136.78
	Grades 7 through 8	129.46	129.46	128.48	128.48
	ADA Totals	268.80	268.80	265.26	265.26
KIPP Heartwood	Grades 4 through 6	195.61	195.61	194.43	194.43
	Grades 7 through 8	161.19	161.19	160.59	160.59
	ADA Totals	356.80	356.80	355.02	355.02
KIPP King	Grades 9 through 11	279.95	279.95	279.03	279.03
	ADA Totals	279.95	279.95	279.03	279.03
KIPP SF Bay	Grades 4 through 6	177.30	177.30	176.22	176.22
	Grades 7 through 8	139.14	139.14	138.84	138.84
	ADA Totals	316.44	316.44	315.06	315.06
KIPP San Jose	Grade 9 through 10	154.75	154.75	152.41	152.41
	ADA Totals	154.75	154.75	152.41	152.41
KIPP Summit	Grades 4 through 6	193.70	193.70	192.99	192.99
	Grades 7 through 8	184.01	184.01	182.36	182.36
	ADA Totals	377.71	377.71	375.35	375.35
	ADA Totals	1,976.43	1,976.43	1,964.35	1,964.35

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

SCHEDULE OF EXPENDITURES FOR FEDERAL AWARDS For the Year Ended June 30, 2010

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Federal CFDA Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Total Expenditures</u>
Federal Categorical Aid Programs:			
U.S. Department of Education:			
Pass-Through California Department of Education:			
No Child Left Behind Act and			
American Recovery and Reimbursement Act:			
Title I Cluster:			
Title I, Part A, Basic Grants	84.010A	N/A	\$ 600,872
Title I - ARRA			145,272
Subtotal: Title I Cluster			746,144
Title II - Improving Teacher Quality	84.367	N/A	32,360
Title II - Enhancing Education through Technology	84.318	N/A	840
Title III - Limited English Proficiency	84.365	N/A	24,455
Title V - Public Charter School Grants	84.282	N/A	250,000
ARRA: State Stabilization Fund	84.394	N/A	766,659
<i>Total U.S. Department of Education</i>			<u>1,820,458</u>
U.S. Department of Agriculture:			
Pass-Through California Department of Education:			
Child Nutrition Programs	10.555	13396	323,440
<i>Total U.S. Department of Agriculture</i>			<u>323,440</u>
Total Expenditures for Federal Awards			<u>\$ 2,143,898</u>
Reconciliation of Federal Revenues:			
Total Federal Expenditures			\$ 2,143,898
ARRA: State Stabilization Fund	84.394		(685,111)
Title I ARRA	84.389		(145,272)
Total Federal Revenues			<u>\$ 1,313,515</u>

N/A - Not available and/or not applicable.

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS
REGIONAL SUPPORT OFFICE
SUPPLEMENTAL STATEMENT OF FINANCIAL POSITION
June 30, 2010

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 1,528,060
Investments	1,145,899
Accounts receivable - other	128,027
Contributions receivable	486,000
Intercompany receivable	900,000
Deposits and prepaid expenses	<u>375</u>
Total current assets	<u>4,188,361</u>

NONCURRENT ASSETS:

Contributions receivable	<u>200,000</u>
Total assets	<u>\$ 4,388,361</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable	\$ 235,289
Accrued liabilities	120,878
Intercompany payable	<u>440,119</u>
Total current liabilities	<u>796,286</u>

NET ASSETS:

Unrestricted	2,906,075
Temporarily restricted	<u>686,000</u>
Total net assets	<u>3,592,075</u>
Total liabilities and net assets	<u>\$ 4,388,361</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS
REGIONAL SUPPORT OFFICE
SUPPLEMENTAL STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2010

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
REVENUES:			
Local revenue:			
Contributions	\$ 2,776,963	\$ 286,000	\$ 3,062,963
Memberships	824,344		824,344
Other income	39,687		39,687
Net assets released from restriction	<u>895,000</u>	<u>(895,000)</u>	<u>-</u>
Total revenues	<u>4,535,994</u>	<u>(609,000)</u>	<u>3,926,994</u>
EXPENSES:			
General and administrative:			
Salaries	974,947		974,947
Employee benefits	194,006		194,006
Operating costs	<u>3,270,222</u>		<u>3,270,222</u>
Total general and administrative	<u>4,439,175</u>	<u>-</u>	<u>4,439,175</u>
Fundraising:			
Salaries	142,654		142,654
Employee benefits	28,387		28,387
Other	<u>43,543</u>		<u>43,543</u>
Total fundraising	<u>214,584</u>	<u>-</u>	<u>214,584</u>
Total expenses	<u>4,653,759</u>	<u>-</u>	<u>4,653,759</u>
Change in net assets	(117,765)	(609,000)	(726,765)
Beginning net assets	<u>3,023,840</u>	<u>1,295,000</u>	<u>4,318,840</u>
Ending net assets	<u>\$ 2,906,075</u>	<u>\$ 686,000</u>	<u>\$ 3,592,075</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS
REGIONAL SUPPORT OFFICE
SUPPLEMENTAL STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2010

CASH FLOWS from OPERATING ACTIVITIES:

Change in Net Assets	\$ (726,765)
Adjustments to reconcile change in net assets to net cash used by operating activities:	
(Increase) and decrease in operating assets:	
Accounts receivable - other	726,725
Intercompany receivable	(900,000)
Contributions receivable	(686,000)
Deposits and prepaid expenses	13,481
Increase and (decrease) in operating liabilities:	
Accounts payable	207,312
Accrued liabilities	63,479
Interfund payable	209,043
Net cash used by operating activities	<u>(1,092,725)</u>

CASH FLOWS from INVESTING ACTIVITIES:

Net purchases of investments	<u>(1,145,899)</u>
Net cash used by investing activities	<u>(1,145,899)</u>
Net decrease in cash and cash equivalents	(2,238,624)
Cash and cash equivalents at the beginning of the year	<u>3,766,684</u>
Cash and cash equivalents at the end of the year	<u>\$ 1,528,060</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

KIPP BAYVIEW ACADEMY

SUPPLEMENTAL STATEMENT OF FINANCIAL POSITION

June 30, 2010

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 287,678
Investments	371,512
Accounts receivable - Federal and State	381,273
Accounts receivable - other	47
Intercompany receivable	68,296
Deposits and prepaid expenses	<u>7,574</u>
Total current assets	<u>1,116,380</u>

PROPERTY, PLANT AND EQUIPMENT:

Building and improvements	136,901
Furniture and equipment	22,986
Less: Accumulated depreciation	<u>(101,215)</u>
Total property, plant and equipment	<u>58,672</u>
Total assets	<u>\$ 1,175,052</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable	\$ 42,720
Accrued liabilities	4,682
Notes payable - current portion	<u>8,334</u>
Total current liabilities	<u>55,736</u>

NET ASSETS:

Unrestricted	1,022,283
Temporarily restricted	<u>97,033</u>
Total net assets	<u>1,119,316</u>
Total liabilities and net assets	<u>\$ 1,175,052</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

KIPP BAYVIEW ACADEMY SUPPLEMENTAL STATEMENT OF ACTIVITIES For the Year Ended June 30, 2010

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
REVENUES:			
State revenue:			
State aid portion of general-purpose block grant	\$ 160,624	\$ -	\$ 160,624
Block grant - categorical	177,703		177,703
Other state revenue	61,340		61,340
Lottery	31,016		31,016
Federal revenue	151,511		151,511
Local revenue:			
In-lieu property tax revenue	933,541		933,541
Contributions	476,773		476,773
Other revenue	299,711		299,711
Net assets released from restriction	<u>150,656</u>	<u>(150,656)</u>	<u>-</u>
Total revenues	<u>2,442,875</u>	<u>(150,656)</u>	<u>2,292,219</u>
EXPENSES:			
Program services:			
Educational programs	1,948,070		1,948,070
Support services:			
General and administrative	<u>592,659</u>		<u>592,659</u>
Total expenses	<u>2,540,729</u>	<u>-</u>	<u>2,540,729</u>
Change in net assets	(97,854)	(150,656)	(248,510)
Beginning net assets	<u>1,120,137</u>	<u>247,689</u>	<u>1,367,826</u>
Ending net assets	<u>\$ 1,022,283</u>	<u>\$ 97,033</u>	<u>\$ 1,119,316</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP BAYVIEW ACADEMY
SUPPLEMENTAL STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2010**

CASH FLOWS from OPERATING ACTIVITIES:

Change in Net Assets	\$ (248,510)
Adjustments to reconcile change in net assets to net cash used by operating activities:	
Depreciation	19,557
(Increase) and decrease in operating assets:	
Accounts receivable - Federal and State	49,578
Accounts receivable - other	3,639
Intercompany receivable	(58,284)
Deposits and prepaid expenses	2,673
Increase and (decrease) in operating liabilities:	
Accounts payable	(183,277)
Accrued liabilities	(9,826)
Net cash used by operating activities	<u>(424,450)</u>

CASH FLOWS from INVESTING ACTIVITIES:

Net purchases of investments	<u>(371,512)</u>
Net cash used by investing activities	<u>(371,512)</u>

CASH FLOWS from FINANCING ACTIVITIES:

Repayment of debt	<u>(41,666)</u>
Net cash used by financing activities	<u>(41,666)</u>

Net decrease in cash and cash equivalents	(837,628)
Cash and cash equivalents at the beginning of the year	<u>1,125,306</u>
Cash and cash equivalents at the end of the year	<u>\$ 287,678</u>

SUPPLEMENTAL CASH FLOW DISCLOSURE:

Cash paid for interest	<u>\$ 631</u>
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See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS
KIPP BAYVIEW ACADEMY
RECONCILIATION OF ANNUAL FINANCIAL
REPORT WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

June 30, 2010 Annual Financial Report Fund Balances (Net Assets)	\$ 1,129,709
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets):	
Cash in Banks	(10)
Accounts Receivable	(28,213)
Other Assets	16,322
Accounts Payable	<u>1,508</u>
Net Adjustments and Reclassifications	<u>(10,393)</u>
June 30, 2010 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 1,119,316</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP BRIDGE CHARTER SCHOOL
SUPPLEMENTAL STATEMENT OF FINANCIAL POSITION
June 30, 2010**

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 82,209
Accounts receivable - Federal and State	662,893
Accounts receivable - other	1,603
Intercompany receivable	63,299
Deposits and prepaid expenses	11,300
Total current assets	<u>821,304</u>

PROPERTY, PLANT AND EQUIPMENT:

Furniture and equipment	96,068
Less: Accumulated depreciation	<u>(95,632)</u>
Total property, plant and equipment	<u>436</u>
Total assets	<u>\$ 821,740</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable	\$ 320,206
Intercompany payable	<u>450,000</u>
Total current liabilities	<u>770,206</u>

NET ASSETS:

Unrestricted	<u>51,534</u>
Total net assets	<u>51,534</u>
Total liabilities and net assets	<u>\$ 821,740</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP BRIDGE CHARTER SCHOOL
SUPPLEMENTAL STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2010**

REVENUES:

State revenue:

State aid portion of general-purpose block grant	\$ 1,169,876
Block grant - categorical	173,644
Other state revenue	4,716
Lottery	28,938
Federal revenue	170,161

Local revenue:

In-lieu property tax revenue	166,906
Contribution revenue	473,929
Other revenue	<u>122,098</u>
Total unrestricted revenues	<u>2,310,268</u>

EXPENSES:

Program services:

Educational programs	1,766,340
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Support services:

General and administrative	<u>526,439</u>
Total expenses	<u>2,292,779</u>

Change in unrestricted net assets	17,489
Beginning net assets	<u>34,045</u>
Ending net assets	<u>\$ 51,534</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS
KIPP BRIDGE CHARTER SCHOOL
SUPPLEMENTAL STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2010

CASH FLOWS from OPERATING ACTIVITIES:

Change in Net Assets	\$ 17,489
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	5,671
(Increase) and decrease in operating assets:	
Accounts receivable - Federal and State	(415,291)
Accounts receivable - other	6,920
Intercompany receivable	(63,299)
Deposits and prepaid expenses	729
Increase and (decrease) in operating liabilities:	
Accounts payable	218,926
Intercompany payable	278,463
Net cash provided by operating activities	<u>49,608</u>
Net increase in cash and cash equivalents	49,608
Cash and cash equivalents at the beginning of the year	<u>32,601</u>
Cash and cash equivalents at the end of the year	<u>\$ 82,209</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP BRIDGE CHARTER SCHOOL
RECONCILIATION OF ANNUAL FINANCIAL
REPORT WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2010**

June 30, 2010 Annual Financial Report Fund Balances (Net Assets)	\$ 43,926
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets):	
Cash in Banks	211
Accounts Receivable	(21,459)
Other Assets	13,299
Capital Assets	(4,253)
Accounts Payable	<u>19,810</u>
Net Adjustments and Reclassifications	<u>7,608</u>
June 30, 2010 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 51,534</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP HEARTWOOD ACADEMY
SUPPLEMENTAL STATEMENT OF FINANCIAL POSITION
June 30, 2010**

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 942,096
Investments	1,078,180
Accounts receivable - Federal and State	515,709
Intercompany receivable	63,226
Deposits and prepaid expenses	<u>5,834</u>
Total current assets	<u>2,605,045</u>

PROPERTY, PLANT AND EQUIPMENT:

Leasehold improvements	145,199
Less: Accumulated depreciation	<u>(25,883)</u>
Total property, plant and equipment	<u>119,316</u>
Total assets	<u>\$ 2,724,361</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable	\$ 416,739
Accrued liabilities	<u>44,330</u>
Total current liabilities	<u>461,069</u>

NET ASSETS:

Unrestricted	<u>2,263,292</u>
Total net assets	<u>2,263,292</u>
Total liabilities and net assets	<u>\$ 2,724,361</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS
KIPP HEARTWOOD ACADEMY
SUPPLEMENTAL STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2010

REVENUES:

State revenue:	
State aid portion of general-purpose block grant	\$ 1,036,395
Block grant - categorical	344,251
Lottery revenue	47,092
Other state revenue	44,515
Federal revenue	162,968
Local revenue:	
Contributions	461,408
In-lieu property tax revenue	715,231
Other revenue	<u>69,432</u>
Total unrestricted revenues	<u>2,881,292</u>

EXPENSES:

Program services:	
Educational programs	2,099,874
Support services:	
General and administrative	<u>571,321</u>
Total expenses	<u>2,671,195</u>
Change in unrestricted net assets	210,097
Beginning net assets	<u>2,053,195</u>
Ending net assets	<u>\$ 2,263,292</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP HEARTWOOD ACADEMY
SUPPLEMENTAL STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2010**

CASH FLOWS from OPERATING ACTIVITIES:

Change in Net Assets	\$ 210,097
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	9,680
(Increase) and decrease in operating assets:	
Accounts receivable - Federal and State	(60,022)
Accounts receivable - other	16,009
Intercompany receivable	(35,355)
Deposits and prepaid expenses	3,638
Increase and (decrease) in operating liabilities:	
Accounts payable	20,626
Accrued liabilities	44,330
Net cash provided by operating activities	<u>209,003</u>

CASH FLOWS from INVESTING ACTIVITIES:

Net purchases of investments	<u>(1,078,180)</u>
Net cash used by investing activities	<u>(1,078,180)</u>
Net decrease in cash and cash equivalents	(869,177)
Cash and cash equivalents at the beginning of the year	<u>1,811,273</u>
Cash and cash equivalents at the end of the year	<u>\$ 942,096</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP HEARTWOOD ACADEMY
RECONCILIATION OF ANNUAL FINANCIAL
REPORT WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2010**

June 30, 2010 Annual Financial Report Fund Balances (Net Assets)	\$ 2,269,056
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets):	
Cash in Banks	(301)
Accounts Receivable	66,562
Prepaid Assets	(42,276)
Capital Assets	(308)
Accounts Payable	<u>(29,441)</u>
Net Adjustments and Reclassifications	<u>(5,764)</u>
June 30, 2010 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 2,263,292</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP KING COLLEGIATE HIGH SCHOOL
SUPPLEMENTAL STATEMENT OF FINANCIAL POSITION**

June 30, 2010

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 157,366
Accounts receivable - Federal and State	650,666
Accounts receivable - other	37,784
Intercompany receivable	60,457
Deposits and prepaid expenses	8,215
Total current assets	<u>914,488</u>

LONG-TERM ASSETS:

Leasehold improvements	333,601
Furniture and equipment	45,729
Less: Accumulated depreciation	<u>(37,322)</u>
Total long-term assets	<u>342,008</u>
Total assets	<u>\$ 1,256,496</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable	\$ 134,217
Accrued liabilities	4,596
Intercompany payable	450,245
Notes payable - current portion	<u>54,709</u>
Total current liabilities	<u>643,767</u>

NET ASSETS:

Unrestricted	<u>612,729</u>
Total net assets	<u>612,729</u>
Total liabilities and net assets	<u>\$ 1,256,496</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP KING COLLEGIATE HIGH SCHOOL
SUPPLEMENTAL STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2010**

REVENUES:

State revenue:	
State aid portion of general-purpose block grant	\$ 1,352,013
Block grant - categorical	176,688
Lottery	35,215
Other state revenue	28,010
Federal revenue	116,953
Local revenue:	
In-lieu property tax revenue	318,734
Contributions	691,294
Other revenue	<u>98,064</u>
Total unrestricted revenues	<u>2,816,971</u>

EXPENSES:

Program services:	
Educational programs	2,279,015
Support services:	
General and administrative	<u>477,478</u>
Total expenses	<u>2,756,493</u>
Change in unrestricted net assets	60,478
Beginning net assets	<u>552,251</u>
Ending net assets	<u>\$ 612,729</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP KING COLLEGIATE HIGH SCHOOL
SUPPLEMENTAL STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2010**

CASH FLOWS from OPERATING ACTIVITIES:

Change in Net Assets	\$	60,478
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation		16,102
(Increase) and decrease in operating assets:		
Accounts receivable - Federal and State		(330,843)
Accounts receivable - other		(22,942)
Intercompany receivable		(54,267)
Deposits and prepaid expenses		(57)
Increase and (decrease) in operating liabilities:		
Accounts payable		(19,427)
Accrued liabilities		(2,489)
Intercompany payable		450,245
Net cash provided by operating activities		<u>96,800</u>

CASH FLOWS from INVESTING ACTIVITIES:

Purchase of property, plant, and equipment	<u>(2,717)</u>
Net cash used by investing activities	<u>(2,717)</u>
Net increase in cash and cash equivalents	94,083
Cash and cash equivalents at the beginning of the year	<u>63,283</u>
Cash and cash equivalents at the end of the year	<u>\$ 157,366</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP KING COLLEGIATE HIGH SCHOOL
RECONCILIATION OF ANNUAL FINANCIAL
REPORT WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2010**

June 30, 2010 Annual Financial Report Fund Balances (Net Assets)	\$ 571,117
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets):	
Cash in Banks	3,479
Accounts Receivable	51,145
Other Assets	16,626
Capital Assets	(5,920)
Accounts Payable	31,236
Other Liabilities	<u>(54,954)</u>
Net Adjustments and Reclassifications	<u>41,612</u>
June 30, 2010 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 612,729</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP SAN FRANCISCO BAY ACADEMY
SUPPLEMENTAL STATEMENT OF FINANCIAL POSITION**

June 30, 2010

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 142,451
Investments	27,581
Accounts receivable - Federal and State	635,115
Accounts receivable - other	640
Intercompany receivable	71,367
Deposits and prepaid expenses	9,015
Total current assets	<u>886,169</u>

PROPERTY, PLANT AND EQUIPMENT:

Leasehold improvements	17,325
Less: Accumulated depreciation	<u>(1,733)</u>
Total property, plant and equipment	<u>15,592</u>
Total assets	<u>\$ 901,761</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable	\$ 65,430
Accrued liabilities	5,500
Notes payable - current portion	<u>8,333</u>
Total current liabilities	<u>79,263</u>

NET ASSETS:

Unrestricted	<u>822,498</u>
Total net assets	<u>822,498</u>
Total liabilities and net assets	<u>\$ 901,761</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP SAN FRANCISCO BAY ACADEMY
SUPPLEMENTAL STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2010**

REVENUES:

State revenue:	
State aid portion of general-purpose block grant	\$ 243,395
Block grant - categorical	254,619
Lottery revenue	41,595
Other state revenue	325,004
Federal revenue	220,735
Local revenue:	
In-lieu property tax revenue	1,323,494
Contributions	508,852
Other revenue	<u>15,754</u>
Total unrestricted revenues	<u>2,933,448</u>

EXPENSES:

Program services:	
Educational programs	2,314,256
Support services:	
General and administrative	<u>588,283</u>
Total expenses	<u>2,902,539</u>
Change in unrestricted net assets	30,909
Beginning net assets	<u>791,589</u>
Ending net assets	<u>\$ 822,498</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP SAN FRANCISCO BAY ACADEMY
SUPPLEMENTAL STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2010**

CASH FLOWS from OPERATING ACTIVITIES:

Change in Net Assets	\$ 30,909
Adjustments to reconcile change in net assets to net cash used by operating activities:	
Depreciation	1,733
(Increase) and decrease in operating assets:	
Accounts receivable - Federal and State	(292,352)
Accounts receivable - other	11,559
Intercompany receivable	65,047
Deposits and prepaid expenses	12,982
Increase and (decrease) in operating liabilities:	
Accounts payable	(169,915)
Accrued liabilities	5,500
Net cash used by operating activities	<u>(334,537)</u>

CASH FLOWS from INVESTING ACTIVITIES:

Net purchases of investments	<u>(27,581)</u>
Net cash used by investing activities	<u>(27,581)</u>

CASH FLOWS from FINANCING ACTIVITIES:

Repayment of debt	<u>(41,667)</u>
Net cash used by financing activities	<u>(41,667)</u>

Net decrease in cash and cash equivalents	(403,785)
Cash and cash equivalents at the beginning of the year	<u>546,236</u>
Cash and cash equivalents at the end of the year	<u>\$ 142,451</u>

SUPPLEMENTAL CASH FLOW DISCLOSURE:

Cash paid for interest	<u>\$ 634</u>
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See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP SAN FRANCISCO BAY ACADEMY
RECONCILIATION OF ANNUAL FINANCIAL
REPORT WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2010**

June 30, 2010 Annual Financial Report Fund Balances (Net Assets)	\$ 833,997
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets):	
Cash in Banks	1,383
Accounts Receivable	(107,625)
Other Assets	17,005
Accounts Payable	<u>77,738</u>
Net Adjustments and Reclassifications	<u>(11,499)</u>
June 30, 2010 Audited Financial Statement Fund Balances (Net Assets)	\$ <u>822,498</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP SAN JOSE COLLEGIATE HIGH SCHOOL
SUPPLEMENTAL STATEMENT OF FINANCIAL POSITION**

June 30, 2010

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 395,207
Investments	256,124
Accounts receivable - Federal and State	241,822
Intercompany receivable	53,204
Deposits and prepaid expenses	<u>11,394</u>
Total current assets	<u>957,751</u>
 Total assets	 <u>\$ 957,751</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable	\$ <u>167,570</u>
Total current liabilities	<u>167,570</u>

NET ASSETS:

Unrestricted	<u>790,181</u>
Total net assets	<u>790,181</u>
Total liabilities and net assets	<u>\$ 957,751</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP SAN JOSE COLLEGIATE HIGH SCHOOL
SUPPLEMENTAL STATEMENT OF ACTIVITIES**

For the Year Ended June 30, 2010

REVENUES:

State revenue:	
State aid portion of general-purpose block grant	\$ 393,701
Block grant - categorical	100,502
Lottery revenue	21,890
Federal revenue	284,768
Local revenue:	
In-lieu property tax revenue	534,671
Contributions	358,108
Other revenue	<u>29,860</u>
Total unrestricted revenues	<u>1,723,500</u>

EXPENSES:

Program services:	
Educational programs	1,376,616
Support services:	
General and administrative	<u>371,505</u>
Total expenses	<u>1,748,121</u>
Change in unrestricted net assets	(24,621)
Beginning net assets	<u>814,802</u>
Ending net assets	<u>\$ 790,181</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP SAN JOSE COLLEGIATE HIGH SCHOOL
SUPPLEMENTAL STATEMENT OF CASH FLOWS**

For the Year Ended June 30, 2010

CASH FLOWS from OPERATING ACTIVITIES:

Change in Net Assets	\$	(24,621)
Adjustments to reconcile change in net assets to net cash used by operating activities:		
(Increase) and decrease in operating assets:		
Accounts receivable - Federal and State		(166,325)
Accounts receivable - other		68,919
Intercompany receivable		(8,421)
Deposits and prepaid expenses		(7,739)
Increase and (decrease) in operating liabilities:		
Accounts payable		111,554
Deferred revenue		(2,945)
Net cash used by operating activities		<u>(29,578)</u>

CASH FLOWS from INVESTING ACTIVITIES:

Net purchases of investments		<u>(256,124)</u>
Net cash used by investing activities		<u>(256,124)</u>
Net decrease in cash and cash equivalents		(285,702)
Cash and cash equivalents at the beginning of the year		<u>680,909</u>
Cash and cash equivalents at the end of the year	\$	<u>395,207</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP SAN JOSE COLLEGIATE HIGH SCHOOL
RECONCILIATION OF ANNUAL FINANCIAL
REPORT WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2010**

June 30, 2010 Annual Financial Report Fund Balances (Net Assets)	\$ 772,666
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets):	
Cash in Banks	(570)
Accounts Receivable	15,195
Other Assets	9,774
Accounts Payable	<u>(6,884)</u>
Net Adjustments and Reclassifications	<u>17,515</u>
June 30, 2010 Audited Financial Statement Fund Balances (Net Assets)	\$ <u>790,181</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP SUMMIT ACADEMY
SUPPLEMENTAL STATEMENT OF FINANCIAL POSITION
June 30, 2010**

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 388,936
Accounts receivable - Federal and State	635,804
Accounts receivable - other	44,478
Intercompany receivable	60,515
Deposits and prepaid expenses	44,653
Total current assets	<u>1,174,386</u>

PROPERTY, PLANT AND EQUIPMENT:

Leasehold improvements	606,965
Less: Accumulated depreciation	<u>(23,900)</u>
Total property, plant and equipment	<u>583,065</u>
Total assets	<u>\$ 1,757,451</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable	\$ 220,760
Accrued liabilities	<u>4,413</u>
Total current liabilities	<u>225,173</u>

NET ASSETS:

Unrestricted	<u>1,532,278</u>
Total net assets	<u>1,532,278</u>
Total liabilities and net assets	<u>\$ 1,757,451</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP SUMMIT ACADEMY
SUPPLEMENTAL STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2010**

REVENUES:

State revenue:	
State aid portion of general-purpose block grant	\$ 1,462,987
Block grant - categorical	333,025
Lottery revenue	52,499
Other state revenue	55,062
Federal revenue	206,419
Local revenue:	
In-lieu property tax revenue	430,095
Contribution revenue	457,316
Other revenue	<u>166,941</u>
Total unrestricted revenues	<u>3,164,344</u>

EXPENSES:

Program services:	
Educational programs	2,416,944
Support services:	
General and administrative	<u>647,582</u>
Total expenses	<u>3,064,526</u>
Change in unrestricted net assets	99,818
Beginning net assets	<u>1,432,460</u>
Ending net assets	<u>\$ 1,532,278</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP SUMMIT ACADEMY
SUPPLEMENTAL STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2010**

CASH FLOWS from OPERATING ACTIVITIES:

Change in Net Assets	\$	99,818
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation		14,889
(Increase) and decrease in operating assets:		
Accounts receivable - Federal and State		(116,185)
Accounts receivable - other		(31,781)
Intercompany receivable		116,828
Deposits and prepaid expenses		(36,863)
Increase and (decrease) in operating liabilities:		
Accounts payable		81,357
Accrued liabilities		4,413
Net cash provided by operating activities		<u>132,476</u>

CASH FLOWS from INVESTING ACTIVITIES:

Purchase of property, plant, and equipment		<u>(11,443)</u>
Net cash used by investing activities		<u>(11,443)</u>
Net increase in cash and cash equivalents		121,033
Cash and cash equivalents at the beginning of the year		<u>267,903</u>
Cash and cash equivalents at the end of the year	\$	<u>388,936</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

**KIPP SUMMIT ACADEMY
RECONCILIATION OF ANNUAL FINANCIAL
REPORT WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2010**

June 30, 2010 Annual Financial Report Fund Balances (Net Assets)	\$ 1,518,073
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets):	
Cash in Banks	2,546
Accounts Receivable	44,208
Other Assets	44,252
Capital Assets	1,143
Accounts Payable	(73,531)
Accrued Liabilities	<u>(4,413)</u>
Net Adjustments and Reclassifications	<u>14,205</u>
June 30, 2010 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 1,532,278</u>

See the accompanying notes to the supplementary information.

KIPP BAY AREA SCHOOLS

NOTES TO SUPPLEMENTARY INFORMATION For the Year Ended June 30, 2010

NOTE 1 - PURPOSE OF SCHEDULES:

A. Schedule of Instructional Time Offered

This schedule presents information on the amount of instructional time offered by each KIPP Bay Area Schools charter and whether the charter school complied with the provisions of Education Code Sections 46200 through 46206.

B. Schedule of Average Daily Attendance (ADA)

Average daily attendance is a measurement of the number of pupils attending classes of KIPP Bay Area Schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

C. Schedule of Expenditures for Federal Awards

OMB Circular A-133 requires disclosure of the financial activities of all federally funded programs. To comply with A-133, this schedule was prepared for the organization and is presented on the accrual basis of accounting.

D. Charter School Supplemental Financial Statements and Reconciliations of Annual Financial Reports with Audited Financial Statements

These financial statements consist of a statement of financial position and a statement of activities for each charter school and a reconciliation that provides the information necessary to reconcile the fund balance as reported on the SACS Form to the audited financial statements.



**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
KIPP Bay Area Schools

We have audited the financial statements of KIPP Bay Area Schools as of and for the year ended June 30, 2010, and have issued our report thereon dated November 17, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered KIPP Bay Area Schools' internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the KIPP Bay Area Schools' internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of KIPP Bay Area Schools' internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the KIPP Bay Area Schools' financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board, management, the San Francisco Unified School District, the Oakland Unified School District, the Alum Rock Union School District, the San Lorenzo Unified School District, the East Side Union High School District, the San Francisco County Office of Education, the Alameda County Office of Education, the Santa Clara County Office of Education, and federal and state awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.


VICENTI, LLOYD & STUTZMAN LLP

November 17, 2010



**REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE
IN ACCORDANCE WITH OMB CIRCULAR A-133**

Board of Directors
KIPP Bay Area Schools

Compliance

We have audited the compliance of KIPP Bay Area Schools with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the year ended June 30, 2010. KIPP Bay Area Schools' major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of KIPP Bay Area Schools' management. Our responsibility is to express an opinion on KIPP Bay Area Schools' compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Nonprofit Organizations. These standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about KIPP Bay Area Schools' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of KIPP Bay Area Schools' compliance with those requirements.

In our opinion, KIPP Bay Area Schools complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2010.

**REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE
IN ACCORDANCE WITH OMB CIRCULAR A-133**

Internal Control Over Compliance

The management of KIPP Bay Area Schools is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered KIPP Bay Area Schools' internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance. Accordingly, we do not express an opinion on the effectiveness of KIPP Bay Area Schools' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies in internal controls over compliance such that there is a reasonable possibility, that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board, management, the San Francisco Unified School District, the Oakland Unified School District, the Alum Rock Union School District, the San Lorenzo Unified School District, the East Side Union High School District, the San Francisco County Office of Education, the Alameda County Office of Education, the Santa Clara County Office of Education, and federal and state awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.


VICENTI, LLOYD & STUTZMAN LLP

November 17, 2010



REPORT ON STATE COMPLIANCE

Board of Directors
KIPP Bay Area Schools

We have audited the financial statements of KIPP Bay Area Schools as of and for the year ended June 30, 2010, and have issued our report thereon dated November 17, 2010. Our audit was made in accordance with auditing standards generally accepted in the United States of America, the standards for financial and compliance audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, and the 2009-10 Standards and Procedures for Audits of California K-12 Local Educational Agencies, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

KIPP Bay Area Schools' management is responsible for KIPP Bay Area Schools' compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine KIPP Bay Area Schools' compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures in Audit Guide</u>	<u>Procedures Performed</u>
Attendance accounting:		
Attendance reporting	8	Not applicable
Kindergarten continuance	3	Not applicable
Continuation education	10	Not applicable
Independent study	23	Not applicable
Instructional time:		
School Districts	6	Not applicable
County Offices of Education	3	Not applicable
Class size reduction program: (including charter schools)		
General requirements	7	Not applicable
Option 1	3	Not applicable
Option 2	4	Not applicable
One school serving K-3	4	Not applicable

REPORT ON STATE COMPLIANCE

<u>Description</u>	<u>Procedures in Audit Guide</u>	<u>Procedures Performed</u>
Instructional materials general requirements	8	Not applicable
Ratios of administrative employees to teachers	1	Not applicable
Classroom teacher salaries	1	Not applicable
Early retirement incentive	4	Not applicable
GANN limit calculation	1	Not applicable
School Accountability Report Card	3	Not applicable
Public hearing requirement—receipt of funds	1	Not applicable
After School Education and Safety Program:		
General requirements	4	Not applicable
After school	4	Not applicable
Before school	5	Not applicable
Charter Schools:		
Contemporaneous records of attendance	1	Yes
Mode of Instruction	1	Yes
Nonclassroom based instructional/independent study	15	Not applicable
Determination of funding for nonclassroom-based instruction	3	Not applicable
Annual instructional minutes – classroom based	3	Yes

Based on our audit, we found that, for the items tested, KIPP Bay Area Schools complied with the laws and regulations of the state programs referred to above. Further, based on our examination, for items not tested, nothing came to our attention to indicate that KIPP Bay Area Schools had not complied with the laws and regulations of state programs and requirements.

This report is intended solely for the information and use of the Board, management, the San Francisco Unified School District, the Oakland Unified School District, the Alum Rock Union School District, the San Lorenzo Unified School District, the East Side Union High School District, the San Francisco County Office of Education, the Alameda County Office of Education, the Santa Clara County Office of Education, the California Department of Education and the California State Controller's Office and is not intended to be and should not be used by anyone other than these specified parties.

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VICENTI, LLOYD & STUTZMAN LLP

November 17, 2010

KIPP BAY AREA SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2010

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued November 17, 2010: *Unqualified*

Internal control over financial reporting:

Material weakness(es) identified? *No*

Significant deficiencies identified that are
not considered to be material weakness(es)? *No*

Noncompliance material to financial statements noted? *No*

Federal Awards

Internal control over major programs:

Material weakness(es) identified? *No*

Significant deficiencies identified that are
not considered to be material weakness(es)? *No*

Type of auditor's report issued on compliance for major programs: *Unqualified*

Any audit findings disclosed that are required to be reported
in accordance with section 510(a) of (Circular A-133)? *No*

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
-----------------------	---

84.010A	Title I
84.394	ARRA – State Stabilization Fund
10.555	Child Nutrition Programs

Dollar threshold used to distinguish between type A and type B programs: *\$300,000*

Auditee qualified as low-risk auditee? *No*

KIPP BAY AREA SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2010

All audit findings must be identified as one or more of the following eleven categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
41000	CalSTRS
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings for the year ended June 30, 2010.

KIPP BAY AREA SCHOOLS

SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

June 30, 2010

Finding 2009-1 – Implied Time Restrictions on Contributions

30000

Site: Regional Support Office

Criteria: Generally, contributions received should be recognized as revenues when they are received and reported as either unrestricted support, temporarily restricted support, or permanently restricted support, depending on the absence or existence and nature of donor-imposed restrictions.

Finding: Management identified various unrestricted contributions received just prior to the end of the fiscal year and recorded these amounts as deferred revenue because the funds were to be applied to the following fiscal period in accordance with donor-imposed restrictions. In accordance with generally accepted accounting principles, we determined that these amounts should have been classified as current year contribution revenue and classified as temporarily restricted due to the designated time restrictions.

Recommendation: We recommend management modify its procedures to record such amounts received as temporarily restricted contributions in the year received or promised.

Status: Implemented.

Finding 2009-2 – Identification of Federal Expenditures – Title I

50000

Site: Relates to all KIPP Bay Area Schools' charter schools.

CFDA Title and Number: 84.010 – Title I Grants to Local Education Agencies

Federal Award Number and Year: N/A, 2008-2009

Name of Federal Agency: U.S. Department of Education

Name of the Pass through Agency: California Department of Education

Criteria: Per OMB A-133, Allowable activities under Title I -84.010 include, but are not limited to, instructional programs, counseling, mentoring, other pupil services, college and career awareness and preparation, services to prepare students for the transition from school to work, services to assist preschool children in the transition to elementary school programs, parental involvement activities, and professional staff development.

Finding: In our testing of the Title I federal program, we noted that non-payroll expenditures were not identified individually and a percentage allocation was applied to certain general ledger expense accounts containing both allowable and unallowable expenditures to determine the amount of expenditures charged against the federal program.

Recommendation: We recommend management identify specific expenditures to be charged to the federal program and document this within the accounting records. We also recommend that this procedure be followed as the expense is incurred.

Status: Implemented.

KIPP BAY AREA SCHOOLS

SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
June 30, 2010

Finding 2009-3 – Average Daily Attendance

10000

Site: KIPP Bridge Charter School

Finding: Our tests of KIPP Bridge Charter School's attendance records found that the Average Daily Attendance reported on the P-2 attendance report did not agree to the attendance records on file at the School. This was caused by a technical error in the School's attendance software that was not resolved until late in the school year. Once the technical problem was fixed and the attendance records were review for accuracy, a revised attendance report should have been filed.

Questioned Costs: Average Daily Attendance was under reported by 2.4 resulting in potential lost funding of \$13,593.

Recommendation: We recommend the School submit a revised attendance report.

Status: Implemented.



CALIFORNIA CHARTER SCHOOLS ASSOCIATION
JOINT POWERS AUTHORITY

Our mission is to support members in operating safe high-quality charter schools

**KIPP Bridge College Preparatory
2011-2012 Insurance Proposal**

Prepared By:

Jennifer Chu, Director of School Insurance
California Charter Schools Association JPA
1107 9th Street, Suite 200, Sacramento, CA 95814
Phone: (805) 234-2991 Fax: (530) 236-9569
Web site: <http://www.insurance.calcharters.org>
Email: jchu@calcharters.org

DISCLOSURE:

This proposal is an outline of the coverages proposed by California Charter Schools Association JPA, based on the information provided by your school. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contract language. The policies themselves must be read for those details. Policy forms for your reference will be made available upon the school's request to the California Charter Schools Association JPA.

