

Board Office Use: Legislative File Info.	
File ID Number	24-2001
Introduction Date	8/28/24
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date September 11, 2024

Subject Charter Renewal Initial Public Hearing – KIPP Bridge Academy

Ask of the Board Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

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

On July 15, 2024, KIPP Bridge Academy submitted its renewal petition. KIPP Bridge Academy was placed in the Middle tier by the California Department of Education and is consequently eligible for a 5 year term beginning July 1, 2025.

As outlined in Education Code Section 47605(b), the Initial Public Hearing for KIPP Bridge Academy is taking place within 60 days of the renewal submission. Representatives from the school will present and the OUSD Board will have an opportunity to ask the lead charter petitioners questions following the presentation.

The OUSD Office of Charter Schools is conducting an evaluation of the renewal request and will prepare and post a Staff Report 15 days prior to the Decision Public Hearing, in accordance with California Education Code.

Discussion Board members will have the opportunity to ask the lead charter petitioners questions following the presentation.

Fiscal Impact No direct fiscal impact.

Attachment(s)

- KIPP Bridge Academy Renewal Petition – Redline
- KIPP Bridge Academy Renewal Petition – Clean
- KIPP Bridge Academy Initial Public Hearing Presentation

Board Office Use: Legislative File Info.	
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Board Cover Memorandum

To Board of Education

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

Meeting Date August 28, 2024

Subject Submission – Kipp Bridge Academy – Petition and Charter (Renewal) – Grades TK-8 – July 1, 2025 - June 30, 2030

Ask of the Board **Submission to the Board of Education of Kipp Bridge Academy - Petition and Charter (Renewal) – Grades TK-8 – July 1, 2025 – June 30, 2030, with initial Public Hearing set for 6:00 P.M., September 11, 2024, pursuant to Education Code Section 47605.**

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

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KIPP:BRIDGE ACADEMY

KIPP Bridge Academy



KIPP:BRIDGE ACADEMY

JUSTICE FOR ALL SCHOLARS



Charter Renewal Petition

For the term July 1, 2017 – June 30, 2022

Submitted to Oakland Unified School District ~~Board of Education~~

For the Term

July 1, 2025 – June 30, 2030

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December 14, 2016

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AFFIRMATIONS DECLARATIONS, AND ASSURANCES **and** **DECLARATION**

Affirmation of Conditions Described in Education Code Section 47605(e)

KIPP Bridge Academy (also referred to herein as the “KIPP Bridge” or the “Charter School”); will follow any and all federal, state, and local laws and regulations that apply to KIPP Bridge Academy, including but not limited to:

- ~~Shall~~ KIPP Bridge Academy shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non charter public schools. [Ref. Education Code Section 47605(e)(1)]
- ~~KIPP Bay Area Schools declares that it shall be~~ **nonsectarian** deemed the exclusive public school employer of the employees of KIPP Bridge Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- ~~KIPP Bridge Academy shall be non-sectarian~~ in its programs, **admission** enrollment policies, employment practices, and all other operations. **California** [Ref. Education Code (“Ed. Code”) § ~~Section 47605(e)(1)d(6)~~]
- ~~Shall~~ KIPP Bridge Academy shall not charge tuition, **(including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those**. [Ref. Education Code **provisions that explicitly apply to charter schools**). (Ed. Code § ~~Section 47605(e)(1)~~)]
- ~~Shall~~ KIPP Bridge Academy shall enroll all students who wish to attend KIPP Bridge Academy, and who submit a timely application; unless KIPP Bridge Academy receives a greater number of applications than there are spaces for students, in which case admission will be determined through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to KIPP Bridge Academy shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section ~~47605(d)(2)(A)-(C)~~]

- ~~KIPP Bridge Academy~~ shall not discriminate on the basis of the characteristics ~~included~~ listed in Education Code ~~section~~Section 220, ~~including but not limited to~~ (actual or ~~perceived~~ disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, ~~immigration status. (Ed. Code § 47605(e)(1))~~ or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

1. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))

2. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))

a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

- ~~The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.~~
- ~~KIPP Bridge Academy shall provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.~~
- ~~KIPP Bridge Academy shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (I).~~
- ~~KIPP Bridge Academy shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]~~
- ~~KIPP Bridge Academy shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(I)]~~
- ~~KIPP Bridge shall obtain, keep current, and make available for inspection all necessary teacher certifications, permits, or other documents as required under Education Code Section 47605(I).~~
- ~~KIPP Bridge Academy shall submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.~~
- ~~KIPP Bridge Academy shall at all times maintain all necessary and appropriate insurance coverage.~~
- ~~KIPP Bridge Academy shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A) (D).~~
- If a pupil is expelled or leaves Charter School ~~KIPP Bridge Academy~~ without graduating or completing the school year for any reason, ~~the~~ Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and

shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, or report card and health information. (Ed. Ref. Education Code ~~§~~Section 47605(e)(3))

3. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

4. Shall not request a pupil's records or require a parent, guardian, or pupil to KIPP Bridge Academy shall submit the pupil's records to an annual report and annual independent audits to the OUSD Office of Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

5. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

6. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at Schools by all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

- Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1)) deadlines.

- ~~Shall~~ KIPP Bridge Academy shall comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident.
- ~~KIPP Bridge Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]~~
- ~~KIPP Bridge Academy shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(e)]~~
- ~~KIPP Bridge Academy shall submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Governing Board prior to their service.~~
- ~~KIPP Bridge Academy shall, in the event the Governing Board intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.~~
- ~~KIPP Bridge Academy shall maintain separate accountings of all funds received and disbursed by the Charter School.~~
- KIPP Bridge Academy shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

1. Shall at all times maintain all necessary and appropriate insurance coverage.

2. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

3. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(I))

4. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

5. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability,

mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))

6. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)

7. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (l).

8. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 *et seq.*) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

9. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

10. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

11. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

a. The California Code of Regulations

- ~~• The KIPP Bridge Academy will provide financial statements that include a proposed operational budget with anticipated revenues and expenditures necessary to operate the school, including special education; and cash flow and financial projections for three years of operation.~~
- ~~• KIPP Bridge Academy shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]~~

- ~~KIPP Bridge will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety.~~
- ~~KIPP Bridge Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]~~
- ~~KIPP Bridge Academy shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESEA”).~~
- ~~KIPP Bridge Academy shall comply with the Public Records Act.~~
- ~~KIPP Bridge Academy shall comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)-~~
 - b. ~~Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)~~
- ~~Displaying all KIPP Bridge Academy shall comply with the Ralph M. Brown Act.~~
 - c. ~~KIPP Bridge Academy shall meet or exceed the legally required postings at school site and online~~
 - d. ~~Following the minimum and maximum age requirements for enrollment~~
- ~~Providing the minimum number of instructional minutes school days. [Ref. Title 5 California Code of Regulations Section 11960]~~

~~NOTE: Throughout this Charter there is specific “District Required Language” (DRL), including but not limited to the above Affirmations, Declarations, and Assurances section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.~~

- ~~KIPP Bridge Academy shall provide to the Office of Charter Schools a school code of conduct, Governing Board bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.~~



November 9, 2016

Lolita E. Jackson, School Leader

Date

KIPP Bridge Academy Renewal Petition [2025-2030](#)

INTRODUCTION

History of KIPP Bridge Academy

has been a part of the West Oakland community for over twenty years. KIPP Bridge ~~opened~~ ~~has been operating~~ in 2002 as a small autonomous middle school within ~~the~~ Oakland Unified School District since 2002 and was the very first KIPP school in California. ~~The school began as a small autonomous school within OUSD~~ and later became a public charter school. Since its inception, KIPP Bridge has provided a ~~joyful and academically excellent~~ ~~college preparatory~~ education to fifth through eighth ~~grade students~~ ~~(called scholars at KIPP Bridge)~~ ~~for over a decade~~. We are proud of our strong history of serving families from West Oakland ~~with a high quality public school option~~ and are grateful to ~~now~~ call the ~~historic~~ Lafayette campus our home.

During the fall of 2016, ~~KIPP Bridge~~ ~~we~~ expanded to ~~include additional~~ elementary grades ~~in response to family and community demand~~. In one year, KIPP Bridge nearly doubled in size ~~growing from 317~~ ~~now serve~~ students ~~in 5th-8th grades to serving 587 students in~~ ~~from~~ transitional kindergarten (“TK”)-~~8th~~ ~~Kindergarten through eighth~~ grade. Our expanded school continues to focus on ~~academic excellence, fostering a sense of belonging, developing family and community partnerships, and maintaining~~ ~~attracting~~ dedicated teachers and staff.

~~At KIPP Bridge, we work with~~ ~~, holding high expectations for scholars, and developing both the academic knowledge and character strengths in our students to cultivate a growth mindset—the desire to learn from our challenges and grow as a result. We take this same approach not only on the individual level, but also as a school community. As a result, we have rebuilt our school community stronger than ever, with more support for our most historically marginalized student groups through our Designated English Language Development (“ELD”) curriculum, expanded and improved special education services, the expansion of our Multi-Tiered System of Student Supports (“MTSS”) and Tier 4 behavior intervention program to meet the needs of our most vulnerable students. This strength has helped us succeed with resilience through the pandemic and is evidenced by a large number of families, teachers, students, alumni, community groups, and civic leaders who support our request for our fifth 5-year charter term.~~

As a result of our targeted and intentional efforts to meet our students' and families' needs, KIPP Bridge students are benefitting inside and outside the classroom. They are outperforming that ~~will enable them to pursue their~~ peers on state assessments. By the time KIPP Bridge students graduate from 8th grade, they are achieving proficiency on state assessments at higher rates than when they entered. We are proud of the school KIPP Bridge is today—a school that celebrates the rich diversity of the West Oakland community, where students succeed academically and grow as students and as individuals.

Successes and Accomplishments of the Prior Charter Term

Academic & Non-Academic Successes and Accomplishments

- KIPP Bridge developed or expanded the number of programs to support whole-child development, including the Multi-Tiered System of Supports, integrated mental health services, Specialized Teaching Program for students with moderate to severe disabilities or learning needs, and Designated ELD program.
- By the time KIPP Bridge students graduate 8th grade, they achieve proficiency at higher rates on English Language Arts (“ELA”) and Math than when they entered.
- KIPP Bridge’s Black, Latinx, socioeconomically disadvantaged, and English Learner (“EL”) student groups outperformed their peers across the District and State on 2022 and 2023 ELA and Math Smarter Balance Assessment Consortium (“SBAC”).
- KIPP Bridge is committed to social-emotional learning, restorative practices, and individualized support to students according to their needs, which has translated into declining suspension rates and a positive school culture.
- KIPP Bridge has made substantial improvements in its student retention rates and suspension rates over the last three years. The Charter School decreased from a 10% suspension rate in the 2021-22 school year to a 1% rate in 2023-24, and increased retention rates from 79% retained in the 2021-22 school year to 93% in the 2023-24 school year.

dreams and reach their highest potential.

Our mission is for KIPP Bridge scholars to develop the mindsets, character, and skillsets to succeed in high school, college, and the competitive world beyond. As of 2014, 95% of students who completed eighth grade at KIPP Bridge have gone on to graduate from high school, 85% of these graduates have matriculated to college, and 64% are on track to graduate from college (compared to less than 10% of low-income students nationally, and 30% of the population overall¹). Our focus is on college because the data is clear that college completion will maximize the ability of our scholars to lead choice-filled lives.

It is with great excitement and respect that we submit this renewal of the KIPP Bridge Charter, to continue our partnership with the Oakland Unified School District in serving the students of West Oakland.

Support from KIPP Bay Area Schools and the national KIPP network

KIPP Bridge is part of KIPP Bay Area Schools, a nonprofit organization that operates 11 schools that serve over 4,600 students. These schools are located in Oakland, San Francisco, San Lorenzo, San Jose, and Redwood City.

Our Regional Support Office, based out of Oakland, provides oversight and support, including resources and expertise to support teaching and learning, as well as operations expertise to support finances, technology, human resources, and other back-office systems.

KIPP Bay Area Schools enables our school leaders to maintain “power to lead”, which provides them with the autonomy to manage performance and resources in their schools. This means that principals maintain significant autonomy in their management of staffing and budget decisions, while being encouraged to adapt research-based curricula and instructional materials. They also have the latitude to ensure cultural relevance to meet the needs of their communities.

KIPP Bay Area Schools is affiliated with the national KIPP network with over 20 years of experience, of over 200 schools, serving over 80,000 students in high-need communities across

¹Data published from 2014 U.S. Census Bureau, Current Population Survey, Educational Attainment

the country. All KIPP schools are open-enrollment public schools that accept all students, regardless of previous academic achievement, conduct, special needs, or socioeconomic background. Students from our communities face many obstacles, yet they choose to attend a KIPP school because they want a safe, caring, and challenging environment that will provide them with many educational opportunities and support them on the path to and through college.

The need for high quality elementary school options in West Oakland

We believe that parents should have both school choice and access to high quality neighborhood schools. However, because our charter expansion and revision was initially submitted in response to Oakland Unified School District’s 2015 Fall Call for Quality Schools, we feel compelled to include data that support the need for our continuing to provide a high quality elementary school options in West Oakland.

According to the 2015 Strategic Regional Analysis (SRA) conducted by the district, West Oakland is a region of significant environmental stress for students—the highest relative to all other regions of Oakland—and a place where significant opportunity remains to improve the quality of schools. West Oakland has a high rate of eligibility for free/reduced lunch (79%), and the average API score from neighborhood schools in the West region was 639, the lowest of any region within Oakland.

None of the district’s most in-demand schools in terms of number of first choice applications received are in the West region, and many of the schools with the least number of first choice applications are in this region. Only 44% of students² in the West region attend the school in their neighborhood attendance area.

In terms of school choice and charter presence, only 19 percent of students living in the West region are enrolled in a public charter school, also the lowest of all regions. Together, this combined data suggests that students in West Oakland could benefit from more high quality, neighborhood, public school options, so that they do not need to leave their community to access a strong public education. By expanding to elementary grades, we hope that a TK-8 KIPP Bridge will enable more West Oakland families to choose a high quality school in their community.

² 2014-2015 Oakland Unified School District, Strategic Regional Analysis

KIPP Bridge’s track record of success in West Oakland

KIPP Bridge has served students in West Oakland for the past 13 years. The school has successfully educated and supported students at high levels and was named a California Distinguished School in 2010. KIPP Bridge is the only school designated “blue” for academic outcomes in OUSD’s Strategic Regional Analysis of the West region³.

KIPP Bridge’s historical Academic Performance Index has significantly outperformed the State goal of 800, with an API of 905 in 2012–13, 900 in 2011–12, and 911 in 2010–11. In 2013, the last year of the California Standards Test, KIPP Bridge outperformed both the state of California and OUSD in every grade and subject.

Our students’ achievement levels are the result of significant growth and academic progress during their time as scholars at KIPP Bridge. Many of them are behind grade level upon their enrollment at KIPP. For example, in the fall of 2014, 53% of incoming fifth graders scored in the bottom quartile nationally on the norm-referenced Measures of Academic Progress (MAP) test; an additional 24% were in the third quartile. In reading, 65% of incoming fifth graders were in the bottom two quartiles nationally.

During the first year of the SBAC Common Core assessment, KIPP Bridge students demonstrated higher proficiency rates than the district neighborhood school average in each of fifth, sixth, seventh, and eighth grades in English and in sixth, seventh, and eighth grades in math.

We are excited to build on our track record of success with upper elementary and middle school to extend our educational program to West Oakland’s younger scholars.

KIPP Bridge school design and leadership team

KIPP Bridge’s current school leaders have successfully built a strong school culture that enables students to thrive. Our principals are leading a strong team of educators who are critical to the

³2014–2015 Oakland Unified School District, Strategic Regional Analysis

success of our TK-8 school. This team has deep expertise in elementary education, curriculum design, and familiarity with both KIPP and the West Oakland community. For roles, qualifications, and profiles of the leadership and design team of the school, please see Appendix 1.

In addition, our Regional Senior Management Team has deep expertise in urban education across the range of educational programming, development and fundraising, finance, talent recruitment and development, and leadership development. For information on the backgrounds of our Regional Senior Management Team, please see Appendix 2.

Parent engagement in KIPP Bridge expansion

We have a strong history of engaging families and community members in our school. For example, during the process of preparing for our elementary school, we held regular meetings, open to the community, to discuss the vision for the expansion of KIPP Bridge and how the KIPP elementary model can best be adapted for West Oakland. We have also met with numerous West Oakland residents, churches, and community organizations to engage in a dialogue about how KIPP might serve West Oakland's youngest scholars and to solicit feedback on our plans. Our decision to offer all elementary grades in the first year of expansion was a direct result of hearing from parents about their needs, demand for the school, and aspirations for their children.

One of the most powerful aspects of engaging with families and the community is that feedback from these key stakeholders continues to push us to evolve and grow in response to their input. The creative tensions that are part of this engagement process enable us to continue to iterate and improve as an organization, even at times when those changes may not be easy.

In order to deliberately serve the West Oakland community and be part of the overall strategy for elevating education outcomes for all West Oakland students, our charter renewal includes an enrollment preference in the lottery for students who reside in West Oakland.

Our commitment to collaboration with the West Oakland community and OUSD

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We are committed to continuing our partnership with the Oakland Unified School District and community efforts to collaborate on behalf of students. More specifically, we participated in last year's West Oakland Principals Retreat to kick off the conversation about our proposed K-4 expansion and understand more deeply the role KIPP might play alongside other schools in the West Oakland revitalization work. In addition, KIPP continues to contribute to a variety of forums related to education initiatives in Oakland, including the Unified Enrollment Working Group, Community Forum on Attendance, the SRA Dialogue in West Oakland, and Community Meetings supporting the McClymonds High School redesign efforts. We adopted Collective Measureable Pupil Outcomes (MPOs) in collaboration with the Office of Charter Schools MPO process and are participating in the District's Special Education working group. Furthermore, we are committed to participating in emerging discussions of building a District Charter compact and look forward to playing a part in supporting its future success.

In addition, members of the Oakland Unified School District's leadership team have participated in the fourth cohort of the KIPP Leadership Design Fellowship, a professional development program designed for administrators of public school districts, charter school systems, and leadership training organizations to provide intensive training on KIPP's principal development model. As a result of KIPP's federal Investing in Innovation Grant, the KIPP Leadership Design Fellowship was launched 2012, at no cost to participants. It is a cohort based program tailored for school system administrators that provides intensive training on KIPP's principal development model, as a way to share best practices with districts. OUSD staff have participated in this program and brought best practices from KIPP's approach back to Oakland to inform their work with all schools. This is just one example of KIPP's desire to share our lessons learned in recruiting, selecting, training, and evaluating school leaders over the last decade. Please refer to Appendix 3, which contains more information about the KIPP Leadership Design Fellowship.

KIPP also shares best practices and emphasizes transparency of data by publishing an Annual Report Card outlining achievement and attainment data for each school in the KIPP network and publishing the KIPP College Completion Report (Appendix 38a and 38b). In

addition, there is a newly launched online resource called “Beyond KIPP”⁴, which is dedicated to sharing best practices and what we are learning. It makes the lesson plans, frameworks, and tools that are used within KIPP available to all educators, so that we can collectively work together in service of all students.

In order to collaborate and contribute to OUSD efforts to support all students, KIPP Bay Area Schools and KIPP Bridge have committed to the Quality Community Schools Commitments. More specifically, we have agreed to participate in the Unified Enrollment initiative, target recruitment of students with special needs, and share information with the District related to any student expulsion. Specific language related to these commitments is captured in Appendix 4.

At KIPP, we recognize that we have a part to play in the broader work of collaboration across schools, governmental agencies, community organizations, and families to elevate all Oakland students and the West Oakland community as a whole. Please reference Appendix 34 for alignment between this KIPP Bridge charter and the OUSD Quality Pillars.

Please see Appendix 41 for OUSD’s District Required Language.