KIPP Bridge College Preparatory

Proposal Summary 2011-2012

This Proposal includes the following Coverages:

- Property
- General Liability
- Professional Liability
 - Insured Person and Organization (D&O)
 - Employment Practice Liability (EPL)
- School Board Miscellaneous Liability
 - Errors & Omissions (E&O)
 - Sexual Abuse Liability
- Business Auto
- Excess Liability
- Crime
- Workers' Compensation and Employers' Liability
- Domestic Terrorism Liability
- Student Accident

Package Premium: \$ 16,990.46

Workers' Compensation & Employers' Liability Premium: \$ 19,888.88

Estimated Annual Premium: \$ 36,879.33

Surplus Line Taxes & Fees: \$ 949.97

Total Estimated Annual Premium: \$ 37,829.30

Choose one payment option:

- ☐ **Payment in Full:** \$ 37,829.30 DUE NOW
- ☐ **Installment Plan:**
- Deposit (25%)** \$ 9,457.33 DUE NOW
- Monthly** \$ 3,152.44 8/1/11
- Installment:**
- 8 additional installments due the 1st of every month

Proposal Acceptance:

Print Name

Date

Signature

Title



CALIFORNIA CHARTER SCHOOLS ASSOCIATION
JOINT POWERS AUTHORITY

INVOICE

INSURED: KIPP Bridge College Preparatory		DATE: June 20, 2011
NAME: Cindy Tsai		
ADDRESS: 991 14th Street Oakland, CA 94607		
Description: Insurance Premium Payment for Policy Year 2011-2012		
(Choose one option.)	Amount:	Due Date:
<input type="checkbox"/> Payment in Full:	\$ 37,829.30	Due Now
<input type="checkbox"/> Installment Plan:		
Deposit (25%)	\$ 9,457.33	Due Now
Monthly Installment:	\$ 3,152.44	8/1/2011
8 <u>Additional</u> Installments Due The First of Every Month		

Please Remit All Payments To: California Charter Schools Association
Joint Powers Authority
250 E. 1st Street, Suite 1000
Los Angeles, CA 90012

Questions/Comments: Jennifer Chu
Director, School Insurance
Phone: (805) 234-2991
Email: jchu@calcharters.org



NAMED INSURED

KIPP Bridge College Preparatory

NAMED INSURED includes any past, present or future officials; members of boards or commissions; and directors, officers, partners, volunteers, student teachers or employees of the **NAMED INSURED** while acting within the scope of their duties as such.

NAMED INSURED shall also mean any person, organization, or estate to whom the **NAMED INSURED** is obligated by virtue of a written contract or written mutual aid agreement or other written agreement to provide insurance such as is offered by this policy; but only in respect to acts or operations by or on behalf of the **NAMED INSURED**, and subject to the limitations on coverage contained in any such written contract or written mutual aid agreement or other written agreement.

PROPERTY

Coverage Provided by:	California Charter Schools Association JPA and excess/reinsurance carriers to be determined	
Policy Period:	7/1/2011 to 6/30/2012	
Coverage Includes:	All Risk of Direct Physical Loss	
Valuation:	Replacement Cost	
Deductible:	\$ 1,000	per occurrence
Building Value:	\$	0
Contents Value:	\$	450,000
Electronic Data Processing Equipment and Computer Value:	\$	200,000
Total Insured Value:	\$	650,000
Limits:		
All Risk:	\$	650,000
Boiler & Machinery Property Damage:	\$	0
Sublimits:		
Ordinance or Law: (Loss to undamaged portion)	\$ Not Applicable	per occurrence
Demolition and Increased cost of construction are included in limits show		
Newly Constructed or Acquired Property:	\$	5,000,000 per building (120 days reporting clause)
Builders Risk:	\$	2,500,000 per occurrence
Errors & Omission:	\$	1,000,000 per occurrence
Covered Property in Transit:	\$	1,000,000 per occurrence

Outdoor Property including Debris Removal:	\$	1,000,000	per occurrence
Electronic Data Processing Equipment, Data and Media:	\$	1,000,000	per occurrence
Extra Expense:	\$	1,000,000	per occurrence
Covered Property at Undescribed Premises:	\$	1,000,000	per occurrence
Valuable Papers:	\$	1,000,000	per occurrence
Accounts Receivables:	\$	1,000,000	per occurrence
Utility Services Direct Damage, including Boiler & Machinery:	\$	250,000	per occurrence
Personal Effects of Officers and Employees of the Insured:	\$	250,000	per occurrence
Pollutant Cleanup and Removal:	\$	100,000	per occurrence
Claim Data Expense:	\$	25,000	per occurrence

**Exclusions:
(including but not limited to)**

- Earth Movement, including Earthquake
- Flood and Surface Water
- Governmental Action
- Nuclear Hazard
- War and Military Action
- Computer Virus
- Programming Errors & Omissions
- Off Premise Utility Services
- Collapse of Buildings
- Terrorism
- Pathogenic or Poisonous Biological or Chemical Material Exclusion
- Virus or Bacteria

Subjectivity:

Coverage under this policy shall not exceed 140% of the individually stated value for such property as shown in the latest Statement of Values or other documentation on file with CCSA for any one Building, any one Structure or Business Personal Property at any one location

GENERAL LIABILITY

Coverage Provided by:

California Charter Schools Association JPA
and excess/reinsurance carriers to be
determined

Policy Period:

7/1/2011 to 6/30/2012

Coverage Includes:

- Comprehensive General Liability
 - Personal Injury
 - Bodily Injury
 - Property Damage
- Employee Benefit Liability
 - Negligent Act
 - Error or Omission
- Premises Medical Payments

Deductibles:

\$ 0

Exposure Base:

270 Student Enrollment

Limits:

Bodily Injury, Property Damage: \$1,000,000 per occurrence

Employee Benefit Liability (EBL): \$1,000,000 per occurrence

Medical Payments:
\$ 10,000 per person
\$ 50,000 per occurrence

**Exclusions:
(including but not limited to)**

- Asbestos Liability
- Pollution Liability EXCEPT smoke resulting
from hostile fire
- Lead Liability
- Aircraft and Aircraft Products Liability
- Watercraft Liability
- War and Nuclear War or Attack

PROFESSIONAL LIABILITY

COVERAGE IS ON A CLAIMS MADE BASIS

Coverage Provided by:	Scottsdale Indemnity Company
Policy Period:	7/1/2011 to 6/30/2012
Deductible:	
Insured Person & Organization (D&O):	\$ 2,500 per claim
Employment Practice Liability:	\$ 7,500 per claim
Coverage Includes:	<ul style="list-style-type: none">• Insured Person & Organization (D&O)• Employment Practice Liability (EPL)
Limits:	\$ 1,000,000 per claim \$ 1,000,000 annual aggregate
Retroactive Date:	
Insured Person & Organization (D&O):	7/1/2011
Employment Practice Liability:	7/1/2011
Claims Made Policy Definition:	A term describing an insurance policy that covers claims first made and reported or filed during the year the policy is in force for any incidents that occur that year or during any previous period during which the insured was covered under a "claims-made" contract. This form of coverage is in contrast to the occurrence policy, which covers an incident occurring while the policy is in force regardless of when the claim arising out of that incident is filed—1 or more years later.
Definition of Claim:	Claim means all notices or suits demanding payment of money based on, or arising out the same wrongful act or a series of related wrongful acts by one or more assureds
Extended Reporting Period:	A Basic Extended Reporting Period is automatically provided without additional charge. This period starts with the end of the Period of Insurance, and lasts for thirty (30) days.

SCHOOL BOARD MISCELLANEOUS LIABILITY

SEXUAL ABUSE IS ON A CLAIMS MADE BASIS

Coverage Provided by:	California Charter Schools Association JPA and excess/reinsurance carriers to be determined
Policy Period:	7/1/2011 to 6/30/2012
Deductible:	\$ 5,000 per occurrence
Coverage Includes:	<ul style="list-style-type: none">• Errors & Omissions (E&O)• Sexual Abuse Liability
Limits:	
Errors & Omissions:	\$ 1,000,000 per occurrence
Sexual Abuse:	\$ 1,000,000 per claim
Policy Aggregate:	\$ 1,000,000 annual aggregate
Sexual Abuse Retroactive Date:	7/1/2008
Claims Made Policy Definition:	A term describing an insurance policy that covers claims first made (reported or filed) during the year the policy is in force for any incidents that occur that year or during any previous period during which the insured was covered under a "claims-made" contract. This form of coverage is in contrast to the occurrence policy, which covers an incident occurring while the policy is in force regardless of when the claim arising out of that incident is filed—1 or more years later.
Definition of Claim:	Claim means all notices or suits demanding payment of money based on, or arising out the same wrongful act or a series of related wrongful acts by one or more assureds
Extended Reporting Period:	A Basic Extended Reporting Period is automatically provided without additional charge. This period starts with the end of the Period of Insurance, and lasts for sixty (60) days.

BUSINESS AUTO

Coverage Provided by:	California Charter Schools Association JPA and excess/reinsurance carriers to be determined		
Policy Period:	7/1/2011 to 6/30/2012		
Deductible:	\$ 0	Comprehensive	
	\$ 0	Collision	
Vehicle Description:	None Reported		
Vehicle Values:	\$ 0		
Limits:			
Bodily Injury and Property Damage:	\$	Not Applicable	per occurrence
Non-Owned Auto Liability:	\$	1,000,000	per occurrence
Hired Auto Liability:	\$	1,000,000	per occurrence
Uninsured/Underinsured Motorist:	\$	Not Applicable	per occurrence
Medical Payments:	\$	Not Applicable	per person
	\$	Not Applicable	per occurrence
Exclusions: (including but not limited to)	<ul style="list-style-type: none">• Workers' Compensation• Pollution Liability• Professional or Organized Racing or Demolition Contest		

EXCESS LIABILITY

Coverage Provided by:	Insurance Company of the State of PA and Schools Excess Liability Fund (SELF)
Policy Period:	7/1/2011 to 6/30/2012
Coverage Includes:	Special Excess Liability
Limits:	Layer 1: \$ 4,000,000 per occurrence Layer 2: \$ 20,000,000 per occurrence
JPA Aggregate Limits:	\$ 24,000,000 annual aggregate
<ul style="list-style-type: none">• Public Response:<ul style="list-style-type: none">○ Public Response Costs:○ Crisis Communications Management:	<ul style="list-style-type: none">\$ 250,000 Each Crisis Management Event and Aggregate\$ 50,000 Each Crisis Management Event and Aggregate
Exclusions: (including but not limited to)	<ul style="list-style-type: none">• Violation of Communication and Information Law Exclusion• No Fault, UM/UIM Motorist Exclusion• Economic or Trade Sanctions violations• Terrorism Exclusion

CRIME

Coverage Provided by:	California Charter Schools Association JPA and excess/reinsurance carriers to be determined
Policy Period:	7/1/2011 to 6/30/2012
Coverage Includes:	<ul style="list-style-type: none">• Theft• Disappearance• Destruction• Burglary• Robbery• Computer Theft
Deductible:	\$ 0
Exposure Base:	20 Employees
Limits:	
Money and Securities:	\$ 500,000 per occurrence
Forgery or Alteration:	\$ 500,000 per occurrence
Employee Dishonestly:	\$ 500,000 per occurrence
Exclusions: (including but not limited to)	<ul style="list-style-type: none">• Surrendering of Property• Accounting or Arithmetical Errors or Omissions

WORKERS' COMPENSATION

Coverage Provided by:	California Charter Schools Association JPA and Star Insurance Company
Policy Period:	7/1/2011 to 6/30/2012
Coverage Includes:	<ul style="list-style-type: none">• Workers' Compensation• Employers' Liability
Deductible:	\$0
Exposure Base:	\$ 1,133,402 Estimated Payroll
Limits – Workers' Compensation:	Statutory
Limits – Employers' Liability:	<ul style="list-style-type: none">\$ 5,000,000 Bodily Injury Each Accident\$ 5,000,000 Bodily Injury by Disease Each Employee\$ 5,000,000 Bodily Injury by Disease Policy Limit
Terms & Conditions:	<ul style="list-style-type: none">• New Members Subject to Underwriting Approval• Subject to Complete Concentration of Risk Underwriting• Subject to Updated Loss Data
Audible:	The estimated payroll figure will be audited at the end of each coverage period. The CCSA JPA will request copies of the 941 Federal Quarterly Reporting Forms to verify the payroll figure. If the estimated payroll figure has been over estimated, a refund will be issued. If the estimated payroll figure has been under-estimated, an invoice for the additional amount due will be issued.
Exclusions: (including but not limited to)	<ul style="list-style-type: none">• Escalation Exclusion• Owned Aircraft

DOMESTIC TERRORISM LIABILITY

CLAIMS MADE POLICY

Coverage Provided by:	California Charter Schools Association JPA and Lloyds of London
Policy Period:	7/1/2011 to 6/30/2012
Coverage Includes:	For the purpose of this Insurance, an Act of Terrorism means an act, including the use of force or violence, of any person or group(s) of persons, whether acting alone or on behalf of or in the connection with any organization(s), committed for political, religious or ideological purposes including the intention to influence any government and/or to put the public in fear for such purposes.
Deductible:	\$0
Limits:	\$ 5,000,000 Per Claim/JPA Aggregate
Claims Made Policy:	A term describing an insurance policy that covers claims first made (reported or filed) during the year the policy is in force for any incidents that occur that year or during any previous period during which the insured was covered under a "claims-made" contract. This form of coverage is in contrast to the occurrence policy, which covers an incident occurring while the policy is in force regardless of when the claim arising out of that incident is filed -1 or more years later.
Definition of Claim:	The word "claim", wherever used in this policy, shall mean that part of each written demand received by the Insured for monetary damages covered by the policy, including the service of suit or institution of arbitration proceedings. The term "claim" shall not include a demand for an injunction or any other non-monetary relief.
Exclusions: (including but not limited to)	<ul style="list-style-type: none">• Nuclear/Chemical/Biological/Radiological/Cyber Events• Hoax(es) and Threat(s)• Warranted No Losses or Threats
Reporting:	Must be reported to Underwriter within 90 day after policy expiration.

STUDENT ACCIDENT

Coverage Provided by:	To be determined		
Policy Period:	7/1/2011 to 6/30/2012		
Deductible:	\$0		
Exposure Base:	270	Student Enrollment	
Limits:	\$	25,000	Aggregate Maximum Limit
			52 Week Benefits Period
	\$	250,000	Aggregate Limit of Indemnity – Per Location
	\$	5,000	Accidental Death & Dismemberment Benefit

Maximum Accident Medical: Accident medical benefits are paid for expenses incurred within 52 weeks from the date of injury provided the first doctor's visit occurs within 60 days from the date of injury. Expenses incurred after 52 weeks from the date of injury are not covered, even though the service is a continuing one or one that is necessarily delayed beyond one year from the date of injury.

The company will pay 100% of the Usual and Customary Charges incurred for necessary medical, dental, or hospital care within 52 weeks from the date of injury up to \$25,000 for any one injury.

Terms & Conditions:

- Claims are adjusted on the Usual and Customary Basis
- Coverage is provided on an Excess Basis (Co-insurance is covered at 100%)
- Optional Around the Clock 24 Hour Accident Medical Coverage will be offered to parents, on a voluntary basis. The parent has 3 benefits levels to choose from. Brochures for distribution will be sent directly to school before new school year.

**Exclusions:
(including but not limited to)**

- Expenses for treatment on or to teeth
- Services normally provided without charge by you or your employees
- Eyeglasses, hearing aids, and examination for the prescription or fitting thereof
- Suicide, attempted suicide or intentionally self-inflicted injury
- Injury due to participation in riot
- Cosmetic surgery
- Loss resulting from air travel
- Injury or sickness resulting from any declared or undeclared war
- Injury or sickness within the armed forces of any country
- Injury or sickness covered by any workers' compensation or occupational disease law
- Treatment provided in a governmental hospital
- Infections except pyogenic or bacterial infections caused wholly by a covered injury or sickness
- Hernia
- Insured's being intoxicated or under the influence of any narcotic unless administered on the advice of a physician
- Claims occurring while parachuting or hang-gliding
- Injury sustained while traveling in or on any two or three-wheeled motor vehicle operated by a person who does not hold a valid operator's license
- Pre-existing conditions

**Optional Student Accident
Catastrophic Coverage:**

If interested in obtaining higher limits up to \$5,000,000 with or without sports included, please contact:

Tom Boobar MBA, MS, CSP, REHS
Area Vice President
Public Entity & Scholastic Division
Arthur J. Gallagher Risk Management Services
Arthur J. Gallagher & Co. Insurance Brokers of
California, Inc
15 Enterprise, Suite #200
Aliso Viejo, CA 92656
(949) 349-9871 Office
(949) 349-9971 Fax
tom_boobar@ajg.com
License # 0726293

CLAIMS REPORTING

FOR ALL PROFESSIONAL LIABILITY (D&O AND EPLI), PLEASE REPORT CLAIMS IMMEDIATELY TO

Scottsdale Indemnity Company

Attention: Claims Manager 7 World Trade Center, 33rd Floor
250 Greenwich Street
New York, NY 10007
FSReportALoss@freedomspecialtyins.com

FOR ALL OTHER TYPES OF CLAIMS, PLEASE REPORT AS INSTRUCTED BELOW

Step 1.

Employee, student or guest incidents: First and foremost, show that you care! Communicate with injured employee, student/parents, or guest, and ensure that the injured party has access to prompt and appropriate medical attention.

In emergency situations, notify appropriate emergency response service providers.

When dealing with employee injuries, be sure to coordinate an early return to work with your designated industrial medical provider. They are your partners in the process! Need to establish or know more about an Early Return to Work program? Contact the JPA Claim Manager for resources!

Property theft or damage incidents: Take necessary steps to prevent further damage, if possible. If damage is due to a criminal act, notify the police right away! Have a report taken and investigation conducted, and gather all materials (receipts, invoices, serial numbers, proof of purchase documentation).

Step 2:

All claim types: Interview the employee, student, parent(s) of injured student, or guest; or the person involved with damage to the site (property damage or theft/liability) to obtain all necessary information to report the claim accurately.

Use this information to complete the proper form for the type of incident that occurred (Employee Incident, Student Accident, Liability or Property Loss Incident Investigation Report forms, DWC-1 claim form for WC injuries). Forms can be accessed from the JPA Webportal, or via the Claim Manager at (855) 394-5939.

Fax this along with all other documentation (proof of purchase docs, etc.) directly to 916.720.0324 within one working day.

Step 3: Call the reporting hotline 1.877.263.9904 (This step is not required for student incidents that did not require professional medical treatment.)

Step 4: Once you call the claim in, the JPA receives an electronic first report of incident within minutes. You will be contacted to gather any additional information that may be necessary to process the claim. If you are not able to respond right away, please get back to the JPA within one working day to ensure timely processing of the claim. Accurate witness information is very important to the claim process. Workers' Compensation claim handling is tightly regulated and failure to comply with state requirements may result in fines and penalties.

PROPOSED CARRIER RATINGS AND ADMITTED STATUS

Proposed Carriers	A.M. Best's Rating	Admitted/Non-Admitted
Allied World Assurance Company Ltd	A; XV	Admitted
Argonaut Great Central Insurance Company	A; XII	Admitted
Genesis Insurance Company	A++; XV	Admitted
Insurance Company of the State of PA	A; XV	Admitted
Lexington Insurance Company	A; XV	Non-Admitted
Lloyds of London	A; XV	Non-Admitted
Markel Insurance Company	A; XIII	Admitted
National Union Fire Insurance Company of Pittsburg, PA	A; XV	Admitted
RSUI Indemnity Company	A; XII	Admitted
Scottsdale Insurance Company	A+; XV	Non-Admitted
Selective Insurance Company of America	A; XII	Admitted
Star Insurance Company	A-; IX	Admitted
The Travelers Property Casualty Company of America	A+; XV	Admitted

If the above indicates coverage is placed with a Non-admitted Carrier, the carrier is doing business in the state as a surplus lines or non-admitted carrier. As such, this carrier is not subject to the same regulations, which apply to an admitted carrier nor do they participate in any insurance guarantee fund applicable in that state.

Guide to Best Ratings Rating Levels and Categories

Level	Category	Level	Category	Level	Category
A++, A+	Superior	B, B-	Fair	D	Poor
A, A-	Excellent	C++, C+	Marginal	E	Under Regulatory Supervision
B++, B+	Very Good	C, C-	Weak	F	In Liquidation
				S	Rating Suspended

Financial Size Categories (In \$000 of Reported Policyholders' Surplus Plus Conditional Reserve Funds)

FSC I		Up to	1,000	FSC IX	250,000	to	500,000
FSC II	1,000	to	2,000	FSC X	500,000	to	750,000
FSC III	2,000	to	5,000	FSC XI	750,000	to	1,000,000
FSC IV	5,000	to	10,000	FSC XII	1,000,000	to	1,250,000
FSC V	10,000	to	25,000	FSC XIII	1,250,000	to	1,500,000
FSC VI	25,000	to	50,000	FSC XIV	1,500,000	to	2,000,000
FSC VII	50,000	to	100,000	FSC XV	2,000,000	or more	
FSC VIII	100,000	to	250,000				

Best's Insurance Reports, published annually by A.M. Best Company, Inc., presents comprehensive reports on the financial position, history, and transactions of insurance companies operating in the United States and Canada. Companies licensed to do business in the United States are assigned a Best's Rating which attempts to measure the comparative position of the company or association against industry averages.

Copies of the Best's Insurance Reports on the insurance companies are available upon your request.

The California Charter School Association JPA uses A.M. Best & Co.'s rating services to evaluate the financial condition of insurers whose policies we propose to deliver. The rating of the carrier and the year of publication of that rating are indicated. The California Charter Schools Association JPA makes no representations and warranties concerning the solvency of any carrier, nor does it make any representation or warranty concerning the rating of the carrier, which may change.

IMPORTANT: THIS PROPOSAL IS AN OUTLINE OF THE COVERAGES PROPOSED BY THE INSURERS, BASED ON THE INFORMATION PROVIDED BY YOUR SCHOOL. IT DOES NOT INCLUDE ALL OF THE TERMS, COVERAGES, EXCLUSIONS, LIMITATIONS, AND CONDITIONS OF THE ACTUAL CONTRACT LANGUAGE. THE POLICIES THEMSELVES MUST BE READ FOR THOSE DETAILS. POLICY FORMS FOR YOUR REFERENCE WILL BE MADE AVAILABLE UPON REQUEST.

REVIEW OF CONTRACTS, LEASES & OTHER LEGAL DOCUMENTS

ANY CORRESPONDENCE RELATING TO A REVIEW OF A LEGAL DOCUMENT IS ONLY AN INSURANCE/RISK MANAGEMENT PROSPECTIVE AND IS NOT LEGAL ADVICE. WE DO NOT PROVIDE LEGAL ADVICE AS WE ARE NOT QUALIFIED TO DO SO. WE HIGHLY RECOMMEND THAT YOU SEEK THE ADVICE OF LEGAL COUNSEL IN ORDER TO BECOME FULLY APPRISED ON ANY LEGAL IMPLICATIONS RELATED TO THESE ISSUES.

SCHEDULE OF LOCATIONS

Each of the addresses listed below are covered for all lines of coverage presented in this proposal

991 14th Street
Oakland, CA 94607



CALIFORNIA CHARTER SCHOOLS ASSOCIATION
JOINT POWERS AUTHORITY

CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

*This report is to be submitted to the Board of Education **in conjunction** with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.*



1 What is distinctive about your school?

The mission and goals of KIPP Bridge are what makes it unique and very distinctive. Academic achievement and character excellence are the most important goals of KIPP Bridge Charter School. These goals are based on a value driven school culture and climate. The mission of KIPP Bridge Charter School is to develop the academic knowledge, skills, and character traits necessary for students to achieve success in the finest high schools, colleges, and the competitive world beyond. In order to achieve this mission, in 2006, we created a very systematic practice that includes four main components, the Commitment to Excellence, the paycheck which includes incentives and rewards, goal setting, and extra time. The Commitment to Excellence holds everyone accountable. The commitment to Excellence is a contract between the school, the student, and parents, which ensures we are all working together to get the student to and through college. The paycheck provides constant and consistent information to the student and parent about their daily and weekly performance. The paycheck is a transparent tracking system which allots points for appropriate behaviors and deducts points for inappropriate behaviors. The incentives and rewards system is highly connected to the points earned from the paycheck system. These techniques motivate student achievement, for everything is earned. Students earn fieldtrips, free time, extracurricular activities, and additional supplies by meeting agreed upon goals. Goal setting supports students who struggle with the systems and rules so they can still achieve the success of their counterparts at their own pace. These goals are discussed, designed, and monitored by the student. The extra time during the school day and throughout the school year allows for full teaching of each state standard to mastery. Students who are below grade level received the additional support needed to make the two years of growth promised. The extra time during the school day is needed to provide the additional tutorials that enhance skills.

2 How effective is your school overall?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory
Excellent						

How do you know? The mission and ultimate goal of KIPP Bridge is to get our student to and through college. In 2010 with our first graduating class 86% of the students went to college with over \$300,000 in scholarships and financial aid. Since 2009 our API has been consistently climbing by 20 or more index points.

What are its notable strengths? The noticeable strengths of KIPP Bridge are our strong academic focus and the constant coaching and instructional development of our teachers which contributes to the entire academic achievement of the school. The structure of our school is highly unique as well, but the many systems and procedures are in place to ensure the success of the students who are traditionally underserved.

What are the main priorities for improvement? We are seeking ways to develop our literacy programs to further engage ESL students and continue to close the achievement gap. One of our most important priorities is ensuring all students and families adhere to the commitment. Secondly we would like to develop a culture of appreciation and hard work.

3 How well is the school regarded by its students and parents?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory
Excellent						

How do you know? Each year our students and family complete surveys that provide us with feedback on the school's progress. We operate an open door policy and all parents and students have the ability to share concerns or criticisms. We also instituted a formal complaint policy and it is openly advertised for use by the parents and students. Any student can clearly articulate the systems and the justification for the systems. They demonstrate their scholarly pride through conversations with visitors about our schools and its consistent success.



What do (a) students and (b) parents most like about the school?

- (a) Students value the incentives and reward and the transparent system, they always know where they stand academically and behaviorally. The students really appreciate the sense of community and team. Most importantly students value the academic development; they know they are learning and they value their education and are proud to be KIPP Bridge students.
- (b) The parents welcome the rigorous curriculum, the availability of staff and the open door policy. This allows for open communication and an accurate assessment of the learning environment. The high school placement at KIPP provides a smooth transition from middle school to high school that is efficient and highly relative to the needs of the students.

What do they feel needs improvement, and what action is being taken?

The parents and students were really concerned about the campus safety and relations between the Oakland Public School, with whom we share a campus. Parents made the problem public to Oakland Public Schools and became more diligent about picking up their students on time. In order to bridge the conflict between the two schools we continued to have meetings with West Oakland Middle school Administration; we scheduled a community meeting and invited the schools' parents, administrators, teachers, and community representatives to participate in a problem solving conversation; we also altered our dismissal time to further eliminate problems.

4 How well do students achieve?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

How do you know? Each trimester students are tested using a benchmark exam that is a representation of the California State Standards. This benchmark is an information source and illustrates a picture of what skills students will need re-taught. Our students are also evaluated using MAP testing, Measures of Academic Progress. We expect to gains from 14 to 30 percentage point per year. Student's grades are based on their mastery of the California standards. 85% of their grade is earned through state aligned tests and exams. In conjunction with test and exams teachers assess students' daily achievement using exit tickets.

In which subjects and grades do students do best, and why? Our students are strong in all subjects, but 8th grade ELA and Algebra demonstrate the most strength. The strength in 8th grade is largely contributes to the years of growth students make while at KIPP Bridge. Students start in 5th grade and by the 8th grade they have made the years of growth to put them on grade level and allow them to make the appropriate progress. As a school our Math department is exceptionally strong. Due to collaboration, low teacher turnover, and goal setting, the Math department is able to make huge gains on the CST across the grade levels.

In which subjects and grades is improvement needed, and what action is being taken?

Reading in 5th grade is a huge concern, because students enroll far below grade level and lack the phonemic skills to ensure their reading success. We have implemented DRA diagnostic testing that determines students' reading grade levels and comprehension skills earlier in the year. We complete DRA testing during Summer School. We designed a tutorial group to suit the needs of the students using specific goals to help improve their reading and comprehension skills. We require more one on one reading time at home and after school in homework tutorial.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken? No we have not found any evidence that would support that differential achievement is based on ethnic or gender grouping but is attributed to hard work and parental support. We are consistently creating on site opportunities to support the students who need quiet space to complete assignments and study.



5 How effective is the quality of instruction, including teaching, learning and curriculum?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

How do you know? Teachers are required to turn in long term plans that pace the standards for the year as a form of backwards planning. The instructor must also design their unit plans and trimester exams and turn them in to the Principal and Vice principal for feedback on rigor and alignment to the standards. Teachers are formally evaluated twice during the school year, and multiple informal evaluations occur daily. Grade level teams participate in a weekly check-in during Wednesday's professional development as well as subject departments during staff meetings.

Teachers complete peer observations and team leaders are required to complete trimester observations as well.

Which are the strongest features of teaching and learning, and why? The dynamic classroom instruction and the consistent expectation held by all teachers within the rigor of the classes are the strongest features of our academic program.

What aspects of teaching and learning most need improvement, and what action is being taken?

Differentiation is a huge focus for the upcoming year in an attempt to meet the needs of all students. Professional development is focused on the differentiation of state standards as well as skill differentiation for all students. We are so focused on ensuring we are perfecting the KIPP Framework for Excellent teaching and learning. The framework includes four key elements that are linked through our beliefs and character as teachers: self and others, classroom culture, teaching cycle, and knowledge are all practiced to ensure student growth and achievement. Teachers are focusing on various components of the framework to ensure individual growth and as a school we are focusing our efforts on intentional practice and constant cumulative review to ensure students maintain and master information and skills taught.

6 How effective are the professional development opportunities provided to teachers and administrators?

	5	4	3	2	1	
Evaluation:			X			Unsatisfactory

How do you know?

This year we have increased our professional development opportunities, through KIPP Regional Support Office and the KIPP Foundation, these professional development opportunities are in conjunction with our monthly professional development days and our bimonthly professional development meetings. Our teachers and administration often lead Professional development based on yearly school created goals. Teachers and administration are also encouraged to seek additional opportunities for professional development.

Which are the strongest features of professional development, and why?

The strongest components of the professional development are the techniques used to engage teachers and the accountability systems established to ensure that the techniques are being used effectively and consistently. The techniques and strategies are relevant to the learning environment at our school because they are site developed and administered.

How are professional development activities selected and evaluated?

Professional development activities are selected based on need as increments to reaching our yearly school goals. Some professional development opportunities are established by the regional office as a portion of a vision for all KIPP Bay Area Schools. As a school site, we institute what we see as effective strategies as research has proven them to be effective in the education our students.

What aspects of teaching and learning most need improvement, and what action is being taken?

We are focused on ensuring we are perfecting the KIPP Framework for Excellent teaching and learning. The framework includes four key elements that are linked through our beliefs and character as teachers and leaders: self



and others, classroom culture, teaching cycle, and knowledge are all practiced to ensure student growth and achievement. Teachers are focusing on various components of the framework to ensure individual growth and as a school we are focusing our efforts on intentional practice and constant cumulative review to ensure students maintain and master information and skills taught.

7 How effective is the assessment of student learning?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

As a school we have clear picture of student learning through assessments that are administered daily, as exits tickets which measure students' progress towards a single object and acts as a components of a state standards.

We also administer weekly assessments as continual assessment of student understanding of concepts as complete standards. We further assess student growth after each unit, trimester, and each semester to benchmark student growth towards proficiency or advanced placement on the state standardized exams.

What are the strongest features of assessment?

Our teachers implement the strategy of backwards planning, therefore the strongest feature of our assessments is the full alignment with the standards and objectives taught. Students are clear about the skills being assessed are encouraged to study for unit and semester exams. The benchmark exams provide big picture information to families, students, and teachers, about student proficiency of state standards and understanding. Teachers are able to design tutorial sessions for students who are under performing and can clearly communicate about the needs of the student in order to achieve proficiency on the state tests.

What aspects need improvement, and what action is being taken?

We need to improve our constant cumulative review of information to ensure students are retaining information more concretely and consistently. We are instituting different strategies to ensure students are summarizing during class often which allows them to process information and establishing norms throughout the instruction of units to ensure that students are constantly reviewing the information, through projects, homework, and presentations.

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

We designed our school to ensure it is a true reflection of the community in which it serves. As the demographics of West Oakland change so do the demographics of KIPP Bridge. We strive to recruit students that are underserved and reflect the desire for a college prep education.

What are the strongest aspects of efforts to a diverse student population?

We implement incentives for our students to encourage their family members and friends to come to school with them. This ensures that we will continue to capture representation of the community. We flier public areas like parks, libraries, churches and local grocery stores in the most urban areas of Oakland and neighboring cities. More than 50% of our student population is referred to us by friends or family members of current students.

What aspects need improvement, and what action is being taken?

We are working on recruiting a larger core of fifth grade students which will diminish the number of available seats in sixth grade. As we become a better school we hope to decrease our student attrition rates which will attribute to a stronger school culture and consistency in student growth and development.



9 How effective is the leadership and management of the school??

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory
Excellent						

How do you know?

Our current school leader had been in her role for less than three years and our API in year one increased by 123 points, we were identified as a California Distinguished School and the Heart Vision Award recipients as Charter School of the year. Our staff retention rate has increased to over 75% and teachers and students are happy based on Healthy Families surveys and comments. We know our school is lead by an effective leader because it shows in the academic progress of our students and their character growth.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

We begin the implementation of the school curriculum based on long term plans, lesson plans, and trimester exams provide the insight about curriculum implementation and alignment to the standards. Teachers are observed daily and longer observations are scheduled twice a year as formals.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Conferences and planning meetings are scheduled for staff members who struggle with the implementation of state standards. Due to our commitment towards results it is very important that students demonstrate their knowledge and teachers are held accountable for student results. Teachers may be placed on performance plans which included constant goal setting, observations, and coaching.

Which aspects of leading and managing the academic performance of the school work best, and why?

The implementation of data analysis and tracking of student performance help our students to make sufficient academics gains. The data illustrates a clear picture about student performance in the classroom, and through observations and conferences a detailed description of the teaching and learning process is revealed. The administration is able to identify the disconnection between the instruction and student performance and take steps to repair the learning process.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

As a school we are taking to steps to better implement the daily teaching cycle which ensures the understanding of 100% of the students 100% of the time.

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

	5	4	3	2	1	
Evaluation:	X					Unsatisfactory
Excellent						

How do you know?

Our parents, teachers, and students sign a contract called the Commitment to Excellence. The Commitment to Excellence acts as an agreement between the school and the family and covers things like attendance, homework responsibility, and parent volunteer hours. When students are not successful it is because one of the three parties signing the Commitment is not being held accountable. Often parent conferences are called just to review and discuss the Commitment and ensure we are all on the same page. During the conference targeted areas of concern are discussed and plans to improve student success are designed and implemented. For example, if a student is failing to complete homework at home, they are enrolled in homework club after school to provide the additional support needed for their success.

Which are the strongest features, and why?

The mandatory volunteer hours are a strong asset to our school climate and culture. Although we design many features which allow parents to serve their hours off campus, the volunteer requirement encourages active parental participation in numerous ways. The presence of parents on site serving in the cafeteria or working with students in classrooms creates a safe learning community that embraces everyone. Due to an increase in parental involvement



we are able to provide more enriching activities for the students which make learning more joyful.

What most needs improvement, and what action is being taken?

We are often inundated with parent volunteers in the office, but we would like to move our parents out into the hallways and classrooms. We need to implement training opportunities for classroom involvement and a visual tracking system to ensure parents are informed about their progress towards reaching their needed hours of service.

11 How effectively does the school community analyze and use schoolwide data for continuous improvement?

		5	4	3	2	1	
Evaluation:	Excellent			X			Unsatisfactory
<p>How do you know? We use a data system for tracking student academic improvement, Edusoft. We are able to assess student growth towards mastery of state standards and determine their areas of improvement. We track paycheck averages and paycheck account balances.</p> <p>To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction? During staff meetings we have share data results and strategies. Individual data conferences are held with each staff member to discuss next steps and goal setting for student academic and behavioral performance.</p> <p>Describe how the school is training administrators and teachers to understand and use assessment data. This year we are really taking huge steps to ensure everyone is able to read data and redesign lesson plans based on the needs the data shares. We are partnering with other KIPP Schools throughout our network to implement the KIPP framework. This framework for teaching and learning focuses on data and results. Four of our lead teachers will receive this training and present it and share with the staff.</p> <p>To what extent are parents and students informed of student performance data individually and schoolwide? Parents are informed about every test score. Exams are sent home once they are graded and must be returned by the student the following day with a parent signature. During each trimester students are administered a benchmark exams which illustrates their progress towards proficiency on the CST. The parents are given the results of the benchmark exams which include the score for each standard tested. The student's progress and their scores are tracked and posted so they can monitor their growth.</p> <p>What most needs improvement, and what action is being taken? As a school our analysis of data would be most beneficial if we tracked everything, from student performance to behavioral development and parental involvement. The visual tracking system is very effective and keeps students and teachers informed about their progress towards mastery of standards this concept could also improve student buy-in and a cohesive school culture.</p>							

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
<p>How do you know? Our teachers implement modifications for students with learning disabilities that ensure success in the classroom and build support systems to assist in the learning process. These modifications are tailored to the needs and the disability of each student. For students who are struggling with the academic content we provide additional tutorials during the school day and on Saturday. English Language Learners are instructed basic ELA foundation skills during their tutorial times throughout the school day and on Saturdays.</p> <p>Which are the strongest features, and why? The instructional strategies that are implemented by our staff are aligned with student needs. The intense</p>							



supplemental enrichment program we enforce at KIPP Bridge combined with the additional time in the school day allows the time needed in order to provide students with the skills they need.

What most needs improvement, and what action is being taken?

The Special Education services are provided by the district. We would like the ability to collaborate and plan lessons with the Special Education teacher, but because the instructor experienced a medical emergency that was not possible this year. We are seeking to build better relationships with the district employees in order to have opportunities to plan and implement modifications together.

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory
Excellent						

How do you know?
All students at KIPP Bridge Charter school are assessed with a beginning of the year diagnostic. The MAP test (Measurable Academic Performance test) is a computer generated exam that provides lexile levels. Once the lexile level of the student is assessed their current reading and math comprehension level can be identified. Enrichment classes are used towards remediation.

Which are the strongest features, and why?
The strongest feature of the MAP testing is its ability to track student's performance. MAP also provides information about student weaknesses and areas of concern.

What most needs improvement, and what action is being taken?
We are working on ways to extend the learning experience for our gifted and talented students. Sometime because so many of our students are far below grade level we focus on bringing the low students up to grade level and miss out on opportunities to increase the skill set for our already advanced students.

14 How effective is the governing board of the school?

	5	4	3	2	1	
Evaluation:	X					Unsatisfactory
Excellent						

How do you know?
The governing board for KIPP Bay Area Schools is a highly engaged group of individuals who provide governance oversight to the organization. Since we merged in 2008 and created this governing board, KIPP Bay Area Schools as a region has seen year-over-year improvement in student achievement, and this year achieved an 86% college matriculation rate of all KIPPsters who completed 8th grade with KIPP (regardless of whether they added a KIPP high school). (In 2010, our college matriculation rate was 77%.) Teacher retention and satisfaction has also increased under this Board's tenure. Lastly, the Board has presided over three years of clean financial audits and experienced low turnover.