⁴ <http://kipp.org/our-approach/beyond-kipp>

Charter Renewal Criteria

~~Evidence of Meeting Charter Renewal Standards Pursuant to the amendments made to Education Code Section 47607(b) and the creation of Education California Code of Regulations, Title 5, Section 47607.2, by Assembly Bill 1505 (2019), at 11966.4(a)(1)~~

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

- ~~(1) Attained its Academic Performance Index (API) growth target in the time prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter renewal school.~~
- ~~(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.~~
- ~~(3) Ranked in deciles 4 to 10 inclusive, in the API for a chartering authority shall consider the demographically comparable school in the prior year or in two of the last three years.~~
- ~~(4)(1) The entity that granted the charter determines that the academic performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the is at least equal to the academic performance of the charter school on assessments deemed to be verified data public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.~~

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system for evaluating charter schools' performance based on Dashboard data and metrics as compared to the state average for all students and for subgroups. The California Department of Education ("CDE") evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. Renewal tracks most recently came back online this year and the CDE released the performance category data file in March 2024. According to this file, KIPP Bridge Academy is in the middle-performing category for

renewal this year. We present evidence and data below to demonstrate that KIPP Bridge is meeting the renewal criteria for a five-year renewal.

Middle Performing Category Criteria

~~(5) Pursuant to Has qualified for an alternative accountability system pursuant to Education Code Section 52052(h).~~

~~The Charter School meets the criteria of Education Code Section 47607.2:~~

~~(1) The chartering authority shall consider the(b)(1) because it met its 2013 API growth target, schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5and for all subgroups, achieving an API score of 905.~~

~~(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.~~

~~(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:~~

~~(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.~~

~~(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.~~

~~(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).~~

Dashboard Academic Indicators: ELA, Math, English Learner Progress Indicator (“ELPI”)

The following section analyzes KIPP Bridge’s academic indicators on the Dashboard in comparison to Oakland Unified Charter School District and the State of California (“State”). We provide this comparison to demonstrate that while KIPP Bridge has room for improvement, we believe we are a vital public school option for Oakland families.

Below is a description of the data outlined in Tables 1 through 3. Note that in 2021, KIPP Bridge participated in optional SBAC administered remotely, which we’ve included below.

- ELA:
 - KIPP Bridge Academy's strongest outcomes in ELA are for our subgroups, specifically our Black, Latinx, and English Learners. During our entire charter term, we have outperformed OUSD in these subgroups, and for the past two years, the State as well. For example, in 2023, 41% meets the criteria of Bridge’s Latinx students were proficient, compared to 23% for OUSD and 36% for the State. We are proud that historically underperforming subgroups are reaching higher proficiency rates under our school model, and we are dedicated to continuing to increase these proficiency levels.
 - In overall performance, we saw a dip in 2021 during the pandemic but rebounded during the return to in-person in 2022. We saw a small decline in 2023 in overall performance from 39% to 35%, but rebounded in 2024 back to 39% proficient. We attribute the dip in 2023 primarily to staffing challenges, including a large cohort of first-time teachers, a new leadership team, and mid-year teacher vacancies. When looking at the data by grade-level, the largest dip in performance was in fourth grade. That year, all fourth graders either had a first-year teacher or experienced a mid-year vacancy. High-quality teachers are the cornerstone of student learning, and this data illustrates their impact. We are proud to share that since the 2021-22 school year, our staffing retention has improved. For the 2024-25 school year, approximately 94% of staff are returning. Additionally, in the 2022-23 school year, our overall Special Education (“SPED”) caseload increased and the number of students with moderate to severe disabilities grew from 3 to 5 students.
 - Post-pandemic, we have seen strong academic rebounds in our Latinx, Black, and Socioeconomically disadvantaged (“SED”) subgroups. These subgroups all experienced a

dip when tested during the pandemic in 2021, but all showed growth in 2022 and 2023, returning to pre-pandemic performance.

- In addition, we are seeing the highest proficiency rates in ELA over the last five administrations of SBAC for our Latinx (49%) and socioeconomically disadvantaged students (37%). We included our preliminary 2023-24 data, with no comparisons to the district and state currently available. Overall, we saw an increase in proficiency rates and for a majority of subgroups. In particular, our Latinx and EL subgroups had large increases in ELA proficiency, growing by 8% in proficiency.

Table 1: Academic Indicator: SBAC Proficiency ELA

● Math:

- Our math data also shows that our strongest comparisons are in our subgroup performance. In 2022 and 2023, KIPP Bridge outperformed the state and OUSD in Latinx, Black, and English-language learner performance. For example, in 2023, 23% of Black students at KIPP Bridge were proficient compared to 11% at OUSD and 17% across the state.
- Unlike in ELA, we saw a slight increase in all students proficiency by 1% from 2022 to 2023. Pre-pandemic, 26% of students were proficient in math (2019), during the pandemic, 18% of students were proficient (2021), and most recently, 25% (2023) are proficient. We are proud that post-pandemic, we are rebounding and achieving proficiency levels similar to pre-pandemic years.
- This upwards trend continued in 2023-24, with 27% of students proficient in math, outperforming our pre-pandemic proficiency rate of 26%. Nearly all subgroups experienced a post-pandemic rebound. For example, 24% of Black students were proficient in 2019, dipped to 17% mid-pandemic, and then increased to 18% in 2022, and 23% in 2023. This continued in our preliminary 2023-24 data, showing growth across subgroups. We are proud our subgroups are beginning to bounce back after the impacts of the pandemic, specifically our Latinx students which posted the highest proficiency rate in Math (32%) over the last five administrations of SBAC in 2024.

Table 2: Academic Indicator: SBAC Proficiency Math

● English Learner Progress Indicator:

○ KIPP Bridge is incredibly proud of the growth we have demonstrated for this subgroup. We went from 34.3% of students making progress toward English proficiency (very low category on the Dashboard) in 2019 to 68% of students making progress in 2022 (very high). This is higher than OUSD and the state and shows a 34 percentage point improvement. In 2023, our scores dipped, and 56.5% of students made progress. Due to the decline, we are categorized as orange on the dashboard, despite comparably outperforming OUSD and the State. We attribute the decline to an increase in our Yemeni population, which required expanding our ELD systems to address English Learners whose first language is Arabic. In addition, we realized we had a gap in staffing. The majority of English Learners were in grades TK-2, and ELD was most established in grades 3-4. In 2024, we added another ELD teacher to address this gap and ensure our earliest learners were getting additional support. We are committed to supporting our English-language learner community, and continuing to provide regular ELD instruction. Additional information on the ways we support our English-language learner community can be found under Element 1.

Table 3: Academic Indicator: ELPI⁵ Comparative Performance

Dashboard Non-Academic Indicators: Suspensions and Chronic Absenteeism

The two non-academic Dashboard indicators for KIPP Bridge are Suspension and Chronic Absenteeism.

KIPP Bridge has implemented several initiatives to improve school culture and build a sense of belonging and community. KIPP Bridge continues to improve upon its use of restorative practices, trauma-informed practices, and social and emotional learning. Key initiatives include the development of Tier 4 interventions to support KIPP Bridge’s most vulnerable students under its Multi-Tiered System of Support, and its Attend, Belong, and Grow initiative, which introduced new structures for supporting attendance.

Additionally, attendance has been a region-wide priority, and the school utilizes a variety of strategies including daily phone calls, attendance meetings, and instilling the importance of attendance across multiple formats including parent education workshops, regular family meetings with chronically absent students, Individualized Education Program (“IEP”) meetings, and positive incentives to celebrate excellent attendance. Additionally, in the 2022-23 school year, KIPP Bridge was awarded the Community School Grant by the State of California. With this additional funding, we hired a full-time Community & Collaborative Support Manager dedicated to providing wraparound support to families. This includes utilizing community resources to support families so their students are in school, every day.

These initiatives are directly related to our ability to lower chronic absenteeism and suspension rates. In 2023-24, chronic absenteeism rates decreased by 17.5% in just two years, with an overall rate of 39% chronically absent. We are incredibly proud to share that our suspension rates have also plummeted in recent years, with a suspension rate of 1% in 2023-24. This is a

⁵ The Dashboard did not include a progress indicator for English Learners in 2018. Therefore, data provided for this academic indicator begins in 2019.

9% decrease in just two years. We attribute this to the support we outlined earlier, as well as a School Leader transition at KIPP Bridge Upper (grades 5-8), where the majority of suspensions come from in middle school. We are proud of these improvements and will continue to work to ensure students are in school and supported.

SBAC Cohort Data

Tables 4 and 5 show the SBAC proficiency rates for students based on their tenure at KIPP Bridge. The first row of data shows proficiency for students who are in their first year at KIPP Bridge, and the second row shows proficiency for students who are in their second or more year at KIPP Bridge. For example, in ELA in 2022-23, out of students who were in their first year at KIPP Bridge Academy, 31% of those students were proficient in ELA, while 36% of students who had been there for two or more years were proficient. Despite one year of outlier data (2021-22-math), the data demonstrates that the longer a student is at KIPP Bridge Academy, the higher percentage of proficiency that group has, when compared to students who have only been at the school for one year. This has remained true before, throughout, and after the pandemic.

Table 4: SBAC Proficiency ELA Based on Student Tenure

Table 5: SBAC Proficiency Math Based on Student Tenure

Verified Data Overview

Verified Data Sources: Below we outline clear evidence demonstrating measurable increases in student academic achievement through the following verified data sources: mCLASS by Amplify (“DIBELS”) and CORE Collaborative (“CORE”) (a methodology for analyzing CAASPP data).

Verified Data Headlines:

- KIPP Bridge’s DIBELS data demonstrates that, on average, a majority of KIPP Bridge kindergarten through 4th graders make average, above average, or well above average growth on reading in one year.

- The CORE data growth metric and index levels show that, when comparing KIPP Bridge students with their academic peers across California in similar subgroups, middle schoolers in 6th through 8th grades make well above average growth.

Verified Data Deep-Dive

Verified data is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, which was further updated in May 2023. From the SBE-approved list of reliable assessments, KIPP Bridge currently participates in mCLASS by Amplify. Additionally, the SBE adopted under their Data Use Procedures that methodologies for analyzing California Assessment of Student Performance and Progress (“CAASPP”) data, including CORE Student Growth Percentiles, can be used to supplement dashboard results if mutually agreed upon by the charter and chartering authority. Thus, we have included CORE Student Growth Percentiles for consideration. (b)(2) because it achieved a 2013 statewide rank of 9 on the API.

mCLASS by Amplify Data Analysis

In the 2022-23 school year, KIPP Bridge began administering DIBELS to assess early literacy development in our kindergarten through 4th grade students. To bolster our early literacy practices post-pandemic, KIPP Public Schools Northern California partnered with Lit⁶ to consult and provide training and implementation support around early literacy. All of our TK-4th grade teachers and instructional aides engaged in Language Essentials for Teachers of Reading and Spelling (“LETRS”) training⁷ to build their content knowledge about the science of reading and have been implementing Core Knowledge Language Arts (“CKLA”), also known as the Science of Reading curriculum, which includes Foundations, Heggerty, and Geodes curriculum for explicit phonics instruction, and transitioned to DIBELS for progress monitoring. Additionally, KIPP Bridge uses small group instruction to ensure students of all reading levels are provided targeted instruction. For those that are identified as reading below grade level, or making below average growth, the school provides interventions. For example, roughly 30-

⁶ Lit is an Early Literacy consulting group.

⁷ Information on Language Essentials for Teachers of Reading and Spelling training can be found here.

40 students in grades K-4 identified as Tier 2 or 3 and therefore received an additional 15 minutes of daily phonics instruction. If one of those Tier 2 or 3 students also participates in our after-school program, they are pulled for additional reading support during the afternoon.

DIBELS has five growth metric levels (well below average, below average, average, above average, and well above average growth), and four performance levels (well below benchmark, below benchmark, at benchmark, and above benchmark). We administer DIBELS three times a year at the Beginning of Year (“BOY”), Middle of Year (“MOY”), and End of Year (“EOY”).

See the below figures for a snapshot of the data looking at the growth metric.

In the 2022-23 school year, based on the Beginning of Year to End of Year growth metric, 55% of the school made average, above average, or well above average growth (shown in Figure 1). Looking at the breakdown by grade, 78% of kindergarten students, 31% of grade 1, 54% of grade 2, 41% of grade 3, and 65% of grade 4 made at least average growth, if not above or well above average. While kindergarten students are showing incredible growth across the year, our older students, who were entering elementary school during the pandemic are needing additional support.

In the 2023-24 school year, 75% of students in grade K-4 made average, above average, or well above average growth from BOY to EOY. We attribute this increased growth to a shift in the Science of Reading Curriculum and Tier 2 literacy interventions during small group reading.

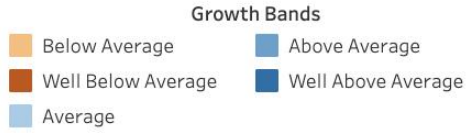


Figure 1: ~~The Charter~~ School Year (“SY”) 2022-23 DIBELS Growth Metric: Whole-School

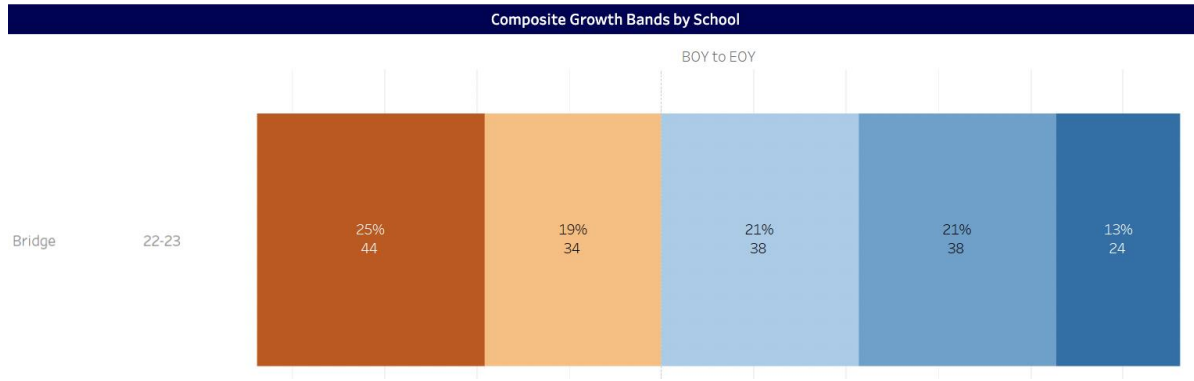


Figure 2: SY 2022-23 DIBELS Growth Metric: Grade-Breakdown

Composite Growth Bands By Grade

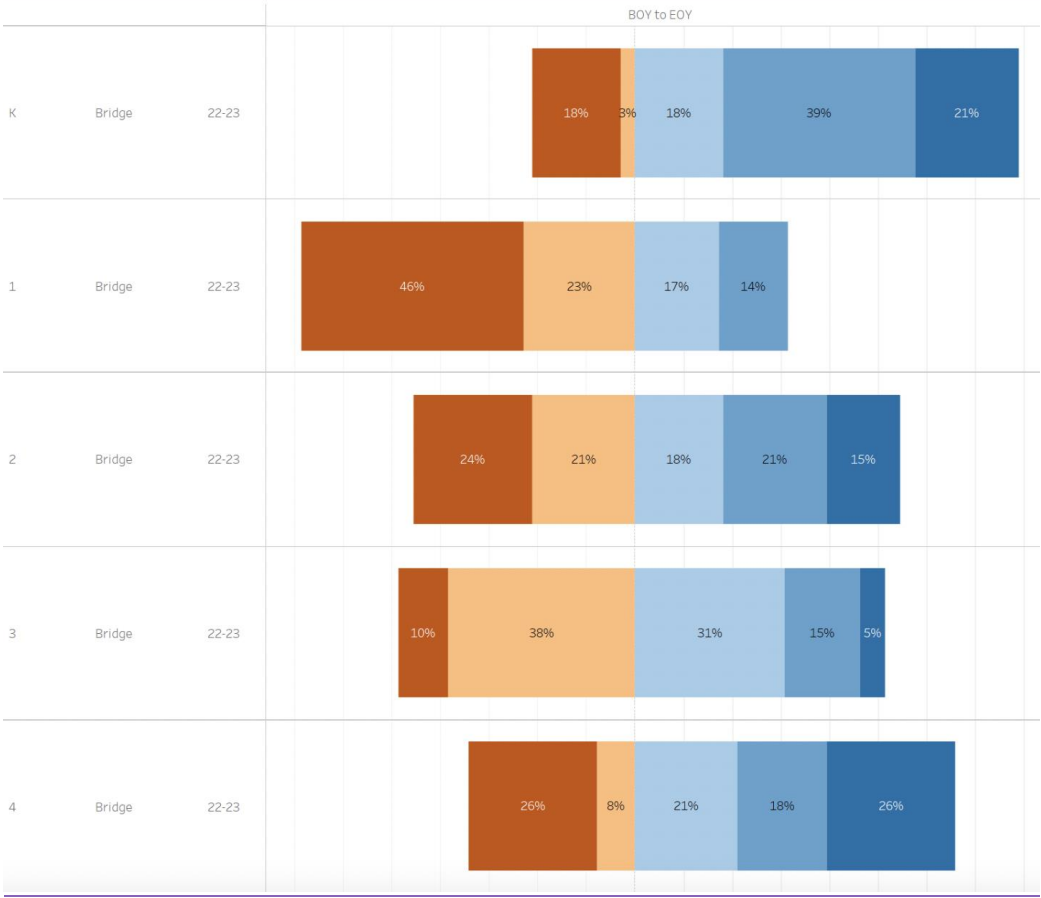


Figure 3: SY 2023-24 DIBELS Growth Metric: Whole-School

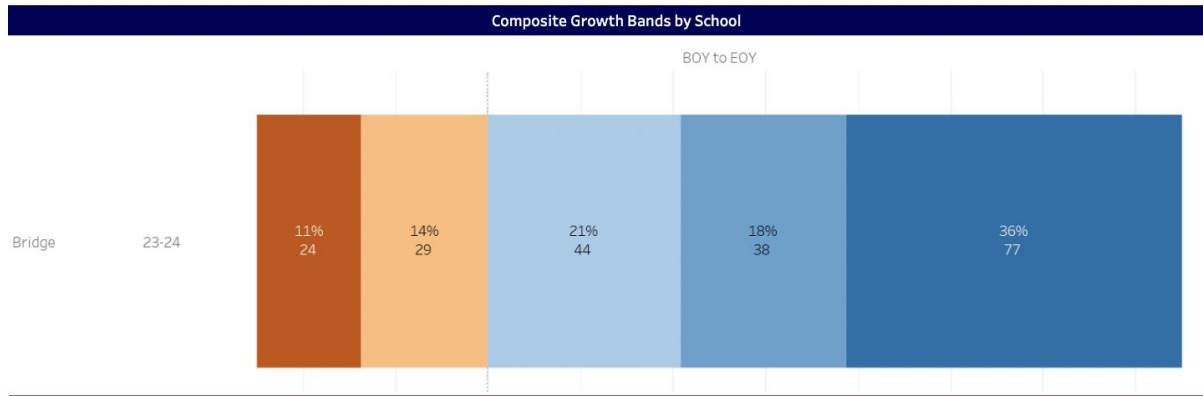


Figure 4: SY 2023-24 DIBELS Growth Metric: Grade-Breakdown

Composite Growth Bands By Grade



CORE Data Collaborative Data Analysis

The CORE Data Collaborative is a data analysis tool that looks at SBAC scores for students across California. CORE established a growth metric that analyzes aggregate data from a third of all California’s public school students. The CORE growth model measures how students progress in their learning from one year to the next by comparing each students' actual achievement to those in their peer group. The peer group is determined by the students' prior achievement, their demographics and the average prior achievement and demographics of students in their school. Using a students' peer group, CORE data assesses if a student did better than, about as well as or worse than their peers. That information is then aggregated across students by grade level or school to determine who is having the strongest and the weakest impact on student learning.