The Board takes an annual self-assessment to identify its own strengths and weaknesses and strive for greater impact. Board attendance in quarterly meetings is high, and Board members actively participate in Board Committees.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.
The Board Governance Committee is responsible for recruiting and vetting new Board Members and recommending them to the Board for membership. See below for the section that addresses selection of board members in the "Charge of the Governance Committee":

1. Identify, cultivate and recruit new directors to serve on the board.
Recommendations for election to the board should be based upon a current profile of the board. This profile

summarizes the board's aggregate experience, demographic and skills make-up at a given point in time, and thereby helps to identify leadership gaps to be filled. Prospective directors should receive a written "job description" which conveys what is expected of them (meeting attendance, committee involvement, advocacy, financial oversight, annual contribution, etc.). The Committee should track the involvement of non-board participants to help build a pipeline of sufficient diversity and skills needed on the board.

See attachment A for the list of current board committees and board member biographies.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

Please see attachment B, "KIPP Bay Area – Board of Directors Job Description Primary Responsibilities and Criteria for Selection". Most of the hands-on work of the Board occurs via Board Committees.

What are the notable features of the governing board in the school?

The Board is composed of 20 members representing business leaders, community leaders, and educational experts from each of our three core geographic areas in which KIPP Bay Area Schools' operates schools: The East Bay, San Francisco, and San Jose. The Board meets at least quarterly and is presided over by Chair John Coghlan and Vice Chair Lauren Dutton. Each Board Member serves on at least one Board Committee.

How effectively does the governing board work with the school leader/s?

The board focuses on governance, not management. That said, at a regularly scheduled Board Meeting in 2010-2011, the full Board dedicated time to discuss KIPP Bridge with the school's leadership – Principal Mrs. Jackson and Vice Principal Sherrye Hubbard – to ask probing questions about the challenges, successes, and vision for the school and provide guidance to the school's leadership. In addition, many Board members have visited KIPP Bridge. At each Board meeting, the Board provides guidance to the management team, which includes the Executive Director, Chief Academic Officer, Chief Operating Officer, and the Chief Advancement Officer. The Chief Academic Officer in turn supervisors all of the School Leaders, including the School Leader at KIPP Bridge Charter School.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

		5	4	3	2	1	
Evaluation:	Excellent	X					

Unsatisfactory

How do you know?

The KIPP Parent Association (KPA) acts as the voice of our families. The KPA is integral in the fostering of family involvement, fund raising, and student buy-in. The KPA acts as a catalyst between the administration and families to ensure the mission and the vision of the school is understood and the commitments parents have made to the school and their students are upheld.

In terms of Board Governance, 16% of our Board members live in the East Bay and are personally connected to the Oakland community. Our Board Meetings are open to the public and community members are welcome to attend. In addition, parents and community members may schedule meetings to meet with the Principal, Ms. Jackson, to share their thoughts, ideas, and concerns.

In terms of teachers, the school has a culture of open feedback among adults. The staff rotates who leads staff meetings and report feeling that their voice is heard at the school. The KIPP Bridge staff was last surveyed in May of 2011 on their satisfaction and engagement at work. 94% of staff agreed or strongly agreed that "At work, my opinions seem to count" and 94% agreed or strongly agreed that "Even on hard days, I know that KIPP is the best place for me." This quantitative, anonymous feedback aligns with the daily culture of open feedback and discussion on how best to run the school to ensure that all students learn and can achieve at high levels.



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KIPP Bridge also has an open-door policy that allows parents and community members to engage the school leadership and staff in discussing how to best serve our students. Any parent can schedule time with the school leadership or a teacher to share ideas and feedback.

Which are the strongest features, and why?

The strongest features of the school in terms of inclusive governance are the open-door policy and culture the leadership team has to hear ideas and feedback from parents, teachers, and community members. We are also off to a great start in terms of collaborating well with our co-located school, West Oakland Middle School.

What most needs improvement, and what action is being taken?

The Board and Regional Support Office of KIPP Bay Area Schools are always striving to improve the management of our schools with feedback from our parents, teachers and community members. The Regional Support Office supports KIPP Bridge's leadership team in engaging parents, teachers and community members to discuss aspects of the school's governance, and also engages directly with those constituencies.

16 How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:	5	4	3	2	1	Unsatisfactory
	X					

How do you know?

KIPP Bridge Charter School is one of seven public schools across the Bay Area that comprise KIPP Bay Area Schools. The organization is structured as and operates as a single organization. As such, we evaluate fiscal health at the regional level. Due to a focus on a fiscally sound business and management structure, KIPP Bay Area Schools has received unqualified audit opinions year after year, maintains a fund balance of approximately 50% of annual expenditures, and held cash reserves totaling approximately 40% of annual expenses as of June 30, 2011.

In terms of legal compliance, the school has never been sued and nor has any outstanding claims, suits, or grievances.

Which are the strongest features, and why?

Our routine financial systems ensure that the school leadership receives their budget-to-actuals every two weeks, and meets with the Director of Finance at least six times a year in person, to manage to their budget. We also invest a significant amount of time and resources into our budgeting process between January 15 – May 15 of each year. This process includes multiple meetings between the School Leader, Director of Finance, and Chief Academic Officer to build a budget that can most efficiently deliver on the KIPP program. School Leaders are held accountable to managing to their own budget.

In terms of legal compliance, the Operations Manager Sandi Coughlin has over five years of experience in her role ensuring KIPP Bridge follows all applicable laws. In addition, Sandi is a member of our regional Operations Community, which meets monthly to support and train all of our Operations Managers on compliance issues as well as develop and coach them to excel in their roles as non-academics in the academic environment. She has the opportunity to learn best practices with regards to public school compliance and applicable laws from her peer Operations Managers and from trainings the Regional Support Office provides.

What most needs improvement, and what action is being taken?

It was inefficient for the Finance Team at the Regional Support Office to create monthly budget reports and email them to the School Leadership. Thus, this summer we invested in an upgrade to our accounting software which will enable the School Leader and Operations Manager to have real-time data on their budget via an online portal. This will provide more timely information to the school and will free up time for our Accounting Manager to focus on other items. We are currently completing this upgrade and will begin to train the school leadership on it in September in the first sit-down budget meeting.

**17 How effectively is the school managed fiscally?**

	5	4	3	2	1	
Evaluation:	Excellent	x				Unsatisfactory

How do you know?

KIPP Bridge Charter School is one of seven public schools across the Bay Area that comprise KIPP Bay Area Schools. The organization is structured as and operates as a single organization. As such, we evaluate fiscal health at the regional level. Due to a focus on a fiscally sound business and management structure, KIPP Bay Area Schools has received unqualified audit opinions year after year, maintains a fund balance of approximately 50% of annual expenditures, and held cash reserves totaling approximately 40% of annual expenses as of June 30, 2011.

Which aspects of the school's fiscal operations work best?

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

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

KIPP Bridge Charter School and KIPP Bay Area Schools employ a continual improvement approach and strive for even stronger execution across all areas of business operations. As such, we are always evaluating, identifying, and seeking to improve all areas of our fiscal systems and operations including, among others, budgeting, purchasing, accounting, financial reporting, payroll, attendance accounting, food services, and risk management.

18 What are the most significant aids and/or barriers to raising student achievement?

The main aid that the KIPP Bridge philosophy provides in support of student achievement is being consistent across the school and specifically in the classrooms with both behavior management and academic rigor. All students are held to expectations or goals for their character development and academic progress. The MAP test mentioned above allows KIPP Bridge to monitor student progress towards their academic goals and the behavior management system provides weekly feedback to students, parents and the school regarding student behavior and even homework tracking. Also KIPP Bridge families can access an internet based school database to monitor their child's academic progress in real-time. They will view student progress on assignments and assessments. In addition, families received progress reports or trimester report cards every six weeks to ensure communications of their child's academic progress.

There are barriers to raising student achievement which will be addressed individually:

- Many of the new students entering KIPP Bridge have academic gaps in either one or more subjects and are not on grade level as identified by our diagnostic tests (based on CST released questions). For the school year 2011-2012 KIPP Bridge has instituted two programs to support these struggling students. The first program is our Saturday school which will have all staff members teaching either remedial math or ELA every Saturday for the first two months and as needed afterwards. Students will be placed in a small learning group that will address their academic needs. A second program, On Track To College (OTTC), targets new sixth graders who are performing significantly below grade level upon entering KIPP Bridge. Since they did not enter the fifth grade it is recognized that they would have difficulty being successful in the sixth grade. Therefore, the OTTC would provide the remediation that they need as well as the education necessary to meet the 6th grade standards. The program utilizes a self-contained method of teaching and will provide more contact time with their teacher, ultimately resulting in more instructional time. Students will receive a rigorous education, as well as the differentiation necessary to close their respective educational gaps.



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- A significant number of students face difficult home lives and may find that KIPP Bridge is the only safe place they have. Some worry about food, clothing, and shelter. KIPP Bridge attempts to find programs and counseling to support the individual needs.
- Many of our students have had life experiences that cause extreme emotional distress with delayed coping mechanisms which can manifest for short or long periods of time. Some may have difficulty adapting to the traditional learning environment. KIPP Bridge does its best to support these students with more contact time, differentiated behavioral support plans with immediate feedback so that students can track their own progress and behavioral modifications using appropriate positive behavior replacements. As necessary, KIPP Bridge will reach out to the community to find additional support.



KIPP Bridge Charter School

Charter Renewal Data Document

Name of school: KIPP Bridge Charter School				Name of School Leader: Lolita Jackson	
Financial Information				Year	2011-2012
Total Operational Budget	\$2,204,754	Per Student Revenue		\$8,229	
Total Expenditure	\$2,203,666	Expenditure Per Student		\$8,225	
Balance brought forward from previous year	20,584	Projected balance carried forward to next year		21,672	
Special Populations	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Percentage of students receiving <i>free/reduced lunch</i>	66%	71%	66%	72%	~72%
Percentage of ELL students	6%	5%	21%	24%	~10%
Number of students with special educational needs	3%	3%	3%	5%	~3%
Pupil mobility in the school in prior year				Number of students	
Students who joined the school other than at the usual time of first admission				~15	
Students who left the school other than at the usual time of leaving (excluding expulsions)				~23	
Attendance for current and prior year				% Attendance	
School data				97.03%	N/A
Background of students 2011-12	Number of students/Percent of Students	Discipline - prior school year(10-11)		Suspension # of incidents	Expulsion # of incidents
African-American	180 / 69%	African-American		18	1
Asian/Pacific Islander	10 / 4%	Asian/Pacific Islander		1	0
Hispanic	62 / 24%	Hispanic		1	0
White	6 / 2%	White		0	0
Mixed/ No Response	4 / 2%	Mixed/ No Response		1	0
ELL	~ 26 / 10%	ELL		0	0
SPED	~ 7 / 3%	SPED		0	0
Gender (male/female)	133 / 129	Gender (male/female)		11/10	1/0
Homeless Students	1 / >1%	Homeless Students		0	0
Lottery/Waitlist Information					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXAMPLE (add rows as necessary to capture all grade levels served)		6	150	100	50
		7	200	100	100
		8	160	100	60
2010-2011 (for 2011-2012)	N/A				



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school year)	N/A				
2009-2010 (for 2010-2011 school year)	N/A				
2008-2009 (for 2009-2010 school year)	N/A				
2007-2008 (for 2008-2009 school year)	N/A				

Graduation Information	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Graduation Rate	N/A	N/A	N/A	N/A	N/A
Retention Rate (% of graduates enrolled since grade 9)	N/A	N/A	N/A	N/A	N/A
Post Graduation Plans					
% attending 4-year college	N/A	N/A	N/A	N/A	
% attending 2-year college	N/A	N/A	N/A	N/A	
% attending vocational/ technical training	N/A	N/A	N/A	N/A	
% joined military	N/A	N/A	N/A	N/A	
% working exclusively	N/A	N/A	N/A	N/A	

Teacher Recruitment/Retention					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total # of Teachers	N/A	N/A	18	13	14
% New Hires	N/A	N/A	22% (one KBAS Transfer)	30%	21%
% Retained from Prior Year	N/A	N/A	67%	50%	76%
Total number of vacant teaching posts currently (FTE)					0

AYP	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
AYP Met?	No (10/13)	Yes (13/13)	Yes (15/15)	No (20/21)	N/A
% AMOS Met	50%	100%	100%	90%	N/A
% Proficient-AMOS: African-American	44% / 35%	57% / 39%	67.6% / 64.5%	76.9% / 78.8%	N/A



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% Proficient-AMOS: Asian/PI	--	--	--	--	N/A
% Proficient-AMOS: Hispanic	45% / 41%	65% / 53%	70.0% / 73.3%	69.1% / 90.9%	N/A
% Proficient-AMOS: Mixed/No response	--	--	--	--	N/A
% Proficient-AMOS: White	--	--	--	--	N/A
% Proficient-AMOS: Socioeconomically Disadvantaged	45% / 36%	51% / 38%	68.5% / 64.5%	70.3% / 77.0%	N/A
ELL	--	50% / 44%	66.7% / 69.7%	66.7% / 87.3%	N/A
Students with disabilities	--	--	57.1% / 50.0%	61.5% / 61.5%	N/A
API	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
API	760	789	864	911	N/A
Statewide rank	6	6	9	9	N/A
Similar schools rank	10	10	10	10	N/A
CST	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ELA					
Proficient/Advanced	5 th : 36% 6 th : 50% 7 th : 55% 8 th : 38%	5 th : 46% 6 th : 60% 7 th : 70% 8 th : 54%	5 th : 44% 6 th : 71% 7 th : 83% 8 th : 72%	5 th : 60% 6 th : 68% 7 th : 84% 8 th : 90%	N/A
Basic/Proficient/ Advanced	5 th : 79% 6 th : 90% 7 th : 82% 8 th : 78%	5 th : 70% 6 th : 80% 7 th : 96% 8 th : 92%	5 th : 76% 6 th : 94% 7 th : 97% 8 th : 97%	5 th : 83% 6 th : 94% 7 th : 100% 8 th : 100%	N/A
Below Basic/Far Below Basic	5 th : 21% 6 th : 10% 7 th : 19% 8 th : 21%	5 th : 30% 6 th : 20% 7 th : 5% 8 th : 8%	5 th : 24% 6 th : 6% 7 th : 3% 8 th : 3%	5 th : 17% 6 th : 5% 7 th : 0% 8 th : 0%	N/A
MATH					
Proficient/Advanced	5 th : 54% 6 th : 36% 7 th : 23% 8 th : 24%	5 th : 41% 6 th : 33% 7 th : 54% 8 th : 39%	5 th : 70% 6 th : 49% 7 th : 85% 8 th : 68%	5 th : 86% 6 th : 76% 7 th : 86% 8 th : 83%	N/A
Basic/Proficient/ Advanced	5 th : 87% 6 th : 76% 7 th : 53% 8 th : 55%	5 th : 69% 6 th : 59% 7 th : 86% 8 th : 61%	5 th : 91% 6 th : 93% 7 th : 100% 8 th : 89%	5 th : 96% 6 th : 91% 7 th : 98% 8 th : 97%	N/A

Below Basic/Far Below Basic	5 th : 13%	5 th : 31%	5 th : 8%	5 th : 4%	N/A
	6 th : 24%	6 th : 40%	6 th : 8%	6 th : 8%	
	7 th : 47%	7 th : 13%	7 th : 0%	7 th : 2%	
	8 th : 45%	8 th : 39%	8 th : 11%	8 th : 3%	
CAHSEE	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
10th grade pass rate	N/A	N/A	N/A	N/A	N/A

Measurable Pupil Outcomes (Please add rows as necessary to include all MPOs in the current charter; Data for the last two years is available in your Spring Site Visit report.)

Measurable Pupil Outcome	Instrument	Target	2007-08 Results	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
All students will improve one performance level or more on the ELA and Math CST unless they are at the Proficient or Advanced level, and will achieve progress towards mastery of these subjects.	CST	All students will make progress towards the school established goals. Please see Appendix C for specific targets.	<p>CST Scores for the 2007-2008 School year demonstrates our growth towards the school wide academic goals.</p> <ul style="list-style-type: none"> • 36% of 5th graders were proficient or advanced in ELA. • 54% of 5th graders were proficient or advanced in math • 50% of 6th graders were proficient or advanced in ELA. • 36% of 6th graders were proficient or advanced in Math. • 45% of 7th graders were proficient or advanced in ELA. • 23% of 7th graders were proficient or advanced in Math • 38% of 8th graders were proficient or advanced in ELA. • 24% of 8th graders were proficient or advanced in Algebra. 	<p>CST Scores for the 2008-2009 School year demonstrates our ability to reach our academic goals.</p> <ul style="list-style-type: none"> • 48% of 5th graders were proficient or advanced in ELA. • 41% of 5th graders were proficient or advanced in math • 60% of 6th graders were proficient or advanced in ELA. • 33% of 6th graders were proficient or advanced in Math. • 70% of 7th graders were proficient or advanced in ELA. • 54% of 7th graders were proficient or advanced in Math • 54% of 8th graders were proficient or advanced in ELA. • 39% of 8th graders were proficient or advanced in Algebra. 	<p>CST Scores for the 2009-2010 School year demonstrates our ability to reach our academic goals.</p> <ul style="list-style-type: none"> • 44% of 5th graders were proficient or advanced in ELA. • 70% of 5th graders were proficient or advanced in math • 71% of 6th graders were proficient or advanced in ELA. • 49% of 6th graders were proficient or advanced in Math. • 83% of 7th graders were proficient or advanced in ELA. • 85% of 7th graders were proficient or advanced in Math • 72% of 8th graders were proficient or advanced in ELA. • 68% of 8th graders were proficient or advanced in Algebra. 	<p>CST Scores for the 2010-2011 School year demonstrates our ability to reach our academic goals.</p> <ul style="list-style-type: none"> • 60% of 5th graders are proficient or advanced in ELA. • 86% of 5th graders are proficient or advanced in Math. • 68% of 6th graders are proficient or advanced in ELA. • 76% of 6th graders are proficient or advanced in Math. • 84% of 7th graders are proficient or advanced in ELA. • 86% of 7th graders are proficient or advanced in Math. • 90% of 8th graders are proficient or advanced in ELA. • 83% of 8th graders are proficient or advanced in Algebra. 	N/A
All students will make yearly progress towards	CST	All students will make progress towards the	<ul style="list-style-type: none"> • 60% of 5th graders were proficient or advanced in 	<ul style="list-style-type: none"> • 43% of 5th graders were proficient or advanced in 	<ul style="list-style-type: none"> • 57% of 5th graders were proficient or advanced in 	<ul style="list-style-type: none"> • 81% of 5th graders are proficient or advanced in 	N/A



mastery of science and social studies standards.		school established goals. Please see Appendix C for specific targets.	<p>Science.</p> <ul style="list-style-type: none"> • 50% of 8th graders were proficient or advanced in Science. • 36% of 8th graders were proficient or advanced in Social Studies. 	<p>Science.</p> <ul style="list-style-type: none"> • 65% of 8th graders were proficient or advanced in Science. • 49% of 8th graders were proficient or advanced in Social Studies. 	<p>Science.</p> <ul style="list-style-type: none"> • 85% of 8th graders were proficient or advanced in Science. • 76% of 8th graders were proficient or advanced in Social Studies • 85% of 8th graders are proficient or advanced in Social Studies. 	<p>Science.</p> <ul style="list-style-type: none"> • 91% of 8th graders are proficient or advanced in Science. 	
All EL students will advance one level on the CELDT test.	CELDT	All EL students will make progress towards the school established goals. Please see Appendix C for specific targets.	The data did not support the need for CELDT testing all students proved to fall in the intermediate or advanced categories.	Data is not provided for subgroups of three or fewer students who tested into the intermediate and advanced categories.	<ul style="list-style-type: none"> • To receive a CELDT score during the 2009 school year we tested all EL students regardless of status. Below are the following results: • Of the 17 5th grade students tested only 1 tested into the early intermediate category and all others were intermediate or advanced. • Of the 13 6th grade students tested only 1 tested into the early intermediate category and all others were 	<ul style="list-style-type: none"> • There was zero data provided for the one 5th grade student and the one 6th grade student tested because the subgroup was fewer than three and neither student fell below the intermediate category. 	N/A



KIPP Bridge Charter School

					intermediate or advanced. • Of the 4 7 th grade students all students into the intermediate or advanced categories.		
KIPP Bridge Charter School will instill in its students an understanding of the virtues of strong character (excellence, respect, responsibility, integrity and teamwork), a shared vocabulary with which to discuss character, and will build a community in which students demonstrate these virtues in their daily behavior.	Be Nicer/Work Harder Detention Attendees	<p>Less than 5 students per grade level or 20 school wide based on a paycheck that is less than \$20 for 5th grade, \$30 for 6th grade, \$40 for 7th grade, and \$50 for 8th grade.</p> <p>90% of all students who have been at KIPP Bridge for at least two years will have an \$85 dollar paycheck or higher each week.</p> <p>90% of all students who have been at KIPP Bridge for at least two years will remain off Be Nicer/Work Harder Detention</p>	<ul style="list-style-type: none"> • Less than 14% of the student body served detention on the Work Harder Be Nicer due to their paycheck average. • 100% of the students on Work Harder Be Nicer were repeat offenders, meaning they served detention one more times during the school year. • 100% of the repeat offenders on Work Harder Be Nicer had parent conferences regarding their behaviors • 60% of the student body earned end of the year trips meaning they reached their grade level established paycheck goal. • 11% of 7th and 8th 	<ul style="list-style-type: none"> • Less than 17% of the student body served detention on the Work Harder Be Nicer due to their paycheck average. • 100% of the students on Work Harder Be Nicer were repeat offenders, meaning they served detention one more times during the school year. • 100% of the repeat offenders on Work Harder Be Nicer had parent conferences regarding their behaviors • 63% of the student body earned end of the year trips meaning they reached their grade level established paycheck goal. • 15% of 7th and 8th 	<ul style="list-style-type: none"> • Less than 20% of the student body served detention on the Work Harder Be Nicer due to their paycheck average. • 100% of the students on Work Harder Be Nicer were repeat offenders, meaning they served detention one more times during the school year. • 100% of the repeat offenders on Work Harder Be Nicer has parent conferences regarding their behaviors • 53% of the student body earned end of the year trips meaning they reached their grade level established paycheck goal. • 20% of 7th and 8th 	<ul style="list-style-type: none"> • Less than 11% of the student body served detention on the Work Harder Be Nicer due to their paycheck average. • 70% of the students on Work Harder Be Nicer were repeat offenders, meaning they served detention one more times during the school year. • 100% of the repeat offenders on Work Harder Be Nicer had parent conferences regarding their behaviors • 65% of the student body earned end of the year trips meaning they reached their grade level established paycheck goal. • 5% of 7th and 8th grade students 	N/A



KIPP Bridge Charter School

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

Statutory Renewal Threshold	
1. API Growth Target:	
<i>Did school attain API Growth Target in prior year?</i>	Yes
<i>Did school attain API Growth Target in two of last three years?</i>	Yes
<i>Did school attain API Growth Target in the aggregate of the prior three years?</i>	Yes
2. API Rank:	
<i>Is the school ranked 4 or higher on API in prior year?</i>	Yes
<i>Is the school ranked 4 or higher on API in two of last three years?</i>	Yes
3. API Similar Schools Rank:	
<i>Is the school ranked a 4 or higher on API Similar Schools in prior year?</i>	Yes
<i>Is the school ranked 4 or higher on API Similar Schools in two of last three years?</i>	Yes
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Yes

FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES	
Is the facility meeting the needs of your staff and students?	Y
Will the facility continue to accommodate your growth needs?	Y
If applicable is your current lease still valid?	Y
Do they extend through the end of your requested charter term (2012-2017)?	N
<p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely <p>KIPP Bridge Charter School has leased school facilities from the Oakland Unified School District at 991 14th Street since inception in 2002. The school is currently co-located with West Oakland Middle School (WOMS), an OUSD middle school, and the two schools coexist harmoniously.</p> <p>Over the course of the past year, KIPP Bridge has worked closely with the project managers at the site to accommodate the modernization of the campus. The modernization plans have been designed for WOMS and KIPP Bridge to remain on the campus together as two separate, distinct middle schools that cooperatively share the campus.</p> <p>It is our goal and intention to remain on the site, as our lease affords via a five (5) year renewal clause. As of the date of this report, we have not yet renewed our lease. We have been advised by the Charter School Office to submit a Prop 39 request as a back-up plan.</p>	
<p>Describe the condition of your current facility.</p> <p>The campus is currently being modernized. To the best of our knowledge, the District facility complies with Uniform Building Codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements.</p>	
<p>What procedures are in place for handling facility repairs?</p> <p>KIPP Bridge works with the District to ensure that facility repairs are handled in a timely manner.</p> <p>Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.</p> <p>KIPP Bridge works with the District to ensure that facility repairs are handled in a timely manner. We do not have a contract for provision of maintenance services.</p>	

FUTURE PLANS

<p>Discuss the key challenges or risks that you see for your school in the next five year period.</p> <ul style="list-style-type: none"> Describe what you are doing or plan to do to address each of the major challenges that you have identified. <p>The key challenges that KIPP Bridge faces are outlined in question 18. KIPP Bridge is constantly working to support students to ensure they are prepared to learn. Many of the new students entering KIPP Bridge have academic gaps in either one or more subjects and are not on grade level as identified by our diagnostic tests, which are based on CST questions. A significant number of students face difficult home lives and may find that KIPP Bridge is the only safe place they have. Many of our students have had life experiences that cause extreme emotional distress with delayed coping mechanisms which can manifest for short or long periods of time. KIPP Bridge does its best to support these students with more contact time, differentiated behavioral support plans with immediate feedback so that students can track their own progress and behavioral modifications using appropriate positive behavior replacements.</p>	
<p><u>As applicable:</u> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period (2012-2017).</p>	N/A
<p><u>As applicable:</u> Describe any material revisions to your charter and rationale for this renewal period (2012-2017). This request will be considered as part of the renewal process.</p> <ul style="list-style-type: none"> Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc. In order to have the material revision to your charter approved, your school needs to: <ul style="list-style-type: none"> State the revision(s) the school's governing board wishes to make to the charter. Describe the reasons for the request(s). Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years. If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents. If appropriate, describe how student achievement may be impacted by the proposed revision(s). 	N/A

APPENDIX A

Board Committee Roster

Fiscal Year 2011 – 2012

<p><u>Executive Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. John Coghlan (Chair) 2. Chuck Daggs 3. Lauren Dutton (Vice Chair) 4. Laura Fisher 5. Jacquelyn Hadley (Chair, Governance Cte) 6. David Paulson (Chair, Audit Cte) 7. Satya Patel (Chair, Finance Cte) 8. Mary Robinson, Co-Chair, Development Cte. <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Beth Sutkus Thompson, Executive Director 	<p><u>Audit & Risk Management Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. David Paulson, Chair 2. Chuck Daggs 3. Lauren Dutton 4. John Coghlan 5. Rick Intrater <p>Advisors:</p> <ol style="list-style-type: none"> 1. Joe DeGirolamo 2. Sean Havlin <p>Staff Leads:</p> <ol style="list-style-type: none"> 1. Prabhu Reddy, Director of Finance 2. Lakisha Young, Director of Operations & Technology
<p><u>Development Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. Mary Robinson – Co-Chair 2. Grace Voorhis – Co-Chair 3. John Coghlan 4. Doris Fisher 5. Sukey Grousbeck 6. Rick Intrater 7. Mimi Kingsley 8. Paula Rantz <p>Advisors:</p> <ol style="list-style-type: none"> 1. Mary Callender 2. David Smyton 3. Lynn Wendell 4. Molly Wood <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Jen Weiss, Director of Development 	<p><u>Facilities Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. Bill Falik (Chair) 2. John Coghlan 3. David Cumming <p>Advisors:</p> <ol style="list-style-type: none"> 1. Gary Gibbs <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Emily Rummo, Chief Operating Officer

<p><u>Finance & Investment Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. Satya Patel (Chair) 2. John Coghlan 3. Chuck Daggs 4. Bill Gurley 5. Connie Heldman <p>Advisors:</p> <ol style="list-style-type: none"> 1. Cheryl Frank 2. Sean Havlin 3. Brandon Intrater <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Prabhu Reddy, Director of Finance 	<p><u>Governance Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. Jacquelyn Hadley (Chair) 2. John Coghlan 3. Brewster Ely 4. Laura Fisher 5. Ron Gonzales 6. Amy Morgenstern <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Beth Sutkus Thompson, Executive Director
<p><u>Grievance Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. John Coghlan 2. Connie Heldman 3. Ron Gonzales <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Sehba Ali, Chief Academic Officer 	<p><u>Strategic Planning Committee</u></p> <p>Directors:</p> <ol style="list-style-type: none"> 1. Lauren Dutton (Chair) 2. John Coghlan 3. Laura Fisher 4. Ron Gonzales 5. Bill Gurley 6. Jacquelyn Hadley 7. Rick Intrater 8. Mimi Kingsley 9. Paula Rantz <p>Staff Lead:</p> <ol style="list-style-type: none"> 1. Beth Sutkus Thompson, Executive Director



KIPP Bay Area Schools Board of Directors Profiles

Fiscal Year 2011-2012

John Philip Coghlan (Board Chair)

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

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

A native of the San Francisco Bay Area, Mr. Coghlan serves on the Investment Committee of Seraph Partners, an early-stage venture fund, and on the Boards of Birst, Inc., Life360, and the Glide Foundation.

Lauren Dutton (Vice Chair)

Lauren Dutton's background is in entrepreneurship, strategy development and operations, garnered through nearly 20 years of leadership roles in varied socially entrepreneurial ventures focused on improving education and youth development. She currently consults with various educational nonprofits and foundations and serves on the Board of Trustees for KIPP Bay Area. She is also a member of the first class of The Aspen Institute's Entrepreneurial Leaders for Public Education Fellowship program.

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

Previously, Ms. Dutton served as Director of New Site Development for City Year, where she led

the expansion of the Boston-based urban service corps to seven other cities. In addition, she was the founder and Executive Director of Teach For America in Oakland, California, and she began her career as a management consultant with Bain & Company in San Francisco.

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

Chuck Daggs

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

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

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

Brewster Ely

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

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

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

Bill Falik

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

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

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

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

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

Doris Fisher

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

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

Symphony, and a member of the Education Committee of the San Francisco Museum of Modern Art.

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

Laura Meier Fisher

Laura Meier Fisher worked in the field of marketing and communications at KRON-TV, Golin Harris and McDonalds Corporation before having children. She now focuses her time and energy on education locally and nationally.

She serves on the boards of Leadership Public School and Urban High School. She serves on the advisory board of the Yale Center for Dyslexia and Creativity, Philanthropy and Civil Society for Stanford University, the California Charter School Association, and the Center for Civic Engagement of Lick Wilmerding High School. She has also served on the boards of the Bay Area Discovery Museum, Stanford School of Education, The Breakthrough Collaborative (formerly Summerbridge National) and The San Francisco Day School.

Laura graduated with a BS in Economics from Stanford University in '84. She resides in San Francisco with her husband and four children.

Ron Gonzales

Mr. Gonzales is the President and CEO of the Hispanic Foundation of Silicon Valley. He is a former high tech business and government leader with over 35 years of private and public sector leadership experience.

Prior to the HFSV, he was Founder, Chairman and CEO of Presencia, LLC providing marketing and sales consulting services in the government, education, enterprise and SMB markets. He served as Mayor of San José (1999-2006), the Capital of Silicon Valley and the nation's 10th largest city. He worked as an executive with the Hewlett-Packard Company, in the areas of marketing, human resources, and corporate philanthropy.

Mr. Gonzales served for eight years (1989-1996) on the Santa Clara County Board of Supervisors. As a two-time mayor and member of the Sunnyvale, California City Council (1979-87). He has served on numerous non-profit boards and is the Founder of The Role Model Program for which he received a National "Daily Points of Light Award."

Sukey Grousbeck

Susanne Barber Grousbeck (Sukey) was born and raised in Quincy, IL. She attended local schools and was graduated from Smith College, where she majored in Government. After receiving accreditation, she taught third grade for several years in Stoneham, MA.

While she and her husband raised their four children, she taught hearing-impaired pre-schoolers on a part-time basis, tutored in reading, and later became a Hospice counselor. Following the family's move to California in 1985, she worked in patient relations at Stanford Hospital, played a central role in founding a charter school in East Palo Alto, and served on the Boards of the Foothill DeAnza Foundation, Menlo College, Peninsula Open Space Trust, and Interplast.

She and her husband, a faculty member at Stanford Business School, live in Portola Valley.

Bill Gurley

Bill Gurley is a General Partner at Benchmark Capital, which he joined in 1999 after spending two years as a partner with Hummer Winblad Venture Partners. Before entering the venture capital business, Bill spent four years on Wall Street as a top-ranked research analyst, including three years at CS First Boston focusing on personal computer hardware and software. His research coverage included such companies as Dell, Compaq, and Microsoft, and he was the lead analyst on the Amazon IPO. In both 1995 and 1996, Bill was a member of the Institutional Investor All-American Research Team.

Prior to his investment career, Bill was a design engineer at Compaq Computer, where he worked on products such as the 486/50 and Compaq's first multi-processor server. Before Compaq, he served in the technical marketing group of Advanced Micro Devices' embedded processor division.

For the past fifteen years, Bill has authored the Above the Crowd blog which focuses on the evolution and economics of high technology businesses.

Bill holds an MBA from the University of Texas and a BS in computer science from the University of Florida. He is a Chartered Financial Analyst. Bill serves on the Advisory Board of the McCombs School of Business at the University of Texas.

Jacquelyn Hadley

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

Ms. Hadley is a Partner with the Bridgespan Group, a nonprofit consulting firm that helps other nonprofits develop strategies and build organizations to achieve social change. Prior to Bridgespan, she served as the owner and President of Hadley & Company, LLC; a boutique firm focused on crystallizing and lifting management's growth aspirations and developing brand platforms to achieve them. Before her time in consulting, as Senior Vice President for Levi Strauss & Co., Ms. Hadley was primarily based in Brussels for over four years leading Sales and Retail with management earnings responsibility for the Europe, Middle East and Africa business unit.

Before joining Levi Strauss, Ms. Hadley was responsible for marketing Calvin Klein Jeans and Underwear plus the Warnaco portfolio of 13 brands, and credited with shifting the marketing function from a tactical to strategic weapon based on marketplace insight and retail space development, driving historic jeans' market share peak. Her track record includes turning around Caswell-Massey, the fourth oldest company in the US. During her four years in the capacity of

Chief Operating Officer/Acting CEO, she restored profitability after years of mounting losses, by infusing pipeline with cosmeceutical innovation, increasing brand awareness via first ad campaign, revamped catalog, industry-first internet venue, rationalizing the supply chain.

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

Constance Heldman

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

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

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

Rick Intrater

Rick Intrater is the President & CEO of Long-Term Solutions, LLC, a firm dedicated to providing families of significant wealth and their future generations with thoughtful and sustainable, financial, investment, philanthropic, and administrative oversight. Previously, Mr. Intrater was Senior Managing Director at Sand Hill Advisors, LLC, a wealth management firm. At Sand Hill, he joined their Board of Directors, Executive and Investment committees and served as both a Senior Portfolio Manager and Chief of Marketing and Business Development. Prior to Sand Hill, Mr. Intrater was President and CEO of Sutter Starmont Asset Management, a boutique wealth

management company that was the result of a brief merger of Sutter Street Capital (where he served as President and CEO) and Starmont Asset Management. In this capacity, Mr. Intrater was recognized by Bloomberg as a top Wealth Manager.

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

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

Mimi Kingsley

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

For the past 9 years, Ms. Kingsley has been on the Board of Governors of the Columbia Park Boys & Girls Clubs and, Boys & Girls Clubs of San Francisco. She developed and chaired six of their major fundraising events and the annual letter writing campaign. In 2003, she received the National Service to Youth Award from Boys & Girls Clubs of America. In 2006, she was instrumental in securing Old Navy's commitment to design and produce Boys & Girls Clubs of San Francisco's Capital Campaign brochure; Old Navy received a proclamation from Mayor Newsom recognizing their generous contribution to the City.

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

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

Amy Main Morgenstern

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

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

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

Satya Patel

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

Before Google, Mr. Patel launched DoubleClick's efforts in the search marketing business and worked on various product and operational initiatives for the DART adserving platform. Earlier in his career, he was a Senior Associate at Impact Venture Partners, an early stage venture capital firm based in New York, where he focused on investments in the Internet software, services and media markets. Mr. Patel began his venture capital career at Geocapital Partners, a trans-Atlantic technology venture capital firm. Satya also worked for Monitor Company, the strategy consulting firm founded by Michael Porter, as a strategy consultant in their New York office.

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

David Paulson

David Paulson is a Partner with Jones Day LLP, an international law firm. Mr. Paulson's practice encompasses all aspects of real estate and real estate finance law, with an emphasis on complex financings for leading commercial banks and other lenders, as well as workouts and restructurings. David's practice also includes commercial real estate transactions involving large office and multiuse projects, hotels, shopping centers, and industrial properties.

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

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

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

Paula Rantz

Paula Rantz was born and raised in San Diego, California. She graduated from the University of Missouri in 1984 with a Bachelors in Business Administration. She worked from 1984 to 1993 as a municipal bond broker at various firms in New York City and Los Angeles.

Paula married Mike Rantz in 1993 and they now have three girls aged 15, 12 and 10 years old. Mike's career took the family to London from 1995 through 1999. The Rantz's moved to Palo Alto in 2004. Paula has devoted her time over the years to managing the family foundation which has a focus on education, working in the classroom, being a class Mom, girl scout leader, co-chair of the annual school benefit, and serving on host committees for various charitable and political fundraisers. Paula also serves on the Castilleja Parent "Green" Committee. Paula enjoys spending time with family and being involved in the community.