The CORE growth model reports two growth metrics: a growth percentile and an index level. The growth percentile is based on a 0 to 100 scale ranging from “below average” to “above average” growth. The index level is based on a 1-10 scale, with 10 being the highest performing. The index level represents how far schools have grown student achievement relative to schools serving similar students.

Tables 7, 8, and 9 below report growth percentile and index level for grades 4th through 8th individually, and for elementary school (“ES”) overall (4th/5th) and middle school (“MS”) overall (6th/7th/8th).

CORE Growth Percentile and Index Levels Summary

- ELA:
 - A majority of KIPP Bridge students show above average, or well above average growth compared to their peers. In 5th, 6th, and 7th grade, students show above a 90% growth metric, demonstrating these cohorts of students are making above well above average growth.
 - We see a slight dip in 8th grade, with a growth metric of 60%, however, this is still categorized as slightly above average growth.
 - We see the least amount of growth happening in 4th grade, a stark contrast to the other

grades. We attribute this outcome to the lasting impacts of the pandemic and distance learning, exacerbated by high staff turnover, inexperienced teachers and multiple staff vacancies throughout the year. We discussed these vacancies earlier in the petition in detail. We see the same outcomes here due to the staffing challenges in 4th grade in the 2022-23 school year.

- o The broad trends in overall performance are reflected in subgroup data, with Latinx, Black, ELs, SpED, and Socioeconomically Disadvantaged students showing above average growth in most grades.
- o Index levels paint a similar picture as the growth percentiles, with the ES having a “6/10” and the MS a “10/10” in ELA growth.
- o Despite the challenges in 4th grade, we believe KIPP Bridge’s CORE data illustrates that incredible growth is happening in the majority of our testing grades (5th-8th), when compared to similar peer groups across California. We are confident that with KIPP Bridge’s continued investment in research-backed curriculum, hiring and retaining high-quality teachers, implementing comprehensive support and targeted intervention for all students, we will continue to see above average growth in all grades, and will see significant gains in 4th grade.

Table 7: CORE Growth Percentile: 2021-22 to 2022-23 ELA

- Math:
 - o Our math data shows similar growth trends to ELA, with a majority of grades showing well above average growth (>90%). We similarly see below average growth in 4th grade, and attribute this to the same reasons mentioned above.
 - o The broad trends in overall performance are reflected in subgroup data, with Latinx, Black, ELs, SpED, and Socioeconomically Disadvantaged students showing above average growth in most grades.
 - o Index levels paint a similar picture as the growth percentiles, with the ES having a “7/10” and the MS a “10/10” in Math growth.

Table 8: CORE Growth Percentile: 2021-22 to 2022-23 Math

- Chronic Absenteeism:
 - We received an index level of “1/10” on chronic absenteeism. We noted earlier that we have continued to have a steep decline in the school’s chronic absenteeism raw data, and for the 2023-24 school year declined by an additional 9% from 2022-23. We are confident that if we were able to see the data analysis for growth from 2022-23 to 2023-24, we would see higher numbers. In the Dashboard section outlined above, we outline the many interventions we are utilizing to decrease this rate.
- Suspension Rates:
 - We received an index level of “10/10” on suspensions, reflecting the incredible growth the school has made in this area. We are proud of this metric, and detail our interventions above in the Dashboard Indicator section.

Table 9: CORE Index Levels: School Years 2021-22 to 2022-23

In conclusion, KIPP Bridge meets the renewal criteria under a middle track school based on the schoolwide and subgroup performance on the state indicators referenced above. In addition, KIPP Bridge has declining chronic absenteeism and suspension rates, and high staff retention. As demonstrated in DIBELS, our youngest students are getting the support they need to be strong readers. Through CORE, our middle school students are achieving well above average growth compared to their peers across the State. KIPP Bridge looks forward to the opportunity to continue our work and build on our past successes and lessons to meet our mission. We deeply appreciate our over twenty year history of partnership and trust with parents, the community, and the Oakland Unified School District leadership and Board, and we look forward to the shared work ahead. ~~of Education Code Section 47607(b)(3) because it achieved a 2013 statewide rank of 9 on the API.~~

ELEMENT 1 – Educational ProgramA: DESCRIPTION OF THE EDUCATIONAL PROGRAM

~~“The Governing Law: A description of the educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” – Ed. – Education Code §Section 47605(cb)(5)(A)(i).~~

~~“Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, ~~or the nature of the program operated, by the charter school,~~ and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” – Ed. – Education Code §Section 47605(cb)(5)(A)(ii).~~

1.Mission, Values, School Structure, and KIPP’s Five Pillars

Mission

~~KIPP Bridge Academy shares the mission of KIPP Bay Area Schools: to operate high-achieving public schools in educationally underserved communities, developing in our scholars the knowledge, skills, and character essential to thrive in college, shape their futures, and positively impact the world. Our aim is to develop poised, confident, articulate citizens who will use their education and life experiences to create positive change in their own lives, within their communities, and in our global society. KIPP Bridge partners with teachers, parents, community members, and the Oakland Unified School District to accomplish our mission and to impart upon our scholars the KIPP motto: *Work Hard. Be Nice.*~~

~~As a TK-8 school, the pursuit of knowledge and success will begin in the earliest grades. We believe in creating a legacy where all scholars will have access to an equitable and high quality education at their neighborhood school that leads to choice-filled lives. A deeply committed and~~

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highly motivated staff, in partnership with parents and community, will encourage each scholar to achieve their full potential. The school will place a strong emphasis on a college preparatory academic program and on character development and social emotional learning. We aim to transform and empower our scholars to be fair, have humanity, and be respectful in order to build strong relationships with each other and to build a community that is unified. We stand as *One Team, One Family and One Voice*.

KIPP Bridge Values

The scholars of KIPP Bridge will embody the values of Transform, Respect, Unify, Empower (“**TRUE**”) and the character traits of Bravery, Zest, Gratitude, Social Intelligence, Fairness, Teamwork, Grit, and Love of Learning.

These personal attributes will lead to KIPP Bridge scholars’ ability to self-advocate and repair harm to their communities independently. Our aim is that KIPP Bridge scholars will have the tools to not only advocate for themselves, but for others who have been silenced or forgotten.

“**TRUE**” represents the values KIPP Bridge commits to every day. We want our scholars “to be the change you wish to see in the world.” The values at KIPP Bridge come to life due to many systems and structures at the school. First and foremost, values and character traits develop when the school’s approach to instruction allows children to experience the values and character traits in action. Scholars experience learning activities that create the conditions to persevere, ask questions, show enthusiasm, build relationships, and reflect on who they are.

Beyond that, each month the school will introduce and focus on the value of the month and the two corresponding character traits. Through whole school “Team and Family” celebrations, the leadership team teaches the key components of that value, creates a whole school learning experience, and builds a common language around the values that can be heard and seen every day. In classrooms, scholars will have morning and afternoon Community Circles to infuse value and character instruction into the school. Teachers also create opportunities in class for the team to use the values language while giving one another affirming feedback through shout outs and gratitude.

Each value is linked with a motto or a motivational quote that will reinforce high expectations in academics and develop character excellence that leads to transformative leaders.

Transform: We are driven by the purpose to transform our scholars to thrive in college, shape their futures, and positively impact the world. We have identified three areas of focus for our scholars to be transformative change agents:

- **DOING** (the specific skills and methods for creating change)
- **SEEING** (the ability to make sense of, and reshape perceptions of ‘reality’—scholars see a higher self and recognize their abilities to gain self-control and self-determination)
- **BEING** (personal characteristics and qualities—scholars see themselves as role models; they show bravery and are optimistic and inspire hope for the future).

Respect: We recognize our scholars will encounter many obstacles on their journey to and through college; therefore, we will build a solid foundation of character traits with respect as the driving force. We believe the KIPP Bridge value of respect is the foundational virtue for our character traits of social intelligence, fairness, and gratitude. Social intelligence is the ability for scholars to work well with others, be respectful of people’s differences, and realize there’s a time and place for everything. Fairness will be practiced in all we do as a school. Lastly, we expect our scholars to show gratitude and be thankful not just for the big things, but for the little things in life, as well. We will explain how to show gratitude in a number of ways; a hug, thank you card, surprise others with kindness, etc.⁸

Unify: KIPP Bridge believes that, in order to achieve success and actualize our vision, we must be unified. Our staff must be committed to working together for one cause—the children. Strength comes from being of one mind, power exudes from strength, and, together, we can achieve any goal. Our scholars will understand that when there is teamwork and collaboration, wonderful things can be achieved. We stand unified as one team, one family, and one voice, and we will treat everyone accordingly.

⁸<http://changingminds.org/explanations/needs/fairness.htm>

Empower: We will empower our scholars to approach learning with a motivated and confident mindset, displaying true grit and ready to tackle any task. We will teach them the importance of having a voice, the benefits of speaking the truth, how it is necessary to engage in classroom debates, and to always stand up for what is right and take action for one’s beliefs. They will be empowered to self-advocate for their own learning and recognize the impact their schooling can have on themselves. Beyond the classroom, we will empower our scholars to use their voice in their community to make a difference. Our scholars will feel empowered when they realize they have choices and, with choices, come opportunities.

As the values above are cultivated through a child’s experience at KIPP Bridge, we will watch them grow from young children to young scholars. Through the various structures—morning meetings, Team and Family meetings, character reports, academic report cards and dual-purpose lessons that build these values within every child, the children at KIPP Bridge will grow into well-rounded, motivated, and socially-conscious adults.

TK-8 School Structure

Studies have shown that students in grades 6-8 that attend K-8 schools experience social-emotional and other potential benefits compared to their same grade peers in separate middle schools⁹. The TK-8 structure can also be an asset for families, ensuring continuity of education, culture, and community for their scholars from elementary through middle school. The TK-8 model ensures that parents have a seat in the school for nine years instead of having to re-apply after fourth or fifth grade. Additionally, in cases where families have multiple children, they will be able to have their siblings attend the same school for years.

A TK-8 structure gives the school the opportunity to build community among the older and younger scholars and provides a structured system for the older students to be role models.

⁹Gordon, M, et. al “Review of Literature on Grade Configuration and School Transitions.” March 2011. <http://goo.gl/mDzo2e>
Byrnes, V. and A. Ruby (2007). “Comparing Achievement between K-8 and Middle Schools: A Large-Scale Empirical Study.” American Journal of Education, 114(1): 101-135.
Weiss, C. C. and L. Kipnes (2006). “Reexamining Middle School Effects: A Comparison of Middle Grades Students in Middle Schools and K-8 schools. American Journal of Education, 112(2): 239-272.

For example, as scholars get older, they will have a more opportunities for tutoring, assisting teachers, leading whole school community meetings, and much more.

As a staff, KIPP Bridge teachers and leaders are able to collaborate to build a TK-8 vertically aligned curriculum. Through content teams, professional development, and curriculum planning sessions throughout each year, the curriculum will intentionally grow from one year to the next as scholars prepare for a rigorous high school and, later, college experience. The social emotional learning will also be thoughtfully planned across grade levels so that all children develop the social skills needed to reach their full potential.

KIPP's Five Pillars

The culture of KIPP Bridge Academy is also 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. KIPP schools make no excuses for their performance based on race, gender, socioeconomic status or disability, and have achieved great success by focusing upon its five founding principles:

- **High Expectations.** KIPP has explicitly defined high expectations for academic achievement and conduct that make no excuses based on the background of our students. We expect every student to possess core habits of mind and character and believe that all students deserve access to a college preparatory academic program.
- **Choice & Commitment.** Students, their parents, and the faculty of KIPP schools are part of the school by choice. By making the choice and commitment to be part of the school community; students, parents, and staff at KIPP play an integral role in the school's success.
- **More Time.** KIPP schools know that there are no shortcuts when it comes to success in academics and life. KIPP students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges, as well as more opportunities to engage in diverse extracurricular experiences.
- **Power to Lead.** The principals of KIPP schools are effective academic and organizational leaders who understand that great schools require great school leaders.

They have control over their school budget and personnel, allowing them maximum effectiveness in helping students learn.

- **Focus on Results.** KIPP schools focus on results. Our goal is for 100% of our students to gain admittance to college or university and mature into passionate, compassionate, and relentless achievers as they make their way to and through college and toward choice-filled careers and lives.

H. Target Population

The Students We Seek to Serve

We believe that the mission, vision, and values of KIPP Bay Area Schools and KIPP Bridge are aligned to the needs of students and families in the West Oakland region.

We are proud to be located in West Oakland and to be in a position to make a positive impact. West Oakland was once a thriving African American community with a rich legacy of cultural history in music, arts, and entertainment. West Oakland was the home of the Black Panthers who fought for social justice and laid the foundation for the free breakfast program: "*Children cannot reach their full academic potential if they have empty stomachs.*" The West Oakland community has faced great obstacles, but we are inspired by our community's rich history and legacy of advocacy and hopeful about the potential for West Oakland to thrive.

There are deep challenges facing students and families in West Oakland. The Strategic Regional Analysis published by OUSD ranked different environmental stressors that impact all OUSD schools. The environmental stress factors that were taken into consideration were violent crime, fresh food access, income, unemployment, student asthma/air quality, liquor stores, and residential vacancy. On a scale of 1 to 5, 1 being least stressed and 5 being most stressed, the schools in West Oakland scored an average of 4.47¹⁰. In the midst of these environmental challenges, West Oakland students face a shortage of high quality elementary options. Only two of the 19 schools in the West region are "green" schools (Berkley Maynard, NOCCS) and only one is a "blue" school (KIPP Bridge). The modal school in the region is red (six of the 19 schools)⁶.

At the same time, more resources are being dedicated to West Oakland schools. OUSD leadership has declared the West Oakland area as a STEM corridor and has dedicated additional resources towards technology in the classroom. McClymonds High School in West Oakland is undergoing a redesign and has received additional resources to do so, including a \$2.5 million grant from Intel to developed career pathways in STEM. West Oakland is a resilient community with a number of initiatives geared toward providing adequate and fair resources to close the

¹⁰ 2014-2015 Oakland Unified School District, Strategic Regional Analysis

achievement gap and put students on the path to college. As a part of this community, KIPP Bridge seeks to be part of its revitalization.

KIPP strongly believes in developing long-lasting community ties in West Oakland. Though KIPP Bridge has been located in West Oakland for 12 years, we understand that there remain opportunities to engage even more deeply with the community. To that end, the KIPP Community and Family Engagement team has been learning from families, community organizations, and prominent community members for the past year. KIPP's community outreach goals are to better understand the needs of families, students, and the West Oakland community. Additionally, KIPP's goal is to understand the unique history of West Oakland and to learn more about the many perspectives represented in the community, so that our work can continue to evolve and improve. For a description of our community engagement efforts to date and our continued plan, please see Appendix 5.

KIPP Bridge already serves students in the West Oakland community, and seeks to continue to do so to an even greater extent. Currently, approximately 71% of current KIPP Bridge's student body is eligible for a free or reduced-price lunch, 97% are students of color (68% African American, 22% Latino, 5% Asian, and 2% American Indian), 11% are English Learners, and 7% have an Individualized Education Plan (IEP). The incoming fifth grade class at KIPP Bridge is 17% English Learners compared to 4% of eighth graders, due to re-designation as students achieve proficiency in English. In comparison, 19% of students in West Oakland schools are English Learners and 79% qualify for free/reduced lunch.¹¹ Figure 2 shows a more detailed analysis of the comparison of KIPP Bridge with other schools in the West Oakland region:

Figure 2: Oakland Unified School District Run Schools 2013–2014 Demographics¹²

School	English Learners	Free or Reduced Price Meals
West Oakland Region Average	19%	79%

¹¹ 2014–2015 Oakland Unified School District, Strategic Regional Analysis

¹² 2014–15 Preliminary Strategic Regional Analysis

School	English Learners	Free or Reduced Price Meals
KIPP Bridge	11%¹³	71%
Hoover	38%	89%
Martin Luther King, Jr	24%	88%
PLACE at Prescott	27%	92%
Sankofa Academy	10%	89%
Lafayette	30%	95%
West Oakland Middle School	14%	90%
Westlake Middle School	17%	91%
McClymonds High School	2%	87%
Oakland International High School	97%	90%
Street Academy	14%	75%
Ralph J. Bunche High School	14%	90%
Vincent Academy	24%	90%

~~As a non-selective public school, KIPP Bridge Academy will be tuition free and will enroll any student, regardless of ethnic, socioeconomic or religious background or upon any of the characteristics listed in Education Code Section 220.~~

~~**Vision for serving West Oakland students**~~

~~We have spoken with many families in West Oakland and have learned of parents’ desire to have additional high quality elementary school options located in and designed for their community.~~

~~Appendix 6 shows an analysis of the signatures of parents and guardians who are meaningfully interested in sending their students to KIPP Bridge in transitional kindergarten through fourth grade, representing 260 students in total. The Community and Family Engagement team collected these signatures from both existing KIPP Bridge Families, as well as through broad outreach throughout West Oakland, with no specific, intentional focus~~

¹³ The incoming 5th grade class at KIPP Bridge is 17% English Learners compared to 4% of 8th graders, due to re-designation as students achieve proficiency in English.

on any one area within West Oakland. While a significant number of signers did not specify which schools their student is currently attending (or would attend, in the case of TK), we do know that the majority of families who signed live in West Oakland (68% of students) and a significant portion have students currently attending elementary school within West Oakland (40% of students):

- Martin Luther King Elementary: 57 students, 22% of total
- Lafayette Elementary: 20 students, 8% of total
- Prescott Elementary: 23 students, 9% of total
- Hoover Elementary: 2 students, 1% of total
- All other signatures showing West Oakland residence without indication of elementary school: 74 students, 28% of total

We acknowledge that based on these signatures alone, the opening of elementary grades at KIPP Bridge will likely impact attendance at other elementary schools in West Oakland and, to a lesser extent, elsewhere in Oakland. KIPP Bridge hopes to serve students who are representative of the broader West Oakland community, to bring students who live in West Oakland but who travel outside of their community for school, back to attending school in West Oakland, and to play a part in revitalizing education outcomes for all students in West Oakland.

To realize this vision of engagement, we are pursuing the following strategies:

- To further emphasize our commitment to serving West Oakland families and a student population that closely mirrors the demographics of West Oakland, we have included in our enrollment policies preference for students who reside within West Oakland, followed by preference for students who qualify for free and reduced priced meals. We will adopt geographic boundaries for West Oakland as defined by the District in the Fall Call for Quality Schools¹⁴. For details on our enrollment policies and procedures, please see Element H.
- At the same time, we plan to partner closely with both the District and with community partners to recruit broadly and engage a wide group of parents. To this

¹⁴The Fall Call for Quality Schools guidelines define West Oakland as District 3, west of the 980 freeway.

end, we commit to working with the District in the design and implementation of the Universal Enrollment system with the goal of more comprehensively sharing enrollment information with families and making it easier for families to choose the best school for their needs.

- We have also engaged in broad community outreach to reach a wide spectrum of West Oakland families and are building relationships with community organizations and leaders who serve families in West Oakland. To date, we have met with and engaged in partnership with organizations including Oakland Parks and Recreation Centers, the West Oakland Boys and Girls Club, early childhood learning centers, and others. For details on our ongoing and planned efforts to achieve ethnic and racial balance, please see Element G. For details on our community engagement and recruitment efforts, please see Appendix 5.
- In addition to actively recruiting within the West Oakland region, we welcome the opportunity to serve the diversity of students throughout Oakland. To this end, we have also included a lottery preference for students residing within the boundaries of the Oakland Unified School District.