Mary Robinson

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

Ms. Robinson has been involved in a number of volunteer activities including serving on the Boards of the Exploratorium, Fort Mason Foundation, Headlands Center for the Arts, Marin Country Day School, San Francisco Art Institute and the San Francisco Film Society. She currently serves on the Education Committee of the San Francisco Museum of Modern Art, the COACH



KIPP Bridge Charter School

APPENDIX B

**KIPP Bay Area – Board of Directors Job Description
Primary Responsibilities and Criteria for Selection**

PRIMARY RESPONSIBILITIES

The responsibilities of the board include:

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

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

CRITICAL COMPONENTS OF AN EFFECTIVE BOARD

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

RESPONSIBILITIES OF INDIVIDUAL BOARD MEMBERS

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

**KIPP Bay Area – Board of Directors Job Description
Primary Responsibilities and Criteria for Selection**

ESTIMATED TIME COMMITMENT FOR BOARD MEMBERS

- Attend regular quarterly Board Meetings, typically held Sep't, Dec, March, June (with an expectation of 80% in-person attendance) and an annual Board retreat as scheduled
- Regularly attend committee meetings (may be monthly, bimonthly or quarterly, based on committee)
- Prepare for board and committee meetings
- Complete projects/attending events outside of board meetings
- Visit KIPP schools at least once a year

CRITERIA FOR BOARD MEMBER SELECTION

Characteristics of all board members:

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

Range of desired functional skills and experience:

- Education – charter schools, K-12 education, higher education; served on board of a school
- Multisite/growing operations – experience with multisite service organizations or networks of schools
- Business/Finance – accounting, banking, venture capital, strategy consulting
- Legal – experience in law, especially nonprofit law
- Facilities – real estate, facilities financing, construction management
- Fundraising – experience in cultivation of donors, face-to-face solicitation, or special events
- Advocacy/ambassadorship – able to represent and advocate on behalf of region and schools
- Governance – previous nonprofit board experience

Types of diversity desired:

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



Appendix C

Measurable Pupil Outcomes

Goal One: KIPP Bridge students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Measure: 75% of all 5th grade students at KIPP Bridge will score “proficient” or “advanced”, as measured by the California Mathematics Standards Test.

Measure: 80% of all 6th grade students who have been at KIPP Bridge for one year will score “proficient” or “advanced”, as measured by the California Mathematics Standards Test.

Measure: 85% of all 7th grade students who have been at KIPP Bridge for at least one year will score “proficient” or “advanced”, as measured by the California Mathematics Standards Test or Algebra I test.

Measure: 85% of all 8th grade students who have been at KIPP Bridge for at least one year will score “proficient” or “advanced”, as measured by the California Algebra I.

Measure: Each grade level cohort of KIPP Bridge students will exceed the average performance levels of students in schools with similar demographics in OUSD in mathematics, as measured by California Mathematics Standards Test.

Goal Two: KIPP Bridge students are proficient readers of the English language.

Measure: 70% of all 5th grade students at KIPP Bridge will score “proficient” or “advanced”, as measured by the California ELA Standards Test.

Measure: 75% of all 6th grade students who have been at KIPP Bridge for at least one year will score “proficient” or “advanced”, as measured by the California ELA Standards Test.

Measure: 90% of all 7th grade students who have been at KIPP Bridge for at least one year will score “proficient” or “advanced”, as measured by the California ELA Standards Test.

Measure: 90% of all 8th grade students who have been at KIPP Bridge for at least one year will score “proficient” or “advanced”, as measured by the California ELA Standards Test.

Measure: Each grade level cohort of KIPP Bridge students will exceed the average performance levels of students in schools with similar demographics in OUSD in reading, as measured by California ELA Standards Test.

Measure: Each 7th grade cohort of KIPP Bridge students will exceed the average performance levels of students in schools with similar demographics in OUSD in Reading/Language Arts, as measured by the CAT-6.

Measure: Every year, each KIPP Bridge student will read 25 or more books and demonstrate understanding of what they read.

Goal Three: KIPP Bridge students are proficient writers of the English language.

Measure: 85% of all 7th grade students who have been at KIPP Bridge for at least one year will score a 3 or 4 on the writing portion of the California ELA Standards Test.

Measure: KIPP Bridge 7th grade students will exceed the average performance levels of students in schools with similar demographics in OUSD in reading, as measured by the writing portion of the California ELA Standards Test.

Measure: By the end of the 8th grade, students at KIPP Bridge will complete a 1000 word literary analysis of a work that includes (a) a viable thesis statement; (b) an in-depth literary analysis; (c) relevant historical background; (d) appropriate citations and bibliography; and may include (e) critical commentary on the literature by published sources. 90% of students will meet or exceed the academic standards measured by this assignment.

Goal Four: KIPP Bridge students will demonstrate competency and understanding in the application of scientific concepts, principles, reasoning, and theories.

Measure: 75% of all 5th grade students at KIPP Bridge will score “proficient” or “advanced”, as measured by the California Science Standards Test.

Measure: KIPP Bridge 5th grade students will exceed the average performance levels of students in schools with similar demographics in OUSD in science, as measured by California Science Standards Test.



KIPP Bridge Charter School

Measure: 80% of all 8th grade students at KIPP Bridge will score “proficient” or “advanced”, as measured by the California Science Standards Test.

Measure: KIPP Bridge 8th grade students will exceed the average performance levels of students in schools with similar demographics in OUSD in science, as measured by California Science Standards Test.

Measure: By the end of the 8th grade, students at KIPP Bridge will complete a scientific investigation that includes (a) forming a hypothesis about a scientific question; (b) designing an experiment; (c) conducting an investigation and collecting data; (d) organizing the data and analyzing the results; and (e) drawing a conclusion. 90% of students will meet or exceed the academic standards measured by this assignment.

Goal Five: KIPP Bridge students will understand, analyze, and evaluate history, geography, and social studies.

Measure: 80% of all 8th grade students who have been at KIPP Bridge for at least one year will score “proficient” or “advanced”, as measured by the California History/ Social Studies Standards Test.

Measure: KIPP Bridge 8th grade students will exceed the average performance levels of students in schools with similar demographics in OUSD in history/social studies, as measured by California History/ Social Studies Standards Test.

Measure: Each year, all students will earn a score of 70% or higher on a geography test, consisting of a blank map that the students must label, as follows: (a) in 5th grade, a map of all fifty states and their capital cities; (b) in 6th and 7th grade, a map of specific countries, major bodies of water, and mountain ranges, in Africa, Asia, Australia, Europe, North America, and South America; and (c) in 8th grade, a map of all major cities, rivers, lakes, mountains, deserts, and historic sites in the United States.

Measure: By the end of the 7th grade, KIPP Bridge students will complete a 2000 word historical research paper that (a) includes a thesis statement; (b) uses multiple primary and secondary sources; (c) directly quotes and summarizes the work of others; (c) draws appropriate conclusions; and (d) correctly cites work in footnotes and a bibliography. 90% of students will meet or exceed the academic standards measured by this assignment.

Goal Six: KIPP Bridge English Learners will demonstrate English language proficiency by the 8th grade.

Measure: English Learners at KIPP Bridge will increase by one or more proficiency levels on the California English Language Development Test each year until reclassified as fully English proficient.

Measure: 100% of all English Learners who have been at KIPP Bridge for at least two years are reclassified as fully English proficient at the end of the 8th grade.



KIPP Bridge Charter School

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Charter Renewal Petition

Submitted to Oakland Unified School District on October 26, 2011

~~KIPP Bridge Charter School~~

~~Charter Petition~~

~~THERE ARE NO SHORTCUTS!~~

~~Approved by the Oakland Unified School District
June 19, 2007~~

~~Material Revision Request Approved by the Oakland Unified School District
October 29, 2008~~

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INTRODUCTION

No Shortcuts. No Excuses.

KIPP Bridge Charter School has been operating in the Oakland Unified School District since the inception of KIPP Bridge College Preparatory. KIPP Bridge College Prep was established in 2002 as an academically rigorous college preparatory middle school, operating as a New Small Autonomous School within the Oakland Unified School District. As a public charter school, KIPP Bridge Charter School continues to serve upper elementary and middle school-aged students in one of the city's most needy areas, West Oakland. KIPP Bridge Charter School students are expected to go on to competitive high schools and colleges, and are given the tools and support to meet these goals.

KIPP Bridge Charter School deeply values its partnership with the Oakland Unified School District. It is the expectation and hope of KIPP Bridge Charter School's principal, staff and Board of Directors, as well as KIPP Bay Area and the KIPP Foundation, that KIPP Bridge Charter School continues to work closely with the Oakland Unified School District toward a shared mission of educating underserved students at high levels, and shared best practice with district schools, and school leaders.

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

- Students and teachers at KIPP Bridge Charter School typically spend more time in the classroom than their counterparts in other schools in the district.
- Students at KIPP Bridge Charter School focus on developing the knowledge, skills, and character traits necessary for success in high school, college and beyond.
- Students at KIPP Bridge Charter School develop the skills to become poised, articulate, confident leaders who are committed to giving back to the Oakland community or whichever community they belong to.
- KIPP Bridge Charter School works closely with students in the seventh and eighth grades to create place them in high performing, college-preparatory high schools.
- KIPP Bridge Charter School teachers provide students with cellular phone numbers in order for students to contact teachers at night for homework assistance or in case of an emergency.
- KIPP Bridge Charter School engages parents as partners in their child's education through regular parent contact, student-parent-teacher conferences, family events, and regular parent meetings.

By preparing students with the knowledge, academic skills, intellectual habits, and character traits to achieve success throughout their academic years and in life, KIPP Bridge Charter School, with the Oakland Unified School District as its partner, serves as a model of educational excellence in the Bay Area.

EXECUTIVE SUMMARY

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

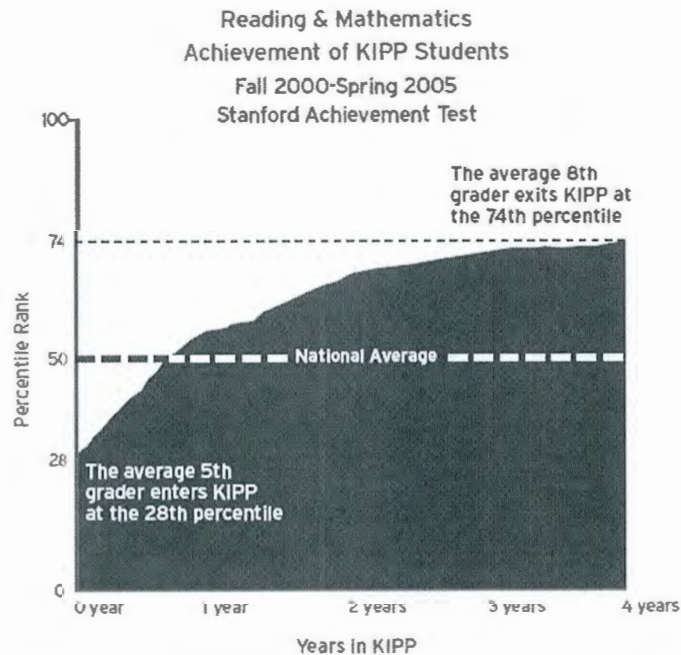
KIPP Bridge Charter School, as a start-up charter school, will be based upon the success of the KIPP Bridge College Preparatory school, which has been operating as a public school within the Oakland Unified School District since 2002 and will be closing its doors this June. KIPP Bridge College Prep is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

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

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

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

Figure 1.1—Achievement of KIPP Students



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

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

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

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

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

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

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

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

- Students and teachers at KIPP Bridge Charter School will spend more time in the classroom than their counterparts in any other school in the district;

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- Students at KIPP Bridge Charter School will focus on developing the knowledge, skills, and character traits necessary for success in high school, college, and beyond;

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- ~~KIPP Bridge Charter School teachers will work together to refine, share, and develop effective teaching strategies;~~

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- ~~KIPP Bridge Charter School teachers and administrators will bridge the gap between school and community by visiting students' homes before the start of the school year and continuing to make regular home visits throughout the year;~~

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- ~~In the homes of KIPP Bridge Charter School's students, important parental activities such as checking homework and reading with the will children occur; and~~

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- ~~KIPP Bridge Charter School teachers will provide students with home phone numbers and cellular phone numbers in order for children to contact teachers at night for homework assistance or in case of an emergency.~~

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

ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM

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Mission and Vision

KIPP Bridge Charter School is dedicated to providing its students with the knowledge, skills and character traits they will need to succeed in college preparatory high schools, colleges, and the competitive world beyond. KIPP Bridge Charter School is committed to developing poised, confident, articulate leaders who will use their education and life experiences to create positive change in their own lives, within their communities, and among the global society. The school partners with teachers, parents, community members, and the Oakland Unified School District to accomplish its mission and to impart upon its students that *there are no shortcuts* to realize this goal; rather, hard work and absolute determination are key.

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

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

Achievement

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

Commitment

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

Honesty

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

Respect

All students and adults treat others just as they wish to be treated and continuously display courteous manners and self-discipline. Students are held accountable for their actions and re-directed when their behaviors are interpreted as disrespectful or disruptive to the learning environment. Students offer apologies before the entire school for behaviors that are not meeting the KIPP expectations of respect. Students are taught to use their manners and say "please" and "thank you". Students are taught to treat others the way they would like to be treated, which means leaving a space better than they find it, sharing, and being mindful of their body-language and tone when speaking with others. Students are taught to always address adults by their names and give eye contact when speaking with someone.

Responsibility

Taking responsibility for one's education, behavior and actions is a key to KIPP Bridge Charter School's success in developing the whole child and creating the next generation of leaders. The expectation is that students will WORK HARD and BE NICE. Homework will be monitored and expected to be of high quality. Parents, students, and staff must work together to ensure that academic rigor and behavior is consistent throughout the community. KIPP Bridge Charter School is a community of learners and a resource for its families to help communicate the importance of responsible action by maintaining constant and effective communication with parents. Students will participate in community service and staff who volunteer in outside agencies will be recognized and celebrated.

Teamwork

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

Means to Achieve Mission and Vision

KIPP Bridge Charter School achieves its mission and vision through its partnership with the KIPP Foundation and KIPP Bay Area Schools (KBAS), and by implementing KIPP's Five Pillars, along with its own core values. Please refer to Appendix A for articles highlighting the KIPP philosophy and Appendix B for research demonstrating the efficacy of the KIPP model. Over the past several years, these components working together have led to demonstrated success at dozens of new KIPP schools nationally.

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

KIPP's Five Pillars

1. **High Expectations.** KIPP Bridge Charter School holds students, parents, and staff to high expectations. Students at KIPP Bridge Charter School have explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the background of students. Students are expected to strive for excellence in everything they do. KIPP Bridge Charter School envisions witnessing 100% of its alumni gaining acceptance to college every year. Parents are expected to support their child in their academic and non-academic endeavors and teachers do whatever it takes to ensure that every student is prepared to enter and succeed in high school, college, and beyond.
2. **Choice & Commitment.** Students, their parents, and the faculty of KIPP Bridge Charter School are part of the school by choice. No one is assigned or forced to attend the school. Students who choose to enroll at KIPP Bridge Charter School commit to meeting the academic and behavioral expectations of a KIPP student. Parents who choose to enroll their students at KIPP Bridge Charter School commit to supporting their child through their middle school, high school, and college experience. Staff members who choose to work at KIPP Bridge Charter School commit to doing whatever it takes to ensure that 100% of students succeed in high school and college. By making the choice and commitment to be part of the school community, students, parents, and staff at KIPP Bridge Charter School play an integral role in the school's success.
3. **More Time on Task.** KIPP Bridge Charter School knows that *there are no shortcuts* when it comes to helping educationally underserved students succeed academically. KIPP Bridge Charter School offers a longer school day, a longer school year, and summer school so that students acquire the academic knowledge and skills, as well as the broad extracurricular experiences that will prepare them for competitive high schools and colleges. Since students come to KIPP Bridge Charter School at different academic levels, the extra time and supplemental instruction offered allows staff to do remediation for those students that need to catch up and to accelerate those students that are advancing at a faster pace.

4. **Power to Lead.** The Principal of KIPP Bridge Charter School is an effective academic, operational, and organizational leader who understands that there are no great schools without great school leaders. The Principal has control over the school budget and personnel, allowing her to swiftly move dollars or make staffing changes in order to be most effective in helping students learn. Within the California adopted curricula, the Principal and staff have the freedom to choose the curricula and methods of instruction that are best suited to students' needs.
5. **Focus on Results.** In order to assess attainment of the school's mission, it is essential that KIPP Bridge Charter School commit to a focus on results. KIPP Bridge Charter School measures student success through a variety of assessments. One measurement of success is student achievement on STAR tests. Students at KIPP Bridge Charter School have consistently outperformed their peers in schools with similar demographics. Interim assessments and norm-referenced tests are also used to inform instruction and provide guidance on goal attainment throughout the year.

Along with the KIPP Bridge Charter School's core values, KIPP's Five Pillars serve as a base upon which the school is built. While the Five Pillars form a general framework, the specific framework of the school has been created to meet the unique needs of the local community.

KIPP Foundation

KIPP Foundation trains outstanding educators to open and run high-performing KIPP schools. KIPP began in 1994 when Michael Feinberg and David Levin completed their commitment with Teach for America and launched a program for 50 fifth graders at Garcia Elementary, a public school in an underserved area of Houston, Texas. Their students' accelerated academic achievement fueled the program's expansion: KIPP Academy New York was opened by David Levin in the South Bronx in 1995, and KIPP Academy Houston was founded by Michael Feinberg as one of Houston's first charter schools.

In 2000, Doris and Don Fisher created the KIPP Foundation to grow the KIPP network by training outstanding school leaders to open and operate KIPP schools. Since 1994, KIPP has grown from two teachers in a single classroom to over 2,000 teachers serving more than 32,000 students in 109 schools across the country. The KIPP Foundation, through its KIPP School Leadership Program, has recruited and trained more than 100 KIPP school leaders to open new KIPP schools or succeed founding school leaders.

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

The Principal of KIPP Bridge Charter School benefits from rigorous and innovative leadership and management training provided by the KIPP Foundation. The training includes an intensive summer

institute focused on instructional, operational, and organizational leadership and targeted trainings with a cohort of KIPP principals throughout the year.

KIPP Bay Area Schools

As KIPP continues to grow, the KIPP Foundation has encouraged groups of KIPP schools across the country to join together under regional clusters, so that they have a permanent support organization to oversee quality, capture efficiencies and economies of scale, and facilitate the sharing of best practices across the region. KIPP Bay Area Schools (KBAS) is the regional charter management organization that holds the charters for KIPP schools in the Bay Area and manages their sustainability, quality, and growth. KBAS facilitates the long-term success of KIPP schools in the Bay Area, enabling them to become institutions of lasting excellence that will provide their students with a pathway to success in college and in life.

KBAS enables its schools to focus on teaching, learning, and continuous improvement by centralizing and managing functions such as academic support, fund development, facilities acquisition and development, technology, financial reporting, accounting, payroll, talent recruitment, compliance, human resources, marketing, scalable back-office business operations, and alumni support. Please see Appendix C for information on the management team of KIPP Bay Area Schools.

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

KIPP's Track Record of Success

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

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

Since 1999, both of the founding KIPP schools, KIPP Academy Houston and KIPP Academy New York, have successfully placed its graduates in college preparatory high schools and colleges: institutions that have rigorous educational programs with over 88% of its graduates attending college. Every year, hundreds of educators, parents, professors, and interested citizens visit KIPP schools to

glean best practices given KIPP's success in boosting academic achievement performance gains and implementing strong school-wide cultures. KIPP has been covered by the New York Times, the Washington Post, Newsweek, People, Education Week, Business Week, ABC's Good Morning America, CBS's 60 Minutes, U.S. News and World Report, USA Today, National Public Radio, PBS, The Oprah Winfrey Show, and many others.

An independent study conducted by the Educational Policy Institute in 2005 found that KIPP students made "large and significant" gains beyond the school average on the Stanford10, a national norm-referenced test. KIPP students who took the national norm-referenced Stanford 10 exam in 2004-2005 averaged score increases of 22 percent in mathematics, 22 percent in reading, and 20 percent in language. These gains are particularly impressive as the norm for all students nationwide is zero growth.

An independent study conducted by SRI International published in 2008 found that Bay Area KIPP schools have large and statistically significant effects on students' academic achievement. The report also found that Bay Area KIPP schools do not attract higher performing students. In fact, the study found that students with lower prior English Language Arts and math scores on the California Standards Test were more likely to choose KIPP than higher performing students from the same neighborhood. Another independent study conducted by Mathematica published in June 2010 found similar results for 22 KIPP middle schools nationwide and found that KIPP has had positive, statistically significant and educationally substantial impacts on its students' state test scores.

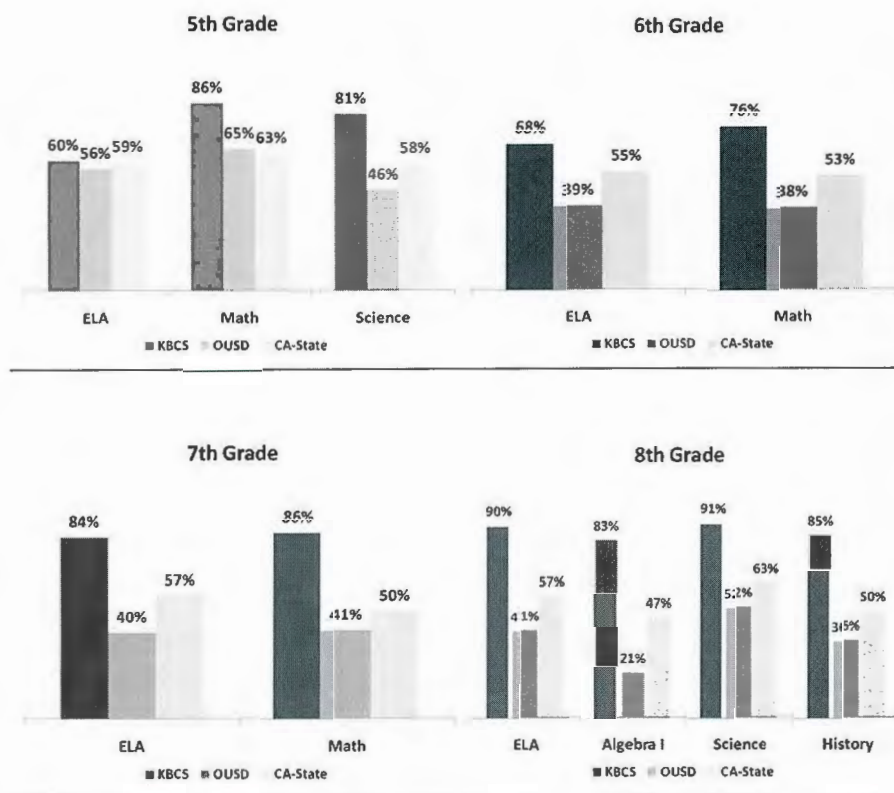
At KIPP Bridge Charter School, students have made strong academic gains. Students take the NWEA MAP Assessment and the California Standards Tests as well as several teacher-made assessments throughout the year. In 2011, student performance yielded an API score of 911.

KIPP Bridge Charter School's Results on the California Standards Test

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

The following charts show KIPP Bridge Charter School's performance on the California Standards Test for the 2010-2011 school year.

Figure 1.1 – Achievement of KIPP Students on the 2011 CST

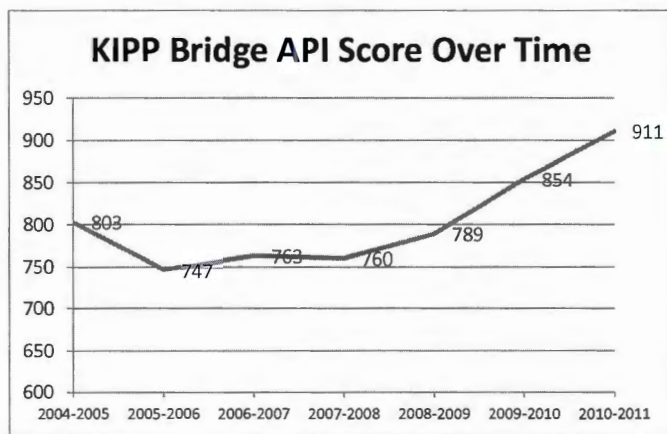


KIPP Bridge Charter School students typically enter fifth grade several grade levels behind and make tremendous progress in a short period of time at KIPP. KIPP Bridge Charter School students outperform both the Oakland Unified School District and the state in all grade levels and subjects by the sixth grade, when comparing the percentage of students scoring proficient or advanced on the CST. While Algebra I is typically an eighth grade honors course, KIPP Bridge Charter School students take Algebra I as their core math course in eighth grade.

KIPP Bridge Charter School's Results on the Academic Performance Index

The Academic Performance Index (API) score for KIPP Bridge Charter School this year was 911, above the state's goal of 800. From 2005-2011, KIPP Bridge Charter School has received an 8 or higher on the California Department of Education's similar schools ranking, which compares the performance of schools with similar demographics throughout California. KIPP Bridge Charter School currently ranks in the top 10% of all public schools in California, regardless of demographics. Highlights of KIPP Bridge Charter School's Academic Performance Index rankings are as follows:

Figure 1.2 – Summary of Academic Performance Index



Other KIPP Bridge Charter School Successes

- Every student takes music during their time at KIPP, and learns to read music and play an instrument.
- KIPP Bridge Charter School students are eligible to participate in a competitive after school sports league with other public and private schools. Sports include basketball, flag football, and soccer.
- All KIPP Bridge Charter School seventh and eighth graders take a high school preparation course where they prepare for the SSAT and research and apply to high school.
- All KIPP Bridge Charter School students may participate in elective activities such as book club, yearbook, Spanish or Sisterhood.
- KIPP Bridge Charter School's summer enrichment program allows students to participate in extended off- campus learning activities throughout the year and in the summer. Over the last year, students participated in the Crucible, Alvin Ailey Dance Camp, AIM High, and other local programs.
- KIPP Bridge Charter School was awarded the California Distinguished Schools Award in 2011.
- KIPP Bridge Charter School was named Hart-Vision Charter School of the Year in 2011 by the California Charter Schools Association.

ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM

Mission and Vision

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

Central to our mission is the unwavering belief that all students in Oakland can succeed in the most rigorous college environments, when provided with a disciplined commitment to academics, extended time for learning, and a wide range of effective supports. It is now a truism that an

excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market. While not all KIPP Bridge Charter School graduates may want to matriculate to a four-year university, we believe that all students must be prepared for higher education and equipped with skills and the choice to pursue it at the highest levels. Therefore, an all-encompassing college preparatory ethos drives all aspects of the school, from the educational program and field lessons, to the allocation of resources and daily scheduling.

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

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

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

KIPP's Five Pillars

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

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

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

The KIPP Foundation

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

KIPP began in 1994 when Michael Feinberg and David Levin completed their commitment with Teach for America and launched a program based upon the Five Pillars for 50 fifth graders at Garcia Elementary, a public school in an underserved area of Houston, Texas. Their students' accelerated academic achievement fueled the program's expansion: KIPP Academy New York was opened by David Levin in the South Bronx in 1995, and KIPP Academy Houston was founded by Michael Feinberg as one of Houston's first charter schools. Both schools grew to become the highest performing middle schools (fifth through eighth grades) in their respective districts. After four years of attending KIPP, most students go on to some of the most prestigious, private, boarding and public high schools in the nation (see Appendix C). Since 1999, both of the founding

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

In September 1999, CBS aired a special on KIPP on *60 Minutes*.¹¹ In January 2000, the Piscees Foundation proposed a unique partnership to Feinberg and Levin to replicate the success of their schools. The KIPP Foundation was established in April 2000 to provide aspiring school founders with the training and support to create and lead KIPP public schools in high-need communities across the country.

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

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

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

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

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

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

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

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

KIPP Bay Area

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

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

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

KIPP's Track Record of Success

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

All KIPP schools are open-enrollment public schools that accept students regardless of previous academic achievement, conduct, or socioeconomic background. Our students face many obstacles, yet they choose to attend a KIPP School because they want a safe, challenging environment that will provide them with every educational opportunity and put them on the path to college. With schools open from 7:30 am to 5:00 pm during the week, four hours every other Saturday, and for three additional weeks during the summer, KIPP schools simply provide more time for teaching and learning. Many of our students enter KIPP well below grade level. After just a short time at KIPP, these same students are performing at extremely high levels—KIPP is demonstrating that the achievement gap can be closed.

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

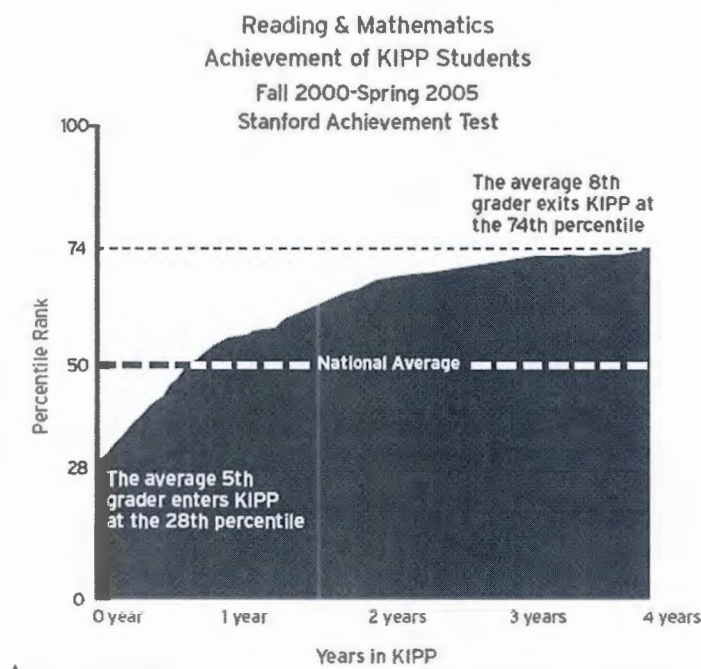
Every year, hundreds of educators, parents, professors, and interested citizens visit KIPP Schools to glean best practices given KIPP's success in boosting academic achievement performance gains and implementing strong school-wide cultures. KIPP has been covered by the New York Times, the Washington Post, Newsweek, People, Education Week, Business Week, ABC's Good Morning America, CBS's 60 Minutes, U.S. News and World Report, USA Today, National Public Radio, PBS, The Oprah Winfrey Show, and many others.

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

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

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

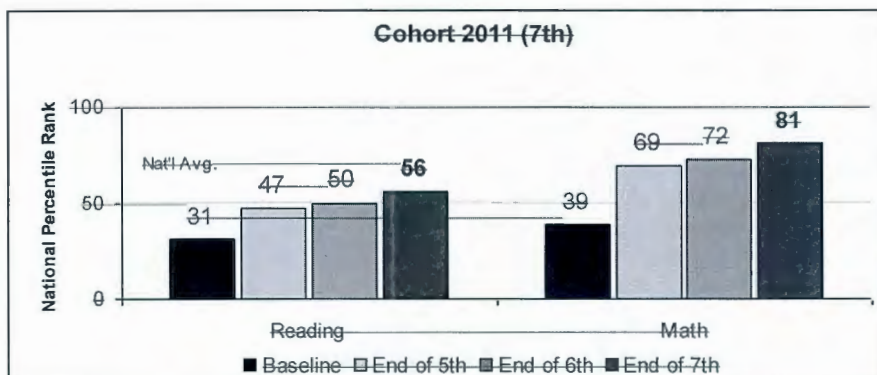
Figure 1.2—Achievement of KIPP Students



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

Figure 1.3—Performance of Current 8th Graders Across KIPP Schools



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

Students

KIPP believes that the upper elementary and middle school years are crucial, formative years, and that the choices students make during these years will set them on a path for life. KIPP Bridge Charter School has created a small, personalized learning environment for its students. The school started in 2002 with one fifth grade class of approximately 50 students and has grown by one grade level each year until reaching scale. The enrollment is steady at approximately 260 students. A relatively small student body allows the school to create a cohesive school culture, where all students and families known and feel a sense of belonging.

As a non-selective public school, KIPP Bridge Charter School is tuition-free and admits any student regardless of ethnic, socioeconomic or religious background. KIPP Bridge Charter School works in tandem with parents, community members, and the Oakland Unified School District to realize the mission of the school. Upon admission, students and parents sign and commit to uphold the KIPP Bridge Charter School Commitment to Excellence Form (see Appendix D). The form specifies that the students, parents, and teachers have the **desire, discipline and dedication** to do everything in their power to support the education of the student.

Becoming a 21st Century Learner

The students of KIPP Bridge Charter School become 21st Century Learners through the implementation of the school's educational philosophy (KIPP Five Pillars) and adherence to a rigorous, standards-based curriculum. The ultimate goal is for students to become self-competent.

motivated, life-long learners. At KIPP Bridge Charter School, being a 21st Century Learner means:

- Students develop a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of language arts, mathematics, science, and history.
- Students deepen character qualities that allow them to make positive choices in life.
- Students are effective and confident oral and written communicators.
- Students utilize a wide range of technologies, including computers.
- Students are critical thinkers and pro-active problem solvers.
- Students strive for excellence in academic and non-academic endeavors.
- Students appreciate the humanities and show respect for diverse cultures.
- Students possess a drive to constantly learn and improve.
- Students accept personal responsibility for their own actions and their learning.
- Students serve the community in which they live and help others.
- Students have the desire, discipline, and dedication to achieve their highest aspirations and dreams.

Developing 21st Century Learners through Academic Skills

Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement¹.

The content of the educational program at KIPP Bridge Charter School centers on gaining knowledge and mastering particular academic skills, forming effective intellectual habits, and building character qualities.

Implementing a Rigorous Standards-Based Curriculum

KIPP Bridge Charter School correlates its curriculum objectives to the state content standards adopted by the California State Board of Education. The school provides age appropriate curriculum for Mathematics, Science, English-Language Arts, History-Social Science, and Performing Arts at each grade level that are built around the California state content standards. These courses are supplemented by offering additional instruction to provide both remediation and extra time for critical thinking skills and advanced curriculum, including eighth grade Algebra I, in preparation for entering the Honors/AP track at college preparatory high school programs.

KIPP Bridge Charter School combines California's rigorous content standards with the pedagogical methodologies that have proven successful in established KIPP schools. The state standards are supplemented with geography, character education, study skills, extra-curricular activities, technology, and community service. Clear and specific standards-based academic objectives are mastered at each grade level as students move through the curriculum at KIPP Bridge Charter School's intensified pace.

¹ Marzano, Robert. September 2003, Educational Leadership.

Curriculum Overview

The curriculum framework described herein is based upon California state standards for grades five through eight. The framework is designed to ensure that graduates of KIPP Bridge Charter School are prepared for the rigor and intensity of college-preparatory high school pre-AP and AP coursework. Teachers work with the Principal to supplement this curriculum with their own innovations, research, and expertise.

Ideal KIPP Bridge Charter Eighth Grader: Starting with the End in Mind

KIPP Bridge Charter School eighth graders are academic scholars who possess a lifelong love for learning. The academic program at KIPP Bridge Charter School prepares every student for the intensity and rigor of college-preparatory high school academics. Students leave well-versed in high school level texts and multicultural literature. For students to be prepared for high school level mathematics, most students at KIPP Bridge Charter School successfully complete a full yearlong Algebra I course by the time they exit eighth grade. To ensure that students have the knowledge and skills to successfully study science in high school, the science department challenges students to engage in rigorous coursework, including writing research papers and participating in science labs. The courses offered at KIPP Bridge Charter School are grounded in rigor and fun. The teaching staff creates learning environments that actively engage the student body. KIPP Bridge Charter School hopes that students leave the school with an intellectual curiosity for all academic disciplines and the academic preparation to be successful in high school, college, and the competitive world beyond.

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

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

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

cooperatively in class with their teammates. Most importantly, students develop a work ethic that is often unmatched by public school students as well as learn how to manage strong feelings and impulses.

Curriculum Framework

Science

At KIPP Bridge Charter School, through hands-on practice beginning in the fifth grade, the science curriculum places heavy emphasis on learning the knowledge, processes, and skills that students need in order to understand the scientific method and its implications. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines and are learned through experimentation and investigation and require a written element, such as lab write-ups and reports, as an end product.

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

The science curriculum introduces students to investigation and experimentation in chemistry, earth, life, and physical sciences in the fifth grade, and then focuses on earth science in the sixth grade, life science in the seventh grade, and physical science in the eighth grade. In accordance with KIPP Bridge Charter School's accelerated pace, students gain a strong foundation in biology that enables them to be placed in Honors or accelerated biology classes in high school. At each grade level, hands-on activities are used often so that they can apply the processes and skills they learn.

A broad, multicultural history of science component spans the entire curriculum, as does skills development, a study of the impact of humans on the environment, and a reinforcement of English-Language arts, math and technology skills. The Science Department has partnered with UC Berkeley to teach relevant, challenging science curriculum that prepares students for high school level science.

Mathematics

The math curriculum provides the students of KIPP Bridge Charter School with the knowledge and skills they need to excel in advanced math tracks in the top high schools in the country. KIPP Bridge Charter School students learn number sense, patterns and relationships, how to use data, tables, graphs, and charts, and learn to apply this knowledge to their everyday lives. The math program focuses on problem solving as well as on reinforcing basic math skills to the point of mastery. By the end of the eighth grade, most students have successfully completed a yearlong, high school level Algebra I course and most students have passed the end-of-course CST exam.

KIPP Bridge Charter School uses an innovative method of teaching that involves chanting, rapping, and singing in order to make sure that incoming fifth graders have the basic skills, such as multiplication tables and two- digit division, necessary to learn fifth grade material. In addition to this remediation, students develop a strong number sense that leads to significant gains in their problem solving abilities. By eighth grade, most students are engaged in high school level Algebra I where

they learn through direct instruction with guided practice and engage in discovery learning. The math program at KIPP Bridge Charter School utilizes technology to introduce students to math and engineering in the real world. Additionally, in the seventh and eighth grades, the math curriculum may involve the use of scientific and graphing calculators.

English-Language Arts

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

Although individual teachers define and hone each specific curricular strand, the fundamental elements of reading comprehension, writing, listening, speaking, and presentation are covered in each English-Language Arts classroom. Students learn the fundamentals of grammar, the writing process, public speaking, note taking, and learn to identify social and cultural influences and differences in writing. Students work together to revise, edit, and present papers and other research-based presentations. Students whose skills need remediation receive extra support during an afternoon rotation in which students are placed in small groups at their particular reading levels. Teachers work with students on phonics, reading comprehension skills, and vocabulary development. By eighth grade, students are able to provide a historically grounded analysis of a literary work and write an expository essay with a strong thesis statement and supporting evidence.

Literacy is a vital skill that is crucial in every area of academics and life. KIPP Bridge Charter School promotes literacy across all subject areas by employing a reading and writing across the curriculum approach and by providing a literature-intensive program in subjects such as History-Social Science and Science. Skills are reinforced in all areas include reading comprehension (e.g., identifying the main idea, recognizing details, analyzing tone, sequencing), writing (e.g., creating strong thesis statements and providing supporting evidence, revision, peer editing), speaking (e.g., speeches, debates, class and school-wide presentations, group work), and critical analysis of a text.

English-Language Arts skills are interconnected and require constant reinforcement. For this reason, students are able to break down reading, writing, speaking, and listening into their fundamental elements, but they also experience and develop these skills holistically and in the context of practical and relevant material and literature. As part of this focus, students read a variety of culturally and historically diverse literature in their English-Language Arts classes through read aloud, shared and independent texts. Novels students may read include Curtis's *Watson's Go to Birmingham* (5th grade), Lewis Sachar's *Holes* (6th grade), Steinbeck's *Of Mice and Men* (7th grade), and Harper Lee's *To Kill a Mocking Bird* (8th grade).

Throughout their four years at KIPP Bridge Charter School, students are required to write multiple drafts of papers and to use and develop organizational devices such as graphic organizers and outlines. From fifth to eighth grade, students deepen their sophistication and technical mastery in their writing, but organization and process are reinforced from the beginning.