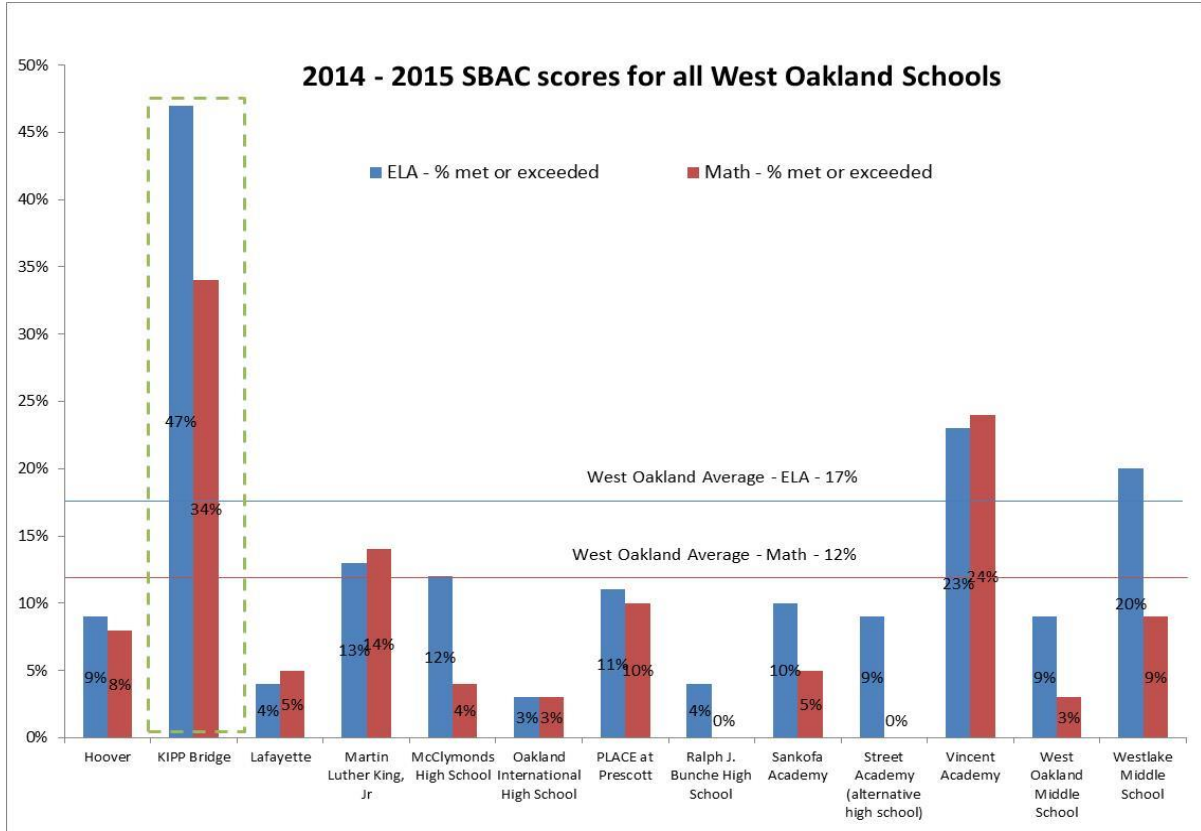
KIPP Bridge Track Record of Success

We are committed to building a school community that is reflective of the diversity of West Oakland. We draw confidence from our track record of serving students such that we can continue to provide an excellent quality education option for even more elementary students in West Oakland. The following is a selection of data representing the academic achievements of KIPP Bridge students.

Results on the California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CASPP) replaced the Standardized Testing and Reporting (STAR) system. The chart below shows the English language arts and mathematics results for all schools in the West region, as defined by OUSD's Strategic Regional Analysis.

Figure 3: 2014 – 2015 SBAC results for all West Oakland Schools¹⁵



Additionally, KIPP Bridge students outperformed overall California State averages in ELA and Math across all subgroups (Figure 4).

Figure 4: 2014-15 SBAC Performance for student subgroups: KIPP Bridge compared to CA State results

% of Students Meeting or Exceeding Standard – ELA	
KIPP Bridge	California
47%	17%

¹⁵ Source: 2015 California Assessment of Student Performance and Progress: <http://caaspp.cde.ca.gov/sb2015/>

Overall	48	44
African-American	42	28
Latino	58	32
English Learners	20	11
Low SES	46	31
SPED	n/a ¹⁶	12

% of Students Meeting or Exceeding Standard – MATH		
	KIPP Bridge	California
Overall	33	34
African-American	30	16
Latino	38	21
English Learners	11	11
Low SES	31	21
SPED	n/a ¹⁷	10

Results on the California Standards Test and Academic Performance Index

The previous California Standards Test measured how well students had learned a set of academic skills established by the state. The CST was a criterion referenced test that showed how well KIPP Bridge performed in a given year on mastery of state standards as compared with district and state averages. In 2013, the last year in which the CST was administered, KIPP Bridge outperformed the state and district averages in every grade offered at the school. In addition, KIPP Bridge outperformed neighborhood elementary and middle schools in all grade levels and subjects. Please refer to Appendix 7 for more detail.

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

¹⁶ Not enough students tested

¹⁷ Not enough students tested

Figure 5: KIPP Bridge Charter School’s Historical API Scores

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

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ‘shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update (Ed. Code § 47606.5(d)).

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

KIPP Bridge Academy does not currently offer a long-term independent study program to students. However, we have a KIPP-board approved Independent Study board policy in the event of extenuating, unprecedented circumstances. See Appendix 23.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Maximum Enrollment for Charter Term: 835

Charter School will submit a petition to materially revise its charter if any of the following occur:

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;
2. The total enrollment in a given year exceeds the maximum enrollment by 5% or more.
3. The total enrollment in a given year is more than 15% below the projected enrollment per the schedule above.

KIPP NorCal does not agree to be bound by the OUSD District Required Language immediately above, which purports to require KIPP Bridge to seek a material revision in the event that any of the unilaterally-imposed thresholds are triggered. Education Code Section 47605(a)(4) identifies only two changes to a charter petition that legally require a material revision: adding an additional facility, or adding a grade level. A small difference between enrollment projections and actual enrollment, particularly as the entire state continues to recover from

the pandemic and increased threats of emergencies, does not rise to that level, and does not require a material revision. Notably, decreasing grade level(s) served does not require a material revision; a change in enrollment projections does not, either.

Hybrid and/or Virtual Classroom Learning

Charter school recognizes that it is obligated to provide adequate supervision of all instruction to promote student learning and pupil safety, and immediate supervision by a properly credentialed instructor as a condition of apportionment. Charter School intends to offer classroom instruction in which the teacher participates virtually (i.e., from a remote location via videoconference) and certifies that virtual instruction shall only be provided synchronously, by a certificated employee holding the credential required for his/her teaching assignment under California law, and with two-way audio and visual feed between teacher and students. Charter School shall also provide in-class supervision by a teacher's aide or certificated employee at all times that virtual instruction is being provided. All instruction shall comply with California State Standards and California Standards for the Teaching Profession. Charter school shall immediately reconfigure all instructional practices to conform with any legislative or regulatory enactments, or Statewide policy directives, regarding virtual instruction.

Special Education: See the Special Education section listed below.

Mission and Vision

Mission & Vision

Our Vision: Every child grows up free to create the future they want for themselves and their communities.

Our Mission: Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

Values

KIPP Bridge Academy is split into two different school models to better meet the needs of each student population. KIPP Bridge Rising serves grades transitional kindergarten through fourth grade, and KIPP Bridge Upper serves grades fifth through eighth. Each school has their own School Leader and a different set of core values, outlined below. The two School Leaders partner closely together to ensure alignment across the transitional kindergarten through eighth grade setting, and a smooth transition for those matriculating from fourth to fifth grade.

KIPP Bridge Rising Core Values

KIPP Bridge Upper Core Values

Student Community

Our Student Community

KIPP Bridge believes that all students should have access to a top-quality education, which will prepare them for success in college, career, and life. KIPP Bridge’s student body is reflective of West Oakland’s diverse, vibrant community, and KIPP Bridge honors and respects the diverse backgrounds represented by its students. |

Table 10: Enrollment by Ethnicity (2023-24)

Table 11: Enrollment by Student Group (2023-24)

As a non-selective public school, KIPP Bridge is tuition-free and is open to all students, regardless of ethnic, socioeconomic or religious background. KIPP Bridge conducts its lottery in the spring of each year. Any students who are not admitted through the lottery are placed on a waiting list. More detailed information on enrollment and the lottery can be found in Element 8.

Means to Achieve Mission and Vision

KIPP Bridge Academy is able to achieve its mission and vision through the dedication of staff, students and families, as well as KIPP’s guiding principles, regional and national supports, family engagement, and community interest. This structure has led KIPP Bridge students to

demonstrate success at each step of the pathway to choice-filled lives, from their time in elementary school to middle school to high school and beyond.

Guiding Principles: The KIPP Northern California Difference

Sense of Belonging

KIPP NorCal provides a positive and supportive learning environment where students of all races, incomes, and abilities are known, respected, and empowered. KIPP NorCal uses social-emotional teaching practices that affirm the identity, background, and experience of every KIPP NorCal student.

Academic Excellence

KIPP NorCal fosters a culture of academic excellence and intellectual curiosity through individualized instruction that meets the learning needs of every student. A KIPP NorCal education helps students develop the academic skills and character strengths needed to succeed in college and life.

Family & Community Partnerships

KIPP NorCal partners with families and local organizations in their communities to support healthy development for children. KIPP NorCal joins other educational and community-based groups in advocating for issues that matter to their families, such as immigration rights and racial equity.

College & Career Guidance

KIPP NorCal prepares students to identify their passion, purpose, and plan for how to thrive in college, career & beyond-so they can lead fulfilling lives and build a more just world. The KIPP Forward Team begins working with students starting in 11th grade and continues to support them after high school. KIPP Forward Advisors help alumni navigate the academic, social, and financial challenges they might encounter while in college or pursuing a career.

Teacher Support & Growth

KIPP NorCal recruits and retains a diverse group of teachers with high expectations who believe in KIPP NorCal’s mission and are committed to helping all students reach their full potential. KIPP NorCal equips teachers with opportunities for professional growth through individual coaching and specialized professional development.

Regional and National Supports

Regional Supports

KIPP Northern California is the regional charter management organization that holds the charters for KIPP schools throughout Northern California and is responsible for their operation, sustainability, quality, and growth.

KIPP Northern California 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 support, financial reporting, accounting, payroll, talent recruitment, compliance, human resources, marketing, scalable back-office business operations, and alumni support. To learn more about KIPP Northern California’s Executive Team, please see Appendix 1.

KIPP Northern California’s Track Record of Success

KIPP currently works with more than 6,500 students and families throughout Northern California. While our work continues, we are proud of our results to date:

- KIPP Northern California students met or exceeded the state average for socioeconomically disadvantaged students by 9 percentage points on SBAC ELA and 9 percentage points on SBAC Math in 2022.
- 92% of KIPP Northern California students graduate from high school within four years.
- 65% of KIPP Northern California alumni are matriculating to 4-year college programs and 29% are matriculating to AA & CTE programs which exceeds the national average across all income groups

- KIPP students are several times as likely to graduate from college as other students from low-income backgrounds. KIPP Northern California's college completion rate for all time is 48%. That rate is higher than the national average for all working age people, and it is significantly higher than the averages for both low-income and first-generation students nationally.

National Supports

KIPP Northern California benefits from the support of a national network of KIPP schools founded 30 years ago, as well as the KIPP Foundation.

KIPP and KIPP Foundation Background

KIPP was founded in 1994 as a special program in a traditional public school in an educationally underserved area of Houston, Texas. KIPP students' accelerated academic achievement fueled the program's expansion. 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 250 schools serving more than 100,000 students across the country, and now operates full kindergarten through twelfth grade systems of schools.

The nonprofit KIPP Foundation trains and develops outstanding educators across KIPP regions to open and lead KIPP schools; provides tools, resources and training for excellent teaching and learning; promotes innovation; and facilitates the exchange of insights and ideas across KIPP and other public schools and organizations.

The KIPP Foundation is responsible for supporting excellence and sustainability across the network and leading network-wide innovation efforts. The KIPP Foundation provides a variety of supports and services to KIPP schools and regions in areas including legal support, real estate, technology, finance, corporate governance, operations, communications, marketing, and development.

The School Leader of KIPP Bridge Academy benefits from rigorous and innovative leadership and management training provided by the KIPP Foundation. Please see Appendix 4 for more details about the KIPP Principal in Residence Training leadership program.

KIPP’s National Track Record of Success

Since 1999, KIPP schools nationwide have followed and supported their students through college completion. Every year, hundreds of educators, parents, professors, and interested citizens visit KIPP schools to learn from KIPP’s success in boosting academic achievement and implementing strong school-wide culture. KIPP has been celebrated as a model that works by *The New York Times, The Washington Post, Newsweek, People, Education Week, Business Week, ABC’s Good Morning America, CBS’s 60 Minutes, U.S. News and World Report, USA Today, National Public Radio, PBS, The Oprah Winfrey Show, and many others.*

In September 2015, Mathematica Policy Research released findings from a five-year evaluation of KIPP schools. This was the first report to ever include KIPP schools at all K-12 levels. The report examines KIPP’s impact over the past decade. Some of the key findings are as follows

- Consistent with prior research, KIPP middle schools have positive, statistically significant, and educationally meaningful impacts on student achievement in math, reading, science, and social studies. Average impacts of middle schools were positive and statistically significant throughout the 10-year period covered by the study, though higher in earlier years than recent years.
- KIPP elementary and middle schools have positive impacts on school satisfaction, particularly among parents. More than three-quarters of KIPP elementary parents in the study rate their child’s school as excellent, compared to about half of parents in the control group (defined as those who had applied to KIPP but enrolled elsewhere).

In fall 2023, Mathematica released the latest of their third-party, independent research in a 15-year study of the long-term impacts of attending KIPP schools. The study shows that students who attended and graduated from KIPP were nearly twice as likely to earn their 4-year

degrees as their peers who applied to enter our open-enrollment, non-selective KIPP schools but were not chosen in the random lottery¹⁸.

The report found that the college completion rate of KIPP alumni, if extrapolated nationwide, would completely close the degree completion gap for Black students and nearly close the degree completion gap for Latinx students in the United States. Please see Appendix 24 for additional information on the Mathematica study and similar research demonstrating the efficacy of KIPP’s model.

KIPP Forward

As part of the KIPP commitment to ensure that its students climb the mountain to and through college, KIPP Northern California continues to support students after they leave KIPP high schools through the KIPP Forward (“KF”) program. The mission of KF is for all students to have the access, skills and resources necessary to navigate to and through their postsecondary program into self-sufficient adulthood. The KF team provides structured support focused on postsecondary readiness, persistence, and completion for our alumni.

KIPP Forward’s aim is to support our alumni to feel empowered to pursue their vision of a fulfilling life and build a more just world. We believe that career integration and coaching to strengths as early as possible is a key element to supporting alumni to develop a strong passion and purpose, which will carry them through whatever postsecondary program they choose. We also believe that if students have a strong passion and purpose, self-awareness, and early career exposure, this will increase investment in their K-12 education, because they will be able to make clear connections between theory and practical applications in the real world.

In our region, 50% of all students who have attended a KIPP high school have graduated from a four-year college. This group of KIPP alumni is 95% African American, Asian, or Latino, with more than 88% having qualified for federal free or reduced-price meals. These KIPP alumni

¹⁸ See study here: <https://www.mathematica.org/publications/long-term-impacts-of-kipp-middle-and-high-schools-on-college-enrollment-persistence-and-attainment>

have a higher college completion rate than the average of all students across all income levels nationwide (in 2019, 34% percent of all Americans aged 25 to 29 have earned a bachelor’s degree or higher¹⁹). KIPP’s college completion rate is more than four times the rate of students from low-income communities across the country (for students from low-income families, only 1 in 10 have earned a bachelor’s degree by their mid-20s²⁰). For a recent update on our KIPP Forward Program, please see Appendix 2. Services provided by KIPP Forward include:

Student Support for High School and Postsecondary Success

- College Advising: Ninth through twelfth grade students attending a KIPP High School are provided with college knowledge and academic advising through workshops and meetings. All eleventh and twelfth graders work closely with KIPP Forward Advisors who guide students through the college application process – from researching the right postsecondary program match, completing applications and financial aid to accessing scholarships and enrolling in the best fit postsecondary program.
- Alumni Advising: KIPP Forward Alumni Advisors track academic progress, connect students to services on and off campus, and help alumni stay linked to their KIPP family through outreach, events and the network of KIPP schools that span the country.
- KIPP College Savings Program: KIPP’s College Savings Program consists of three parts: student financial literacy lessons, parent financial empowerment workshops, and enrollment into 529 savings accounts for KIPP NorCal students and alumni. Through our partnership with Utah’s Educational Savings Plan, KIPP students and alumni are eligible to enroll in 529 plans to make saving for college easy, convenient and affordable.
- Internships: Summer internships at KIPP NorCal’s regional office and with corporate partners.
- Career Preparation: Students learn how to build resumes, prepare for interviews, and network with adults.

Connections

¹⁹ See study here: https://nces.ed.gov/programs/coe/pdf/coe_caa.pdf

²⁰ See study here: <https://www.kipp.org/wp-content/uploads/2016/09/CollegeCompletionReport.pdf>

KF builds connections with and between students in the following ways:

- *Alumni Database:* KF tracks student progress and maintains accurate records so we know where our alumni are and where they are headed.
- *Communications:* Facebook connects students and provides information about college advising and college persistence.
- *College Cohorts:* KF Advisors create cohorts and build community among students at local colleges with the goal of building affiliation and connection for students with their university and with each other. Gatherings have included study sessions, baseball games, and holiday celebrations. Because many students live at home or off campus while attending university and commute to campus, College Cohorts foster engagement and connection that increases the likelihood for students to persist through their college experience. Additionally, this program can be especially meaningful for students transferring to a 4-year college from community college or other school. KIPP NorCal currently has College Cohorts at most major, local universities where KIPP alumni enroll, including San Jose State University, UC Berkeley, San Francisco State University, UC Davis, and others.

College Partnerships

Since 2011, KIPP has partnered nationally with colleges and universities to develop and strengthen support systems for first-generation college-going students. Our partner institutions represent the full spectrum of American higher education, from large public research universities to small private liberal arts colleges to community colleges. The goal of these partnerships is for each partnering institution to leverage its recruiting and retention initiatives to ensure KIPP students enroll, persist, and graduate.

In 2018, KIPP shifted its focus to partner with colleges that have a successful track record of supporting and graduating first-generation, low-income students of color and/or institutions that enroll a large number of KIPP alumni year over year. We still continue to partner with over 85 universities, although primarily focus on building new partnerships with the institutions that fit the criteria above.

Today, there is a network of 98 partner universities, both those local to the Bay Area and others around the country. Please see Appendix 3 for a complete list of our current college partnerships across the country. Below is a list of our 12 current, local California College Partners:

- California Polytechnic University, San Luis Obispo
- De Anza College
- Notre Dame de Namur University
- Saint Mary’s College of California
- San Francisco State University
- San Jose State University
- Sonoma State University
- University of San Francisco
- University of California, Berkeley
- University of California, Davis
- University of California, Merced
- University of California, Santa Cruz

Family Engagement and Community Interest

KIPP Bridge Academy values families as essential partners in education. KIPP Bridge Academy provides a variety of opportunities for families to be active participants in the school, from social and cultural events like the Fall Carnival, Eid Festival, Back to School Night, and Literacy Workshops to formal engagement structures such as the KIPP Family Council (“KFC”), and English Learner Advisory Committee (“ELAC”). These events help build a strong school culture and community.

KIPP Bridge Academy is proud to be part of the West Oakland community, and aims to cultivate a lifelong love of learning by developing poised and confident leaders who are committed to serving their community. Current and past community partnerships include the Alameda County Community Food Bank, Sidra MENA Community Wellness, Safe Passages, Family Support Services, Family Paths, One Warm Coat, and Oakland Adopt a Spot.

Working together, KIPP’s Guiding Principles, regional and national supports, family engagement and community partnerships enable KIPP Bridge to prepare its students to thrive in college, career, and beyond, as demonstrated by the data shared in the “Introduction” section above.