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

History Social-Science

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

An understanding of geography is fundamental to understanding the major events of United States and world history, and thus is a focus of the History-Social Science curriculum. Geography is reinforced and studied throughout a student's four years at KIPP Bridge Charter School. Physical, human, and environmental geography is studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history.

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

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

The History-Social Science curriculum is reading and writing intensive and involves the analysis of primary and secondary sources. Social Studies classes also reinforce the writing across the curriculum. Social Studies teachers may partner with English-Language Arts teachers to create common writing expectations and rubrics. All History-Social Science classes require written essays and reports. Students are held accountable not only for content, but for style, organization, and mechanics as well. Students also learn note-taking techniques through Social Studies classes.

The History-Social Science curriculum, like all curricula at the school, is balanced. Students receive direct instruction, guided practice, and participate in project-based learning. KIPP Bridge Charter School's students to become active participants in society, they must be able to function effectively in group settings and focus on problem solving, analysis, and content. Students see their peers within the school as their family and their class and various groups as a team. The History-Social Science curriculum constantly reinforces the values of teamwork, citizenship, and collective goal attainment.

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

Physical Education

All students at KIPP Bridge Charter School regularly receive a structured physical education class in accordance with the California Challenge Standards. Both content skills and life skills are emphasized in the Physical Education program. Students become more physically fit and learn the benefits of fitness and teamwork and the rules of various sports. As team is an omnipresent theme at KIPP Bridge Charter School, the social rules that govern team interaction and competition are taught and reinforced.

The Physical Education program focuses on sports-related activities and physical fitness. Students develop competency in a variety of sports, hone motor skills and coordination, and learn strategies for different sports.

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

In addition to fitness and sports, the physical education program also encompasses a comprehensive CPR First Aid and health education curriculum beginning in the fifth grade. In their extra-curricular time, students have an opportunity to participate in various sports activities. KIPP Bridge Charter School's competitive sports teams include girls' and boys' basketball, flag-football, and soccer. Students compete against other local public and private schools.

Performing and Visual Arts

Each subject area integrates visual arts as a component of their subject and content area. Additionally, KIPP Bridge Charter School teachers strive to incorporate all learning styles and modalities into each lesson, providing ample opportunity for students to use artistic creativity and expression.

The History-Social Science curriculum explores the art of various cultures around the world, and how these cultures are represented in their art. The language arts program feature plays, poetry readings, and other forums for dramatic expression. The Physical Education and Dance programs teach students the fundamentals of artistic expression through movement.

In addition to an integrated, cross-curricular arts program, students at the school may take music and performing arts every year. Students learn to read music and play an instrument and practice the elements of public presentations and stage presence.

Instructional Technology

Technology offers many tools to support high academic achievement at KIPP Bridge Charter School. The school has at least one computer lab, whether stationary or mobile. While technology is not a core curriculum to be mastered for its own sake, modern technological tools are employed to achieve specific curricular goals. Just as a calculator can assist with higher-level math equations, 21st century

technologies are utilized to achieve clear educational outcomes that are measurable, demonstrable, and non-technological in nature. Utilizing technology tools to enhance and improve instructional methods at KIPP Bridge Charter School achieves the following goals:

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

In addition, all students at KIPP Bridge Charter School learn to use computer technology through their coursework. By the end of eighth grade, they become adept at using Microsoft Word and using the Internet to conduct research.

Students

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

Figure 1.4: KIPP Bridge Charter School Projected Student Enrollment

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

As a non-selective public school, KIPP Bridge Charter School will be tuition-free and will admit any student regardless of ethnic, socioeconomic or religious background. KIPP Bridge Charter School will work in tandem with parents, community members, and the Oakland Unified School District to realize the mission of the school. Although the school is open to any student, KIPP Bridge Charter School targets academically underserved students in Oakland. The only admission requirement for the school is the students' and parents' willingness to sign and uphold the KIPP Bridge Charter School Commitment to Excellence Form (See Appendix G). The form specifies that

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

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

Becoming a 21st Century Learner

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

Instruction is the core activity of all schools: public, private, elementary, secondary and post-secondary. Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement². The educational program at KIPP Bridge Charter School is driven by the core goals at KIPP schools — *academic and character skills* — and define what becoming a 21st Century learner means:

1. Academic Skills

An educated person⁴ in the 21st century will be able to:

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

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

² Robert Marzano, *Educational Leadership*, September 2003.

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

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

2. Character Skills

An educated person in the 21st century will exhibit the following character virtues:

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

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

How Learning Best Occurs

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

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

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

2. **Quality Instruction is Meticulously Planned.** At the beginning of the year and during various staff development opportunities, teachers present their scope and sequences as well as a breakdown of content covered. Sharing their long-term plans will ensure that maximum alignment exists both vertically within content areas and horizontally across grade levels. While teachers do not formally submit daily lesson plans on a weekly basis, classroom observation and weekly check-ins are used as opportunities to explore success in this area.

3. **Quality Instruction is Varied Instruction.** Students process material in a variety of ways. Thus, teachers at KIPP Bridge Charter School continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students whose needs have not been met through traditional teaching methods benefit from supplemental, direct instruction, small group work, reading/writing workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques.

4. **Quality Instruction is Relevant to Students.** KIPP Bridge Charter School combines California's rigorous content standards with the pedagogical methodologies that have proven successful in established KIPP schools. The state standards are supplemented in the following ways: character education, extra-curricular activities, technology, and community service. Teachers also take into consideration the interests and cultural backgrounds of our students in an effort to make all instruction R.I.P.E.⁴: Rellevant, Inclusive, Purposeful and Execiting.

There are several structures of KIPP Bridge Charter School that reinforce high-quality instruction, promote optimal learning, and are rooted in research. These structures, together with high-quality instruction, allow KIPP Bridge Charter School to implement its educational design in a system designed for success.

1. **Middle School Focus.** KIPP Bridge Charter School is a middle school serving grades five through eight. While most public schools in Oakland consider the sixth grade to be the beginning of middle school, KIPP has found the gains to be steeper and more dramatic between grades five and six, than those gained between grades six and seven. KIPP Bridge Charter School has leveraged the KIPP Foundation's resources and expertise in opening high-quality middle schools in all facets of the school's operations including evaluation, school finance, culture setting, curriculum, professional development, and business operations.

2. **Small School Size.** In order for the School Leader to be effective, he must be aware of all activity within the school in addition to activities outside of school, especially with regard to the family situations and the personal lives of the students. Through experience, successful KIPP schools have found that approximately 320 students is the maximum number that a School Leader can effectively serve. A wealth of research also shows that students in small schools (under 400 students) come to class more often, drop out less, earn

⁴ Ganapol, David S., 2003.

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

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

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

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

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

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

KIPP Bridge Charter School			
Figure 1.5 KIPP Bridge Charter School Core Content Areas By Grade Level, Aligned to State Standards			
Mathematics	Science	English Language Arts	History
<p>Standard (Number Sense 2.0): Students calculate and solve problems involving addition, subtraction, multiplication, and division.</p> <p>Standard (1.0): Students know that plate tectonics accounts for important features of the Earth's surface and major geologic events.</p> <p>Content:</p> <ul style="list-style-type: none"> ➤ Negative numbers ➤ Fractions ➤ Addition, subtraction, multiplication, and division of fractions ➤ Problem solving using fractions ➤ Operations using positive and negative integers ➤ Least common multiple and greatest common divisor ➤ Problem solving using positive and negative integers 	<p>Earth Science</p> <p>Standard (1.0): Students know that plate tectonics accounts for important features of the Earth's surface and major geologic events.</p> <p>Content:</p> <ul style="list-style-type: none"> ➤ Mapping the Earth ➤ Earth's history ➤ Earth's structure and atmosphere ➤ Plate tectonic theory ➤ Heat transfer in the Earth system ➤ California geology ➤ Earthquakes 	<p>Standard (Reading 2.0): Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</p> <p>Content:</p> <p>Literature may include:</p> <ul style="list-style-type: none"> ➤ Mythology of Greece, Western Africa and Egypt ➤ Abridged <i>The Iliad</i> ➤ Curtis, <i>Watsons Go To Birmingham</i> ➤ L'Engle, <i>Wrinkle in Time</i> ➤ Lowry, <i>The Giver</i> <p>World geography</p> <ul style="list-style-type: none"> ➤ Map skills ➤ Agriculture ➤ Religion ➤ Significant political, religious leaders, events, and documents ➤ Architecture ➤ Evolution of language ➤ Achievements ➤ Connections to modern-day theme, imagery, symbolism, figurative language 	<p>Ancient World History and Geography</p> <p>Standard (6.2): Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p>
<p>Sample Skills Introduced: <i>Organization:</i> Keeping a schedule of goals, tasks and assignments by day, week, month and year in a long-term planner. <i>Reading comprehension:</i> Identifying and interpreting the central ideas of a text, both stated and implied, and major and minor facts that support those ideas. <i>Critical thinking:</i> Understanding abstract roots and affixes derived from Greek and Latin, and using this knowledge to analyze the meaning of unfamiliar words. <i>Communication:</i> Writing a four-paragraph essay comparing and contrasting two topics, such as Mesopotamia and Egypt.</p> <p>Focus Value: <i>Team:</i> In book clubs, choosing appropriate group of people to work with, selecting novels to read, assigning tasks among members, and conducting discussion of novels.</p>			

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

Figure 1.5 KIPP Bridge Charter School Core Content Areas By Grade Level, Aligned to State Standards				
KIPP Bridge Charter School	Science	English Language Arts	History	Spanish
<p>Pre-Algebra/Algebra Standard</p> <p>(Algebra and Functions 1.0)- Students express quantitative relationships by using algebraic terminology; expressions, equations, inequalities, and graphs.</p> <p>Content:</p> <ul style="list-style-type: none">➤ Algebraic terminology➤ Algebraic expressions➤ Equalities and inequalities➤ Rational and irrational numbers➤ Graphing➤ Problem-solving	<p>Life Science Standard(2.0):</p> <p>Students know that a typical cell of any organism contains genetic instructions that specify its traits; Those traits may be modified by environmental influences:</p> <p>Content:</p> <ul style="list-style-type: none">➤ Structure and functions of cells➤ Life cycles and reproduction of sexual and asexual organisms➤ Reproduction and heredity➤ DNA	<p>Standard (Reading 3.0): Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works:</p> <p><u>Literature may include:</u></p> <ul style="list-style-type: none">➤ <i>Orwell, Animal Farm</i>➤ <i>Golding, Lord of the Flies</i>➤ <i>Steinbeck, Of Mice and Men</i>➤ <i>Collier, My Brother Sam is Dead</i>➤ <i>Hinton, The Outsiders</i>➤ <i>Shakespeare, Julius Caesar</i> <p><u>Narrative Analysis:</u> foreshadowing, characterization, recurring themes, point of view, author's purpose</p>	<p>Medieval and Early Modern World History and Geography</p> <p>Standard (7.7):</p> <p>Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations:</p> <p>Content:</p> <ul style="list-style-type: none">➤ World geography➤ Early and modern geography of Mexico, Central America, and South America➤ Mayan, Aztec, and Inca civilizations➤ Role of the Spanish➤ Achievements➤ Connections to modern day	<p>Spanish Standard (KBCP 7.1):</p> <p>Students comprehend, read, and respond to historically or culturally significant works of literature:</p> <p>Content:</p> <ul style="list-style-type: none">➤ Elements of grammar: mechanics of writing➤ Present tense and simple future and past tenses➤ Contemporary and historical works of literature➤ Vocabulary
<p>Sample Skills Introduced: <i>Organization:</i> Creating graphic organizers for studying with other students. <i>Reading comprehension:</i> Distinguishing between primary and secondary sources, and explaining the relationships between the two types of sources. <i>Critical Thinking:</i> Describing the effect of ozone depletion on the life cycle. <i>Communication:</i> Writing a five-paragraph persuasive essay that includes a well-defined thesis, defends positions with detailed evidence and reasoning, and anticipates counter-arguments effectively.</p> <p>Focus Value: <i>Absolute Determination:</i> Climbing Half Dome in Yosemite.</p>				

1.5 KIPP Bridge Charter School Core Content Areas By Grade Level, Aligned to State Standards				
<p>Standard (25.0): Students use the properties of the number system to judge the validity of results; to justify each step of a procedure; and to prove or disprove statements.</p> <p>Content:</p> <ul style="list-style-type: none"> ➤ Properties of numbers ➤ Real numbers ➤ Order of operations ➤ Algebraic proofs ➤ Systems of equations ➤ Quadratic and exponential models ➤ Absolute value 	<p>Physical Science</p> <p>Standard (3.0): Students know that each of more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements.</p> <p>Content:</p> <ul style="list-style-type: none"> ➤ Structure of atoms and molecules ➤ Properties of compounds ➤ States of matter ➤ Periodic Table of Elements 	<p>Standard (Reading 3.0): Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</p> <p>Literature may include:</p> <ul style="list-style-type: none"> ➤ <i>Bertrand, Time's Choice</i> ➤ <i>Knowles, A Separate Peace</i> ➤ <i>Shakespeare, Romeo and Juliet</i> ➤ <i>Salinger, Catcher in the Rye</i> ➤ <i>Twain, The Adventures of Huckleberry Finn</i> ➤ <i>Lee, To Kill a Mockingbird</i> ➤ <i>Angelou, I Know Why the Caged Bird Sings</i> <p>Narrative Analysis: plot, motivation, setting, tone, mood, recurring themes, dialect, metaphor, irony, symbolism</p>	<p>US History and Geography</p> <p>Standard (8.0) Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <p>Content:</p> <ul style="list-style-type: none"> ➤ Leaders of the abolition movement ➤ Significant events, compromises and doctrines including Northwest Ordinance, Annexation of Texas, Compromise of 1850, Missouri Compromise, and Lincoln-Douglas debates ➤ Free blacks and laws ➤ Jim Crow laws ➤ Modern effects of slavery ➤ Douglass, <i>Narrative of the Life of Frederick Douglass</i> 	<p>Standard (KCP 8.1): Students comprehend, read, and respond to historically or culturally significant works of literature.</p> <p>Content:</p> <ul style="list-style-type: none"> ➤ Elements of grammar: mechanics of writing ➤ Past and future tenses ➤ Contemporary and historical works of literature ➤ Comparing structure of Spanish writing to English writing ➤ Vocabulary ➤ Oral presentations in Spanish
<p>Sample Skills Introduced: <i>Organization:</i> Summarizing and organizing information from multiple sources by taking notes, outlining ideas, paraphrasing information, and making charts, conceptual maps and learning logs. <i>Reading Comprehension:</i> Tracing the development of an author's argument, point of view or perspective in a text by assessing evidence offered in the material and also by comparing the evidence with information in other sources. <i>Critical Thinking:</i> Describing the functional relationship in a given word problem and writing an equation to answer questions about the situation. <i>Communication:</i> Delivering oral presentations that are clearly organized; using examples, anecdotes and data to explain or clarify information; and using clear enunciation, adequate volume and good eye contact.</p> <p>Focus Value: <i>Responsibility:</i> Teams of students researching, planning, and completing community service projects. Students report back to their class on the activity.</p>				

Curriculum Overview

KIPP Bridge Charter School correlates its curriculum objectives to the state content standards adopted by the California State Board of Education. The school will provide age-appropriate curriculum from the state-adopted list for Mathematics, Science, English Language Arts, History-Social Science, and Visual Performing Arts at each grade level. Please see Appendix H for a list of sample textbooks and instructional materials to be used at the school.

KIPP Bridge Charter School will combine California's rigorous content standards with the pedagogical methodologies that have proven successful in established KIPP schools. The state standards are supplemented with geography, character education, study skills, extra-curricular activities, technology, and community service. Clear and specific standards-based academic objectives are mastered at each grade level as students move through the curriculum at KIPP Bridge Charter School's intensified pace.

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

Mathematics

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

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

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

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

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

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

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

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

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

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

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

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- **Math Club:** Students in all grade levels who are the furthest behind may participate in the Math Club and receive two one-hour after-school tutoring sessions each week until they catch up to their classmates. During this time students will focus on the remediation of basic skills and/or the re-teaching of the day's objective.

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

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

- **Special Education Students:** Students who require special services are provided this extra support through modified classroom instruction and direct support from a resource specialist.

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- **English Language Learners:** English Language Learners benefit from modified classroom instruction (i.e. the use of math manipulatives, pictures, etc.) to assist students with math vocabulary development and the ability to comprehend text.

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- **GATE and Other High Achieving Students:** In an effort to provide a greater challenge to our GATE and higher performing students, select 5th and 6th grade students may participate in a Pre-Algebra and Algebra class twice a week.

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

- Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results. (5)

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- Students compute and analyze statistical measurements for data sets. (5)

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- Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages. (6)

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- Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions. (6)

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- Students determine theoretical and experimental probabilities and use these to make predictions about events. (6)

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- Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs. (7)

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- Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning. (8)

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English Language Arts

Literacy is the focal point of all instruction at KIPP Bridge Charter School, as the school acknowledges its fundamental importance in every academic discipline and life. To promote literacy, the English Language Arts program provides a challenging curriculum that is academically rich, intellectually stimulating, and culturally diverse. Students benefit from ninety minutes of daily classroom instruction in English Language Arts and sixty minutes of daily Reading instruction through the school's Reading Enrichment program. A variety of textbooks and novels will be read and analyzed. In each grade level students will learn the fundamentals of grammar, the writing process, vocabulary, and how to speak to an audience.

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

● Eliminate grade level performance gaps in reading, language arts, and writing, and;

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● Provide students with a rigorous English education so that they will be successful in a college preparatory high school.

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

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

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

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

In order to address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, KIPP Bridge Charter School will use the following approach to English Language Arts instruction. The components of the program are: *Word Study, Read Aloud, Shared Reading, Guided Reading, Independent Reading, Shared Writing, Guided Writing, and Independent Writing*. Each of the components is described briefly below.

- **Word Study:** Students are provided with intensive instruction in vocabulary and spelling. Specifically, students will study common prefixes, suffixes, and word roots to aid in spelling and vocabulary acquisition. In 5th grade particularly, this component consists of heavy phonics instruction.

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- **Read Aloud:** The teacher reads a text aloud each day, and involves the students in what is read through comprehension activities. Students acquire and sharpen their listening and comprehension skills through this daily ritual. The teacher also uses this time to model the application of reading skills.

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- **Shared Reading:** The teachers and students work from a common text to study particular reading skills and strategies. Literature choices take into consideration themes across content areas, literature genres, and texts read and discussed at exemplary middle schools. Students also gain considerable exposure to expository texts.

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- **Guided Reading:** In order to meet the individual needs of all students, students spend time in flexible reading groups to work on particular reading skills with the teacher. The rationale is to provide students with enrichment and remedial instruction to ensure each student is a successful reader.

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- **Independent Reading:** There is a time set aside each day for independent reading (also known as Silent Sustained Reading). Teachers use this time to conference with the students about what they are reading independently.

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

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

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

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- **Shared Writing:** As a whole group, students will write common texts in order to practice and model types of writing, elements of style, and grammar. This is also a good time for teachers to model and reinforce the writing process.

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- **Guided Writing:** In order to meet the individual needs of students, students will work in small groups and individually with the teacher in order to develop and enhance their writing skills.

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- **Independent Writing:** Students will spend time daily writing in journals, writing about a particular topic or developing a writing piece for a particular purpose. There will also be an emphasis on self-reflection and self-correction of writing pieces.

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

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

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

- **Summer School:** As part of the KIPP extended school year, every student participates in KIPP's three-week summer program. It is during this program that the reading levels of all students are assessed.

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- **Reading Enrichment Program:** The Reading Enrichment program provides all students extra support in reading to supplement instruction in English Language Arts. After being assessed, students participate in either a SRA Corrective Reading class or a Novels class. Novels students may read include Paterson's *Bridge to Terabithia* (5th), Curtis's *Watson's Go to Birmingham* (6th), Steinbeck's *Of Mice and Men* (7th), and Lee's *To Kill a Mockingbird* (8th).

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- **Saturday School:** As part of the KIPP extended school year, the school provides a literacy enrichment component during Saturday School.

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- **Reading Club:** Students in all grade levels who are the furthest behind may participate in the Reading Club and receive two one hour after school tutoring sessions each week until they catch up to their classmates. Sixth grade tutoring sessions will focus on fluency, decoding, and comprehension. Fifth grade sessions will emphasize non-fiction expository reading.

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

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

● **Special Education Students:** Students who require special services will be provided this extra support through modified classroom instruction and direct support from a resource specialist and/or specific district-sponsored reading programs held off-site (i.e. Linda Mood Bell Reading Program).

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● **Struggling Readers:** Students who struggle with literacy will be supported through the Reading Enrichment program in which the SRA Corrective Reading program assists students strengthening their skills in phonemic awareness and fluency.

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● **English Language Learners:** English Language Learners will benefit from modified classroom instruction (i.e. the use of graphic organizers, pictures, etc.) to assist students with English acquisition.

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● **GATE and Other High Achieving Students:** In an effort to provide a greater challenge to our GATE and higher performing students, select students may participate in activities such as a Poetry class, as well as a high-level Reading Enrichment course in which level-appropriate novels are selected for reading and accompanied by various reading comprehension and vocabulary activities, as well as Socratic Seminars. Similarly, level appropriate reading materials in Science and Social Studies are selected to complete various projects and reports.

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English Language Arts skills are interconnected and require constant reinforcement. For this reason, students are able to break down reading, writing, speaking, and listening into their fundamental elements, but they also experience and develop these skills holistically and in the context of practical and relevant material and literature.

Throughout their four years at KIPP Bridge Charter School, students will be required to write multiple drafts of papers and to use and develop organizational devices such as graphic organizers and outlines. From fifth to eighth grade, students will deepen their sophistication and technical mastery in their writing, but organization and process are stressed and reinforced from the beginning.

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

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

Reading:

● Students read and understand grade-level appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their

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knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). (5,6,7,8)

- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. (5,6,7,8)

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Writing

- Students write clear, coherent, and focused essays. The writing exhibits student awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students' progress through the stages of the writing process as needed. (5,6,7,8)

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- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies. (5,6,7,8)

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Written and Oral English Language Conventions

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

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Listening and Speaking

- Students deliver focused, coherent presentations that convey ideas clearly and that relate to the background and interests of the audience. They evaluate the content of oral communication. (5,6)

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- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and organizational and delivery strategies. (5,6)

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History-Social Science

Social Studies is taught through a diverse view of society. The state-adopted textbooks (*History Alive!* and *Holt, Rinehart and Winston*) provide teachers with a teacher-directed avenue in which to provide students with important historical facts. To assist students to make connections between History and their lives, teachers use various primary source documents. Videotapes and music allow students to see and hear different time periods and cultures. Social Studies reports and projects provide students with an opportunity to demonstrate content knowledge, as well as writing skills in both independent and cooperative grouping. Geography is also a focus, as fifth-grade students learn the fifty states and their capitals, and sixth-grade students learn the countries of the world. The KIPP end-of-the-year field lessons also provide students with diverse cultural events and experiences that expand the knowledge base of our students. For example, sixth-grade

students might experience a play at the Ashland Shakespeare Festival in Ashland, Oregon as part of their Northwest Field Lesson. Seventh grade students might visit the Museum of Tolerance in Los Angeles, and 8th graders might spend a week in Washington, DC.

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

An understanding of geography is fundamental to understanding the major events of United States and world history, and thus is a major focus of the History-Social Science curriculum. Physical, human, and environmental geography are studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history.

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

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

The History-Social Science curriculum is reading intensive and involves the analysis of primary and secondary sources. Students read historically relevant novels to supplement the knowledge they are gaining in class. Reading historically relevant novels serve the dual function of increasing literacy and providing students with the ability to critically evaluate both historical and contemporary texts. Social Studies classes also reinforce the —writing across the curriculum— program by focusing on a weekly writing skill explored by the entire school. All History-Social Science classes require written essays and reports. Students are held accountable not only for content, but for style, organization, and mechanics as well. They develop portfolios that include projects and writing samples.

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

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

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

History-social science standards include:

- Students understand the political, religious, social, and economic institutions that evolved in the colonial era. (5)

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- Students explain the causes of the American Revolution. (5)

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- Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. (5)

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- Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. (6)

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- Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. (6)

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- Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. (6)

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- Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. (7)

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- Students analyze U.S. foreign policy in the early Republic. (8)

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Science

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

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

At KIPP Bridge Charter School, the science curriculum places heavy emphasis on learning the knowledge, processes, and skills that students need in order to understand the scientific method and its implications. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines and are learned through experimentation and investigation, which will then require a written element, such as lab write-ups and reports.

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

The science curriculum introduces students to investigation and experimentation in chemistry, earth, life, and physical sciences in the fifth grade, and then focuses on earth science in the sixth grade, life science in the seventh grade, and physical science in the eighth grade. In accordance with KIPP Bridge Charter School's accelerated pace, students also gain a strong foundation in biology that enables them to be placed in Honors or accelerated biology classes in high school. At each grade level, hands-on field lessons bring students into the community so that they can apply the processes and skills they have learned in traditional classroom instruction. A broad, multicultural history of science component spans the entire curriculum, as do skills development, a study of the impact of humans on the environment, and a reinforcement of English Language arts, math and technology skills. In the eighth grade year, students are able to complete a detailed scientific experiment that follows each step in the scientific method.

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

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

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- Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:

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- a. *Students know* the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
- b. *Students know* solar energy reaches Earth through radiation, mostly in the form of visible light.
- c. *Students know* heat from Earth's interior reaches the surface primarily through convection.
- d. *Students know* convection currents distribute heat in the atmosphere and oceans.
- e. *Students know* differences in pressure, heat, air movement, and humidity result in changes of weather. (6)

- 2. *A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:*

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- a. *Students know* the differences between the life cycles and reproduction methods of sexual and asexual organisms.
- b. *Students know* sexual reproduction produces offspring that inherit half their genes from each parent.
- c. *Students know* an inherited trait can be determined by one or more genes.
- d. *Students know* plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
- e. *Students know* DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell. (7)

- 3. *Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:*

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- a. *Students know* the structure of the atom and know it is composed of protons, neutrons, and electrons.
- b. *Students know* that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
- c. *Students know* atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
- d. *Students know* the states of matter (solid, liquid, gas) depend on molecular motion.
- e. *Students know* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
- f. *Students know* how to use the periodic table to identify elements in simple compounds. (8)

Physical Education

All students at KIPP Bridge Charter School will receive a structured physical education class in accordance with the California Challenge Standards. Both content skills and life skills are

emphasized in the Physical Education program. Students become more physically fit and learn the benefits of fitness and teamwork and the rules of various sports. As team is an omnipresent theme at KIPP Bridge Charter School, the social rules that govern team interaction and competition are taught and reinforced.

The Physical Education program focuses on sports-related activities, dance, and physical fitness. Students will develop competency in a variety of sports and dance techniques, develop motor skills and coordination, and learn strategies for different sports.

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

Visual and Performing Arts

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

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

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

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

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

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

Instructional Technology

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

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

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Life-Long Learning Skills

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

Social Skills

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

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

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Work Ethic

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

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

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Study Skills

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

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

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Community Awareness and Involvement

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

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

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Assessment of Student Progress

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

Tools to check for student understanding of academic content and skills include informal verbal check-ins throughout lessons, class work and homework. These assessment tools allow a teacher to gauge the level of understanding for individual lesson objectives. Quizzes, tests, essays, projects and other performance-based assessments provide more formal gauges of a student's mastery of a particular unit of study and the corresponding state academic standards. Individual reading inventories provide teachers with a clear picture of each student's strengths and weaknesses in reading, as well as identifying an accurate reading level. Since units are connected to state and district benchmarks and standards, the assessments of instructional units align with state standards.

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

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

Promotional Standards

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

The program design of KIPP Bridge Charter School is to ensure that all children succeed. Supplemental instruction provides teachers with the time needed to do remediation work when necessary. Students who are in jeopardy of retention are individually counseled and given extra

help in their specific areas of concern. Students who continue to struggle are provided with tutoring from outside sources.

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

Schedule and Academic Calendar

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

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

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

7:30 a.m. — 9:00 a.m. (Morning Work/Supplemental Instruction)

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

9:00 a.m. — 3:00 p.m. (Core Academic Subjects)

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

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

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

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

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

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

Figure 1.6—Sample Fifth Grade Schedule

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

Annual School Calendar

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

Saturday Enrichment Classes

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

Summer School

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

KIPP Bridge Charter School's summer session is divided into two components. The first segment contains a week-long staff development program that provides KIPP Bridge teachers with an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year. Once the summer session has ended, teachers continue their preparation by designing lesson plans and a scope and sequence for the fall that will address the specific needs and interests of the students identified during the summer.

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

Students are introduced to the concepts, challenges, strengths, and rewards of working as a team and family. Above all, students are welcomed into the KIPP culture, and learn what it means to be a KIPP student through introductions to KIPP songs, chants, and projects emphasizing hard work, teamwork, and a culture of high expectations. On the first day of school, all children learn what year they will graduate from college, and begin the process of learning how to focus on their short-term, intermediate, and long-term goals to be successful at KIPP Bridge Charter School and at the best high schools and colleges in the country.

Developing 21st Century Learners through Character Qualities

More than academic and intellectual skills alone are needed to maximize students' potentials in high school, college and the world beyond. In the words of David Levin, co-founder of KIPP, "The experiences of KIPP Academy New York and KIPP Academy Houston have taught us that

academics without character is useless; students will have the skills but lack the motivation to use them. Character without academics is hollow; students will have the motivation but not the ability to use it. Together, they have the power to transform lives."

According to Dr. Howard Gardner, esteemed developmental psychologist, defining and creating an effective character development program depends on "clarity and common vision". KIPP Bridge Charter School has created this clarity and common vision by basing student character development around its core values: **Achievement, Commitment, Honesty, Respect, Responsibility, and Teamwork**. From the time they enter the school, students are taught character skills in all classes.

To provide high quality instruction for every student in the school, fostering a productive learning environment through developing character qualities is essential. Students learn that they must respect themselves, their classmates, their teachers, and their families. Moreover, they learn the value of integrity and the importance of being polite, humble individuals. In addition to character-focused community meeting time, the school's values are supported through the student management and rewards systems.

The school-wide culture supports and reinforces KIPP Bridge Charter School's values. Common slogans are posted throughout the school and the classrooms such as: "There are No Shortcuts," "Be Nice. Work Hard," "Team Beats Individual," "Assign Yourself," "There Are No Excuses," "We Are Climbing the Mountain to College", and "Become Your Dream." There is a clear and common set of behavior norms such as looking a person in the eye when speaking or listening, "SLANTing" (Sit up straight, Listen, Ask and answer questions, Nod your head if you understand, and Track the person speaking), in class at all times displaying positive body language and wearing neat uniforms. In addition, each week, the school community may focus on one particular school value through classroom instruction, conversations with students, and end-of-the- day school-wide and grade level community meetings.

How Learning Best Occurs

Like the 109 KIPP schools around the country, KIPP Bridge Charter School ascribes to the Five Pillars of success (*More Time on Task, High Expectations, Choice & Commitment, Power to Lead, and Focus on Results*). These Pillars provide the framework of the school's educational philosophy. However, without high-quality instruction, the school will not succeed. Implementing a high-quality instructional program is paramount to KIPP's track record of success. At KIPP Bridge Charter School, high-quality instruction is standards-based, with an emphasis on academic, intellectual, and character skills, and explicitly ties to the school's mission of providing its students with the knowledge, skills and character traits they will need to succeed in high school and college.

Implementing High Quality Instruction

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

- 1. Quality Instruction is Standards-Based.** KIPP Bridge Charter School correlates its

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

- 2. Quality Instruction is Meticulously Planned.** At the beginning of the year and during staff development opportunities, teachers present their scope and sequences as well as a weekly breakdown of content covered. Sharing their long-term plans ensures that maximum alignment exists both vertically within content areas and horizontally across grade levels. Teachers plan lessons using a common lesson structure that generally includes: the lesson's aim, a "do now (Get Down to Business)", a motivation for the lesson, key vocabulary, direct instruction, guided practice, independent practice and homework. Teachers modify their lessons, assessments, classwork, and homework for students with special learning needs as appropriate. Regular classroom observations are used to explore successful planning and implementation.
- 3. Quality Instruction is Varied Instruction.** Students process material in a variety of ways, so teachers at KIPP Bridge Charter School continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students benefit from varied techniques that include: direct instruction, small group work, reading/writing workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques. In addition, students with special needs work with the school's resource specialist in small group and one-on-one settings. Lesson plans incorporate auditory, visual and kinesthetic activities in order to meet the individual needs of all students.
- 4. Quality Instruction is Relevant to Students.** KIPP Bridge Charter School combines California's rigorous content standards with the pedagogical methodologies that have proven successful in established KIPP schools. The state standards may be supplemented in the following ways: character education, extra-curricular activities, technology, and community service. Teachers also take into consideration the interests and cultural backgrounds of students in an effort to make all instruction relevant and purposeful.

There are several structures of KIPP Bridge Charter School that reinforce high quality instruction, promote optimal learning, and are rooted in research. These structures, together with high quality instruction, allow KIPP Bridge Charter School to implement its educational design in a system designed for success.

- 1. Middle School Focus.** Like all KIPP middle schools, KIPP Bridge Charter School serves students in grades five through eight. While most public schools in Oakland consider the sixth grade to be the beginning of middle school, KIPP Bridge Charter School has found that

in order to maximize learning and growth, a four-year middle school model is ideal.

2. **Small School Size.** In order for the Principal to be effective, he/she must be aware of all activity within the school in addition to activities outside of school, especially with regard to the family situations and the personal lives of students. In order to meet the individual learning needs of each child, teachers must know each of their student's well. Particularly in the volatile middle school years, it is important that teachers foster close relationships with their students, giving them individualized attention. Through experience, KIPP has found that successful schools are small. A wealth of research also shows that students in small schools (under 400 students) come to class more often, drop out less, earn better grades, participate more often in extracurricular activities, feel safer, and exhibit fewer behavior problems².
3. **Student Supports.** The school offers comprehensive supports for students and makes available both physical space and time for those goals to be realized. The school schedule provides for high levels of flexibility, so students and staff can be regrouped easily, and to make room for extensive tutoring, counseling, learning laboratories, extracurricular activities and other activities that support the core academic time. The school makes good efforts to offer psychological support to students, sex education, drug and alcohol education, family counseling, and referrals and connections to services the school cannot offer.
4. **Parental Involvement.** KIPP Bridge Charter School operates under the premise that teachers, parents, and students must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership and are key stakeholders in the school. The Commitment to Excellence Form outlines the ways in which KIPP Bridge Charter School expects and needs parents to support the educational mission of the school. The commitments for parental support include ensuring that homework is completed every night, assisting their child in contacting the teacher regarding any problem or question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises.

KIPP Bridge Charter School parents are active in the school. There are periodic school activities involving parents, including open houses, curriculum nights, and cultural and student celebrations. KIPP Bridge Charter School's hope is that parents/guardians feel empowered through their leadership on campus. In addition, the school holds regular parent meetings and invites parent input regularly. KIPP Bridge parents also participate in regular parent-teacher conferences held at the end of each marking period.
5. **Community Involvement.** Building strong links with the local community is critically important to KIPP Bridge Charter School's success. KIPP Bridge Charter School hopes to maintain its strong community relations by partnering with individuals and organizations in

² William Ayers, Gerald Bracey, and Greg Smith. *The Ultimate Education Reform? Make Schools Smaller* (Center for Education Research, Evaluation, and Innovation, December 2000). Raywid, Mary Anne. *Current Literature on Small Schools* (ERIC Digest, 1999).

the community that are dedicated to helping students obtain their academic goals and gain admission into college.

In addition to efforts to establish a strong partnership with the community, some of KIPP Bridge Charter School's outreach efforts to date include: YMCA, Girls Inc., the Crucible and Teach for America. The school also has created opportunities to involve members of the community in a variety of facets. The school's volunteer program is composed of community members, the business community, college students, high school students, and parents. Volunteers tutor students individually and in small groups, assist teachers and assist in the office, and serve as guest presenters. The school also partners with various community organizations for community service projects.

Instructional Methods

KIPP Bridge Charter School's Principal works with teachers to develop instructional methods that maximize student learning. Students acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to apply, synthesize, evaluate, and expand upon their knowledge.

There are many educational theories and practices that have proven to be effective in the classroom environment; KIPP Bridge Charter School does not subscribe to only one approach. KIPP schools believe in allowing successful teachers to teach in an environment that supports their own successful practices and strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Instructional methods might include direct instruction, collaborative learning, seminar style learning, and performance assessment.

KIPP Bridge Charter School exposes students to a variety of instructional methods that will prepare them for the courses they may encounter in high school and college. For example, students may learn how to debate a given topic, taking sides on an issue and presenting their arguments to the class. Students may also use Socratic Seminar in English and Social Studies classes. In addition to the instructional methods, all staff uses the same definition of academic rigor and strives to increase the rigor of all courses as students move through the school.

KIPP Bridge Charter School teaches at all levels of learning. Students whose needs are not met through these teaching methods benefit from a number of alternative instructional techniques, which include small group tutorials and one-on-one tutorials.

Promotional Standards

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

The program design of KIPP Bridge Charter School is to ensure that all students succeed. Supplemental instruction provides teachers with the time needed to do remediation work when necessary. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern.

In addition to grades for every marking period, in-class tests and teacher observations, students' STAR scores, and where applicable, the California English Language Development Test (CELDT) test scores are also taken into account for promotional purposes.

A Rigorous Schedule and Academic Calendar

More time on task is central to the success of KIPP Bridge Charter School students. Under the 'More Time in School' model, students are offered instruction under an extended day model which includes core classes, enrichment classes, and supplemental instruction.

At the beginning of the school year, during the home visits and in executing the "Commitment to Excellence" form, parents are given the opportunity to opt in or out of the 'More Time in School' model and approach to learning. KIPP Bridge Charter School has found that students enthusiastically attend school each day and opt into supplemental instruction; KIPP Bridge Charter School has a 97% attendance rate.

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

- 1. Core Academic Subjects.** Students are engaged in the standard curriculum areas of English-language arts, mathematics, science, social studies, fine arts, physical education and health.
- 2. Supplemental Instruction.** Students receive supplemental instruction from teachers. For example, students needing additional support receive math support during a tutorial block, small group reading instruction.
- 3. Enrichment.** The extracurricular program includes competitive sports (such as basketball, volleyball, Tae-kwan-doo, chess, African dance, flag football and soccer), dance, yearbook, Honor Council, Glee Club, Math Club and Book Club, and service projects.

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

Annual School Calendar

KIPP Bridge Charter School meets or exceeds the instructional minutes requirement as set forth in Education Code section 46201(a)(3) and may offer a before/after school, Saturday, or summer school component. The summer component is scheduled to commence prior to the beginning of the school year (typically August).

A sample annual school calendar for KIPP Bridge Charter School is attached in Appendix F. The sample calendar may be changed periodically.

Saturday School

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

Summer School Program

KIPP Bridge Charter School may offer a summer session as part of its "More Time in School" model, where students are offered enrichment courses and/or supplemental instruction. KIPP Bridge Charter School's summer session is divided into two components. The first component is a week-long staff development program that provides teachers with an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year. During this time, new teachers learn about the expectations around curriculum planning, and all processes in the school. Once the summer session has ended, teachers continue their preparation by designing a curriculum for the fall that addresses the specific needs and interests of the students identified during the summer.

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

Students With Special Needs

The founders of KIPP Bridge Charter School believe that *all students*, regardless of family background, income, race, religion, disability, gender, or health *can and will learn*. This common belief covers the realm from students behind grade level to special education students, to English Learners. KIPP Bridge Charter School will implement comprehensive programs for all students with special needs, in accordance with applicable state and federal law, and the needs of each child. KIPP Bridge Charter School will not provide exemptions on state tests to English Learners or students with disabilities.

Students Behind Grade Level

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

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

English Language Arts

● **Extended school year:** During the month of August, KIPP Bridge Charter School students may attend a summer session. During this three week period of four and a half hours of daily classes, the teachers and staff assess each child's reading comprehension using diagnostics such as the McLeod's Reading Assessment and the SRA Fluency Assessment. This data is used by teachers in designing a curriculum for the fall that address the specific needs and interests of the students identified during the summer. The summer session is also used to provide remedial services to returning students in preparation for the upcoming school year.

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● **Reading Enrichment:** In addition to receiving 90 minutes of daily English Language Arts instruction, all students will also receive 60 minutes of Reading Enrichment at least four times during the week and during our bi-monthly Saturday schools. Multi-subject credentialed teachers will teach these classes. Students in the 5th grade who are reading at least two years below grade level will receive direct instruction by the 5th grade Language Arts teacher using programs such as the SRA Corrective Reading Program during this Reading Enrichment time.

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● **After-school Reading Club:** Struggling readers may participate in an after-school Reading Club that meets twice a week for an hour to strengthen phonemic awareness and word attack skills, as well as fluency and comprehension. The Language Arts teachers lead these tutoring sessions.

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

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Mathematics

- **Extended School Year:** During the month of August, KIPP Bridge Charter School students may attend a summer session. During this three week period of four and a half hours of daily classes, the teachers and staff assess each child's math skills using an internally designed assessment. This data is used by teachers in designing a curriculum for the fall that addresses the specific needs and interests of the students identified during the summer. The summer session is also used to provide remedial math services to returning students in preparation for the upcoming school year.

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- **Extended School Day:** Due to KIPP Bridge Charter School's longer school day, all students receive 90 minutes of daily Math instruction. This extended time incorporates the use of the state-adopted curriculum, KIPP Math and hands-on manipulatives, such as base ten blocks, unifix cubes and rods. In addition, this longer math block also grants teachers the opportunity to work with small, flexible groups of students on specific skills.

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- **After-school Math Club:** Students struggling in math may participate in an after-school Math Club that meets twice a week for an hour to focus on the development of basic skills as well as to provide homework assistance on more advanced skills. The Math teachers will lead these tutoring sessions.

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

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Special Education Students

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

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

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

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

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

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

Search and Serve

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

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

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

Referral for Assessment

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

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

Assessment

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

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

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KIPP Bridge Charter School will follow the following assessment guidelines:

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

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

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Development and Implementation of IEP

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

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

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

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

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

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- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
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IEP meetings will be held according to the following schedule:

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

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IEP Review

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

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

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

Staffing

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

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

The Special Education Manager will:

- Ensure that all aspects of the IEP are followed; Formatted: Font: (Default) Times New Roman, 14 pt, Lowered by 2.5 pt
- Arrange for the teacher of the child to attend the team meetings; Formatted: Font: (Default) Times New Roman, 5.5 pt, Lowered by 2.5 pt
- Communicate with parents about progress made toward attaining the goals stated on the child's IEP, and inform them of due process procedures and rights; Formatted: Font: (Default) Times New Roman, 5.5 pt, Lowered by 2.5 pt
- Consult quarterly with the School Leader to ensure that the objectives and goals of students with IEP's are being met; Formatted: Font: (Default) Times New Roman, 6 pt, Lowered by 2.5 pt
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP; Formatted: Font: (Default) Times New Roman, 5.5 pt, Lowered by 2.5 pt
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEIA guidelines; and Formatted: Font: (Default) Times New Roman, 6.5 pt, Lowered by 2.5 pt
- Provide a report of student progress on the same schedule as students in general education. Formatted: Font: (Default) Times New Roman, 6.5 pt, Lowered by 2.5 pt

Reporting

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

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners; Formatted: Font: (Default) Times New Roman, 14 pt, Lowered by 2.5 pt
- The number of students provided with test modifications and the types and the number of students exempted from District assessments; Formatted: Font: (Default) Times New Roman, 6.5 pt, Lowered by 2.5 pt

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

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

Due Process and Procedural Safeguards

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

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

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

Complaint Procedures

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

Special Education Strategies for Instruction and Services

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

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

English Learners

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

Given the demographics of Oakland Unified School District, KIPP Bridge Charter School expects that a relatively small number of students will be classified as English Learners. The school is dedicated to providing these students with an exceptional education and transitioning them into English Proficiency as soon as possible. However, the school also recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, and life-skills curriculum.

Students at KIPP Bridge Charter School with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. KIPP Bridge Charter School will ensure that EL students are not excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language whenever possible to encourage participation in the school by all members of the KIPP Bridge Charter School community.

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

Structured English Immersion Program

In accordance with KIPP's philosophy of *no excuses* and *more time on task*, all students who are English Learners will be expected to become proficient in the English language at a rapid pace. Based on a substantial research base proving the benefits of a structured English immersion program, KIPP Bridge Charter School will implement a comprehensive structured immersion program, in every mainstream classroom, for its EL students.⁶ Research shows that with the passage of Prop. 227, California students have made significant gains in reading and writing in

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

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

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

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

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

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

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

KIPP Bridge Charter School seeks to hire faculty who have received CLAD (Cross-Cultural Language Acquisition Design) training. All teachers are trained to teach using the structured English immersion strategy. Furthermore, all teachers receive professional development on communicating with students designated as English Learners and in techniques for detecting whether a student has English language deficiencies. KIPP Bridge Charter School provides all necessary staff with specialized curricular materials to enable EL students to achieve proficiency. In addition, staff is trained in various teaching strategies such as GLAD (Guided Language Acquisition Design), scaffolding techniques, songs and chants, and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.

Identification of EL Students

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

KIPP Bridge Charter School's teachers are also responsible for observing each student throughout the class day with an eye towards detecting limited English proficiency. Any student suspected of having limited English proficiency is tested to determine if and what level of services, if any, are necessary. Should a child not be officially identified as EL, he/she is monitored regularly via various assessment techniques to ensure their retention of the material.

All parents or guardians of students classified as English Learners will be notified in writing of all EL assessment and placement procedures for their child. The school will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child. If there are more than 20 EL students at the school, parent/guardian advisory committees shall be maintained to serve the advisory functions specified by law.

Monitoring and Re-Designation of EL Students

The proficiency in the English language of an EL student are monitored by teachers and qualified evaluators, and are measured at least annually using the CELDT and other measures, such as the Student Oral Language Observation Matrix (SOLOM). These assessments benchmark their progress towards proficiency and determine whether continued special services are warranted.

Upon a student's reaching proficiency in the English language, specialized English learning services are no longer required. An EL student may be considered as having acquired a reasonable level of English proficiency and may be reclassified as Fluent English Proficient utilizing the following four criteria:

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

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

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

Parental Waiver Process

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

Special Education and English Learners

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

Gifted and Talented Students

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

Students with Special Needs

KIPP Bridge Charter School believes that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn. This common belief covers the realm from students behind grade level to special education students, to English Learners. The school implements comprehensive programs for all students with special needs, in accordance with applicable state and federal law, and the needs of each child. KIPP Bridge Charter School does not provide exemptions on state tests to English Learners or students with disabilities.

Students Behind Grade Level

The school has many systems to support struggling students. In class, teachers use a variety of instructional methods to reach students of all learning modality preferences. With longer school hours and supplemental instruction offered, struggling students not only spend more time learning in a small school environment in both reading and math. In addition, teachers are available to help students with homework by phone in the evenings and on weekends. Students who are behind grade level or in jeopardy of retention are individually counseled and given extra help in their specific areas of concern.

The content of the KIPP Bridge Charter School curriculum focuses on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas. Interventions are necessary to support students who are struggling academically. Quarterly benchmark exams, diagnostics such as the DRA, state test scores, and other methods help the school identify students most in need of extra support. KIPP Bridge Charter School utilizes small group instruction, one-on-one tutorials, and extra support from content area teachers to get students up to grade level.

Gifted and Talented Students

Because all students will be challenged to reach their intellectual potentials within the instructional program, KIPP Bridge Charter School does not offer a formal, separate gifted and talented program. During the enrichment block and supplemental instruction, teachers may work with students who are exceeding expectations by providing opportunities for project-based learning, discovery learning, and extended learning opportunities.

Special Education Students

The following description regarding how special education and related services have been provided and funded is being proposed by KIPP Bridge Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of KIPP Bridge Charter School and the District. The following provisions are meant to summarize the KIPP Bridge Charter School's understanding of the manner in which special education instruction and related services have been and shall be provided

by the KIPP Bridge Charter School and the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and KIPP Bridge Charter School as agreed upon in a MOU:

The KIPP Bridge Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). KIPP Bridge Charter School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, KIPP Bridge Charter School reserves the right to make written verifiable assurances that KIPP Bridge Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

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

Per Federal Law, all students with disabilities are fully integrated into the programs of KIPP Bridge Charter School, with the necessary materials, mandated services, and equipment to support their learning. The school ensures that any student with a disability attending KIPP Bridge Charter School is identified.

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

KIPP Bridge Charter School works with the district and/or other local service providers to make time and facilities available for the student's IEP. The school will participate in the IEP to enable that student to be successful, including the appropriate individual tutoring schedule and classroom interventions, strategies, and techniques. The school makes available student's work products for analysis and evaluation of progress and participates in the IEP reviews conducted by the IEP team. If a faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year. The school encourages open communication between the parents and the IEP team for any items related to the

special education services.

KIPP Bridge Charter School is committed to providing services to all students with exceptional needs. The school works alongside the Resource Specialist assigned to the school by Oakland Unified School District to oversee all students with IEPs to ensure their needs are met and they are successful. The Resource Specialist works with regular education teachers to ensure that there are appropriate modifications for students with IEPs and in every core and elective class. The 504 plan coordinator works with regular education teachers to ensure that there are appropriate modifications for students with 504 plans in every core and elective class.

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

Search and Serve

Upon the commencement of KIPP Bridge Charter School Academy's school year, the school works with OUSD to check the SELPA records to identify any special needs students. In addition, the school identifies any students in need of a pre-referral intervention plan and works with the Principal and faculty to establish a Student Study Team for that student. If the Student Success Team finds that the pre- intervention plan is not sufficient to meet the student's needs, the SST may recommend that KIPP Bridge Charter School refer that student for a formal special education assessment. Any such student suspected of a disability cannot be assessed unless parent permission is obtained. KIPP Bridge Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents are informed via the Resource Specialist that special education and related services are provided at no cost to them.

Referral for Assessment

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

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

Assessment

The assigned Resource Specialist is responsible for gathering information to determine the student's disability, eligibility for services, and determining the nature and extent of required services.

Assessment procedures are conducted in the student's primary language, unless an interpreter is needed. The types of assessments that may be used for determining eligibility for specialized instruction and services include:

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

KIPP Bridge Charter School follows the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The student must be evaluated in all areas related to his/her suspected disability.
- Multiple assessments are delivered by qualified professionals to measure the student's strengths and needs.
- Assessments are delivered without cultural, racial or gender bias.
- Assessments are delivered in the student's primary language, unless a qualified interpreter is provided.
- Assessments are adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team is assembled to assess the student, including a teacher knowledgeable about the student.

The assigned Resource Specialist is responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results present the assessment data at the IEP meeting.

Development and Implementation of IEP

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

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

- The parent or guardian of the student for whom the IEP was developed
- The resource specialist (assigned by OUSD)
- The Principal
- A general education teacher who is familiar with the curriculum appropriate to that student
- Special education professionals (from OUSD) qualified to interpret assessment results
- Any other district representatives, if appropriate

Others familiar with the student may be invited as needed. KIPP Bridge Charter School views the

parent as a key stakeholder in these meetings and makes every effort to accommodate parents' schedules and needs so that they are able to participate effectively on the IEP team. The school provides an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school ensures his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP is given to the parent.

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

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

IEP Review

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

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

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

Staffing

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

Depending on the terms of the MOU referenced above, KIPP Bridge Charter School will employ or will contract with a Resource Specialist, or the District will provide a Resource Specialist to service student. This person is responsible for overseeing case management of all special education students and for arranging provision of services required by their IEP.

The Resource Specialist:

- Ensures that all aspects of the IEP are followed.
- Arranges for the teacher of the student to attend the team meetings.
- Communicates with parents about progress made toward attaining the goals stated on the student's IEP, and informs them of due process procedures and rights.
- Consults every trimester with the Principal to ensure that the objectives and goals of students with IEP's are being met.
- Completes the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress and appropriate provision of any/all test modifications as stipulated in the IEP.
- Maintains a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines.
- Provides a report of student progress on the same schedule as students in general education.

Reporting

KIPP Bridge Charter School collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners.
- The number of students provided with test modifications and the types and the number of students exempted from District assessments.
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom.
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions.

- The basis of exit from KIPP Bridge Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of the assigned Resource Specialist, as supervised by the District's Special Education Director. The Principal ensures that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal oversees access to these records, and is responsible for ensuring that all providers responsible for the implementation of a student's IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP.

Due Process and Procedural Safeguards

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

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

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

Complaint Procedures

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

Special Education Strategies for Instruction and Services

KIPP Bridge Charter School complies with the federal mandate of the "Least Restrictive Environment", meaning that the school makes every attempt to educate special education students along with their non-disabled peers. KIPP Bridge Charter School mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through KIPP's extended day and year. Each student's IEP requires different kinds of interventions for instruction and services, therefore the educational strategies of the IEP are built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP is delivered by personnel qualified to do so. The District's Resource Specialist oversees all students with IEPs to ensure their needs are met and they are successful. The Resource Specialist works with regular education teachers to ensure that there are appropriate interventions for students with IEPs in every core and elective class. The 504 Coordinator works with regular education teachers to ensure that there are appropriate interventions for students with 504 plans in every core and elective class.

Relationship with Oakland Unified School District

KIPP Bridge Charter School pledges to work in cooperation with local education agencies (LEA) and a special education local plan area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. KIPP Bridge Charter School may choose to partner with the Oakland Unified School District to provide special education services on a fee-for- service basis consistent with the requirements of the Oakland Unified School District SELPA. Alternatively, KIPP Bridge Charter School may choose to apply to be an LEA and join a SELPA. If KIPP Bridge Charter School is treated as a school within the Oakland Unified School District with regards to special education services, the District will receive KIPP Bridge Charter School's allocated share of AB602 special education funds. The allocated amount will be calculated using a funding model based on pupil population (average daily attendance). KIPP Bridge Charter School and the District would then work in good faith to enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided.

English Learners

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

Given the demographics of the Oakland Unified School District and KIPP Bridge Charter School's historical data, KIPP Bridge Charter School presumes that up to 25% of incoming students will be classified as English Learners. The school recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, and life-skills curriculum.

Students at KIPP Bridge Charter School with limited proficiency in English achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. KIPP Bridge Charter School ensures that EL students are not excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited receive notices and information from the school in their native language whenever possible to encourage participation in the school by all members of the KIPP Bridge Charter School community.

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

Structured English Immersion Program

In accordance with KIPP's philosophy of *no excuses* and *more time on task*, all students who are

English Learners are expected to become proficient in the English language at a rapid pace. Based on a substantial research base proving the benefits of a structured English immersion program, KIPP Bridge Charter School implements a comprehensive structured immersion program for its EL students³. Research shows that with the passage of Prop. 227, California students have made significant gains in reading and writing in English as well as math⁴. It is the goal of KIPP Bridge Charter School that all of its students leave the school proficient in the English language and with pride and support for their home language.

English Proficient students participate in a mainstream English Language Arts program with a curriculum based on the California Content Standards.

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

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

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

1. **Total Physical Response (TPR).** Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the

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

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

appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). (For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)

2. Cooperative Learning. Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

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

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

- Language experience approach
- Dialogue journals
- Questioning techniques
- Books on tape
- Graphic organizers
- Caption television
- Pre-teaching vocabulary
- Using culturally relevant materials
- Repetition

- Modeling
- Song, raps, chants
- Jigsaws

KIPP Bridge Charter School teachers use techniques that maximize comprehensible input. Teachers create learning environments that allow students to practice academic English and produce comprehensible output. At KIPP Bridge Charter School, teachers understand that in order for students to gain proficiency in both functional and academic English, students must be exposed to multiple opportunities for receiving comprehensible input and producing comprehensible output.

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

Identification of EL Students

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

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

All parents or guardians of students classified as English Learners are notified in writing of all EL assessment and placement procedures for their child. The school translates materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child. If there are more than 20 EL students at the school, parent/guardian advisory committees shall be maintained to serve the advisory functions specified by law.

Monitoring and Re-Designation of EL Students

The proficiency in the English language of EL students is monitored by teachers and qualified evaluators, and is measured at least annually using the CELDT and other measures. These

assessments benchmark their progress towards proficiency and determine whether continued special services are warranted.

Upon a student's reaching proficiency in the English language, specialized English-learning services are no longer required. An EL student may be considered as having acquired a "reasonable level of English proficiency" and may be reclassified as Fluent English Proficient utilizing, but not limited to, the following criteria:

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

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

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

Parental Waiver Process

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

Special Education and English Learners

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

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

Parental Involvement

KIPP Bridge Charter School operates under the premise that the teachers, parents, and students must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership. KIPP Bridge Charter School involves parents as key stakeholders in the school.

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

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

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

Community Involvement

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

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

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- University of California, Berkeley.

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

Programmatic Audit of Educational Program

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

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

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

While these evaluations and assessments are necessary to ensure KIPP Bridge Charter School is meeting its objectives, the ultimate evaluation of the school will not occur until 2015, when the first KIPP Bridge Charter School grade level will be on track for high school graduation and

college matriculation. The percentages of students meeting this standard will provide an overall assessment of the long-range effectiveness and success of the school.

In addition to the yearly cycle of inquiry, the KIPP Foundation has developed a school evaluation process based on the best practices of existing KIPP schools, and the protocol developed by the British Inspectors⁸, which has been refined through assessments of high performing charter schools nation wide.

School Inspection By Cambridge Education Associates

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

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

1.— Learning

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

2.— Teaching

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

3.— Leadership

- Instructional Leadership
- Operational Leadership
- Organizational Leadership

4.— KIPP's Five Pillars

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

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

ELEMENT B: MEASURABLE PUPIL OUTCOMES

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

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

Figure 1.7: Student Outcome Goals

KIPP Bridge Charter School Academic Goals	
•	All students will improve one performance level or more on the ELA and Math CST unless they are at the Proficient or Advanced level, and will achieve progress towards mastery of these subjects.
•	All students will make yearly progress towards mastery of science and social studies standards.
•	All EL students will advance one level on the CELDT test.
KIPP Bridge Charter School Character Goals	
•	KIPP Bridge Charter School will instill in its students an understanding of the virtues of strong character (excellence, respect, responsibility, integrity and teamwork), a shared vocabulary with which to discuss character, and will build a community in which students demonstrate these virtues in their daily behavior.
•	All students at KIPP Bridge Charter School will be prepared for success in rigorous high schools and colleges, and in the competitive world beyond.

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School Outcome Goals

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

KIPP Bridge Charter School will provide a meaningful college preparatory experience to its students by showing them what they can accomplish in a single year of dedicated hard work and the level to which they can enhance their self-confidence through academic achievement. KIPP Bridge Charter School will instill in students the belief that they should and can attend college, and through this process provides them the tools that will set them on the path to college.

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

KIPP Bridge Charter School will continue to be a strong force in the Oakland community uniting parents, community members, and educators across diverse cultures. The ultimate goal of KIPP

Bridge Charter School is to be a force in creating the tipping point, to improve the way education is viewed and implemented in all public school systems.

Figure 1.8 School Outcome Goals

High Quality Educational Program	
<ul style="list-style-type: none"> • KIPP Bridge Charter School students will demonstrate competency in their knowledge and understanding of California state standards. • KIPP Bridge Charter School teachers will engage in high-quality instruction. To continually improve instruction at the school, teachers will have the opportunity, at least three times per year, to receive feedback on the results of their students. Also, teachers, with the assistance of the school's management team, will create, administer, and analyze benchmark data to improve instruction and student learning. Finally, all KIPP Bridge teachers will be encouraged to attend the content area retreats administered by the KIPP Foundation (at the expense of the school) to support professional growth. • KIPP Bridge Charter School will create a small, personalized learning environment that fits the needs of each child. 	<p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p>
Fiscally Sound Business and Management Structure	
<ul style="list-style-type: none"> • KIPP Bridge Charter School will implement fiscal policies and controls. • KIPP Bridge Charter School will maintain a healthy budget and cash flow. 	<p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p>
Parent and Community Involvement	
<ul style="list-style-type: none"> • Parents will be welcomed and involved in KIPP Bridge Charter School. • KIPP Bridge Charter School will involve members of the community in a variety of ways. 	<p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p>

ELEMENT B: MEASURABLE PUPIL OUTCOMES

KIPP Bridge Charter School and the existing KIPP schools have proven that KIPP's educational vision can be implemented with tremendous success. All of KIPP Bridge Charter School's student and school outcome goals align with state standards as well as KIPP's mission and vision.

In addition to achieving academic goals, KIPP Bridge Charter School believes that for its students to become successful, contributing members of society they must also achieve non-academic, character goals. During their tenure at the school, students will develop the following by learning and putting into action the school's values.

Student Outcome Goals

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

Figure 2.1: Student Outcome Goals

<u>Academic Goals</u>	<u>Benchmark</u>
<u>1. KIPP Bridge Charter School students will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.</u>	<u>KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District in Mathematics.</u>
<u>2. KIPP Bridge Charter School students will become proficient readers of the English language.</u>	<u>KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District in English-Language Arts.</u>
<u>3. KIPP Bridge Charter School students will demonstrate competency and understanding in the application of scientific concepts, principles, reasoning, and theories.</u>	<u>KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District on science assessments.</u>
<u>5. KIPP Bridge Charter School students will understand, analyze, and evaluate history, geography, and social studies.</u>	<u>KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District on social studies assessments.</u>

6. KIPP Bridge Charter School students will demonstrate competency in their knowledge and understanding of fundamental concepts.	KIPP Bridge Charter School students will possess a strong foundation of basic academic skills and will maintain progress towards benchmarks of proficiency in all academic subjects as defined by state content standards.
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Character Goals	Benchmark
1. KIPP Bridge Charter School students will demonstrate strong study skills.	At least 90% of daily homework assignments will be completed and turned in.
2. KIPP Bridge Charter School students will demonstrate a strong work ethic.	At least 95% of students will attend school on a daily basis.
3. KIPP Bridge Charter School students will demonstrate teamwork.	Each year, 100% of KIPP Bridge Charter School students will work collaboratively within a small group to complete and present a group project in at least one class.
4. KIPP Bridge Charter School students will demonstrate high school and college awareness and involvement.	Beginning in the fifth grade, 90% of students will visit and evaluate at least one high school and / or university each year.
5. KIPP Bridge Charter School students will develop strong social skills.	At least 80% of all extended learning enrichment programs that KIPP Bridge Charter School students attend will report that KIPP students were hard working, responsible, and respectful.

School Outcome Goals

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

High Quality Educational Program

KIPP Bridge Charter School provides a meaningful and challenging college preparatory experience to its students by showing them what they can accomplish through dedicated hard work and the level to which they can enhance their self-confidence through academic achievement. The school instills in students the belief that they should and can attend college and provides them the tools that will set them on the path to college.

Fiscally Sound Business and Management Structure

KIPP Bridge Charter School's business management structure is paramount to the success of the school. Many charter operators focus almost exclusively on the academic program of their school, with very little training and attention towards the fiscal health of the school. KIPP Bay Area Schools' expert staff, overseen by the Finance and Audit Committees of the board, provides professional

financial management for KIPP Bridge Charter School. The regional organization's finance, accounting, human resources, operations, and technology staff provide monthly training and facilitate the sharing of best practices among the school-site business operations staff across the organization.

Parent and Community Involvement

KIPP Bridge Charter School expects to be a strong force in the community uniting parents, community members, and educators across diverse cultures.

Figure 2.2: School Outcome Goals

<u>High Quality Educational Program</u>	<u>Benchmark</u>
1. <u>KIPP Bridge Charter School students will demonstrate competency in their knowledge and understanding of fundamental concepts.</u>	<u>KIPP Bridge Charter School students will exceed the average performance levels of similar schools on the Academic Performance Index (API).</u>
2. <u>KIPP Bridge Charter School will create a small, personalized learning environment that addresses the needs of each child.</u>	<u>KIPP Bridge Charter School's attendance rates will be above the District norm for schools with similar demographics. KIPP Bridge Charter School will track at least 90% of students as they leave KIPP and go on to high school and college.</u>
<u>Fiscally Sound Business and Management Structure</u>	<u>Benchmark</u>
3. <u>KIPP Bridge Charter School will implement fiscal policies and controls.</u>	<u>KIPP Bridge Charter School will involve at least one business and finance expert as a board member or advisor. KIPP Bridge Charter School will meet 100% of state financial reporting deadlines. KIPP Bridge Charter School will receive an unqualified audit opinion on annual audits.</u>
4. <u>KIPP Bridge Charter School will maintain a healthy budget and cash flow.</u>	<u>KIPP Bridge Charter School's budget will be approved by its Board of Directors by July 1 each year. KIPP Bridge Charter School will meet student recruitment and enrollment goals. KIPP Bridge Charter School will maintain at least a 5% cash reserve.</u>
<u>Parent and Community Involvement</u>	<u>Benchmark</u>

<p>5. <u>Parents will be welcomed and involved in KIPP Bridge Charter School.</u></p>	<p><u>At least 90% of KIPP Bridge Charter School parents will read, sign, and return memorandums sent from school. At least 80% of parents or guardians will participate in parent-teacher conferences at the school. At least 80% of parents or guardians will participate in a school activity throughout the year.</u></p>
<p>6. <u>KIPP Bridge Charter School will involve members of the community in a variety of ways.</u></p>	<p><u>KIPP Bridge Charter School's enrichment opportunities will involve volunteers and instructors from the community.</u></p>

ELEMENT C: ASSESSMENT

KIPP Bridge Charter School's mission is to prepare students to succeed in high school, college, and the competitive world beyond. This includes taking at-risk populations and putting them onto an Honors/AP track. While understanding that such skill mastery will occur in gradual steps, KIPP Bridge Charter School measures the impact and success of its academic programs utilizing several forms of evaluation and assessment.

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

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

Multiple, Varied Assessments

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

These assessments measure progress towards content and performance standards constructed by the teacher at the beginning of the year. These assessments may or may not be graded, but serve an essential role in communicating a student's deficits and growth to the student, his or her family, and teachers. Some of these assessments assess basic content and skill knowledge. Examples might include taking a traditional vocabulary exam in an English class, assembling a timeline in a History class, or completing a small set of multiplication problems in a Math class. Other assessments will measure more sophisticated performance abilities, such as writing a paragraph in English class, giving a short extemporaneous speech in a History class, or solving a complex word problem in a Math class. Teachers modify their instructional plans based upon the results of these assessments. In addition to the assessments outlined in Figure 1.9, the following performance evaluation and assessment tools to be used include:

- Tests and quizzes;

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

Alignment of Assessments

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

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

1.9: Measurable Student Outcome Goals & Corresponding Assessment

1. Academic Skills

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

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

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II. Character and Life Skills

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

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

Administration of State and National Tests

One of the most important indicators of KIPP Bridge Charter School's success will be its Academic Performance Index (API) scores. The API is part of California's Public School Accountability Act, and is measured using the results of the Standard Testing and Reporting System (STAR). The STAR consists of the California Assessment Test 6th Edition (CAT-6), a norm-referenced standardized test, and the criterion-referenced California Standards Test. Its purpose is to measure the academic performance and growth of schools in California. Each school is given a numeric index from 200 to 1000 based on the STAR results. The statewide performance target for all public schools is 800.

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

Figure 2.0: KIPP Bridge Charter School Testing Schedule by Grade

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

Additional Assessments

Stanford-10

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

At the beginning of the each academic year, all students in the fifth and sixth grades take the Stanford 10 to determine baseline data. This informs teachers of curriculum changes that will need to be made on an individual and class-wide basis to serve those students that may need extra time for certain subjects. The Stanford 10 is also used to determine academic gains and losses within the school year. At the end of the year, the students will be tested again to measure the academic gains or losses achieved within the school year. This data is used to compare different sets of classes, gains and losses across years and within-year student gains, all in an effort to improve instructional materials, school-developed assessments, instructional methods and sequencing.

Each year, school-wide Stanford 10 data is disaggregated by race and socioeconomic status. We expect students in each racial and each socioeconomic group to demonstrate substantially similar improvements in Stanford 10 scores. Stanford 10 data for individual students is reported to each student's family. As soon as the data is released, it is carefully examined by the faculty; substantial disparities in improvement across racial or class lines may result in modifications to curriculum, schedule, school staffing, or provision of support services.

SSAT

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

Additional Math Assessments

The following math assessments may be used:

● Harcourt Math assessment (5th)

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- ~~OUSD Math Assessments. Fifth and sixth grade students may take the district's assessment in the Fall, Winter, and Spring.~~

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- ~~Teacher created, standards-based assessment that is administered to seventh graders in the Fall, Winter, and Spring.~~

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

- ~~External accountability~~
 - ~~Analysis of STAR test data.~~
 - ~~Analysis of SAT-10 data.~~
 - ~~Analysis of Harcourt assessments.~~

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- ~~Internal accountability~~
 - ~~Analysis of teacher-created benchmark assessments three times per year~~
 - ~~Standards-based report cards.~~

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

Additional English Language Arts Assessments

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

• ~~Reading Comprehension~~

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- ~~McCleod Reading Assessment. This assessment may be administered to 5th and 6th grader in Summer School, November, March, and June of each school year.~~
- ~~Gates MacGinitie Reading Inventory. This assessment may be administered to 7th graders in Summer School, November, March, and June of each school year.~~
- ~~Open Court Comprehension Assessments. At the end of each OCR story, the program's reading comprehension assessment may be administered to 5th graders.~~
- ~~Teacher-created, standards-based comprehension assessments are administered in the 6th grade and 7th grade.~~

• ~~Fluency~~

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- ~~SRA Corrective Reading Program. This assessment may be administered to 5th through 7th grades in Summer School, January, and April to assess student fluency.~~

• ~~Vocabulary~~

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- ~~Wordly Wise Vocabulary Program. A teacher-created assessment may be given to students at the end of every four units in the 5th through 7th grades.~~

• Writing

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

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

• External accountability

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

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• Internal accountability

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

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Assessment of School Outcome Goals

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

Figure 2.1: School Outcome Goals and Corresponding Assessment

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

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	<p>development to include seminars, conferences as well as peer observation and evaluation.</p> <ul style="list-style-type: none"> All teachers fully credentialed and NCLB compliant 	<ul style="list-style-type: none"> STAR tests API score 	<p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p>
KIPP Bridge Charter School will create a small, personalized learning environment that fits the needs of each child.	<p>KIPP Bridge Charter School will be a small school (under 400 students).</p> <ul style="list-style-type: none"> KIPP Bridge Charter School's mobility, truancy, and dropout rates will be below the district norm. 	<p>Student enrollment numbers.</p> <ul style="list-style-type: none"> Retention and attrition rates. 	<p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p>
Business and Management Structure	Benchmark	Assessment	
KIPP Bridge Charter School will implement fiscal policies and controls.	<p>KIPP Bay Area will involve at least one business and finance expert as a board member or advisor.</p> <ul style="list-style-type: none"> KIPP Bay Area will meet 100% of state financial reporting deadlines. KIPP Bridge Charter School and KIPP Bay Area will receive an unqualified audit opinion on annual audits. 	<p>Annual Board Survey.</p> <ul style="list-style-type: none"> Progress reports to Board of Directors. Annual audit report. 	<p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p>
KIPP Bridge Charter School will maintain a healthy budget and cash flow.	<p>KIPP Bridge Charter School's budget will be approved by its Board of Directors by July 1 each year.</p> <ul style="list-style-type: none"> KIPP Bridge Charter School will meet student recruitment goals. KIPP Bridge Charter School will maintain at least a 5% cash reserve. 	<p>Board of Directors' meeting minutes.</p> <ul style="list-style-type: none"> Student enrollment forms. Quarterly review of budget by Board of Directors. 	<p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p>
Parent and Community Involvement	Benchmark	Assessment	
Parents will be welcomed and involved in KIPP Bridge Charter School.	<p>At least 90% of KIPP Bridge Charter School parents will respond to the annual Parent Survey.</p> <ul style="list-style-type: none"> At least 95% of KIPP Bridge Charter School parents will be involved in special events or volunteer opportunities at the school. 90% of parents or guardians will participate in quarterly conferences at the schools. Parents will be informed regularly of the successes and challenges of the school. 	<p>Returned Parent Survey forms.</p> <ul style="list-style-type: none"> Event and volunteer attendance logs. Parent conference attendance logs. School Accountability Report Card 	<p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt, Lowered by 2.5 pt</p>
KIPP Bridge Charter School will involve	KIPP Bridge Charter School's Saturday School and enrichment activities will	Teacher attendance logs for Saturday School and	

members of the community in a variety of ways:	involve volunteers and instructors from the community.	Enrichment times:
	<ul style="list-style-type: none"> • The KIPP Bridge Charter School's Advisory Council will include a broad cross-section of the community with local representation and expertise. 	<ul style="list-style-type: none"> • Review of members' resumes.

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ELEMENT C: ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

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Assessment of Student Outcome Goals

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

Teachers are expected to use tracking tools to understand student performance. Teachers track their students' progress by measuring student achievement towards mastery of California State Standards. The information gathered from standards tracking, in-class evaluations, and exams is used by teachers, the Assistant Principal, and the Principal to determine progress towards goals.

Progress toward mastery of the standards and exams scores is shared with students and parents during parent/teacher conferences. Additionally, students receive mid-trimester progress reports. The students' grades are tied to mastery of standards and are determined through homework, in-class assignments, participation, projects, weekly and unit tests, quizzes, and trimester exams.

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

Tools to check for student understanding of academic content and skills include informal verbal check-ins throughout lessons, class work and homework. These assessment tools allow a teacher to gauge the level of understanding for individual lesson objectives. Quizzes, tests, essays, projects and other performance-based assessments provide more formal gauges of a student's mastery of a particular unit of study and the corresponding state academic standards.

KIPP Bridge Charter School students participate in the STAR standardized testing program. Students take the California Standards Tests to officially assess student mastery of state academic standards. Students designated as English Language Learners take the CELDT to assess literacy and communication levels in the English language. Students also take the NWEA MAP assessment at least once each year to assess growth in mathematics and reading and maybe language. This data is used in particular to inform instructional decisions and compare student performance at KIPP

Bridge Charter School to that of other KIPP students across the nation and measure year-over-year growth for students.

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

Multiple, Varied Assessments

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

These assessments measure progress towards content and performance standards constructed by the teacher at the beginning of the year. These assessments may or may not be graded, but serve an essential role in communicating a student's deficits and growth to the student, his or her family, and teachers. Some of these assessments assess basic content and skill knowledge. Other assessments measure more sophisticated performance abilities, such as writing a speech in English class, participating in a debate in social studies class, or solving a complex equation in math class. Teachers modify their instructional plans based upon the results of these assessments. In addition to the assessments outlined in Figure 3.2, the following performance evaluation and assessment tools to be used include:

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

Alignment of Assessments

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

Figure 3.1: Student Outcome Goals & Corresponding Assessment

Academic Goals	Benchmark	Assessment
<u>KIPP Bridge Charter School students will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.</u>	<u>KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District in Mathematics.</u>	<ul style="list-style-type: none"> • <u>California Standards Test (CST)</u> • <u>California Modified Assessment (as appropriate)</u> • <u>Benchmark Exams</u>
<u>KIPP Bridge Charter School students will become proficient readers of the English language.</u>	<u>KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District in English-Language Arts.</u>	<ul style="list-style-type: none"> • <u>California Standards Test (CST)</u> • <u>California Modified Assessment (as appropriate)</u> • <u>Benchmark Exams</u>
<u>KIPP Bridge Charter School students will become proficient writers of the English language.</u>	<u>KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District on writing assessments.</u>	<ul style="list-style-type: none"> • <u>California Standards Test (CST)</u> • <u>California Modified Assessment (as appropriate)</u> • <u>Sample portfolios and writing samples</u> • <u>California English Language Development Test (CELDT)</u>
<u>KIPP Bridge Charter School students will demonstrate competency and understanding in the application of scientific concepts, principles, reasoning, and theories.</u>	<u>KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District on science assessments.</u>	<ul style="list-style-type: none"> • <u>California Standards Test (CST)</u> • <u>California Modified Assessment (as appropriate)</u> • <u>Lab reports</u> • <u>Teacher-made tests</u>

<u>KIPP Bridge Charter School students will understand, analyze, and evaluate history, geography, and social studies.</u>	<u>KIPP Bridge Charter School students will exceed the average performance levels of students in schools with similar demographics in the District on social studies assessments.</u>	<ul style="list-style-type: none"> • <u>California Standards Test (CST)</u> • <u>California Modified Assessment (as appropriate)</u> • <u>Teacher-made tests</u>
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Figure 3.1: Student Outcome Goals & Corresponding Assessment (continued)

Academic Goals	Benchmark	Assessment
<u>KIPP Bridge Charter School students will demonstrate competency in their knowledge and understanding of fundamental concepts.</u>	<ul style="list-style-type: none"> • <u>KIPP Bridge Charter School students will possess a strong foundation of basic academic skills and will maintain progress towards benchmarks of proficiency in all academic subjects as defined by state content standards.</u> • <u>100% of English Learners who started at KIPP Bridge Charter School in the fifth grade will gain English proficiency by the time they matriculate to high school.</u> 	<ul style="list-style-type: none"> • <u>California English Language Development Test (CELDT)</u> • <u>Number of students re-classified as Fully English Proficient.</u>

Character Goals	Benchmark	Assessment
<u>KIPP Bridge Charter School students will demonstrate strong study skills.</u>	<u>At least 90% of daily homework assignments will be completed and turned in.</u>	<ul style="list-style-type: none"> • <u>"Paychecks"</u>
<u>KIPP Bridge Charter School students will demonstrate a strong work ethic.</u>	<u>At least 96% of students will attend school on a daily basis.</u>	<ul style="list-style-type: none"> • <u>Student attendance reporting</u>
<u>KIPP Bridge Charter School students will demonstrate teamwork.</u>	<u>Each year, 100% of KIPP Bridge Charter School students will work collaboratively within a small group to complete and present a group project in at least one class.</u>	<ul style="list-style-type: none"> • <u>Teacher-made project rubrics</u>

KIPP Bridge Charter School students will demonstrate high school and college awareness and involvement.	Beginning in the fifth grade, 90% of students will visit and evaluate at least one high school and / or university each year.	<ul style="list-style-type: none"> Attendance at field lessons
KIPP Bridge Charter School students will develop strong social skills.	At least 80% of all extended learning enrichment programs that KIPP Bridge Charter School students attend will report that KIPP Bridge Charter School Students were hard working, responsible, and respectful.	<ul style="list-style-type: none"> Survey administered to extended learning enrichment partners.