Other KIPP Bridge Charter School Successes

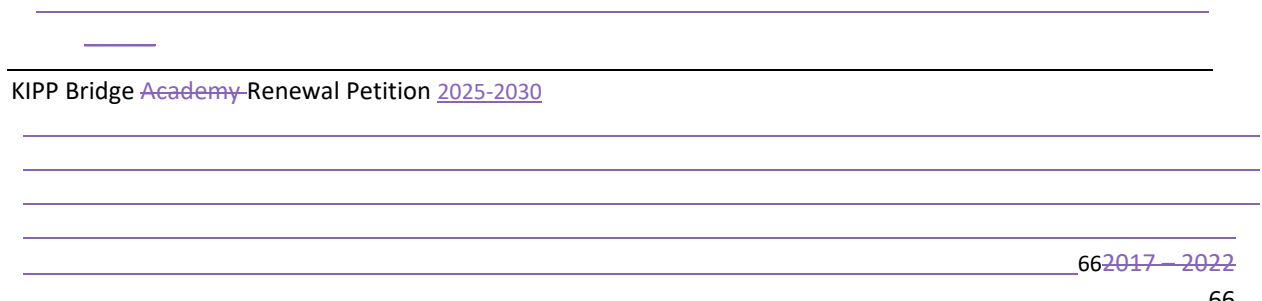
Since the school’s inception, KIPP Bridge has maintained an attendance rate of over 95%. Additionally, 85% of students who have completed eighth grade with KIPP Bridge have matriculated to college, including institutions such as CSU East Bay, St. Mary’s College, Spelman College, UC Berkeley, and UC Riverside.

KIPP Bridge’s summer enrichment program allows students to participate in extended, off-campus, learning activities throughout the year and in the summer. Over the years, students have participated in the Center for Talented Youth programs, Stanford University’s residential Great Books program, Stanford Jazz Camp, Summer of Learning, College Track, and the Boys and Girls Club, in addition to other local and national programs.

Student grades and enrollment

Parents advocating for our expansion have children who would be attending elementary grades across all levels in the 2016-17 school year. For data on the grade level and residency of families who have articulated meaningful interest in attending elementary grades at KIPP Bridge, please see Appendix 6. In order to respond to this demand, we plan to serve all grade levels, from TK through eighth grade, in the first year of expansion. The new elementary grades (K-4) will start with approximately 60 students in each grade and grow to 90 students, with the exception of TK, which will serve up to 25 students. The KIPP school model will balance an overall school size that is large enough to provide a variety of school-wide academic and emotional supports and resources with an overall class size that is small enough to create a cohesive school culture where all students and families are known and feel a sense of community and belonging.

Figure 6: Student Enrollment by Year



	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Transitional Kindergarten	25	25	25	25	25
Kindergarten	60	90	90	90	90
1st Grade	60	90	90	90	90
2nd Grade	60	60	90	90	90
3rd Grade	60	60	60	90	90
4th Grade	60	60	60	60	90
<i>Total Add'l Enrollment</i>	<i>325</i>	<i>385</i>	<i>415</i>	<i>445</i>	<i>475</i>
5th Grade	85	90	90	90	90
6th Grade	85	90	90	90	90
7th Grade	85	85	90	90	90
8th Grade	85	85	90	90	90
Total Enrollment	665	735	775	805	835

III-I. What it Means to be an Educated Person in the 21st Century Learner

Becoming a 21st Century Learner

It is the goal of KIPP Bridge Academy to prepare students with the skills and confidence to pursue the paths they choose — college, career and beyond — so they can lead fulfilling lives and create a more just world. At KIPP Bridge, becoming a learner in the 21st century means:

At KIPP Bridge, becoming a 21st-Century learner means the following:

- Students possess a strong foundation of basic academic skills~~competency~~ and a broad knowledge base in the core~~all~~ disciplines of ELA, math~~language arts, mathematics,~~ science, and history, ~~visual and performing arts, and physical fitness~~
- Students deepen character qualities that allow them to make positive choices in life
- Students are effective and confident oral and written communicators
- Students are comfortable utilizing a wide range of technologies
- Students actively engage with technology to extend their learning through creativity and innovation
- Students are critical thinkers and problem solvers
- Students have an appreciation for the humanities and show respect for diverse cultures
- Students possess a drive to constantly learn and improve themselves
- Students accept personal responsibility for their own actions and their~~life long love of~~ learning
- Students possess a strong desire to serve the~~their school~~ community and the~~communities~~ in which they live and help others
- Students have the desire, discipline~~character strengths,~~ and dedication to achieve their highest aspirations and dreams
- Students are equipped~~actively engage with~~ the agency and critical consciousness to drive meaningful change~~technology to extend their learning through creativity~~ and innovation.

Ultimately, these objectives are met through academic knowledge and skills, personalized instruction, social emotional learning (“SEL”), and a positive school culture and climate.

Developing 21st Century Learners through Academic Knowledge and 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 involvement.²¹— Our focus at KIPP Bridge ~~Academy is therefore~~has always been on developing outstanding educators who have high degrees of success in delivering ~~a~~rigorous academic ~~programs~~program.

The content of the educational program at KIPP Bridge centers on gaining knowledge and mastering particular academic skills, forming effective intellectual habits, and building character strengths – all so that students can lead choice-filled lives. Our academic program is college and career-preparatory, with the necessary supports in place for all students to access the curriculum. More detailed information on the academic program at KIPP Bridge can be found in the “Curriculum and Instruction” section below.

Developing 21st Century Learners through Personalized Learning PlatformsCharacter Development

~~Students need more than academic and intellectual skills alone to succeed in high school, college, and life. In the words of David Levin, co-founder of KIPP: “The experiences of KIPP Academy New York and KIPP Academy Houston have taught us that academics without character is useless; students will have the skills but lack the motivation to use them. Character without academics is hollow; students will have the motivation but not the ability to use it. Together, they have the power to transform lives.”~~

~~According to Dr. Howard Gardner, defining and creating an effective character development program depends on “clarity and common vision”. The following section explains in detail how KIPP Bridge’s values, social emotional learning program, and commitment to restorative practices form the basis of the school’s focus on character development.~~

²¹ Marzano, Robert. September 2003, Educational Leadership.

Developing 21st Century Learners through Personalization

Leveraging technology to achieve personalization is one component of enabling high academic achievement at KIPP Bridge.

Ultimately, our goal is for each student to have full mastery of the knowledge and skills necessary for high school, college, career, and the competitive world post-graduation. beyond. This means that our students must be prepared to be creators, not just consumers, of the innovation that surrounds us in Silicon Valley and beyond the broader Bay Area.

Personalization enables

It all begins with personalization, so that students to be continually challenged at their proximal zone of development. The effective utilization of technology supports student success by providing even greater differentiation and personalization of their learning. At KIPP Bridge, our teachers use technology in combination with other instructional strategies to achieve the following goals:

- Ensure that our students are mastering foundational content knowledge
- Enhance individual achievement and learning through adaptive content solutions and assessments
- Increase more targeted support and time with teachers
- Build higher order thinking, problem solving, and research skills by allowing students to interact with information in multiple ways
- Enable students to collaborate closely with peers on projects
- Enable new forms of student expression and creation
- Facilitate access to data, professional development opportunities, and enhance instructional support (including the organization and distribution of teacher lesson plans)

KIPP Bridge currently has a one to one ratio of devices for each student. The school's emphasis on personalized learning and the integration of instructional technology into classrooms help to reinforce and complement investments that OUSD has made for West Oakland to become a STEM corridor.

Please see Appendix ~~58~~ for a ~~sample~~ list of ~~personalized learning platforms and instructional technology~~ tools ~~currently that will be~~ used at KIPP Bridge Academy, including Lexia, Boost Reading, ST Math, Zearn Math, Ignite Reading, and Epic Books.

Developing 21st Century Learners through Social Emotional Learning and Positive School Culture and Climate

KIPP Bridge prioritizes social and emotional learning and the use of restorative and trauma-informed practices. KIPP Bridge Academy strongly believes social emotional learning and restorative justice will position our students for success in school and in life. We’ve tailored a Multi-Tiered System of Support to ensure all students get what they need to develop socially and emotionally:

- Tier 1
 - Explicitly name SEL curriculum implementation and consultation
 - Mental health workshops for families
 - Mental health consultations for teachers and staff
 - Mental health office hours for staff
 - Mental Health office hours for students
 - School wide mental health campaigns
- Tier 2
 - Social Skills Group - include “time limited group counseling” (ie social skills, grief and loss, divorce, etc.)
 - Access to as-needed mental health check-ins (including safety assessments)
 - Check In Check Out
 - Positive behavior reinforcement plan support (consultation & development)
 - Push-in social-emotional support & coaching
 - Parent psychoeducation
 - Classroom observations
 - Teaching & coaching of self-regulation strategies
- Tier 3
 - Individual Counseling
 - Educationally Related Mental Health Services (including Individual Counseling, Counseling & Guidance, Parent Counseling, Social Work Services, etc.) per a student’s IEP
 - Targeted case management & collaboration with intensive service providers (Therapeutic Behavioral Services, wraparound, etc.)
 - Behavior Intervention Plans for students with IEPs

- [Family counseling](#)
- [Psychosocial assessments for IEP students \(Educationally Related Mental Health Assessment \(“ERMHS”\), Functional Behavioral Assessment \(“FBA”\), etc.\)](#)
- [Crisis counseling & risk assessment](#)
- [Tier 4](#)
 - [Definition: A program tailored to the behavioral, academic and social emotional strengths as well as needs of students and families towards a “choice filled” life; offered through strengths based counseling , enriching activities, tailored academic support and scheduling, social skills development, community resources and more. We aim to empower our students with the joy of learning, to uncover the power within themselves and assist them in building the mindsets, skills and relationships necessary to succeed beyond our school.](#)
 - [Services offered that support the child at school and in life, which can include:](#)

[Table 12: Example Tier 4 Services](#)

[More information on KIPP Bridge Academy’s approach to social and emotional development and restorative justice practices can be found in the section titled “How Learning Best Occurs” below.](#)

[How Learning Best Occurs](#)

[KIPP Bridge Academy’s academic program was built on the core beliefs, practices and lessons learned from high-performing schools in the Bay Area and throughout our country.](#)

[In addition to the guiding principles for all KIPP schools outlined above, the key descriptions of the school experience at KIPP Bridge is captured in three sections on how learning best occurs:](#)

- [Through a rigorous, standards-based curriculum](#)

- Through high-quality instruction
- Through social emotional learning and an integrated system of care

IV. How Learning Best Occurs

~~As we discussed in the section describing our target population, students living in West Oakland face many challenges on the way to achieving their dreams and living choice filled lives. We know that students living in environmentally stressed neighborhoods need additional supports, and our model is designed specifically with these students in mind. KIPP Bridge currently serves many West Oakland students and we have a track record of empowering our students to develop the academic, character, and social strengths to succeed in college and beyond. KIPP Bridge’s approach and vision for supporting young people and families facing tough odds is based on 13 years of experience serving in this community, drawing on the experience and lessons of 10 other schools in the KIPP Bay Area Schools region, as well as the wisdom and experience of over 180 KIPP Schools across the country.~~

Learning Best Occurs with a Rigorous, Standards-Based Curriculum

~~The content of Common Core State Standards (CCSS), adopted by California in 2010, detail the KIPP Bridge curriculum focuses on building upon foundational skills coupled with an emphasis on higher order thinking processes in all content areas. In accordance with state regulations, KIPP Bridge provides the standard age-appropriate curriculum for Mathematics, Science, information K-12 students should know in English Language Arts, History-Social Science, and Visual-Performing Arts and Mathematics at the end of each grade level.~~

~~In line with our mission, The initiative seeks to prepare all students for success in college and beyond, KIPP Bridge has adopted all applicable state content establish consistent learning standards, including Common Core State Standards (“CCSS”), across the Next Generation Science Standards (“NGSS”), English Language Development Standards, History-Social Science Framework, and all other applicable state content standards (hereinafter, collectively “State Standards”) for our states as well as ensure that students. The CCSS represents graduating from high school are prepared to enter two or four-~~

~~year college programs or enter the~~ knowledge and skills that prepare students for college and career. The College and Career Readiness Standards (“CCRS”) and assessments provide a way to measure knowledge and skills and are gateway assessments of whether students are ready to enter college. Together, these standards and assessments ensure that our students are ready to take on the rigors of college and future careers.²²~~workforce.~~ KIPP Bridge is committed to ensuring that our students meet the challenging demands of the State Standards, particularly the Common Core State Standards and Next Generation Science Standards.

The State Standards are supplemented with social-emotional learning, advisories, study skills, extra-curricular activities, technology, and art. Clear and specific standards-based academic objectives are mastered at each grade level as students move through the curriculum at KIPP Bridge’s intensified pace.

Teacher and staff supports:

The adoption of CCSS and NGSS and assessments for our schools is part of a long-term strategy to increase the percentage of our students persisting in and graduating from college. The content knowledge and instructional shifts demanded by the CCSS and NGSS require us to invest even more in our teachers and leaders. KIPP Northern California has invested in the following supports for our staff during the past several years:

- Implemented research-based, CCSS-aligned curricula in Mathematics, ELA, and Science, and set student achievement goals based on CCSS.
- Streamlined our balanced assessment strategy: Elevated and adjusted regional interim assessments for Math, ELA and Science to more effectively identify key strengths and gaps in student learning. SBAC and California Science Test (“CAST”)-aligned interims are administered three times a year, and the data is analyzed with student work in hand to prioritize key gaps and strategically plan for instructional intervention.
- Revamped our regional assessment data system (KIPP Galaxy) to capture and disaggregate assessment data by subgroups. This has allowed us to better identify and respond to region-

²² Source: “How ACT Assessments Align with State College and Career Readiness Standards”, Sara Clough and Scott Montgomery, 2015. (<http://www.act.org/content/dam/act/unsecured/documents/Alignment-White-Paper.pdf>)

wide trends in student learning.

- Partnered with EL Achieve to lead schools in Integrated ELD training that focused on research-based planning and instructional approaches to more effectively meet the needs of EL students.
- Improved access to grade-level content by supporting staff to implement Learning Acceleration practices in ELA and Math to close gaps in unfinished learning.
- Revamped our summer regional sessions for math, science, social studies and ELA teachers to effectively build skills in standards deconstruction, data-driven instructional strategies and backwards planning that inform internalization and planning.
- Partnered with the Relay Graduate School of Education to provide rigorous coaching training to our School Leaders, Assistant Principals and Content Specialists to prepare for the school year with an aligned lens towards effective observation feedback, data-driven instruction, and professional development design.
- Incorporated region-led rigor visits to monitor exemplar-driven internalization and ensure it is used effectively as a scaffold for content development and as a means of monitoring mastery in real time in classrooms.

KIPP Bridge Academy combines rigorous State Standards with pedagogical methodologies that have proven successful. At KIPP Bridge, staff have flexibility to work together to determine the curricula that best match student needs and the demands of the State Standards. Incoming student strengths, needs and performance levels determine the manner in which standards-aligned curriculum is implemented.

Learning Best Occurs with High-Quality Instruction

Implementing a high-quality instructional program is paramount to KIPP’s track record of success. At KIPP Bridge, high-quality instruction is standards-based, with an emphasis on academic, intellectual, and character strengths, and explicitly ties to KIPP Bridge’s mission to become passionate readers and critical thinkers who realize their highest potential to benefit themselves, their families, and their community.

Instructional Power Moves

Research demonstrates that high-performing teachers do three things in a continuous cycle: internalize standards and content to plan strong lessons, deliver strong instruction, and monitor student learning and respond both in-the-moment and after lesson delivery.

In response to this research, educators at KIPP Bridge engage in 3 Instructional Power Moves:

- Internalization and Planning: Lead teachers in exemplar development to inform internalization and planning and provide feedback on lesson plans
- Observation/Feedback: Observe lesson delivery and provide feedback on instruction (real-time feedback or observation/feedback meeting)
- Data-Driven Instruction: Facilitate data analysis meetings (i.e. Weekly Data Meetings, Interim Assessment Data Days) and provide feedback on teacher’s data analysis, reteach plans and action plans.

KIPP Bridge’s School Leaders and Assistant Principals participate in training from the Relay Graduate School of Education focused on two of the Instructional Power Moves: Observation/Feedback and Data-Driven Instruction. Participation in this training has led to excellent teacher coaching throughout KIPP Bridge Academy as well as improvement in the quality of instruction for all students. For more information on the theory of impact and research behind the Instructional Power Moves, see Appendix 6.

Differentiated Support for All Students

At KIPP Bridge, we believe that differentiated instruction is an essential component of high-quality instruction. During class, KIPP Bridge teachers rigorously monitor student learning throughout lessons and independent work time to collect live data, which enables them to respond in the moment. For example, teachers may use this data to shift the class into differentiated small group works, or re-teach a concept to the whole class. Teachers may also use differentiated materials to meet students where they are. An example of this would be using the same text at different levels of complexity so that all students have the access needed to master the objective.

Outside of class, teachers may also use social-emotional learning time to support students who may be struggling academically. Additionally, afterschool support is offered. Finally, KIPP Bridge uses blended learning programs to support differentiation for students, including Lexia and Khan Academy.

In order to facilitate differentiated instruction, KIPP Bridge teachers participate in weekly data meetings to identify students in need of additional support and develop plans to address gaps. By providing a variety of individualized supports, KIPP Bridge aims to ensure that all students are prepared for success in their rigorous academic program, and are ultimately on the path to leading lives full of choices and opportunities.

Learning Best Occurs through Social Emotional Learning and an Integrated System of Care

At KIPP Northern California, we believe:

- Social emotional skills can be taught and developed
- Behavioral expectations can be taught like academic skills
- We must model, teach, practice, and reinforce our expectations so that they become habit
- Everyone makes mistakes
- It is our job to hold kids accountable when mistakes are made while recognizing the level of support that is needed to repair the harm
- Everyone deserves the right to move on after reconciling the mistake that was made

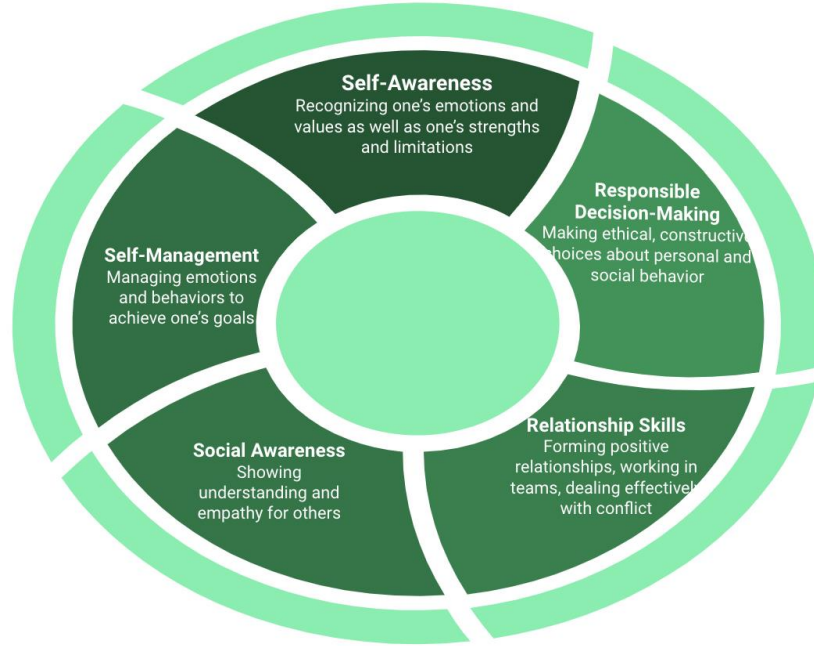
We create an integrated system of care by fostering the development of social-emotional competencies, using restorative practices to repair any harm to individuals and to the community when mistakes are made, and using trauma-informed practices to create safe and inclusive environments for students.