Administration of State and National Tests

One of the most important indicators of KIPP Bridge Charter School's success is its Academic Performance Index (API) score. The API is part of California's Public School Accountability Act and is measured using the results of the Standard Testing and Reporting System (STAR). The STAR consists of the criterion-referenced California Standards Test. Its purpose is to measure the academic performance and growth of schools in California. Each school is given a numeric index from 200 to 1000 based on the STAR results. The statewide performance target for all public schools is 800. In 2011, KIPP Bridge Charter School's API score is 911.

KIPP Bridge Charter School administers all state and national tests for grades five through eight as determined by the state and national testing schedule. The school administers the following tests at each grade level as outlined the figure below. The shaded boxes below indicate times when a test is not administered.

Figure 3.2: KIPP Bridge Charter School Testing Schedule by Grade

	<u>STAR</u>	<u>CELDT</u> <u>(if applicable)</u>	<u>NWEA MAP</u>	<u>Physical</u> <u>Fitness</u>
Fifth Grade	X	X	X	X
Sixth Grade	X	X	X	
Seventh Grade	X	X	X	X
Eighth Grade	X	X	X	

Additional Assessments

Constant measurement and assessment is a hallmark of all KIPP Schools. In addition to administering the STAR system, KIPP Bridge Charter School may administer the Northwest Evaluation Association Measures of Academic Progress (MAP) assessment. The MAP was chosen because it allows the school to compare student performance with many KIPP Schools across the country and to measure year-over-year student growth. When students enter KIPP Bridge Charter School, they take the MAP in the fall to determine baseline data. This informs teachers of curriculum changes that need to be made on an individual and class-wide basis to serve those

students that may need extra time for certain subjects. In the spring, all students (new and returning) may take the MAP again to measure the academic gains or losses achieved within the school year. This data is used to compare different sets of classes, gains and losses across years and within-year student gains, all in an effort to improve instructional materials, school-developed assessments, instructional methods and sequencing.

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

Assessment of School Outcome Goals

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

Figure 3.3: School Outcome Goals and Corresponding Assessment

<u>Educational Program</u>	<u>Benchmark</u>	<u>Assessment</u>
KIPP Bridge Charter School students will demonstrate competency in their knowledge and understanding of fundamental concepts.	<ul style="list-style-type: none"> • KIPP Bridge Charter School students will exceed the average performance levels of similar schools on the Academic Performance Index (API). 	<ul style="list-style-type: none"> • STAR system (California Standards Test, California Modified Assessment)
KIPP Bridge Charter School teachers will engage in high-quality instruction.	<ul style="list-style-type: none"> • KIPP Bridge Charter School teachers will have significant expertise in the subject-matter they teach. • KIPP Bridge Charter School teachers will engage in a faculty evaluation process including twice yearly written performance reviews, and regular professional development including seminars, conferences as well as peer observation. 	<ul style="list-style-type: none"> • All teachers fully credentialed or working to be California credentialed, or enrolled in intern program • Principal evaluations • Teachers attending at least one professional development opportunity per year

KIPP Bridge Charter School will create a small, personalized learning environment that addresses the needs of each child.	<ul style="list-style-type: none"> • KIPP Bridge Charter School's attendance rates will be above the District norm for schools with similar demographics. • KIPP Bridge Charter School's mobility, truancy, and drop-out rates will be below the District norm for schools with similar demographics. 	<ul style="list-style-type: none"> • Student attendance and reporting forms • Retention and attrition rates
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Fiscally Sound Business and Management Structure	Benchmark	Assessment
KIPP Bridge Charter School will implement fiscal policies and controls.	<ul style="list-style-type: none"> • KIPP Bridge Charter School will involve at least one business and finance expert as a board member or advisor. • KIPP Bridge Charter School will meet 100% of state financial reporting deadlines. • KIPP Bridge Charter School will receive an unqualified opinion on annual audits. 	<ul style="list-style-type: none"> • Annual analysis of board makeup • Progress reports to Board of Directors • Annual audit report
KIPP Bridge Charter School will maintain a healthy budget and cash flow.	<ul style="list-style-type: none"> • The school's budget will be approved by the Board of Directors by July 1st each year. • The school will meet student recruitment goals. • KIPP Bay Area Schools will maintain at least a 5% cash reserve. 	<ul style="list-style-type: none"> • Board of Director's meeting minutes • Student enrollment forms • Quarterly review of budget by Board of Directors and Finance Committee
Parent and Community Involvement	Benchmark	Assessment

Parents will be welcomed and involved in KIPP Bridge Charter School.	<ul style="list-style-type: none"> • At least 80% of KIPP Bridge Charter School parents will read, sign, and return their child's weekly memos. • 80% of parents or guardians will participate in parent-teacher conferences at the school. • At least 80% of parents will participate in a school related activity throughout the year. 	<ul style="list-style-type: none"> • Weekly "paychecks" and memos • Parent-teacher conference documentation forms • Sign-in sheets
KIPP Bridge Charter School will involve members of the community in a variety of ways.	<ul style="list-style-type: none"> • KIPP Bridge Charter School's enrichment opportunities will involve volunteers and instructors from the community. 	<ul style="list-style-type: none"> • Teacher attendance logs for Enrichment times

KIPP Bridge Charter School students have scored higher on state and national tests than those from neighboring areas. It is KIPP Bridge Charter School's goal that its students continue this progress. Other indicators of progress include parent, student, and teacher satisfaction, attendance rates, and teacher retention rates.

Classroom and School-wide Assessment

KIPP Bridge Charter School staff is held accountable for assessing their students, classrooms, and the school as a whole.

In addition to tracking individual student progress, classroom-based and school-wide evaluation is on-going, with individual classroom and school-wide performance assessments occurring year-round. Measures of classroom and school-wide assessment may include the use of the following data:

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

While the above evaluations and assessments are necessary to ensure KIPP Bridge Charter School is meeting its objectives, the ultimate evaluation of the school will occur when its students graduate from high school and enter college. The percentages of students meeting this standard will provide an overall assessment of the long-range effectiveness and success of the school.

ELEMENT D: GOVERNANCE AND LEGAL ISSUES

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

Legal Affirmations

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

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

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

Legal Structure

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

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

Liability and Indemnity

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

The Board of Directors of KIPP Bay Area, the school administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of KIPP Bridge Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like. The Oakland Unified School District will not be liable for the debts or obligations of KIPP Bridge Charter School.

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

• Any injury to person or property sustained by KIPP Bay Area's employees, or by any person, firm, or corporation employed directly or indirectly by KIPP Bridge Charter School.

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• Any injury to person or property sustained by any person, firm, or corporation caused by an act, neglect, default, or omission of KIPP Bridge Charter School, its officers, employees, or agents.

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• The furnishings or use of any copyrighted or uncopyrighted composition, or patented or unpatented invention.

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KIPP Bay Area, at its own expense and risk, will defend all legal proceedings on any such liability, claim, or demand that may be brought against it and/or the Board of Directors or the school's officers and employees. In addition, KIPP Bay Area will satisfy any resulting judgments that may be rendered as the result of any such liability, claim, or demand, whether or not such liability, claim, or demand was actually or allegedly caused wholly or in part through the negligence or other tortious conduct of KIPP Bridge Charter School, the Board of Directors or their officers and employees. KIPP Bay Area has complete liability for all actions of the school and its employees in the performance of their duties. KIPP Bay Area will further indemnify and hold harmless the Oakland Unified School District, the Alameda County Office of Education, and the California Department of Education of any present or future liability for the charter school's actions.

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

At minimum, coverage will include:

• Workers' compensation with limits of \$1,000,000 per accident as required by the Labor Code of the State of California and Employers' Liability.

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• Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than \$5,000,000 per single occurrence. The Oakland Unified

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School District's Board of Trustees will be named as the other named insurers. The policy will also provide specifically that any insurance carried by the District, which may be applicable to any claims or loss, will be deemed excess, and KIPP Bay Area's insurance primary, despite any conflicting provisions in the charter school's policy. Coverage will be maintained with no self-insured retention.

- Commercial Crime including Fidelity Bond coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least \$50,000 per occurrence, with no self-insured retention.

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

Governance

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

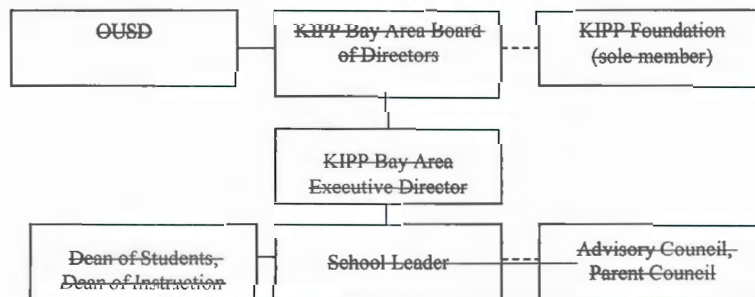
- To promote the success of KIPP Bridge Charter School and its students through community-based support, grass-roots involvement, and local responsibility; and
- To ensure adherence to the proven success of the KIPP educational philosophy that has been demonstrated across the nation.

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

Figure 2.2: KIPP Bridge Charter School Organizational Reporting Structure



5th Grade Chair — 6th Grade Chair — 7th Grade Chair — 8th Grade Chair

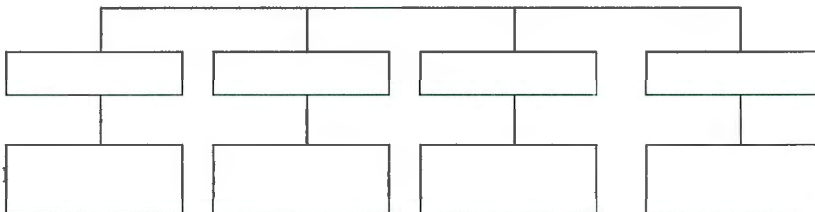
5th Grade
Teaching Staff

6th Grade
Teaching Staff

7th Grade
Teaching Staff

8th Grade
Teaching Staff

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Board of Directors

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

KIPP Bay Area will maintain in effect general liability and board errors and omissions insurance policies. Governance, policy-making authority, and fiduciary responsibility for KIPP Bay Area will rest with the Board of Directors. The Board of Directors will work closely with the Executive Director and Principal to implement KIPP's national education philosophy as set forth in the Five Pillars.

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

Composition of KIPP Bay Area Board of Directors

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

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

Recruitment, Selection, and Development of Board Members

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

- A dedication to furthering the vision and mission of KIPP Bridge Charter School;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and

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- ~~Specific knowledge, experience, and/or interest in at least one element of governance.~~

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Roles and Responsibilities of Board Members

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

- ~~Ensure that the school adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP Bay Area policies;~~
- ~~Hold the Executive Director accountable for the academic and fiscal responsibility of the school;~~
- ~~Provide support to the school for additional fund-raising, marketing and other services as needs arise; and~~
- ~~Advocate on behalf of the school by working to establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships.~~

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Methods for Holding Governance Structure Accountable to Parents and School Community

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

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

1. Parents should first schedule a conference with the immediately involved teacher, principal or administrator to discuss the issue. KIPP Bay Area Schools reserves the right to redirect parent(s) to the appropriate personnel if this step has not been followed.
2. If parent(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the supervisor of the person with whom the complaint is with (please see Attachment 5 for supervisor contact information). Prior to the scheduling of any such meeting, parent(s) must first provide to the supervisor a Grievance Letter that identifies: (a) the issue / concern / complaint; (b) what steps have been taken to resolve the situation; and (c)

proposed solutions. The supervisor will attempt to respond to all Grievance Letters within 10 days of their receipt.

3. If a resolution cannot be reached by repeating this process with subsequent supervisors resulting in the Executive Director, parent(s) may submit a formal Grievance Packet to the Board of Directors. This Packet must include the information and materials discussed below.

Board of Directors' Grievance Committee and Board Resolution Procedures

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

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

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

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

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

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

Method for Resolving Issues of Conflict of Interest

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

1. Not more than 49% of the people serving on the school's Board of may be comprised of:
(a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent

~~contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.~~

- ~~2. Every Board Member has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) a self-dealing transaction (see below); (b) a conflict of interest; (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Board.~~
- ~~3. The Board of Directors and the school shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.~~
- ~~4. Any Director, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.~~
- ~~5. Directors representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.~~
- ~~6. No Director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Directors for the duration of such business relationship, provided, however, that this provision shall not apply to the following:~~

- ~~• Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;~~
- ~~• Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;~~
- ~~• Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or~~
- ~~• Members of the faculty of the charter school.~~

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- ~~7. In no instance shall a Director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Directors for the duration of such business relationship.~~
- ~~8. Trustees, officers, or employees of any partner organization with the School other than a for-profit management organization shall hold no more than 40% of total seats comprising the Board of Directors.~~
- ~~9. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Director shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Director's interest in the matter will be reflected in the Board minutes.~~
- ~~10. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.~~
- ~~11. Directors shall not use his or her position with the school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.~~
- ~~12. Directors, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.~~

The Board of Directors is required to sign the conflict of interest policy each year.

ELEMENT D: GOVERNANCE AND LEGAL ISSUES

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Legal Affirmations

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

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

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

KIPP Bridge Charter School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

Comment [CT1]: Required language from OUSD

KIPP Bridge Charter School, the KIPP Bay Area Schools Board of Directors, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal, state, and local laws, nonprofit integrity standards and the District's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

KIPP Bay Area Schools is solely responsible for the debts and obligations of KIPP Bridge Charter School.

Legal Structure

The charter holder and applicant for charter renewal for KIPP Bridge Charter School is KIPP Bay Area Schools, a non-profit organization registered in the state of California whose sole member is the KIPP Foundation. It is the responsibility of KIPP Bay Area Schools to be accountable to the State of California and the Oakland Unified School District for the implementation of the KIPP

Bridge Charter School charter. KIPP Bay Area Schools exists to ensure that KIPP Bridge Charter School adheres to the proven success of the KIPP model and to this charter, and that KIPP Bridge Charter School has the resources and support necessary to be successful. The Board of KIPP Bay Area Schools governs KIPP Bridge Charter School.

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

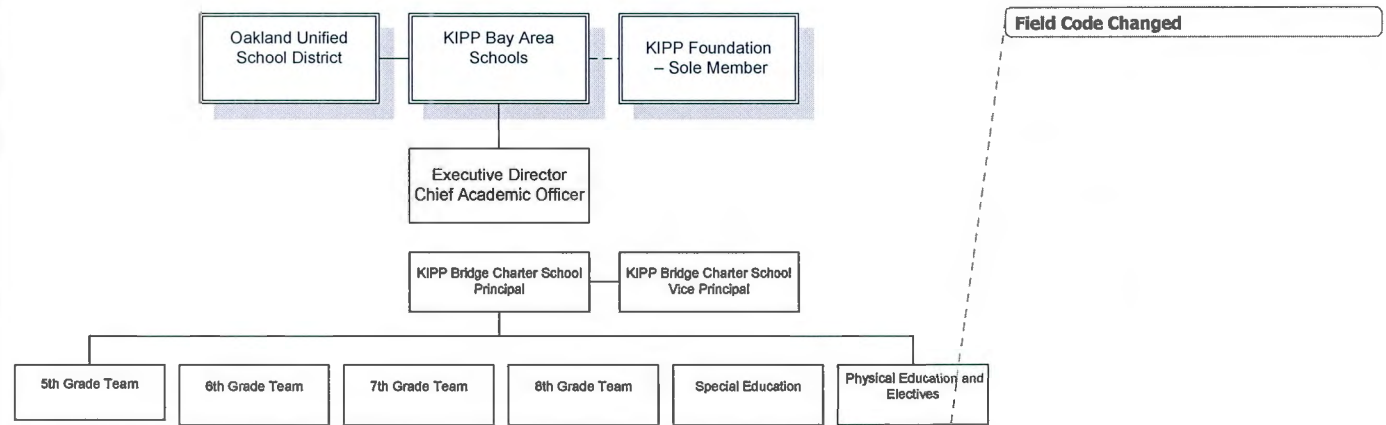
Governance

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

- To promote the success of KIPP Bridge School and its students through local responsibility and autonomy.
- To ensure adherence to the proven success of the KIPP educational philosophy that has been demonstrated across the nation.
- To allow the leadership of KIPP Bridge Charter School to focus on the educational program of the school, staff development, and community relations.

Below is an organizational chart of the KIPP Bridge Charter School governance structure, including the KIPP Bay Area Schools Board of Directors and the KIPP Bridge Charter School teaching staff:

Figure 4.1: KIPP Bridge Charter School Organizational Reporting Structure



Board of Directors

The KIPP Bay Area Schools Board of Directors ("the Board") will be the governing body of KIPP Bridge Charter School. Please see Appendix H for the board's job description, list of board members, and their biographies.

Governance, policy-making authority, and fiduciary responsibility for KIPP Bridge Charter School will rest with the KIPP Bay Area Board of Directors. The Board of Directors will work closely with its Executive Director and the Principal of KIPP Bridge Charter School to implement KIPP's national education philosophy as set forth in the Five Pillars. KIPP Bay Area Schools and KIPP Bridge Charter School will maintain in effect general liability and board errors and omissions insurance policies. Governance, policy-making authority, and fiduciary responsibility for KIPP Bay Area Schools will rest with the Board of Directors.

In addition to the KIPP Parents' Association, KIPP Bridge Charter School may also form an Advisory Council to involve parents and members of the community in the operation of the school. These councils may assist the Principal with activities such as recruitment, interviews, community outreach, resource development, extracurricular programs, and community service projects.

Composition of KIPP Bay Area Schools Board of Directors

KIPP Bay Area Schools' Board of Directors will be representative of the KIPP Bridge Charter School area and will hold public meetings in accordance with the Ralph M. Brown Act. Board members support the mission of the school and serve voluntarily. KIPP Bay Area Schools will seek to ensure that its directors represent a broad area of expertise and cross-section of the school community and community-at-large. More specifically, KIPP Bay Area Schools will seek board members with backgrounds in real estate, law, public accounting, management, and philanthropy.

KIPP Bay Area Schools' bylaws, attached and incorporated by reference herein, permit one representative of the District to serve on the organization's Board of Directors, should the District choose to appoint one. The District representative will be a non-voting director who will help to facilitate communication and mutual understanding between KIPP Bay Area Schools and the Oakland Unified School District.

Board Recruitment Process

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

- Identification of a prospective board member.
- Board or staff member who knows the prospect will complete a nomination form.
- The board's Governance Committee will review nomination forms and rank prospective directors based on their qualifications and desire to serve.

The Governance Committee will cultivate prospective board members in the following ways:

- Deliver information packet with information concerning the history and future plans of

KIPP Bay Area Schools including specific information regarding the board and its role in the governance and support of KIPP Bay Area Schools (e.g. board members roles and responsibilities, meeting schedule, committee structure, etc.)

- Prospective board member visits one or more KIPP Bay Area schools
- Prospective board member meets with Executive Director of KIPP Bay Area Schools
- Prospective board member interviews with Governance Committee Member
- Prospective board member interviews with Board Chair or Vice Chair
- Governance Committee presents formal recommendation to the full board of KIPP Bay Area Schools; Board votes on prospective candidate(s)
- Board Chair meets with prospective candidate and extends offer to join KIPP Bay Area Schools board.

Board Selection Process

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

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

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

Roles and Responsibilities of Board Members

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

- Ensure that KIPP Bridge Charter School adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP Bay Area Schools policies.
- Hold the Principal of KIPP Bridge Charter School and the Executive Director of KIPP Bay Area Schools accountable for the academic and fiscal performance of the school.
- Provide support to KIPP Bridge Charter School for additional fund-raising, marketing and other services as needs arise.
- Advocate on behalf of KIPP Bridge Charter School by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education.
- Define and refine KIPP Bay Area Schools' mission, vision, and strategic direction.
- Recruit, support, and evaluate the Executive Director of KIPP Bay Area Schools.

- Ensure effective organizational capacity and planning.
- Ensure adequate resources and the effective management of those resources. Enhance the organization's public standing.
- Ensure fiscal, legal and ethical integrity and maintain accountability. Recruit and orient new board members.
- Assess board performance.

The KIPP Bay Area Schools Board of Directors will meet at least quarterly. Meeting notices and agendas will be posted publicly in high traffic areas at KIPP Bridge Charter School, such as the administrative office. Approved minutes from the previous Board meeting will be available in the administrative office. The Board Secretary will be responsible for recording governing board actions.

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

- **Finance and Investment.** The Finance and Investment Committee will review and recommend approval of the annual operating budget to the full board, regularly review and monitor financial results, ensure the maintenance of an appropriate capital structure; and oversee the management of financial assets.
- **Governance.** The Governance Committee will ensure the constant health and effectiveness of the full board and the work it performs for the organization. The committee focuses on board evaluation, composition, recruiting, nominating, training and education.
- **Audit and Risk Management.** The Audit and Risk Management committee will oversee accounting and financial reporting processes including internal controls, and will retain and oversee the organization's annual fiscal audit.
- **Executive.** The Executive Committee assists the Board by having the authority to act on behalf of the Board between Board meetings and by overseeing key management and compensation matters.

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

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

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

KIPP Bay Area Schools has and exercises the right to regularly inspect and evaluate the operations and performance of KIPP Bridge Charter School to ensure that KIPP Bridge Charter School's educational programs are closely monitored and maintaining KIPP standards.

Role and Responsibilities of Executive Director

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

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

Please see Appendix I for the job description for KIPP Bay Area Schools' Executive Director, Chief Academic Officer and Chief Operating Officer.

Methods for Holding Governance Structure Accountable to Parents and School Community

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

KIPP Bridge Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. KIPP Bridge Charter School will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

KIPP Bridge Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with KIPP Bridge Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. KIPP Bridge Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

KIPP Bridge Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

KIPP Bridge Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Comment [CT2]: Required language from OUSD

Parental and Community Involvement

Garnering the ongoing support and participation of each student's parents or guardians in the educational process is fundamental to the mission of KIPP Bridge Charter School. During the school year, opportunities for continued parental and community participation in the operation of the school may include, but are not limited to, the following:

- Participating in the school's KIPP Parents' Association.
- Serving on advisory or special task committees involved in school operations. Volunteering in any additional capacity of which they are capable. For example, parents may volunteer to assist with field trips, tutoring, fundraisers, and the coordination of special events.
- Attending board meetings to address specific topics best resolved and/or developed with the input and expertise of parents.

In addition, all parents and guardians will be required to attend parent-teacher conferences as needed. In order to build community among parents and with staff, parents will be invited to school open houses, family workshops, family dinner nights, and other parent information nights.

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ELEMENT E: EMPLOYEE QUALIFICATIONS

Staffing Assignments

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

Qualifications

Certification

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

KIPP Bay Area may also employ or retain non-certificated instructional support staff in cases where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in this capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities.

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

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

Commitment

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development during the

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

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

All KIPP Bridge Charter School faculty commit to:

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

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Hiring Procedure

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

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

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

Compensation

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

It is the belief of KIPP Bridge Charter School that teachers are and should be treated as professionals, and as such, are not hourly employees. In addition to salary, teachers are offered a competitive benefits package. Salary and stipends, along with standards of professional conduct, are outlined in the annual contract. Performance evaluations are conducted by the Principal based on goals and objectives set forth at the beginning of the year.

A Professional Teaching and Learning Environment

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

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

In return, teachers are treated as the professionals that they are at KIPP Bridge Charter School. Although many teachers put in the extended hours that KIPP requires at regular public schools around the country, teachers at KIPP Bridge Charter School will be paid an additional stipend for the extra hours they work. They also are supported in their professional growth with ample time for planning and collaboration, stipends for conferences and school visits, and resources for improving instruction. Teachers at KIPP Bridge Charter School will regularly visit each other's classrooms to provide feedback, create consistency in content of lessons as well as classroom culture, and to learn from their peers. To continually improve instruction and the implementation of the KIPP model at the school, teachers will have the opportunity, at least three times per year, to receive feedback on the results of their students. Each teacher will also be provided with the necessary tools for effective lesson preparation and communication with families, including but not limited to the following: a laptop computer, a cell phone, a desk and high-speed Internet access. Finally, all KIPP Bridge teachers will be encouraged to attend the content area retreats administered by the KIPP Foundation (at the expense of the school) to support professional growth.

Faculty Orientation

At KIPP Bridge Charter School, the Principal sets the tone and develops the conditions under which staff members become the keepers of the school's culture and values. As a result, staff development supports the school's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning in staff orientation before summer school, the Principal ensures that teachers fully understand and support the school's mission, goals, and basic values, emphasizing a rigorous, standards-based college preparatory program. This orientation involves specific activities designed to align the staff and foster teamwork and constant learning, while allowing staff to understand the detailed intricacies of the school culture. The orientation is aligned with the schools goals and objectives and includes workshops around data-driven instruction, English Learners, and diversity training. In addition, staff are trained in various teaching strategies such as GLAD (Guided Language Acquisition Design), SDAIE, scaffolding techniques, songs and chants, and the use of graphic organizers to ensure that all students are provided with multiple avenues to access the curriculum.

Figure 2.3—Sample KIPP Bridge Charter School Faculty Orientation Schedule

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

Ongoing Professional Development

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

The best professional development is closely linked to teachers' classroom practice.⁹ Thus, the most frequently used professional development tool at KIPP Bridge Charter School will be classroom observation, followed by substantive conversation about the observation. Each teacher will be observed informally by the School Leader several times each month. Teachers will also be given the opportunity to observe a complete lesson taught by another teacher and discuss it during shared planning time or in a faculty meeting. All classrooms at KIPP Bridge Charter School will have an open door policy. Faculty, administrators, and visitors to the school are encouraged to visit any classroom unannounced, and to discuss the class afterwards with the teacher.

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

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

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

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

Figure 2.4—Calendar of Professional Development

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

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

- Literacy throughout the curriculum. This will include how to best incorporate consistent and effective reading and writing strategies in all content areas. Implementation of the school-based writing rubric in various academic subject areas is also discussed.

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- Analysis of student data in an effort to identify areas and students of need (especially in English Language Arts and Math). This analysis provides us with necessary information in which to place struggling students in our after-school Math and Reading clubs, as well as our tutorial program.

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- Examination of student work. This will promote similar teacher expectations regarding student work and grading.

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- School culture discussions that will serve as a platform to ensure that consistency is throughout the school, and all staff members are holding all students to high expectations and creating positive and challenging learning environments.

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- Consultancy Protocol. This protocol will assist teachers with specific student issues (i.e. students with special needs). It also provides a forum in which teacher gain feedback on specific lessons and/or units from their peers.

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Staff Evaluation & Constant Learning

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

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

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

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

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Tools used in the evaluation process include:

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

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

Affirmative Action Policy

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

Credentials and Qualifications of Non-Teaching Staff

KIPP Bay Area may also employ or retain non-certificated instructional support staff in cases where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the job. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. The instructional support staff will meet one of the following qualifications: two years of higher education study, an associates degree or higher, or a passing score on a formal state or local academic assessment that demonstrates the ability to assist in teaching reading, writing, and mathematics.

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

School Management

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

The KIPP Foundation has developed a comprehensive Competency Model for School Leaders/Principals. The Competency Model is a leadership development tool that describes the essential qualities, skills, and knowledge needed to be successful as a KIPP School Leader. It is intended to guide school leaders' evaluation by their local board and their ongoing professional development. The Competency Model includes a self-assessment template, sample teacher, student, and parent interview questions and a template for board member feedback. These feedback tools are designed to facilitate a breadth and depth of information on the School Leader's performance. Please see Appendix O for the full Competency Model guide.

Profile of KIPP Bridge Charter School's School Leader

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

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

Roles and Responsibilities of School Leader

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

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

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

He is empowered but not limited to the following responsibilities:

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

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- ~~Serve as the lead person for cultivating community partnerships.~~

ELEMENT E: EMPLOYEE QUALIFICATIONS

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Certification

KIPP Bridge Charter School conforms to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, intern credential, permit, or other certification equivalent to that which a teacher in other public schools would be required to hold. KIPP Bay Area Schools employs teachers at KIPP Bridge Charter School who are highly qualified and fully compliant with No Child Left Behind requirements. Certified teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. KIPP Bay Area Schools maintains a current copy of teacher certificates on file and ready for inspection. The Principal, together with the Human Resources team at KIPP Bay Area Schools, monitors the credentials and ensures that the necessary documentation is on file. KIPP Bay Area Schools may also employ or retain non-certificated instructional support staff at KIPP Bridge Charter School in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the school's rigorous academic environment. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities.

Commitment

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development during the school's professional development days. Additionally, all staff must meet any additional guidelines and standards set by KIPP Bridge Charter School and KIPP Bay Area Schools.

All KIPP Bridge Charter School faculty commit to:

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

Hiring Procedure

In partnership with KIPP Bay Area Schools, KIPP Bridge Charter School recruits teachers through various channels including Education Week, Teach for America, RISE, Ed-Join, the KIPP Bay Area Schools website, and graduate schools of education. The KIPP Bay Area Schools Regional Support Office will support KIPP Bridge Charter School with talent recruitment, primarily by advertising open positions and conducting early-stage interviews.

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

All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well as a child abuse registry check. The applicants are required to provide a full disclosure statement regarding prior criminal records. All staff is required to produce documents for U.S. employment authorization. For medical safety, all staff has medical clearance including proof of medical examination and a Mantoux tuberculosis (TB) test.

Compensation

Teachers are the core element of KIPP's success. It is therefore essential that teachers are supported and well compensated. KIPP offers salaries that are competitive. Teachers are compensated additionally for the extra time they teach. Compensation is determined individually based on teaching experience, education, responsibilities undertaken, and to the agreement of the teacher.

It is the belief of KIPP Bridge Charter School that teachers are and should be treated as professionals, and as such, are not hourly employees. In addition to salary, teachers are offered a competitive benefits package. Salary and stipends are outlined in formal employment offer letters signed by KIPP Bay Area Schools and the employee. Standards of professional conduct are clearly explained in the Employee Handbook.

School Management

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

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

Roles and Responsibilities of Principal

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

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

A Professional Teaching and Learning Environment

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

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

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Employees

KIPP Bridge Charter School shall comply with all provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

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

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

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

KIPP Bridge Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The school has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school's sexual harassment policy.

Safety Plan

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

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

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ELEMENT F: HEALTH AND SAFETY PROCEDURES

Employees

KIPP Bridge Charter School and KIPP Bay Area Schools comply with all provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

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

As stated in Element E (Employee Qualifications), all faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well as a child abuse registry check. Applicants are required to provide a full disclosure statement regarding prior criminal records. All staff is required to produce documents for U.S. employment authorization, and to follow all mandated child abuse reporting laws.

KIPP Bridge Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The school has developed a comprehensive policy to prevent and immediately address any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school's harassment policy, which is outlined in detail in the school's Employee Handbook.

Safety Plan

KIPP Bridge Charter School's safety plan, as outlined in the Employee Handbook, is drafted specifically to meet the needs of the school site in conjunction with law enforcement and the Fire Marshall. The safety plan includes a comprehensive set of health, safety and risk management policies that will address, at a minimum, policies and procedures for responses to disasters and emergencies, including fires and earthquakes; policies relating to the administration of prescription drugs and other medicines; and a policy establishing KIPP Bridge Charter School as a drug, alcohol

and tobacco free workplace.

KIPP Bridge Charter School is housed in the school facility provided by Oakland Unified School District, located at 991 14th Street in West Oakland. KIPP Bridge Charter School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan. To the best of the school's knowledge, these leased school district facilities and portable classrooms comply with all state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements.

Comment [CT3]: Required language from OUSD

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

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Facilities

~~KIPP Bridge Charter School will seek District facilities beginning in the school's first year of operation as a charter school, starting August 2007. In the event that KIPP Bridge Charter School, for any reason, operates wholly or partially in facilities other than those provided by the District, the school will not be hampered in meeting the goals and objectives set forth in this charter.~~

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

ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

KIPP Bridge Charter School will continue to take steps to ensure that students who are representative of the school's respective communities are recruited and feel welcome, such as:

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

KIPP Bridge Charter School provides translation services for most promotional material and person-to- person interaction requiring translation. KIPP Bridge Charter School will keep on file documentation of the ethnic and racial balance of students enrolled in the school.

ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

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

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

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

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

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

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

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ELEMENT H: ADMISSIONS REQUIREMENTS

KIPP Bridge Charter School is a free public school open to all residents of the State of California. KIPP Bridge Charter School does not discriminate on the basis of race, ethnicity, religion, gender, national origin, sexual orientation, or disability of the students, parents, or guardians or association with individuals with one or more of the above actual or perceived characteristics. KIPP Bridge Charter School admits all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A).

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

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

If the number of applicants to KIPP Bridge Charter School exceeds the number of open seats, a random public drawing selection process conducted by an individual unaffiliated with KIPP will be used to assign spaces. First preference will be given to siblings of currently enrolled students, second preference will be given to students who reside within the District and third preference to all other students in California. If the number of applicants to KIPP Bridge Charter School exceeds capacity, a public random drawing will be held. After filling all seats, a waiting list is established in the event that space becomes available. If seats remain, applications are accepted on an on-going basis and seats are filled on a first-come, first-served basis.

By October 1 of each year, KIPP Bridge Charter School will notify the District in writing of the application deadline and proposed lottery date. KIPP Bridge Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Comment [CT4]: Required language from OUSD

ELEMENT H: ADMISSIONS REQUIREMENTS

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

Any student who expresses his/her intent to enroll by signing the KIPP Bridge Charter School's Commitment to Excellence Form, and has his/ her parent or guardian sign this Commitment, is

invited to attend KIPP Bridge Charter School. This form specifies that the student, parents, and teachers will all have the *desire, discipline and dedication* to do everything in their power to support student education. The KIPP Bridge Charter School framework encourages and motivates students and their families to view an intense academic commitment as the key to future success.

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

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

ELEMENT I: FINANCIAL AUDIT

The Board of Directors has formed an Audit Committee, a majority of whose members are independent members of the Board. That Audit Committee annually oversees the selection of an independent auditor who has experience in education finance, and the completion of an annual audit of KIPP Bridge Charter School's financial books and records. This audit is conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools, and verifies the accuracy of KIPP Bridge Charter School's financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance accounting practices, and internal controls.

To the extent required by federal law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget. KIPP Bay Area Schools provides the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The school also makes available the receivable and disbursement files.

To the extent that KIPP Bridge Charter School is a recipient of federal funds, including federal Title I, Part A funds, KIPP Bridge Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. KIPP Bridge Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly, with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

KIPP Bridge Charter School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

Comment [CT5]: Required language from OUSD

The annual audit is completed by December 15 each year and submitted to the Board of Directors in time for the Board to submit the audit to the District and to other entities as required by law. All financial reports are submitted to the District one week prior to the statutory deadline to facilitate district review and timely submission to the California Department of Education.

The Audit Committee reviews any audit exceptions or deficiencies and reports recommendations to

the full Board of KIPP Bay Area Schools as to how these have been, or will be, resolved. The Board will act upon these recommendations, and report its actions to the District. Any disagreement by the District concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element N, herein.

ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDITS

The Board of Directors shall form an Audit Committee, a majority of whose members shall be independent members of the Board. That Audit Committee shall annually oversee the selection of an independent auditor who has experience in education finance, and the completion of an annual audit of KIPP Bridge Charter School's financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools, and will verify the accuracy of KIPP Bridge Charter School's financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls.

To the extent required by federal law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget. KIPP Bay Area will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The school will also make available the receivable and disbursement files.

The annual audit will be completed and submitted to the Board of Directors in time for the Board to submit the audit to the OUSD Charter School liaison by December 8 each year, and to other entities as required by law (i.e. Alameda County Office of Education, Office of the State Controller, and the California Department of Education) by December 15 of each year. All financial reports will be submitted to the OUSD Charter School liaison one week prior to the statutory deadline to facilitate district review and timely submission to the Alameda County Office of Education and the California Department of Education.

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

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

ELEMENT J: STUDENT DISCIPLINE, SUSPENSION AND EXPULSION PROCEDURES

The Pupil Suspension and Expulsion Policy (please refer to Appendix K) have been established in order to promote learning and protect the safety and well-being of all students at the school. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The policy shall serve as KIPP Bridge Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures are printed and distributed as part of the Student Handbook and clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

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

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

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

Component	What It Should Look Like
KIPP polo shirts	Tucked in at all times; no writing on the shirt or coloring of the logo
Undershirts	Any solid color; can be long or short-sleeved; cannot have a hood

<u>Pants, skirts or shorts</u>	<u>Must be khaki, black, or brown and of an appropriate size such that it is not too tight or too loose; tights, leg warmers, and knee-highs cannot be worn with shorts or skirts</u>
<u>Non-KIPP gear</u>	<u>Removed prior to entering the classroom</u>
<u>Belts</u>	<u>Black, brown, or khaki without any decoration when pants have belt loops</u>
<u>Shoes</u>	<u>5th – 7th: White or black athletic sneaker</u> <u>8th: Any color athletic sneaker</u>
<u>Jewelry</u>	<u>No distracting jewelry</u>
<u>Hats</u>	<u>No hats allowed in the school building</u>
<u>Bandanas</u>	<u>None at anytime</u>

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

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

All disciplinary actions taken by KIPP Bridge Charter School strictly comply with KIPP Bridge Charter School and KIPP Bay Area Schools' policies and procedures, and applicable federal law. The school seeks to remedy misconduct, in appropriate cases, by allowing for a variety of in-house disciplinary actions that could include:

- Additional assignments to be completed at home and/or at school
- Detention after school
- Mandatory homework study hall after school
- Loss of incentives and school trips
- Calling plans, where the student must call the teachers to inform them when homework is completed.

In the case of a special education student, or a student who receives 504 accommodations, KIPP Bridge Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review

committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

ELEMENT J: STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION PROCEDURES

Comment [CT6]: Required language from OUSD

Student Discipline

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the school. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as KIPP Bridge Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

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

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

- Skirts and dresses must be worn no more than two inches above the knee;
- All pants must be worn with a belt that fits around the waist;
- All shirts must be tucked in;

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• ~~Makeup is not allowed;~~

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• ~~Sleeveless or cut off shirts, blouses, and dresses will not be tolerated;~~

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• ~~Shorts are not permitted (except during summer school);~~

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

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

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

All disciplinary actions taken by KIPP Bridge Charter School will strictly comply with the California Education Code, the KIPP Bridge Charter School and KIPP Bay Area policies and procedures, and applicable federal law. The school will seek to remedy misconduct, in appropriate cases, by allowing for a variety of in-house disciplinary actions that could include:

- ~~Additional assignments to be completed at home and/or at school;~~
- ~~Detention after school;~~
- ~~Mandatory homework study hall after school;~~
- ~~Loss of incentives and school trips; and~~
- ~~Calling plans, where the student must call the teachers to inform them when homework is completed.~~

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Suspension and Expulsion

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

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

A. — Grounds for Suspension and Expulsion of Students

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

B. — Enumerated Offenses

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

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

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

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

C. — Suspension Procedure

~~Suspensions shall be initiated according to the following procedures:~~

1. — ~~Conference~~

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

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

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

D. Authority to Expel

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

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

E. — Expulsion Procedures

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

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

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

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

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

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

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

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

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

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

G. ~~Record of Hearing~~

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

H. ~~Presentation of Evidence~~

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

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

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

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

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

I. — Written Notice to Expel

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

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

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

This notice shall include the following:

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

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

J. — Disciplinary Records

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

K. — No Right to Appeal

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

L. — Expelled Pupils/Alternative Education

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

M. — Rehabilitation Plans

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

N. — Readmission

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

Suspension & Expulsion Policies for Special Education Students

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

ELEMENT K: RETIREMENT SYSTEM

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

ELEMENT K: RETIREMENT SYSTEM

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

ELEMENT L: ATTENDANCE ALTERNATIVES

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

ELEMENT L: ATTENDANCE ALTERNATIVES

A student who chooses not to attend KIPP Bridge Charter School may choose to attend either the local public school in the student's attendance zone, other District schools, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Oakland Unified School District.

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

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Permanent employees of the Oakland Unified School District who leave their positions to work for KIPP Bridge Charter School shall retain any rights that the District specifies for former employees. To the extent that it is consistent with the District's policies, as well as KIPP Bay Area's adopted personnel policies, such employees may opt to purchase employee benefits from the District, or have the school purchase employee benefits on their behalf. Any rights of return to employment in the District shall be specified by the District.

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ELEMENT N: DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING AND RENEWAL

The following provisions are intended to define a mechanism for: (a) the resolution of any disputes between KIPP Bay Area Schools or KIPP Bridge Charter School and the District pursuant to their policies and; (b) ensuring the high operational standards of KIPP Bridge Charter School while minimizing the oversight burdens on the District. With respect to each of these procedures, it is KIPP Bay Area Schools' intention that all public commentary be withheld pending full resolution.

KIPP Bay Area Schools will provide the District a copy of its Uniform Complaint Process in accordance with provisions of Title 34, Code of Federal Regulations, Section 76.780-783, as defined in Title 5- Education, California Code of Regulations, 4600-4671.

Disputes between KIPP Bay Area Schools or KIPP Bridge Charter School and the District

The staff and Governing Board members of KIPP Bay Area Schools agree to attempt to resolve all disputes between the District and KIPP Bridge Charter School and/or KIPP Bay Area Schools regarding this charter pursuant to the terms of this section. KIPP Bay Area Schools and/or KIPP Bridge Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. KIPP Bridge Charter School and KIPP Bay Area Schools acknowledge the District's ongoing right to inspect or observe the school under Education Code Section 47607, et seq., and such inspection and observation is not subject to this dispute resolution mechanism. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Comment [CT7]: Required language from OUSD

Any controversy or claim arising out of or relating to the charter agreement between the District and KIPP Bridge Charter School and/or KIPP Bay Area Schools, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

- (1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. In the event that the District's Board of Directors believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the Written Notification. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

Comment [CT8]: Required language from OUSD

To Charter School, c/o Principal:
KIPP Bridge Charter School

To Coordinator, Office of Charter Schools:
Tilden School
4551 Steele Street, Room 11
Oakland, California 94619

- (2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.
- (3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.
- (4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

Comment [CT9]: Required language from OUSD

All timelines in this section may be revised upon mutual written agreement of the District and KIPP Bay Area Schools. ~~ELEMENT N: DISPUTE RESOLUTION~~

The following provisions are intended to define a mechanism for: (a) the resolution of any disputes within KIPP Bay Area, including KIPP Bridge Charter School, pursuant to their policies; and; (b) ensuring the high operational standards of KIPP Bridge Charter School while minimizing the oversight burdens on the Oakland Unified School District. With respect to each of these procedures, it is KIPP Bay Area's intention that all public commentary be withheld pending full resolution.

KIPP Bay Area will provide the District Charter Schools Office a copy of its Uniform Complaint

Process in accordance with provisions of Title 34, Code of Federal Regulations, Section 76.780-783, as defined in Title 5 Education, California Code of Regulations, 4600-4671.

Disputes Within KIPP Bay Area

Any dispute arising within KIPP Bay Area, whether among or between students, staff, parents, partnering organizations or board members, shall be resolved pursuant to policies and procedures developed by KIPP Bay Area. The Oakland Unified School District will not be involved in any such dispute unless it has reasonable cause to believe that there has been a violation of the charter or any related laws or agreements.

Disputes Between KIPP Bay Area and Oakland Unified School District

The School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. KIPP Bay Area acknowledges the District's ongoing right to inspect or observe the charter school under Education Code Section 47607, et seq., and such inspection and observation is not subject to this dispute resolution mechanism.

In the event of a dispute between KIPP Bay Area and the District, the staff, employees, and Board members of KIPP Bay Area, KIPP Bridge Charter School, and the District agree to first frame the issue in written format (dispute statement) and refer the issue to the Superintendent and the Principal of KIPP Bridge Charter School, who will in turn notify KIPP Bay Area. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The

~~format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and the Charter School.~~

ELEMENT O: LABOR RELATIONS

KIPP Bay Area Schools shall be deemed the exclusive and independent public school employer of the employees of KIPP Bridge Charter School for the purposes of the Education Employment Relations Act and with respect to collective bargaining. As such, KIPP Bay Area Schools will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from the District for bargaining purposes.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an individual basis. In compliance with California law, all employees are employed "at-will" and unless otherwise specified in writing and approved by the Executive Director, not for a specified term.

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In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an individual basis.

ELEMENT P: SCHOOL CLOSURE PROCEDURES

Should KIPP Bridge Charter School cease operation, KIPP Bay Area Schools shall comply with all portions of Education Code section 47605, subdivision (d)(5)(P) and Title 5, California Code of Regulations, section 11962 regarding the closure of the School. The entity responsible for conducting closure-related activities shall be KIPP Bay Area Schools. The District will work cooperatively to assist KIPP Bay Area Schools in closure-related activities.

In the event of closure, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of KIPP Bridge Charter School will be issued by KIPP Bridge Charter School within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the District and other District's whose attendance boundaries KIPP Bridge Charter School reside in within the same time frame.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - b. The process for transferring student records to the receiving schools shall be in accordance with District procedures for students moving from one school to another.
 - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to the District and other relevant Districts of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records, including cumulative files, to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the California Department of Education of the Closure Action shall be made by KIPP Bay Area Schools by registered mail within 72 hours of the decision to Closure Action.
5. KIPP Bay Area Schools shall allow the District access, inspection and copying of all school records, including financial and attendance records, upon written request by the District.
6. A financial closeout audit of the school will be paid for by KIPP Bay Area Schools to determine the disposition of all assets and liabilities of KIPP Bridge Charter School, including plans for disposing of any net assets. The assets of KIPP Bridge Charter School shall first be prioritized towards paying any debts of KIPP Bridge Charter School including any overpayment or over apportionment of state funding, and any and all fees or sums owed to the District. All other assets shall be distributed in accordance with the applicable laws and regulations and, to the extent permitted, may be distributed by KIPP Bay Area Schools

to other charter schools operated by KIPP Bay Area Schools. The final independent audit shall be completed within six months from the last day of student attendance.

This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by KIPP Bridge Charter School will be the responsibility of KIPP Bay Area Schools and not the District. KIPP Bay Area Schools understands and acknowledges that it will cover the outstanding debts or liabilities of KIPP Bridge Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source.

KIPP Bay Area Schools understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds. Any District property that is used by KIPP Bridge Charter School remains District property, is not an asset of KIPP Bridge Charter School, and must be returned to the District when KIPP Bridge Charter School closes.

7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the KIPP Bay Area Schools Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
 8. The KIPP Bay Area Schools Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
 9. In addition to a final audit, KIPP Bay Area Schools will also submit any required year-end financial reports to the California Department of Education and the District, in the form and time frame required.
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ELEMENT P: SCHOOL CLOSURE PROCEDURES

The following procedures shall apply in the event that KIPP Bridge Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of KIPP Bridge Charter School will be documented by official action of the Board of KIPP Bay Area. The action will identify the reason for closure. The KIPP Bay Area Board will promptly notify the District of the closure and of the effective date of the closure. As soon as closure is imminent, KIPP Bridge Charter School will notify the OUSD Charter Liaison to schedule a meeting to discuss a payment plan for any funds owed by OUSD to the charter, or owed to OUSD by the charter.

The Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

As applicable, KIPP Bridge Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. The School will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.

As soon as reasonably practical, KIPP Bridge Charter School will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will set aside at least \$5000 from October 1, 2007 onward to pay for a final closeout audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.

On closure of KIPP Bridge Charter School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

BUSINESS OPERATIONS

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Financial Plan and District Impact Statement

KIPP Bridge Charter School operates with a sound financial model. The operation of the school is designed to be self-sufficient. However, KIPP Bay Area Schools may contract with the Oakland Unified School District for various operational services including leasing of facilities and food service.

Financial Position

Due to a focus on a fiscally sound business and management structure, KIPP Bay Area Schools has received unqualified audit opinions year after year, maintains a fund balance of approximately 50% of annual expenditures, and held cash reserves totaling approximately 40% of annual expenses as of June 30, 2011.

KIPP Bridge Charter School's funding sources are diverse. The per-pupil payments from local and state sources and federal school funding programs are combined with other grants and donations. In partnership with KIPP Bay Area Schools, KIPP Bridge Charter School has been extremely successful in fundraising over the past several years. KIPP Bridge Charter School projects raising \$1,500 per student moving forward to provide for the full KIPP educational program and to offset state budget cuts. This is a conservative estimate; last fiscal year, KIPP Bay Area Schools raised more than \$5 million total for its 2,300 students across seven schools. Although the fiscal year runs July 1 through June 30, the fundraising goal for each fiscal year is completed on a calendar year basis, so that the organization maintains a forward-funding cycle. If KIPP Bay Area Schools' fundraising goal were to fall short, the organization's substantial fund balance would provide a cushion while the school made necessary changes to its operating model.

KIPP Bridge Charter School maintains a relatively lean administrative staff and low overhead in order to funnel more funds to instructional materials and teaching staff. KIPP Bridge Charter School pays KIPP Bay Area Schools a management and service fee equal to 7% of the public funds it receives from the state. This fee supports the shared services at the KIPP Bay Area Schools regional support office, capturing efficiencies and economies of scale so that the administration at KIPP Bridge Charter School can focus on instructional leadership. Services provided by the regional office include compliance, reporting, food service administration, facilities management, human resources, technology support, accounting, payroll, benefits administration, financial management, audit preparation, board development, marketing and graphic design, teacher recruitment, academic support, fund development, outreach, strategy, and alumni support.

Budgeting

The Executive Director of KIPP Bay Area Schools submits an annual budget for KIPP Bridge Charter School to the Board during the spring of each year. The organization's annual fiscal period runs from July 1 through June 30. The Board of Directors must approve the annual budget by June

30 of each fiscal year.

The financial plan for KIPP Bridge Charter School is based on the school's experience to date. Historical experience provides an amount of certainty in the budget development process. KIPP Bridge Charter School makes the following assumptions:

- The school maintains enrollment at approximately 260 to 290 students.
- The school maintains current staffing ratios including approximately three teachers per grade level, three elective staff members, a Vice Principal, an Operations Manager, the School Leader, and part-time administrative staff.
- The school receives revenue principally from the following sources: state and local general purpose funds, categorical block grant, economic impact aid, and state lottery funds.
- The school applies directly for funds not included in the charter school categorical block grant including federal entitlement funds.
- The school makes inflation assumptions of approx. 2% to 3% for both revenues and expenditures. Please refer to Appendix L for multi-year financial projections.

Administrative Services

KIPP Bay Area Schools is responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The Principal, Executive Director, and the KIPP Bay Area Schools Board will also develop other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, and student information systems.

Systems for Managing Cash Flow, Purchasing, Payroll and Audits

KIPP Bay Area Schools has successfully established strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management and procurement. KIPP Bay Area Schools has a check signing policy in place to ensure multiple levels of internal controls involving the Principal, Director of Finance, Executive Director, and Board Chair.

Tools Used for Tracking and Reporting Financial Matters

KIPP Bay Area Schools uses an accounting software package to aid in preparing for monthly financial reports and end-of-year audits. This computer system is employed by the KIPP Bay Area Schools finance and accounting team. The Director of Finance prepares financial reports (e.g. a balance sheet, income statement, and statement of cash flows) for the Principal of KIPP Bridge Charter School. KIPP Bay Area Schools prepares regular financial reports according to GAAP and will submit them to the District on a regular basis. The school will submit two interim reports and one final report each fiscal year.

Payroll

Payroll expenses are approximately two-thirds of KIPP Bridge Charter School's total expenses.

KIPP Bay Area Schools may choose to either contract with a private vendor for full payroll services – including tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees – or may provide payroll services in-house.

Vendor Selection and Purchasing

The Board of Directors will be responsible for approving KIPP Bridge Charter School's annual budget, with substantial input from the Principal and Executive Director. The Principal will develop the budget proposal in coordination with the Executive Director and Director of Finance, and will have the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors will be responsible for long-range financial and facilities planning. KIPP Bay Area Schools is responsible for soliciting bids from various vendors (e.g., for food services, office supplies, furniture, telecommunications).

Audits

As mentioned above, KIPP Bay Area Schools will conduct yearly independent financial audits, to be completed by December 15 of each year. An auditor with knowledge and experience in auditing publicly funded schools will be engaged. KIPP Bridge Charter School also keeps records of what other information has been requested by the various ad-hoc audits it undergoes throughout the year so that it can prepare for them in advance from year to year. Please see Appendix M for KIPP Bridge Charter School and KIPP Bay Area Schools' most recent audited financial statements.

KIPP Bridge Charter School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. KIPP Bridge Charter School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of KIPP Bridge Charter School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by KIPP Bridge Charter School by law or charter provisions.

Comment [CT10]: Required language from OUSD

Potential Users of Financial Information

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow will be prepared by KIPP Bay Area Schools. Financial statements will be used by the independent auditors hired each year. KIPP Bay Area Schools also expects the financial statements to be requested by such institutional sources of financing as KIPP Bridge Charter School may require, including commercial banks and issuers of bonds. The financial statements will also be available for review as desired by any of the school's administration, managers, or Board Members who want to assess the school's financial condition. In addition, Board Members will use the financial statements to confirm existing policies or to create new policies. Finally, KIPP Bay Area Schools will submit its annual audited financial statement to the appropriate authorities within the California Department of Education and Oakland Unified School District.

Food Services

KIPP Bay Area Schools may contract for food services with the Oakland Unified School District. Eligible students are provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. Approximately 70% of the KIPP Bridge Charter School students are eligible for this program, and all eligible students are included in OUSD's reported student counts.

Insurance Coverage

The insurance policy outlined in Appendix N is provided through the California Charter Schools Association. The estimate is based on 260 students, the target number of students for KIPP Bridge Charter School during the 2011-2012 school year.

Public Records

KIPP Bridge Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including KIPP Bridge Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at KIPP Bridge Charter School and of the District. KIPP Bridge Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that KIPP Bridge Charter School does not have that KIPP Bridge Charter School needs in order to meet its obligations, the District shall provide the same to KIPP Bridge Charter School in a reasonably timely manner upon request.

Comment [CT11]: Required language from OUSD

KIPP Bridge Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Comment [CT12]: Required language from OUSD

Role of Authorizing Agency

The OUSD has the right to monitor KIPP Bridge Charter School through site visits and reviews of reports. The KIPP Foundation inspection provides a high degree of oversight, and that information can be shared with the OUSD. The District may charge for the actual costs of supervisory oversight of KIPP Bridge Charter School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of KIPP Bridge Charter School not to exceed 3% if KIPP Bridge Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

Comment [CT13]: Required language from OUSD

KIPP Bridge Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- KIPP Bridge Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of KIPP Bridge Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of KIPP Bridge Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit KIPP Bridge Charter School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

KIPP Bridge Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days' notice to KIPP Bridge Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud or abuse related to KIPP Bridge Charter School operations is received by the District, the KIPP Bridge Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by KIPP Bridge Charter School by law or charter provisions.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- December 15 – Schedule of Expenditures of Federal Awards
- March 1 – Second Interim Financial Report for Current Year

- June 15 – Preliminary Budget for Subsequent Year

If KIPP Bridge Charter School does not test (i.e., STAR) with the District, KIPP Bridge Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Comment [CT14]: Required language from OUSD

Comment [CT15]: Required language from OUSD

Facility

KIPP Bridge Charter School has leased school facilities from the Oakland Unified School District at 991 14th Street since inception in 2002. The school is currently co-located with West Oakland Middle School (WOMS), an OUSD middle school, and the two schools coexist harmoniously. To the best of our knowledge, the District facility complies with Uniform Building Codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements.

Over the course of the past year, KIPP Bridge Charter School has worked closely with the project managers at the site to accommodate the modernization of the campus. The modernization plans have been designed for WOMS and KIPP Bridge Charter School to remain on the campus together as two separate, distinct middle schools that cooperatively share the campus. It is our goal and intention to remain on the site, as our lease affords via a five (5) year renewal clause.

On August 23, 2011, KIPP Bridge Charter School sent a formal letter to the attention of Gail Greely, Coordinator for the OUSD Office of Charter Schools, stating that KIPP Bridge Charter School is exercising its renewal rights under Section VIII of its lease. The school was directed to send this letter to Ms. Greely to document our intent to renew. Ms. Greely confirmed that month that she received the school's letter and passed it on to the Facilities Department within OUSD. We look forward to continuing to lease facilities located at 991 14th street, Oakland, from OUSD through May 2017 as our lease affords.

In the event that KIPP Bridge Charter School, for any reason, operates wholly or partially in facilities other than those provided by the District, the school will not be hampered in meeting the goals and objectives set forth in this charter. KIPP Bridge Charter School shall ensure that such facilities comply with local building and zoning ordinances and that KIPP Bridge Charter School shall have obtained permits under local ordinances for operating a school in such facilities. KIPP Bridge Charter School will comply with all regulations to ensure that whatever facility it inhabits is safe and compliant for operating a public middle school.

If KIPP Bridge Charter School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If KIPP Bridge Charter School moves or expands to another facility during

the term of this charter, KIPP Bridge Charter School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. KIPP Bridge Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Comment [CT16]: Required language from
OUSD

ADDITIONAL REQUIREMENTS

Facilities

KIPP Bridge Charter School will seek District facilities beginning in the school's first year of operation as a charter school, starting August 2007. In the event that KIPP Bridge Charter School, for any reason, operates wholly or partially in facilities other than those provided by the District, the school will not be hampered in meeting the goals and objectives set forth in this charter. KIPP Bridge Charter School shall ensure that prior to commencement of operations such facilities shall comply with local building and zoning ordinances and that the school has obtained permits under local ordinances for operating a school in such facilities.

KIPP Bridge Charter School is currently engaging with several real estate consultants, including members of the KIPP Bay Area Board of Trustees who specialize in real estate locally, and real estate professionals on the KIPP Foundation staff to determine suitable alternatives to district facilities. The KIPP Foundation has ensured the successful start-up of 52 KIPP schools nationwide and has a long track record of partnering with public, private, and non-profit entities to source and finance suitable school buildings.

KIPP Bridge Charter School will need a facility of approximately 30,000 square feet including—fourteen 750 square foot classrooms, two to three 900 square foot labs, three offices, storage space, a 3,200 square foot multi-purpose room/cafeteria, a gym, adequate toilet facilities and an area for a playground up to one acre in size.

Administrative Services

KIPP Bay Area is responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The Executive Director and the KIPP Bay Area Board will also develop other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.

Finances

KIPP Bridge Charter School's funding sources will be diverse. The per-pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations.

The Executive Director will submit an annual budget for KIPP Bridge Charter School to the Board during the spring of each year. KIPP Bridge Charter School's annual fiscal period runs from July 1 through June 30. By August 15, the school's introductory summer session will have ended, and the campus will be able to make accurate per pupil budget allocations. The Board of Directors must approve the annual budget by June 30 of each fiscal year.

KIPP Bay Area will track all revenue and expenses using a financial accounting software package. The Principal, Executive Director, and the Treasurer of the Board of Directors will have authorization to sign all school checks, with items over \$10,000 requiring both signatures.

Systems for Managing Cash Flow, Purchasing, Payroll, and Audits

KIPP schools have successfully established strict policies governing internal controls. These policies will ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management and procurement.

Attendance Accounting

The school will report attendance requirements to the District in a format acceptable to the District, the County and the State. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

Tools Used for Tracking and Reporting Financial Matters

KIPP Bay Area will use an accounting software package such as QuickBooks to aid in preparing for monthly financial reports and end-of-year audits. This computer system will be employed by the KIPP Bay Area Director of Finance, in parallel with the day-to-day record keeping that KIPP Bridge will use through traditional paper check register and bill filing systems. Using a system such as this will also allow the school to generate financial reports virtually instantaneously, though in practice such near-real-time reporting capability may only be in place for income and expense accounts. The Director of Finance will begin preparing true financial reports (a Balance Sheet, Income Statement, and Statement of Cash Flows) in preparation for monthly Board meetings. KIPP Bay Area will work with an accountant to prepare regular financial reports according to GAAP and will submit them to the District on a regular basis. The school will submit two interim reports and one final report each fiscal year.

Purchasing

KIPP Bridge Charter School's largest expense, after payroll, will be for food. KIPP Bay Area will contract for this service through public and private sources, and the Principal will conduct negotiations. With respect to other expenses, the Office/Business manager will be responsible for soliciting bids from various vendors (for office supplies, furniture, telecommunications, etc.) and for utilizing this list to make necessary purchases. Vendor contracts in excess of \$10,000 will require a second signature of the Executive Director.

Payroll

Payroll expenses will be approximately half of KIPP Bridge Charter School's total expenses. KIPP Bay Area may choose to contract with a private vendor for full payroll services: tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees.

KIPP Bay Area plans to begin using an automated general ledger entry feature that will format the data so that it can be transferred directly into the appropriate accounts in the accounting software.

Budget Allocation and Vendor Selection

The Board of Directors will be responsible for approving annual budgets, with substantial input from the Executive Director and Principal. The Principal will develop the budget proposals and have the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors will be responsible for long-range financial and facilities planning. The Board of Directors intends to work with an outside service provider to for bookkeeping services and to ensure compliance with state financial accounting procedures.

Audits

As mentioned above, KIPP Bay Area will conduct yearly independent financial audits, to be completed by December 15 each year. An auditor with knowledge and experience in auditing publicly funded schools will be engaged. The school also plans to keep records of what other information has been requested by the various ad-hoc audits it undergoes throughout the year so that it can prepare for them in advance from year to year.

Potential Users of Financial Information

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow will be prepared by KIPP Bay Area. Financial statements will be used by the independent auditors hired each year. KIPP Bay Area also expects the financial statements to be requested by such institutional sources of financing as KIPP Bridge Charter School may require, including commercial banks and issuers of bonds. The financial statements will also be available for review as desired by any of the school's officers, managers, or Board Members who want to assess the school's financial condition. In addition, Board Members will use the financial statements to confirm existing policies or to create new policies. Finally, KIPP Bay Area will submit its annual audited financial statement to the appropriate authorities within the California Department of Education.

Transportation Services

KIPP Bridge Charter School will not provide transportation for students from home to school or school to home except in order to comply with the Americans with Disabilities Act and the Individuals with Disabilities in Education Improvement Act of 2004 (IDEIA). Transportation for extracurricular activities, such as field trips, will be contracted with either the District or a licensed contractor.

Food Services

KIPP Bay Area will contract for food services with the District or a private company. KIPP Bay Area will consider the District for services as much as possible but will contract with private vendors where appropriate. Eligible students will be provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. It is projected that at least 75% of the student body will be eligible for this program, and all eligible students will be included in the District's reported student counts.

Insurance Coverage

KIPP Bay Area will retain insurance for KIPP Bridge Charter School. The estimate included in the budget is based on 320 students, the target number of students for KIPP Bridge Charter School at full capacity.

District Impact of KIPP Bridge Charter School

KIPP Bridge Charter School will minimize its impact on the District. The District has the right to monitor KIPP Bridge Charter School in any manner permitted by law, including site visits and reviews of documents. The following impacts are restated here for clarity:

1. **Enrollment.** KIPP Bridge Charter School will seek to recruit and enroll up to 320 students in grades 5-8. The school expects that the majority of these students are currently attending Oakland schools.
2. **District Services.** KIPP Bridge Charter School will meet with the District to discuss any services to be provided by District and the terms and conditions of the provision of such services. All such services would be sought on a fee-for-service basis. If the District is unable to provide any such services, or if KIPP Bridge Charter School chooses not to purchase any services from the District, the school will continue to operate and will not be hampered in meeting the goals and objectives of this charter.
3. **Financial benefits.** A supervisory fee of up to 1% of public funds, excluding funds secured by the charter school on its own behalf and restricted funds designated solely for specific purposes, is eligible for collection by the District for actual costs of oversight. The operating budget reflects the maximum 1% allocation towards the District.
4. **Facilities.** KIPP Bridge will work in partnership with the District to discuss options for the use of a facility under Proposition 39, with the goal of locating at 991 14th Street, in order to best serve the West Oakland community.
5. **Special Education.** The school will seek to operate as a public school within the District for special education purposes. As such, the District is entitled to KIPP Bridge Charter School's state and federal special education revenue, as well as an additional encroachment, for providing special education services.
6. **Legal Structure.** The charter will be held by KIPP Bay Area, an independent non-profit corporation registered in the State of California, whose sole member is the KIPP Foundation.

7. ~~Liability and Indemnity.~~ KIPP Bridge Charter School and KIPP Bay Area do not expect the District to assume any debt on behalf of the school. The school will have in force its own liability insurance and hold harmless and indemnify the District from all liabilities.

Student Records

KIPP Bridge Charter School will comply with all Oakland Unified School District Board regulations regarding mandatory requirements for completion and retention of comprehensive student records.

FINANCIAL AND INSTRUCTIONAL RESOURCES

Estimated Expenses

The cost structure for KIPP Bridge Charter School is based on the experience of the other KIPP schools across the country. This historical and comparative analysis provides an added level of certainty in the budget development process. The school attempts to maintain a relatively lean administrative staff and low overhead to funnel more funds to direct instructional materials. The KIPP Foundation has established relationships with vendors to help its schools obtain the highest quality of goods and services at competitive prices.

Estimated Revenues

KIPP Bridge Charter School's projected ADA is based upon a student enrollment of 280 students in the 2007-08 school year. In addition to ADA funds, the school will apply for federal entitlement funds and for charter school start-up and implementation funds from the California Department of Education. The ultimate targeted enrollment is 320 students. As a new charter school option in OUSD, KIPP Bridge Charter School will ramp up its recruiting efforts towards the full 320 students, which is conservatively estimated to occur in the 2011-2012 school year.

KIPP Bay Area will conduct extensive fund raising efforts during the year on behalf of KIPP Bridge Charter School. This fundraising will include applying for foundation grants and corporate sponsorships, as well as private and government funding, some of which will be in partnership with the KIPP Foundation. The annual goal of this campaign will be to generate additional operating funds to offset the costs of the Saturday lunches, school supplies and instructional materials for the extra classroom time. KIPP Bridge Charter School has budgeted an attainable amount of fund raising support, utilizing the successful practices currently in place at the KIPP schools nationwide, as well as the successful track record of KIPP Bay Area in fundraising. KIPP Bay Area, although newly launched, has already raised over \$1,000,000 in funding.

Financial Planning Assumptions

Please refer to Appendix S for financial forms, including a three-year budget, a start-up year budget, and a cash flow analysis. This section lists the planning assumptions for those components and the accompanying worksheets:

KIPP Bridge Charter School will operate independently from the Oakland Unified School District and will be directly funded by the State of California, Office of Education. The school will receive full and equitable funding pursuant to the Charter School Funding Model for all funds included in its model.

The school plans to open with 280 students in the first year of its charter. It is expected that at least 75% of the students will qualify for the federal free and reduced lunch program.

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—The school will employ full time employees consisting of a minimum of the Principal, a Vice Principal, sixteen teachers, an office manager, a counselor, and custodian. A part-time administrative assistant/attendance clerk will be employed in the 2007-08 school year, to move to a full-time position in the 2008-09 school year.

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—The school will receive revenues from the following sources: state ADA money and eligibility requirements, a categorical block grant, economic impact aid, and state lottery funds. The school will apply directly for funds not included in the charter school categorical block grant that are deemed eligible to Charter Schools, such as federal entitlement monies, staff development, deferred maintenance, and supplemental hourly instruction.

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—The school's budget allocates all state and federal special education funding to go to the District for the provision of special education services to KIPP Bridge Charter School students, as well as an additional estimated encroachment fee of \$300/ADA.

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—Per section 47635 (a) of the California Education Code, the District will transfer the appropriate percentage of funding in lieu of the local property taxes to the charter school by the fifteenth of the month.

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—Pursuant to section 15417 of Chapter 14 of Division 1 of Title 5, for programs which the school cannot apply for directly and which are not included in the categorical block grant, KIPP Bridge Charter School will engage the District in securing its equitable share, based on its student population and eligibility of program funds. These funds include, but are not limited to, integration, transportation, forest preserve, sales and use taxes, parcel taxes, ad valorem taxes, and property taxes.

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—The budget worksheet lists the assumptions that are in line with state and federal guidelines. The expenditures reflect the school design plan and prevailing market costs for payroll costs including tax, retirement, and insurance costs. The estimates are based on the District's published information and the KIPP Foundation's extensive experience with KIPP schools nationwide.

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—This long term analysis includes inflation assumptions of 2% for revenues, 3% for expenditures, and 5% for salaries.

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—KIPP Bridge Charter School will apply for a start-up grant from the Walton Foundation. Historically, all KIPP charter schools have received at least \$200,000 each in Walton Foundation funds for start-up and their first year of operation. In addition, KIPP Bay Area will apply for grants for KIPP Bridge Charter School from a number of other national and local foundations, such as the Koret Foundation, which has funded every other KIPP charter school in the Bay Area.

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—The school's projected cash flow analysis shows positive fund balances each month.

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—There is a positive budget reserve that equals 5% of the expenses as required by section 15443, Title 5 of the California Code of Regulations.

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—KIPP Bridge Charter School assumes that other expenditures will increase as the number of students grows and the school's facilities expand.

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SUPPLEMENTAL INFORMATION

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Insurance Requirements, Liability, and Indemnity

As required by Section 47612 of the California Education Code, KIPP Bridge Charter School will be deemed to be a "school district" for purposes of Section 41302.5, Articles 10 (commencing with Section 41850) of Part 24, and Section 47638 of the Education code and Sections 8 and 8.5 of Article XVI of the California Constitution.

The Board of Directors of KIPP Bay Area Schools, the school administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of KIPP Bridge Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like. The Oakland Unified School District will not be liable for the debts or obligations of KIPP Bridge Charter School.

KIPP Bay Area Schools will hold harmless and indemnify the Oakland Unified School District from every liability, claim, or demand that may be made by reason of:

Any injury to person or property sustained by KIPP Bay Area Schools' employees, or by any any person, firm, or corporation employed directly or indirectly by KIPP Bridge Charter School.

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Any injury to person or property sustained by any person, firm, or corporation caused by an act, act, neglect, default, or omission of KIPP Bridge Charter School, its officers, employees, or agents.

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The furnishings or use of any copyrighted or un-copyrighted composition, or patented or un-patented invention.

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KIPP Bay Area Schools, at its own expense and risk, will defend all legal proceedings on any such liability, claim, or demand that may be brought against it and/or the Board of Directors, or its officers and employees. In addition, KIPP Bay Area Schools will satisfy any resulting judgments that may be rendered as the result of any such liability, claim, or demand, whether or not such liability, claim, or demand was actually or allegedly caused wholly or in part through the negligence or other tortuous conduct of KIPP Bridge Charter School, the Board of Directors or their officers and employees. KIPP Bay Area Schools has complete liability for all actions of the school and its employees in the performance of their duties. KIPP Bay Area Schools will further indemnify and hold harmless the Oakland Unified School District and the California Department of Education of any present or future liability for the charter school's actions.

In order to mitigate both the potential legal and fiscal liabilities of KIPP Bridge Charter School, KIPP Bay Area Schools will have in force at all times prepaid liability insurance for KIPP Bridge Charter School. The Oakland Unified School District's Board of Trustees will be named as "other named insured." Supplementary coverage will cover the after-hours and weekend activities at the school and their programs.

At minimum, coverage will include:

Workers' compensation with limits of \$1,000,000 per accident as required by the Labor Code Code of the State of California and Employers' Liability.

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Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than \$5,000,000 per single occurrence. The Oakland Unified School District's Board of Trustees will be named as the "other named insurers." The policy will also provide specifically that any insurance carried by the District, which may be applicable to any claims or loss, will be deemed excess, and KIPP Bay Area Schools' insurance primary, despite any conflicting provisions in the charter school's policy. Coverage will be maintained with no self-insured retention.

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Commercial Crime including Fidelity Bond coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least \$50,000 per occurrence with no self-insured retention.

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Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if KIPP Bridge Charter School does not operate a student bus service. If KIPP Bridge Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

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The District will be furnished with certificates of insurance signed by an authorized representative of the insurance carriers. The District has the right to require complete certified copies of the required insurance policies. Certificates will be endorsed to say: "The insurance afforded by the this policy will not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the Oakland Unified School District."

Facsimile or reproduced signatures may be acceptable upon review by the District. However, the District reserves the right to require certified copies of any required insurance policies.

Should KIPP Bridge Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, its purchase shall be the responsibility of KIPP Bridge Charter School. Additionally, KIPP Bridge Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

Oversight, Reporting, Revocation, and Renewal

The OUSD may inspect or observe any part of KIPP Bridge Charter School at any time, but shall provide reasonable notice of at least three working days to the school prior to doing so. [The District may revoke the charter of KIPP Bridge Charter School in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters. In the event that the OUSD believes a cause exists to revoke this charter, it shall provide notice to KIPP Bay Area Schools in writing, specifying the basis for any such belief and providing the school with a reasonable period to respond and to take appropriate corrective actions.

Comment [CT17]: Required language from OUSD

KIPP Bay Area Schools agrees that it will annually provide the OUSD with a fiscal and programmatic audit and performance review. In the event that the District does not believe that KIPP Bridge Charter School is making satisfactory progress towards achievement of the goals set forth in this charter, it shall notify KIPP Bay Area Schools in writing, within two months of the receipt of the each performance review, of the specific basis for its conclusions. KIPP Bridge Charter School must submit its renewal petition (as well as for any amendments) to the Office of Charter Schools no earlier than 270 days and no later than 120 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools, in response to which the District will render a decision pursuant to the processes set forth in Education Code section 47605.

Comment [CT18]: Required language from OUSD

Term of Charter

The term of this charter shall be for five years beginning July 1, 2012 and expiring on June 30, 2017. KIPP Bay Area Schools will comply with all processes and timelines set forth by the OUSD for charter renewal. The KIPP Bridge Charter School charter may be renewed by the OUSD for additional five-year terms.

Scope of Charter

KIPP Bay Area Schools shall not operate under the KIPP Bridge Charter School name satellite schools, campuses, sites, resource centers or meeting spaces not identified in this charter without the prior written approval of the Superintendent of OUSD.

Force Majeure

Neither party shall be liable if the performance of any part or all of this charter petition is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, earthquake, act of terror, act of God, sabotage, accident or any other casualty beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

Severability

The terms of this charter are severable. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

No Waiver

No waiver of any provision of this petition shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

Amendments

This petition may be altered, amended, changed, or modified only by agreement in writing executed by KIPP Bay Area Schools and the President of the OUSD Board of Education authorized to so execute by action of the Board on behalf of the District. Material revisions and amendments will be made pursuant to the standard, criteria, and timelines in California Education Code section 47605.

Notices

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To Charter School:

KIPP Bridge Charter School
991 14th Street
Oakland, CA 94607
Attn: School Leader

To KIPP Bay Area Schools:

KIPP Bay Area Schools
426 17th Street, Suite 200
Oakland, CA 94612
Attn: Executive Director

To the District:

Oakland Unified School District
Attn: Charter School Office
1025 Second Avenue
Oakland, CA 94606
Attn: Charter Schools Liaison

SUPPLEMENTAL INFORMATION

Oversight, Reporting, Revocation, and Renewal

KIPP Bay Area agrees that it will annually provide the District with a fiscal and programmatic

audit and performance review. In addition, KIPP Bay Area will provide the District with two interim statements in a format prescribed by the District, which include all revenues and expenses of KIPP Bridge Charter School, an approved budget, and projections for the year. The first interim statement will cover the period from July 1 through October 31; the second interim statement will cover the period from July 1 through January 1. KIPP Bridge Charter School will also submit unaudited actuals in a format prescribed by the District, to cover the period from July 1 through June 30.

In the event that the District does not believe that KIPP Bridge Charter School is making satisfactory progress towards achievement of the goals set forth in the charter, it shall notify KIPP Bay Area in writing of the specific basis for its conclusions. No later than 120 days prior to the expiration of this charter, KIPP Bay Area will present the District with a request for renewal (as well as for any amendments), in response to which the State will render a decision pursuant to the processes set forth in Education Code section 47605.

Term of Charter

The term of this charter shall be for five years beginning July 1, 2007 and expiring on June 30, 2012. KIPP Bay Area will comply with all processes and timelines set forth by the District for charter renewal. The KIPP Bay Area charter for operation of KIPP Bridge Charter School may be renewed by the Oakland Unified School District's Board of Trustees for additional five-year terms.

Scope of Charter

KIPP Bay Area shall not operate under the KIPP Bridge Charter School name satellite schools, campuses, sites, resource centers or meeting spaces not identified in this charter without the prior written approval of the Oakland Unified School District's Board of Trustees.

Severability

The terms of this charter are severable. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

No Waiver

No waiver of any provision of this petition shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

Amendments

This petition may be altered, amended, changed, or modified only by agreement in writing executed by KIPP Bay Area and the Superintendent or President of the Board of Trustees of the Oakland Unified School District authorized to so execute by action of the Board on behalf of the District. Material revisions and amendments will be made pursuant to the standard, criteria, and timelines in California Education Code section 47605.

Notices

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To KIPP Bridge Charter School at: KIPP Bridge Charter School
991 14th Street
Oakland, CA 94607
Attn: David Ling
Facsimile: 510-879-3182

To KIPP Bay Area at: KIPP Bay Area
426 17th Street, Suite 200
Oakland, CA 94612
Attn: Beth Sutkus-Thompson
Facsimile: 510-465-5520

To the District at:
Oakland Unified School District
Attn: State Administrator's Office
1025 Second Avenue
Oakland, CA 94606
Attn: Charter Schools Liaison