Table 13: Pathways to Developing Positive School Culture and Climate

Social and Emotional Learning

All students are supported in social and emotional development at KIPP Bridge Academy. As young people grow, they experience new challenges, new emotions, and new situations. Navigating these various experiences is difficult for anyone, and we all must understand that this is a process of growing and learning for all children. In addition to building dedicated time into the schedule for social emotional learning, KIPP Bridge embeds SEL into the general education curriculum through community circles and by using situations that arise at school as learning opportunities to teach competencies and character traits. The figure below outlines the core tenets of SEL:

Figure 7. Core Tenets of Social-Emotional Learning



KIPP Bridge supports teachers to in turn support students' social emotional learning in an approach that mirrors the Response to Intervention and Multi-Tiered Systems of Support:

In Tier 1:

- Prevention-oriented social and emotional learning curriculum for all students
- Students develop values and social emotional competencies through intentional teaching and instruction
- Community building practices through community circles with all students
- Strong parent engagement
- Implicit bias, diversity, and stereotype threat training for all staff to create a culture of belonging
- Staff training on mental health topics may address suicide, trauma, and culturally appropriate classroom intervention strategies

KIPP Bridge ~~Academy~~ Renewal Petition [2025-2030](#)

In Tier 2:

- Comprehensive early indication system that includes academic and non-academic domains Student Success Team (“SST”)/Response to Intervention (“RTI”) Process and Coordination of Services Team (“COST”) to support the whole-child
- Trauma-informed and responsive practices
- Restorative, collaborative, culture and healing informed intervention strategies
- On-campus mental health counseling by school or community based therapists

In Tier 3:

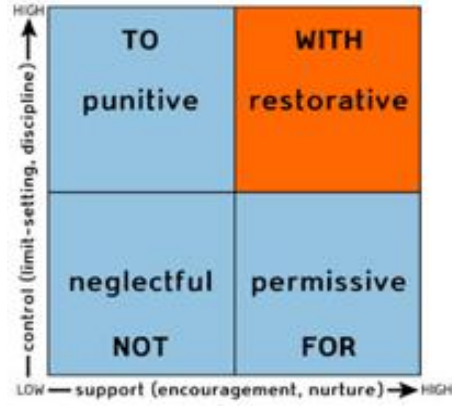
- Targeted, restorative, wrap-around strategies, with family and community as partners
- Comprehensive individualized success plan
- On-campus mental health counseling by school or community based therapists
- Connecting to external resource providers

Restorative Practices

Restorative practices complement the focus on SEL. Through restorative practices, KIPP Bridge students have the opportunity to learn strategies to manage their emotions and understand how their behavior impacts the school community. At KIPP Bridge, we recognize that all people make mistakes and that mistakes are actually opportunities to grow and learn. We hold students accountable to high expectations and provide a high level of support for our students to grow.

As illustrated in the figure below, restorative practices emphasize doing something *with* someone, versus *to* or *for* them.

Figure 8. Restorative Practices



Logical consequences and restorative practices

Consequences must be meaningful for students; they cannot be abstract, extrinsic ideas that do not attach to the behavior. For example, if a student is talking at an inappropriate time during a lesson, a teacher might first stop and ask the student why it is important that the student does not talk during the lesson. As the student explains the importance of being on task, the student understands the impact of their choices. Depending on the root of the problem, students may write a reflection about what happened and then return to the group after sharing the reflection with classmates. If a seriously harmful decision (e.g. hurting a teammate, repeated teasing) has been made, the teacher or leader may choose to use a restorative circle, bringing together everyone involved and others impacted by the situation during a time outside of class. This may include other classmates, family members, coaches, and more, depending on the circumstances and impact.

Restorative conversations

Staff members at KIPP Bridge use restorative conversations to support students when harm has been done to another member of the school community (e.g., saying something hurtful) or to that student (e.g., giving up on a task). A restorative conversation guides the student to repair the harm and better the situation. These are the guiding questions for a restorative conversation:

1. What happened?

2. What were you thinking at the time?
3. What have you thought about since then?
4. Who has been affected by what you have done?
5. What do you think you need to do to make things right?

Ladder of response

Teachers use a number of strategies to ensure all students are learning, remembering that the goal is to restore relationships so that students can engage in learning. Teachers know that there are many ways to respond and that it is important to match the response to the individual student and situation.

The importance of relationships

Through our use of community circles, and through lessons that foster social-emotional as well as academic growth, KIPP Bridge students develop strong connections, strong accountability to one another, and empathy for how others feel in situations. The stronger these relationships are, the greater the impact when a student may seek to repair relationships, speak to peers about a challenge he/she/they is having, or engage in self-reflection. Relationships are at the core of this approach.

Modeling healthy responses

KIPP Bridge staff are taught to consistently model healthy interactions and reactions, especially in times when staff may be frustrated or tired. Our students learn from our modeling. We believe that skillful teachers teach discipline and embrace this as a key function of their role. Therefore, the KIPP Bridge community:

- Holds all members of the school community to high and realistic expectations
- Fosters strong relationships among all members of the school community
- Recognizes that individuals will make mistakes, and that each day is a new one
- Plans precise directions for each activity and transition to create safe, predictable and productive learning spaces

- Uses reminding, redirecting and reinforcing language to help students meet academic and social expectations
- Frequently and clearly talks about and models appropriate behavior
- Provides consequences that are clear, logical, restorative and firm
- Sees and discusses students as individuals
- Restores students to the learning community by teaching pro-social skills and building on individual strengths

Please refer to Element 10 to learn more about our restorative practices as they relate to our discipline policies and procedures.

Trauma-Informed Practices

The traumatic response takes place when individuals experience stressors that overwhelm their capacities to cope. When individuals experience an overwhelming response to events in their environment, it decreases the functioning of their logical and analytical parts of their brain. For students, the result of this may lead to poor academic performance, difficulties focusing, emotional explosions, emotional withdrawal, distrust, and a lack of feeling safe. It is our aim to ensure that our staff have the skills necessary to appropriately respond to said reactions in a way that is supportive to the student. By responding to symptoms of traumatic stress with care and compassion, students will be able to feel safer while at school and in turn will have increased capacities to learn.

Traumatic Informed Practices constitute an intentional approach that takes into consideration the whole picture of the KIPP Bridge community – our learning spaces, how we communicate with one another, how we build relationships, how we intervene when a student shines and when a student demonstrates need for supports, and how we as adults can support in creating safe and inclusive spaces where students are able to learn. For example, KIPP Bridge staff receive professional development about the signs and symptoms of traumatic response, potential triggers in the classroom and learning environment, and de-escalation techniques. Some interventions when operating from this lens and approach include: playing calming music when students are participating in independent work time, doing 5-minute stretch breaks during a longer or more academically rigorous lesson in class, holding emotional support

groups or psychoeducation groups which center on a specific theme that relates to a presenting student need (e.g., a social skills group), student-run groups that educate the community on topics of wellness, providing culturally responsive emotional supports, professional development for school teams that cover the importance of self-awareness and identifying one’s own triggers, or the establishment of CARE Team – a meeting where interventions are identified to better address the presenting need of the highest-need students.

Curriculum and Instruction

Ideal KIPP Bridge Academy Eighth~~KIPP Bridge 8th~~ **Grader: Starting With the End in Mind**

KIPP Bridge eighth graders are academic scholars who possess a lifelong love for learning. The academic program at KIPP Bridge cultivates an intellectual curiosity for all academic disciplines and the academic preparation to be successful in high school, college, and the competitive world beyond. Students leave well-versed in rigorous texts and ~~multicultural~~multi-cultural literature. For students to be prepared for high school level math, students will complete Common Core Math 8 by the time they leave eighth grade and be prepared to take Common Core Algebra I when entering ninth grade. To ensure that students have the knowledge and skills to successfully study science in high school, science coursework includes writing research papers and participating in science labs. The courses offered at KIPP Bridge are grounded in rigor and high engagement, with learning environments that actively engage the student body.

KIPP Bridge eighth graders are creative and critical thinkers. Students at KIPP Bridge 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 eighth graders are confident and articulate speakers and writers. Students will 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 eighth graders exemplify the school values of Transform, Respect, Unify, and Empower (“TRUE”). Students acquire the personal qualities and the skills to confront difficulty and challenges, thoughtfully problem solve, and move forward. Students learn that they must approach life challenges and obstacles with a sense of possibility. KIPP Bridge students learn how to move past the hard parts of their lives that are out of their control. Students learn to be honest citizens who give back to their communities and take responsibility for their actions. Students learn the importance of being part of a functioning team and learn how to work cooperatively in class with their teammates. Most importantly, students gain skills in communication and problem solving and learn how to manage strong feelings and impulses.

A Rigorous Schedule and Academic Calendar

A typical day for a KIPP Bridge student is broken down into the following components:

1. **Core Academic Subjects.** Students are engaged in the standard curriculum areas of ELA, math, science, and social studies.
2. **Non-Core Courses.** In addition to their core courses, students at KIPP Bridge Academy are also offered a variety of non-core coursework, which may include Art, Technology, Physical Education and Mindfulness and Movement.
3. **Supplemental Instruction.** Students also receive supplemental instruction from teachers. For example, students receive math support during a tutorial block, and students receive small group reading instruction.
4. **Enrichment.** KIPP Bridge’s extracurricular program includes competitive sports (such as basketball, volleyball, cross country, softball, golf, and soccer), as well as a variety of clubs such as yearbook, art club, Diamano Coura West African Dance Troop, Choose Me Mentoring, Mentoring Program with UC Berkeley Athletics, and gardening club.

More time on task is central to the success of KIPP Bridge students. Students are offered instruction under an extended day model which includes core and non-core classes,

enrichment opportunities, and supplemental instruction. A typical school day for a KIPP Bridge student is reflected in the schedule in Appendix 7a and 7b.

Annual School Calendar

KIPP Bridge Academy meets or exceeds the instructional minutes requirement as set forth in Education Code Section 47612.5(a)(1), specifically:

- To pupils in kindergarten: 36,000 minutes
- To pupils in first through third grade, inclusive: 50,400 minutes
- To pupils in fourth through eighth grade, inclusive: 54,000 minutes

Please see Appendix 8 for the most recent school calendar. The school calendar may be updated periodically.

Curriculum Overview

Figure 3. Curriculum Matrix

	TK	K	1	2	3	4	5	6	7	8	
Literacy		Wit & Wisdom					KIPP Wheatley				
		CKLA Skills			Bookworms						
		Small Group Intervention									
Social Studies		Wit & Wisdom					TCI: History Alive! and Discovery Education				
Math		Eureka Math Squared									
Science		Amplify Science									

Core Curriculum Framework

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

A sample scope and sequence for all core subject areas can be found in Appendix 9.

KIPP Bridge's curriculum draws upon researched based programs. Below is a matrix of curriculum that may be used. In addition, please see Appendix 9a and 9b for detailed TK-8 instructional blueprints for both Math and English Language Arts that will serve as the foundation for building our master schedule.

Figure 7: Curriculum Matrix

	TK	K	1	2	3	4	5	6	7	8	
Balanced Literacy		KIPP Wheatley									
		Leveled Literacy Intervention – Guided Reading									
		Wilson FUNdations Phonics ³				LLI - phonics					
		Cozy Corner ⁵									
		Heggarty - Phonemic Awareness									
			Lucy Calkins’s Writer’s Workshop					Marzano Vocabulary			
Social Studies		KIPP Wheatley						TCI – History Alive!			
Math	Eureka Math										
		Cognitively Guided Instruction									
		ST Math									
		Kathy Richardson Developing Numbers Concepts									
							Khan Academy				
Science	FOSS Next Generation Science Programs										
		Amplify Science									
		TCI - Bring Science Alive!									

Transitional Kindergarten

KIPP Bridge ~~offers~~ ~~is prepared to offer~~ Transitional Kindergarten. ~~The TK curriculum is (TK), which will offer~~ a modified curriculum that is age and developmentally appropriate. The TK curriculum ~~is~~ ~~will be~~ aligned to the California Preschools Learning Foundations as developed by the California Department of Education. The TK classroom ~~emphasizes~~ ~~will emphasize~~ station-based and individualized learning throughout the school day, as well as hands-on experiential learning. Using data to determine each student's skills, the teachers in the TK classroom ~~will~~ work with small groups of students to meet them at their instructional level and support their individual growth. The academic goals ~~for TK~~ ~~will~~ align with preparing scholars for success in the kindergarten classroom the following year. KIPP Bridge TK teachers ~~will~~ have the appropriate ~~credentials~~ ~~credential~~ to work with this age group.

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

English-Language Arts

Literacy Vision: Our scholars love and enjoy reading and writing because they engage in texts at their independent level, grow through excellent guidance and coaching, and dive deeply into analysis of complex texts. They do this while knowing that persistence through challenges leads to deep learning.

We aspire to deliver an excellent learning experience for all KIPP students, including building foundational skills in early literacy. This is a specific focus for the following reasons: 1) Teaching all students to read and write proficiently will reduce educational inequities. 2) We know a child’s reading and writing ability has a significant impact on their performance in all subject areas. 3) We know significant improvement in our early literacy performance will have a compounding effect on students’ future performance in all subject areas. 4) **Being able to read and write is fundamental to a child’s success in school and their ability to pursue choice-filled lives.**

At KIPP Bridge, we believe that literacy is the foundation of all learning. To promote literacy, the English-Language Arts program provides a challenging curriculum that is academically rich, intellectually stimulating, and culturally diverse. We teach the Science of Reading (“SoR”). We provide systematic, explicit phonics instruction using research-based curricula. We empower students with strong word recognition skills, building from letters and sounds to word decoding to orthographic mapping. We provide frequent opportunities for students to practice new skills and receive feedback throughout each lesson. We build a strong foundation in our Tier 1 foundational literacy skills instruction so our youngest learners are equipped to weave together their word recognition with their language comprehension skills to become fluent, strategic readers. ~~Our curriculum is designed to help students meet all Common Core reading, writing, and language standards.~~

We center our students’ needs. We follow our foundational literacy skills curricula, planning with a shared criteria for success and prioritizing student engagement during our lessons. We provide access to all our learners by differentiating our questioning and providing multiple modes of learning. We use a critical lens when analyzing the materials and texts we present to our students in whole-group reading so their voices and experiences are represented in their classroom. As elementary schools, we align our foundational literacy goals and strategies so we can create equitable outcomes across all our schools.

We carry a growth mindset. We sharpen our skills as reading teachers by learning and practicing evidence-based instructional strategies. We create space for teachers and leaders to learn from and with each other through professional development and communities of practice. We utilize assessments that provide us key data about students’ decoding strengths and

growth areas in order to measure outcomes and inform our lesson planning. We tailor instruction to students' needs through continuous progress monitoring and responding to student data in our Tier 1 instructional choices as well as our Tier 2 small group reading structures.

In TK-2nd grade, we have recognized that if we are going to truly be able to ensure that all of our students are leaving early elementary (2nd grade) with the ability to read and write on grade level, we need to do five essential things:

1. Continue our focus on foundational literacy skills with a primary emphasis on teaching our students how to read on grade level using the science of reading as our guide.
2. Ensure that our literacy curriculum and program use a structured literacy approach aligned to the science of reading to teach foundational skills.
3. Increase our teachers' knowledge of the science of reading so they can make instructional decisions in their classes that will more effectively support their students' reading and general literacy growth.
4. Use more specific foundational skills tests that assess the Word Recognition strands of Scarborough's Rope so that we can truly identify and shore up any reading gaps.
5. Move towards more substantial alignment across our elementary schools to ensure that we provide equitable tier 1 instruction for all of our students once we have an effective curriculum and assessment in place.

Our curriculum is designed to help students meet all Common Core reading, writing, and language standards. Our goal is to create a Common Core aligned, balanced approach to literacy, allowing scholars to receive guided support on their instructional level and targeted practice as they read on their independent level. High quality, complex texts in the range of genres recommended by the Common Core are the heart of the curriculum. Fiction, informational text, poetry, books, short stories, articles, videos and images are all included with an eye to quality, content, range, and inclusion of diverse peoples and perspectives.

Much of the curricular support will rely on KIPP's Instructional Blueprint for Literacy. Each day our students will engage in word study, read aloud, close and shared reading, guided reading,

independent reading, and writing. Both research and experience show that effective literacy programs build students' word and world knowledge, effectively integrate reading and writing instruction, align with college-ready standards, and most importantly, are centered on authentic, high-quality texts. At least 100 minutes of eyes-on-text is our daily standard. The components of our Balanced Literacy program are:

- Word Study: Students are provided with intensive instruction in phonics (grades TK-3), vocabulary, grammar, and spelling embedded into the curriculum.
- Read Aloud: The teacher reads a text aloud and involves the students in what is read through comprehension activities. Students acquire and sharpen their listening and comprehension skills through this exercise. The teacher also uses this time to model the application of reading skills. Read aloud is used daily in grades TK-4.
- Close and Shared Reading: All students engage with shared, grade-level texts. Literature choices take into consideration themes across content areas, literature genres, and texts read and discussed at exemplary schools. Students also gain considerable exposure to expository text. The majority of the reading instruction can be classified as close reading, in which students progressively develop deeper understanding of key sections of text over multiple reads. ~~Please see Appendix 10 for KIPP's Close Reading Evidence Guide.~~
- Guided Reading: In order to meet the individual needs of all students, students spend time in fluid reading groups working on particular reading skills with the teacher. The rationale is to provide students with enrichment and remedial instruction to ensure each student is a successful reader. This will occur during workshop time while the other students are engaged in workshop stations based on targeted standards.
- Choice Reading: There is a time set aside each day for independent reading (also known as Silent Sustained Reading). Choice reading increases a student's volume of reading and reading stamina. Structures like Accelerated Reader quizzes or reading journals can hold students accountable for their reading during this time.
- Writing:- Students engage in process-based, text-dependent writing. Over the course of the year, students will write in the variety of genres covered by the Common Core

Standards. Writing activities are designed to guide students towards deep content understanding as well as to support mastery of a variety of writing formats and skills.

Kindergarten - 2nd Grade

In Kindergarten through second grade, classes are self-contained, allowing for flexibility within the schedule to experience all components of this comprehensive literacy approach. In the morning, scholars participate in an extended block focused on guided reading, direct word study instruction and independent centers to reinforce their work with foundational literacy skills. Scholars also move flexibly between groups to ensure the instruction is occurring at their independent and instructional level. During the day there are additional reading blocks dedicated to read aloud and close reading, using the [Wit&WisdomKIPP Wheatley](#) Curriculum. Within these blocks, scholars are exposed to high quality texts in which they focus on speaking about, listening to and comprehending age-appropriate literature. In the lower grades, scholars also participate in a Writer’s Workshop where they learn ideas around craft, genre and writing conventions.

3rd Grade - 5th Grade

In third through fifth grade, scholars will experience a Humanities block along with one grade-level wide We Love Reading (choice reading) block so that they experience over three hours of literacy instruction each day—the amount of literacy needed to grow and achieve at the highest level. The Humanities block includes all parts of balanced literacy, specifically guided reading, word study and close reading. In these grades, it is crucial that all scholars spend time engaging in grade-level rigorous texts, while also receiving differentiated instruction at their own independent and instructional reading levels. In the close reading block, there is a focus on text-based writing where scholars are writing evidenced based paragraphs and essays about the non-fiction/social studies and fiction they read. During these [later elementary](#) grades, scholars will also learn to transition from a structure of having one teacher teaching multiple subjects to teachers who specialize in specific subjects. This will prepare scholars to adjust to ~~the~~ having different teachers and learning to transition between classes and spaces in middle school.

6th Grade - 8th Grade

In sixth through eighth grade, scholars continue with the differentiated literacy block, that includes choice reading, close reading, writing, and guided reading for those who still need the support. This allows scholars to spend a majority of their day on literacy while experiencing a more high-school-aligned daily schedule through literacy, math, science, and social studies. Also in the middle school grades, students learn the fundamentals of grammar, the writing process, public speaking, note taking, and learn to identify social and cultural influences and differences in writing. Students work together to revise, edit, and present papers and other research-based presentations. Students whose skills need remediation receive intervention support during school, extra tutorials after school and on weekends in phonics, reading comprehension, spelling, grammar, and writing. ~~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.~~

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.

Mathematics

STEM Vision: Our scholars love that math, science, and technology instruction involves challenges and struggles, knowing that often times they can approach a problem like a puzzle, where they can take many avenues to get to an answer. By building a foundation of fact fluency and then learning the deeper math and science concepts, scholars work through inquiry based approaches to discover new things every day.

The math program at KIPP Bridge is designed to ensure that every student will gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem-solving skills at high levels in the real world. KIPP believes that these strands are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences, and differentiated instruction based on the needs of the students.

The use of a common math curriculum at KIPP Bridge creates a cohesive program that allows students to experience the interconnectedness of math concepts, while also providing teachers with the time to focus deeply on the prioritized standards for each grade level. The components of KIPP Bridge’s math program include:

- Fluency Practice: In order to develop the speed, accuracy and flexibility in calculations required by the Common Core, we utilize a variety of fluency activities several times per week. These activities are organized to revisit previously learned material to develop automaticity, anticipate future concepts, and strategically preview or build skills for the day’s Concept Development. Being fluent in math concepts allows students to tackle more challenging multi-step computation and application problems in the upper grades. Automaticity with lower level skills allows students to focus their attention on higher- level skills.
- Conceptual Understanding and Development: The majority of time early in a unit is dedicated to conceptual understanding, as called for by the standards. The number of lessons dedicated to conceptual development decreases as units progress to meet the demands of the rigor shift, providing students with opportunities for application and problem-solving.
- Authentic Problem-Solving (application): Because the standards call for students being able to use math flexibly and in context, it is important that there is time devoted to students being able to apply what they have learned. Within the math block problem-solving occurs 1-2 times per week depending on the content and focus on applying skills and solving problems with the current area of study and emphasize strategies students have been building. Application problems are incorporated into the curriculum and tie directly to the content of the lesson.
- Assessment: In addition to daily exit tickets, unit tests, and benchmark assessments, students are assessed approximately once a week on the most recent concepts that they have learned. This helps teachers monitor if students are retaining concepts from day to day and intervene if necessary before more time has passed if they are not. KIPP Bridge’s math curriculum includes mid and end of unit assessments.
- Student Discourse (reading, writing, and talking about math). KIPP’s instructional vision calls for teachers to explicitly model and support reading, writing and drawing about math as a way to build towards the multiple representations that are part of the Common Core Standards for Mathematical Practice.

- Spiral Review: In order for students to maintain mastery of previously learned content, it is important that they have opportunities to engage in working on previously mastered material. This time can take different formats, depending on the needs of the students.

Kindergarten - 4th Grade

Our elementary grades provide students with frequent opportunities to use hands-on manipulatives to explore mathematical concepts, as well as intentional time spent discussing different approaches to problem solving. Younger students will also alternate between Spatial Temporal (“ST”) Math software focused on individualized learning and building basic skills and small group instruction on new concepts.

5th - 8th Grade

As students move into the middle school program they engage in different lesson types to allow for exploration, direct modeling, discussion and sufficient opportunities to practice key skills. Zearn Math is leveraged as an extension tool to reinforce mathematical understanding or an intervention tool for students in middle school. Lexia complements literacy instruction as the personalization platform for middle school students. Each student will have individualized “curriculum” in Lexia that focus on key concepts for practice. Teachers will also in turn track student progress and will be able to target instruction and individual support.

Science

Science is an essential part of our academic program. KIPP Bridge aligns its science curriculum to state-adopted literacy standards, Common Core State Standards, and Next Generation Science Standards. KIPP Bridge believes that all scholars should experience learning that pushes them to express curiosity and inquire about the world. Science class serves as an anchor for that experience.

Using FOSS kits and the Next Generation Science Standards as guides, KIPP Bridge scholars go through the scientific process and perform many experiments. They eagerly ask questions about the world around them, wondering about the possibilities of what they can create or

what might happen in a given scientific scenario. They imagine and take action, critically observe the world, develop their intuition, as well as their observation, thinking and analytical skills.

Science instruction across the grade levels is organized to best facilitate students' mastery of their grade level content standards in each of the following content strands: physical sciences, life sciences, earth sciences, and investigation and experimentation. At KIPP Bridge, through hands-on practice beginning in kindergarten, 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, investigation, and analysis.

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. The science program at KIPP Bridge provides an interdisciplinary link to math, science, English-Language arts, and technology, and history.

Kindergarten - 4th Grade

In the elementary grades, Science instruction focuses on establishing a strong foundation to enable students to critically observe the world, develop their intuition, observation, thinking and analytical skills. Learning and instruction in earlier grades centers on building students' curiosity and engagement. There is an emphasis on examining local phenomenon, such as local weather patterns, California and Bay Area geology, among other concepts. Science instruction will engage students through the senses and observable data, building deeper, interdisciplinary connection between Science, Math, Literacy and Social Studies. Students will be building a vocabulary for science for the transition to deeper scientific inquiry in middle school. The overall focus throughout the elementary grades is on the application of science on everyday lives.

5th Grade - 8th Grade

At the start of middle school in fifth grade, students are introduced to investigation and experimentation in chemistry, earth, life, and physical sciences, and then focus on earth science in the sixth grade, life science in the seventh grade, and physical science in the eighth grade. At each grade level, hands-on, phenomena based instructional activities are used often so that they can apply the processes and skills they learn. Middle school students will experience more in-depth science concepts and inquiry in preparation for high school.

History-Social Science

Personalized learning for literacy

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

Instructional resources to support vision for literacy

~~KIPP Bridge uses a grade level curriculum that supplies the rigor our students will need for college and career success. Curricular resources the school may utilize to implement a Balanced Literacy program include the following:~~

- ~~● KIPP Wheatley: KIPP Wheatley is a comprehensive literacy curriculum for grades K-8 developed by the KIPP Foundation. It is designed to help students meet all Common Core State Standards for reading, writing, and language. KIPP Wheatley contains five modules in the following areas: anchor and supporting texts, close and shared reading, writing, Vocabulary and Grammar, Consistent instructional routines, and Assessments designed to reflect the expectations and rigor of the Common Core~~

State Standards. For an overview of the KIPP Wheatley curriculum, please see Appendix 11.

- ~~Wilson Foundations²³: Based on the Wilson Reading System principles, Wilson Foundations provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing: Phonemic awareness, Phonics/ word study, High frequency word study, Reading fluency, Vocabulary, Comprehension strategies, Handwriting, Spelling~~
- ~~Leveled Literacy Intervention (LLI)²⁴: The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, literacy program designed to help teachers provide daily, small-group instruction at their instructional level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work.~~
- ~~Heggarty²⁵: Phonemic Awareness Curriculum, developed by Dr. Michael Heggarty. Phonemic awareness is the understanding that spoken words are made up of individual sounds, which are called phonemes. A child who is phonemically aware is able to isolate sounds, manipulate the sounds, blend and segment the sounds into spoken and written words. Phonemic awareness is an auditory training process. It does not involve print. The daily lessons focusing on ten skills: Letter Naming, Rhyming, Onset Fluency, Blending, Identifying Final and/or Medial Sounds, Segmenting, Adding Phonemes, Deleting Phonemes, Substituting Phonemes, and Language Awareness.~~

²³<http://www.wilsonlanguage.com/programs/foundations/>

²⁴http://www.heinemann.com/fountasandpinnell/lli_Overview.aspx

²⁵<http://www.literacyresourcesinc.com/what-is-phonemic-awareness/>

- Cozy Corner²⁶: Pre-school program that combines story time, music and active conversations to help students practice skills that lead to future literacy success, and to develop the social/emotional skills that prepare them for kindergarten.

- Lucy Calkins' Writer's Workshop²⁷: Writing curriculum for K-8 that supports teaching different types of writing, including opinion, argument, information, and narrative writing, with increasing complexity and sophistication. The curriculum fosters high-level thinking, including regular chances to synthesize, analyze, and critique, and supports greater independence and fluency through intensive writing opportunities. The curriculum also includes strategic performance assessments to help monitor mastery and differentiate instruction and provides a ladder of exemplar texts that model writing progressions across grade levels, K-8.

- Marzano Vocabulary²⁸: A research-based approach to teaching vocabulary involving a six-step process and is aligned to the Common Core. Students with greater vocabularies are better readers. Knowing more words helps students comprehend all the texts they encounter in a school day. More importantly, students who know more words learn faster. When students increase their vocabularies, they are able to construct "networks of knowledge," enabling them to acquire new information more quickly because they can connect it to previously learned information. The six steps of Marzano vocabulary instruction include:
 - Step 1. Provide a description and example of the new term
 - Step 2. Ask students to restate the description in their own words
 - Step 3. Ask students to construct a picture, symbol, or graphic representing the term or phrase
 - Step 4. Engage students periodically in activities that help them add to their knowledge of the terms
 - Step 5. Ask students to discuss the terms with one another

²⁶ <http://teacher.scholastic.com/products/classroombooks/cozycorner.htm>

²⁷ <http://www.heinemann.com/unitsofstudy/writing/#more-info>

²⁸ Marzano, R.J. & Simms, J. (2013). *Vocabulary for the Common Core*. Bloomington: Marzano Research Laboratory.

- Step 6. Involve students periodically in games that allow them to review terms

Differentiation strategies

Research shows that the most productive way to increase the level of text complexity that students can comprehend is to read in the same topic for approximately 6 weeks, which is the approach KIPP Bridge subscribes to. Closely reading passages multiple times supports the skills, reading behaviors and schema that below-level and all readers need. As with any grade-level curriculum, scaffolding support will be needed for below-level readers. KIPP’s Implementation Toolkit for our K-8 literacy program provides scaffolding ideas for each module, as well as a Differentiation Guide that showcases other ideas for when and how to modify the curriculum. For example, already used successfully in many KIPP schools, Fountas and Pinnell’s Leveled Literacy Intervention (LLI) provides resources for small-group supplementary instruction. LLI lessons include phonics/word study, reading, and writing, as well as vocabulary and fluency.

Within KIPP Bridge’s literacy curriculum, there are a number of structures that repeat over the modules and grade levels to help support student automaticity and streamline teacher planning. These include annotation and note-taking routines for reading, graphic organizers and schematics for writing, and discussion-based routines such as the Socratic Seminar. As well, daily checks for understanding are expected to be included within lessons, assessing comprehension and process-based writing. Two to three times during each module, assessments evaluate students’ ability to closely read a new text in the same topic, and to write on demand. Summative assessments are aligned with the Smarter Balanced consortia design specifications.

Please see the following Appendices for additional details and examples of KIPP Bridge’s Literacy curriculum, including:

- Appendix 12: KIPP’s Literacy Vision for K-8, including core beliefs, student habits, teacher habits, and enabling conditions
- Appendix 9a: The KIPP K-8 Literacy Instructional Blueprint
- Appendix 11a and Appendix 11b: An overview of KIPP Wheatley, our core ELA curriculum and The KIPP Wheatley Writing and Close Reading Differentiation Options

- ~~Appendices 13a and Appendix 13b: The Elementary and Middle School Scope and sequence for KIPP Wheatley~~
- ~~Appendix 14a and Appendix 14b: Sample ELA modules for an elementary and a middle school grade~~

Social Studies

In order to become global citizens and agents of change who will positively impact their community, developing a strong sense of history and social, economic, and political trends over time is essential. The Social Studies 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.

KIPP Bridge adheres to state-adopted literacy standards in its Social Science curriculum. KIPP Bridge uses teacher-created units and read aloud as tools in ensuring mastery of the content and Common Core Standards in Social Studies. Students develop their historical and social sciences analysis skills through the following intellectual, reasoning, reflection, and research skills: chronological and spatial thinking, research, evidence, and point of view, and historical interpretation.

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

An understanding of geography is fundamental to understanding the major events of United States and world history, and thus is a focus of the Social Science curriculum. Physical, human, and environmental geography is studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans

have affected the distribution and availability of natural resources throughout history. As part of this process, students become adept at various map skills and must be able to interpret charts, graphs, and other representations of geographical and historical concepts.

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

The Social Science curriculum is largely project-based. For KIPP Bridge 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. The Social Science curriculum constantly reinforces the values of teamwork, citizenship, and collective goal attainment. Each year, students may participate in in-state and out-of-state field lessons that provide practical application to what they have been studying in history class. For example, when studying United States history in the eighth grade, students visit the State Capitol in Sacramento.

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

KIPP Bridge aligns with KIPP Northern California’s history-social science vision:

Our vision is to develop the next generation of change-makers, youth who use historical thinking and understanding in order to advocate for a more just world today. We believe that teaching

history is a political and ethical act: we affirm the voices of our students and their communities as they claim and make their histories.

Throughout their years at KIPP Bridge, students receive a college preparatory education in “United States History and Geography” and “World History and Geography.” Each strand focuses on civic and economic implications using research and analysis. An understanding of geography is fundamental to understanding the major events of United States and world history, and thus is a focus of the History-Social Science curriculum. Physical, human, and environmental geography is studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history.

In order to be fully prepared for excellent high schools and colleges, students need a mastery of the countries, cultures, physical features, environments, and landforms of the world. In addition, they need to be adept at various map skills and must be able to interpret charts, graphs, and other representations of geographical and historical concepts. A thorough understanding of history is necessary for students to become active citizens in our country, and, with growing interconnectedness, our world. The History-Social Science curriculum prepares students with knowledge of the major events of history, teaches them to analyze the effect of the past on the present, and provides them with the skills necessary to evaluate current events, political structures, and philosophies.

The History-Social Science curriculum is reading and writing intensive and involves the analysis of primary and secondary sources. Students may read historically relevant novels to supplement the knowledge they are gaining in class. Reading historically relevant novels serves the dual function of increasing literacy and providing students with the ability to critically evaluate both historical and contemporary texts.

Social Studies classes also reinforce the “writing across the curriculum.” Social Studies teachers partner with ELA teachers to create common writing expectations and rubrics. All History-Social Science classes require written essays and reports. Students are held accountable not only for content, but for style,

organization, and mechanics as well. Students also learn note-taking techniques through Social Studies classes. By the time students leave KIPP Bridge at the end of the eighth grade, they have written and orally presented an in-depth historical research paper involving historical analysis, connections to the present, visual aids, and the use of technology.

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.

Non-Core Curriculum Framework

Electives

KIPP Bridge Rising students participate in dance and music class, and have an after-school dance team they participate in. KIPP Bridge Upper students participate in an Ethnic Studies course.

Physical Education

All students at KIPP Bridge regularly receive a structured physical education class in accordance with the California State Standards for physical education. Both content skills and life skills are emphasized in the Physical Education program. Students become more physically fit and learn the benefits of fitness and teamwork and the rules of various sports. As team is an omnipresent theme at KIPP Bridge, the social rules that govern team interaction and competition are taught and reinforced.

The Physical Education program focuses on sports-related activities and physical fitness. Students develop competency in a variety of sports, develop motor skills and coordination, and learn strategies for different sports. Each year, students set individual fitness goals for themselves and work with their instructor throughout the year to meet their goals. KIPP Bridge believes that competency and excellence in athletics can lead to confidence and mental wellbeing in life and that team sports instill dedication and a sense of working for the collective good. The

Physical Education program is thereby focused on improving physical and mental health of students, as well as building an understanding of and appreciation for shared outcomes and collaborations.

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

Instructional Methods

KIPP Bridge Academy’s School Leader 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 Academy 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 Academy 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 use the same definition of academic

rigor and strive to increase the rigor of all courses as students move through the Charter School.

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

Instructional Technology

Technology offers many tools to support high academic achievement at KIPP Bridge Academy.

KIPP Bridge Academy has a computer lab as well as a 1:1 Chromebook ratio. 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 achieves the following goals:

- Enhances individual achievement through assessment 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 enhances instructional support, including the organization and distribution of teacher lesson plans.

In addition, all students at KIPP Bridge Academy learn to use computer technology through their coursework. By the end of eighth grade, they become adept at using Google Documents and using the internet to conduct research.

The Social Science curriculum is largely project-based. For KIPP Bridge 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. The Social Science curriculum constantly reinforces the values of teamwork, citizenship, and collective goal attainment. Each year, students may participate in in-state and out-of-state field lessons that provide practical application to what they have been studying in history class. For example, when studying United States history in the eighth grade, students visit the State Capitol in Sacramento.

Instructional resources to support social studies

- KIPP Wheatley: In addition to balanced literacy, the KIPP Wheatley curriculum will also be the basis of Social Studies instruction, particularly in grades K-4. Social Studies and History concepts, investigation, and analysis will be combined with an emphasis on literacy through fiction and non-fiction texts recommended by the KIPP Wheatley curriculum. For example Social Studies modules in KIPP Wheatley, please see Appendix 14a and 14b
- TCI History Alive!²⁹: Social studies curriculum used for grades 5-8, TCI lessons start with a big idea, an essential question, and incorporate graphic note-taking, group work, and step-by-step investigation.

Mathematics

STEM Vision: Our scholars love that math, science, and technology instruction involves challenges and struggles, knowing that often times they can approach a problem like a puzzle, where they can take many avenues to get to an answer. By building a foundation of fact fluency and then learning the deeper math and science concepts, scholars work through inquiry based approaches to discover new things every day.

²⁹ <http://www.teachtci.com/programs/middle-school-social-studies-textbooks-and-curriculum.html>

The math program at KIPP Bridge is designed to ensure that every student will gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem solving skills at high levels in the real world. KIPP believes that these strands are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences, and differentiated instruction based on the needs of the students. KIPP Bridge will use a curriculum that reflects the major instructional shifts required to ensure mastery of the Common Core math standards. The use of a common math curriculum at KIPP Bridge will create a cohesive program that allows students to experience the interconnectedness of math concepts, while also providing teachers with the time to focus deeply on the prioritized standards for each grade level.

The rigor shift in the Common Core Standards calls for a balance between conceptual understanding, application, and procedural fluency. However, balance does not mean spending equal amounts of time on each aspect of math instruction during a block of instruction, a week of instruction, or even a unit of instruction. Rather, the balance is reflected in each set of grade-level standards themselves. The language of some standards, indicate the need for deep understanding while other standards specifically state a required fluency.

The components of KIPP Bridge’s math program include:

- Fluency Practice: In order to develop the speed, accuracy and flexibility in calculations required by the Common Core, we utilize a variety of fluency activities several times per week. These activities are organized to revisit previously learned material to develop automaticity, anticipate future concepts, and strategically preview or build skills for the day’s Concept Development. Being fluent in math concepts allows students to tackle more challenging multi-step computation and application problems in the upper grades. Automaticity with lower level skills allows students to focus their attention on higher-level skills.
- Conceptual Understanding and Development: The majority of time early in a unit is dedicated to conceptual understanding, as called for by the standards. The number of lessons dedicated to conceptual development decreases as units progress to meet the

demands of the rigor shift, providing students with opportunities for application and problem solving.

- ~~Authentic Problem Solving (application):~~ Because the standards call for students being able to use math flexibly and in context, it is important that there is time devoted to students being able to apply what they have learned. Within the math block problem-solving occurs 1-2 times per week depending on the content and focus on applying skills and solving problems with the current area of study and emphasize strategies students have been building. Application problems are incorporated into the curriculum and tie directly to the content of the lesson.
- ~~Assessment:~~ In addition to daily exit tickets, unit tests, and benchmark assessments, students are assessed approximately once a week on the most recent concepts that they have learned. This helps teachers monitor if students are retaining concepts from day to day and intervene if necessary before more time has passed if they are not. KIPP Bridge's math curriculum includes mid and end of unit assessments.
- ~~Student Discourse (reading, writing, and talking about math):~~ KIPP's instructional vision calls for teachers to explicitly model and support reading, writing and drawing about math as a way to build towards the multiple representations that are part of the Common Core Standards for Mathematical Practice.
- ~~Spiral Review:~~ In order for students to maintain mastery of previously learned content, it is important that they have opportunities to engage in working on previously mastered material. This time can take different formats, depending on the needs of the students.

Our elementary grades will provide students with frequent opportunities to use hands-on manipulatives to explore mathematical concepts, as well as intentional time spent discussing different approaches to problem solving. Younger students will also alternate between Spatial Temporal (ST) Math software focused on individualized learning and building basic skills and small group instruction on new concepts.

~~As students move into the middle school program they engage in different lesson types to allow for exploration, direct modeling, discussion and sufficient opportunities to practice key skills. ST Math becomes an extension activity or intervention tool for students in middle school. Khan Academy will complement classroom instruction as the personalization platform for middle school students. Each student will have individualized “playlists” in Khan Academy that focus on key concepts for practice, based on her or his MAP assessment outcomes. Teachers will also in turn track student progress through playlists and will be able to target instruction and individual support. KIPP Bridge has had significant experience incorporating Khan Academy into student learning and was one of the first schools to pilot these learning tools in partnership with Khan Academy product developers.~~

Personalized ~~Learning~~ learning for math

~~In addition to~~

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

Instructional resources to support vision for math

~~Teachers will draw from a variety of resources, including textbooks, critical thinking activities, and math manipulatives. In each grade level, students will learn the fundamentals of each math strand which include number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability, and mathematical reasoning. Curricular resources the school may utilize to implement a rigorous math program include the following:~~

- Eureka Math³⁰: Pre-K through 12th grade math curriculum developed specifically to align to Common Core standards. This curriculum builds students' knowledge logically and thoroughly to help them achieve deep understanding of Math concepts and recognize how to apply logic and process to new problems.
- Cognitively Guided Instruction³¹: CGI is a research-based professional development program that increases teachers' understanding of the knowledge that students bring to the math learning process and how they connect that knowledge with formal concepts and operations. CGI is guided by two major theses. The first is that children bring an intuitive knowledge of mathematics to school with them and that this knowledge should serve as the basis for developing formal mathematics instruction in primary school. The second thesis is that math instruction should be based on the relationship between computational skills and problem solving, which leads to an emphasis on problem solving in the classroom instead of the repetition of number facts (e.g., practicing the rules of addition and subtraction).
- Spatial Temporal (ST) Math³²: ST Math is a game-based instructional software for K-12 designed to boost math comprehension and proficiency through visual learning and accessing the brain's spatial-temporal reasoning abilities. This software consists of language-independent, animated representations of math concepts.
- Kathy Richardson Developing Number Concepts³³: A K-2 curriculum for number operations that was designed to help young children develop important foundational mathematics concepts. The curriculum includes cohesive and organized sets of activities and lessons focused on particular mathematical ideas. Every concept is developed through teacher-directed and independent activities.

³⁰ <http://greatminds.net/maps/math/home>

³¹ <http://www.promisingpractices.net/program.asp?programid=114#programinfo>

³² <http://www.mindresearch.org/stmath/>

³³ http://www.mathperspectives.com/pub_dnc.html

- ~~Khan Academy³⁴: A free, online learning program that delivers common core aligned math practice and hints/videos that model how to complete exercises. The robust data dashboard helps teachers track and student responsiveness and performance on key concepts and standards. The flexibility in learning paths gives teachers the option of aligning activities to the classroom scope and sequence (or other priorities) or allowing students to progress based on individual needs. The program also allows teachers to create games centered around math instruction with competitions and rewards based on student achievement within the program.~~

Differentiation strategies

~~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.~~

~~Please see the following Appendices for additional details and examples of KIPP Bridge’s Math curriculum, including:~~

- ~~Appendix 15: KIPP’s Math Vision for K-8~~
- ~~Appendix 9b: KIPP’s Math Instructional Blueprint~~
- ~~Appendix 16a and Appendix 16b: The Elementary and Middle School Scope and sequence for Eureka Math~~
- ~~Appendix 17a and Appendix 17b: Sample Math modules for an elementary and a middle school grade~~

Science

³⁴~~<https://www.khanacademy.org/>~~

Science is an essential part of our academic program. KIPP Bridge aligns its science curriculum to state-adopted literacy standards, Common Core State Standards, and Next Generation Science Standards (NGSS). KIPP Bridge believes that all scholars should experience learning that pushes them to express curiosity and inquire about the world. Science class serves as an anchor for that experience.

Using FOSS kits and the Next Generation Science Standards as guides, KIPP Bridge scholars go through the scientific process and perform many experiments. They eagerly ask questions about the world around them, wondering about the possibilities of what they can create or what might happen in a given scientific scenario. They imagine and take action, critically observe the world, develop their intuition, as well as their observation, thinking and analytical skills.

Science instruction across the grade levels will be organized to best facilitate the students' mastery of their grade level content standards in each of the following content strands: physical sciences, life sciences, earth sciences, and investigation and experimentation. At KIPP Bridge, through hands-on practice beginning in kindergarten, 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, investigation, and analysis.

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. The science program at KIPP Bridge provides an interdisciplinary link to math, science, English Language arts, and technology, and history.

In the elementary grades, Science instruction will focus on establishing a strong foundation to enable students to critically observe the world, develop their intuition, observation, thinking and analytical skills. Learning and instruction in earlier grades centers on building students' curiosity and engagement. There will be an emphasis on examining local phenomenon, such as local weather patterns, California and Bay Area geology, among other concepts. Science instruction will engage students through the senses and observable data, building deeper, interdisciplinary

connection between Science, Math, Literacy and Social Studies. Students will be building a vocabulary for science for the transition to deeper scientific inquiry in middle school. The overall focus throughout the elementary grades is on the application of science on everyday lives.

At the start of middle school in fifth grade, students will be introduced to investigation and experimentation in chemistry, earth, life, and physical sciences, and then focus on earth science in the sixth grade, life science in the seventh grade, and physical science in the eighth grade. At each grade level, hands-on activities are used often so that they can apply the processes and skills they learn. Middle school students will experience more in-depth science concepts and inquiry in preparation for high school.

Instructional resources to support science program

Curricular resources the school may utilize to implement a rigorous science program include the following:

- ~~FOSS Next Generation Science Programs³⁵: Developed in collaboration with the Lawrence Hall of Science. Includes active learning experiences, aligned to NGSS performance expectations, integrates robust reading and literacy strategies to support the Common Core ELA, and utilizes technology to deliver learning experiences and provide teachers with time-saving classroom management resources.~~
- ~~Amplify Science³⁶: Research-based digital curriculum for grades K-8, tools and assessments students need for developing deep scientific understanding to meet the NGSS. A K-8 Science curriculum aligned to Next Generation Science Standards.~~
- ~~TCI Bring Science Alive³⁷: Science curriculum aligned to Next Generation Science Standards. TCI incorporates student-centered lessons, investigations, online text, simulations, and interactive presentations.~~

³⁵<https://www.deltaeducation.com/foss/next-generation>

³⁶<http://www.amplify.com/curriculum/amplifyscienceintro>

³⁷<http://www.teachtci.com/science/interactive-science-textbooks-and-curriculum.html>

Non-Core Curriculum Framework

Visual and performing arts

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

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

Physical education

All students at KIPP Bridge regularly receive a structured physical education class in accordance with the California State Standards for physical education. Both content skills and life skills are emphasized in the Physical Education program. Students become more physically fit and learn the benefits of fitness and teamwork and the rules of various sports. As team is an omnipresent theme at KIPP Bridge, the social rules that govern team interaction and competition are taught and reinforced.

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

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

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

Learning Best Occurs with High Quality Instruction

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

1. **Quality Instruction is Standards-Based.** KIPP Bridge correlates its curriculum objectives to the Common Core State Standards adopted by the California State Board of Education. Incoming student needs and performance levels determine the weight that teachers place on different elements of the curriculum.
2. **Quality Instruction is Meticulously Planned.** At the beginning of the year and during staff development opportunities, teachers present their scope and sequences as well as a weekly breakdown of content covered. Sharing their long-term plans ensures that maximum alignment exists both vertically within content areas and horizontally across grade levels. Teachers plan lessons using a common lesson structure that generally includes: the lesson's aim, a do now, a motivation for the lesson, key vocabulary, direct instruction, guided practice, independent practice and homework. Teachers modify their lessons, assessments, classwork, and homework for students with special learning needs as appropriate. Regular classroom observations are used to explore successful planning and implementation.

~~3. **Quality Instruction is Varied Instruction.** Students process material in a variety of ways, so teachers at KIPP Bridge 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, individualized instruction, peer tutoring, personalized learning activities, and other innovative techniques. Student with special needs works with the school’s learning specialists in small group and one on one settings. Lesson plans incorporate auditory, visual and kinesthetic activities in order to meet the individual needs of all students.~~

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

Please see Appendix 18 for KIPP’s Framework for Excellent Teaching, which describes our approach to quality instruction in detail.

Learning Best Occurs With A Rigorous Schedule and Academic Calendar

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

At the beginning of the school year, during the orientation and in executing the “Commitment to Excellence” form, parents are introduced to the “More Time in School” model and approach to learning. Families opt in to KIPP’s extended-day model by signing the “Commitment to Excellence” form. We have found that KIPP Bridge students enthusiastically attend school each day and opt into supplemental instruction; KIPP Bridge has a 95% attendance rate.

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

- ~~1. **Core Academic Subjects.** Students are engaged in the standard curriculum areas of English language arts, mathematics, science, social studies.~~
- ~~2. **Supplemental Instruction.** Students receive supplemental instruction from teachers. For example, students in the elementary grades may receive additional guided reading time to work on particular reading skills with a teacher. Meanwhile, 7th grade students identified as being “at risk of failing CAHSEE” may participate in a structured literacy intervention class during this time to supplement their daily core English Language Arts instruction.~~
- ~~3. **Enrichment.** The extracurricular program may include competitive sports for upper grades, fine arts, technology classes, and design labs to teach design thinking for all grade levels.~~

Bell schedules for elementary and middle school grades are reflected in Appendix 19a and Appendix 19b.

Annual School Calendar

~~KIPP Bridge Academy meets or exceeds the instructional minutes requirement as set forth in Education Code section 47612.5(a) and may offer a before/after school, Saturday, or summer school component. The summer component is scheduled to commence prior to the beginning of the school year (typically August). KIPP Bride will have at least 175 days of instruction, specifically:~~

- ~~● For students in kindergarten: 36,000 minutes~~
- ~~● For students in first through third grade, inclusive: 50,400 minutes~~
- ~~● For students in fourth through eighth grade: 54,000 minutes~~

~~The 2016-17 school calendar for KIPP Bridge is attached in Appendix 20.~~

Supplemental Programs

KIPP Bridge Academy Renewal Petition [2025-2030](#)

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

Summer School Program

~~KIPP Bridge typically offers a summer session as part of its “More Time in School” model, where students are offered enrichment courses and/or supplemental instruction. KIPP Bridge’s summer session typically includes a staff development program that provides teachers with an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year. Once the summer session has ended, teachers continue their preparation by designing a curriculum for the fall that addresses the specific needs and interests of the students identified during the summer.~~

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

Promotional Standards

Mastery of the objectives at each grade level is the basis for promotion. Teachers assess a student’s progress every trimester and share that assessment with parents/guardians; in order to gauge whether the student is mastering the objectives throughout the year. Supplemental instruction is offered for all students as part of the standard program of [KIPP Bridge Academy](#)~~the school~~.

~~The program design of KIPP Bridge Academy’s program is designed~~is to ensure that all students succeed. Supplemental instruction provides teachers with the time needed to do remediation ~~or extension~~ work when necessary. ~~There is also time built into the school day for students to receive intervention and acceleration, whether it’s through a computer based program or with the~~

~~teacher directly.~~ Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern. ~~Students who continue to struggle are provided with tutoring from outside sources.~~

In addition to progress reports, in-class tests and teacher observations, students' ~~SBAC~~CAASPP or Northwest Evaluation Association ("NWEA ") Measures of Academic Performance ("MAP") scores, and where applicable, ~~the California~~English Language Proficiency Assessments for California ("ELPAC")~~Development Test (CELD)~~ test scores are also taken into account for promotional purposes.

Learning Best Occurs Through a Positive School Culture

At KIPP Bridge, we bring enthusiasm and joy to our world. Challenges excite us as we persist to achieve our next goal. We are curious and creative, and we build strong relationships with others. Thankful for our community, our teammates, our heritage, and our experiences, we succeed because we believe.

We believe:

- ~~• Social emotional skills can be taught and developed.~~
- ~~• Behavioral expectations can be taught like academic skills.~~
- ~~• We must model, teach, practice, and reinforce our expectations so that they become habit~~
- ~~• Everyone makes mistakes.~~
- ~~• It is our job to hold kids accountable when mistakes are made while recognizing the level of support that is needed to repair the harm.~~
- ~~• Everyone deserves the right to move on after reconciling the mistake that was made.~~

We build strong culture by teaching the school's values, fostering the development of social emotional competencies, and using restorative practices to repair harm when mistakes are made.

School Culture and Climate

KIPP Bridge Academy Renewal Petition [2025-2030](#)

<p>Teach the Values</p> <ul style="list-style-type: none"> • Interactive modeling of the school’s values • Research-based character traits 	<p>Social and Emotional Learning</p> <ul style="list-style-type: none"> • Shared language • Values education • Teaching and learning emotional intelligence • SEL curriculum 	<p>Restorative Practice</p> <ul style="list-style-type: none"> • Community circle culture • Repairing a relationship or situation (restores the team) • Proactive and reactive
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Teach the Values

~~At KIPP Bridge, we believe that a positive mindset can transform our students’ character and abilities. We believe our students have character strengths that can be leveraged to help them to be successful. Our students’ understanding of the values of Transform, Respect, Unify, and Empower are central to making sure that they are able to develop as individuals. We believe in cultivating student character by helping them to find their T.R.U.E. selves. For that reason, character building is integrated into the curriculum in all classes.~~

~~During student orientation we focus on teaching our five school values and eight character traits, in addition to rituals, routines, and team building activities. As a staff we do not expect perfect behavior as our students’ transition to KIPP. Therefore, we will make it clear that misbehaviors are learning opportunities. Students will learn that KIPP Bridge is a place where there is a consequence for misbehavior, but it is also a place where you can “reset.”~~

~~KIPP Bridge holds daily morning meetings where we come together as a team and family to model and reteach values, offer inspiration, celebrate successes, and discuss school-wide happenings. We will hold school-wide community circles and restorative conversations with our students that show character strengths in action. As students transition from elementary to middle school grades, we support them to continue to develop their character strengths by becoming agents of change in their community and beyond. This will result in students matriculating from KIPP Bridge as fair minded individuals who are able to respectfully assert themselves to gain what they deserve in life.~~

In addition to the school values of Transform, Respect, Unify, and Empower, we will focus on building the following character traits in our students: Bravery, Fairness, Gratitude, Social Intelligence, and Zest.

Social and Emotional Learning

All scholars need support in social and emotional development. As children grow from year to year, they experience new challenges, new emotions, and new situations. Navigating these various experiences is difficult for anyone, and we all must understand that this is process of growing and learning for all children. Like our academic approach, we infuse the bulk of our social emotional support into the general education curriculum through community circles and teaching children how to respond to situations that arise in class. The graphic below outlines the core tenants of social emotional learning:



We believe that emotional intelligence is as important, if not more important, than academic intelligence in order for our scholars to be successful through college and have a positive impact on their communities. We explicitly teach social emotional skills because they allow

our children to truly exhibit the school's values in a way that builds community at KIPP Bridge.

Social-emotional learning stems from a growth mindset. Thus, teachers and staff at KIPP Bridge approach our important work with children knowing that every child brings strengths to our world and can grow socially and emotionally like they can academically. KIPP Bridge provides support for teachers around how to support SEL in an approach that mirrors the Response to Intervention system:—

In Tier 1:

- Prevention-oriented **social and emotional learning** curriculum for all scholars
- Community building** practices through community circles with all scholars
- Strong **parent engagement**
- Implicit bias**, diversity, and stereotype threat training for all staff to create a culture of belonging

In Tier 2:

- Comprehensive **early warning system** that includes academic and non-academic domains (SST/RTI Process)
- Trauma informed** and responsive practices
- Restorative**, collaborative, culture and healing informed intervention strategies

In Tier 3:

- Targeted, restorative, **wraparound strategies**, with family and community as partners
- Comprehensive **individualized success plan**
- On campus **mental health counseling** by school or community based therapists
- Connecting to **external resource providers**

Tier 1 macro structures ensure that our scholars are developing our values and social emotional competencies through intentional teaching and instruction. Figure 8 shows a list of these structures, their frequency, and what each entails.

Figure 8: Tier 1 Structures to Support Social Emotional Learning

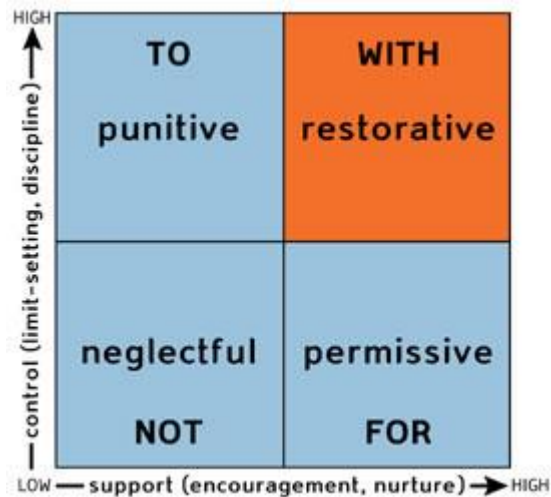
Macro Structure	Frequency	Description
Whole School, Team & Family	1x/week	<ul style="list-style-type: none"> • Celebrating a school value of the week (Based on T.R.U.E. values) • Student performances: dances, recitations, displaying of artwork • Highlighting student achievements (academic, social and emotional)
Morning Meeting	Daily in Cafeteria	<ul style="list-style-type: none"> • Welcome led by Principal to start scholars' day on a positive note • Joyful way to come together as a community • Chants, poems, and shout outs to show values of transform, respect, unify, and empower
Morning Community Circle	Daily in Class	<ul style="list-style-type: none"> • Getting to know classmates through sharing and greeting • Learn and practice social-emotional learning skills • Quote of the day • Morning message
Autonomy of Language	Daily in Class	<ul style="list-style-type: none"> • All teachers reference values throughout lessons • Students celebrate when teammates display values • Posters are displayed that align to values
Closing Community Circles	Daily in Class	<ul style="list-style-type: none"> • Scholars share out something they learned in school • Talk about what students will learn tomorrow • Students color in trackers based on working hard and being nice
Social	Quarterly	<ul style="list-style-type: none"> • A core component of each scholar's report card

Macro Structure	Frequency	Description
Development Report Cards		<ul style="list-style-type: none"> Teachers write descriptors for scholars based on behaviors connected to the values. Used during conversations at family conferences to discuss strengths to leverage and areas for growth.

Restorative Practices

Restorative practices complement the focus on Social Emotional Learning. Through restorative practices, KIPP Bridge students have the opportunity to learn strategies to manage their emotions and understand how their behavior impacts the school community. At KIPP Bridge, we recognize that all people make mistakes and that these are actually opportunities to grow and learn. We hold scholars accountable to high expectations and provide a high level support for our scholars to grow.

As illustrated in the figure below, restorative practices emphasize doing something *with* someone, versus *to* or *for* them.



Logical consequences and restorative practices

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Consequences must be meaningful for children; they cannot be abstract, extrinsic ideas that do not attach to the behavior. For example, if a scholar is talking at an inappropriate time during a lesson, a teacher might first stop and ask the scholar why it is important that s/he does not talk during the lesson. As the scholar explains the importance of being on task, they understand the impact of their choices. Depending on the root of the problem, scholars may write a reflection about what happened and then return to the group after sharing their reflection with their teammate and apologizing. If a seriously harmful decision (e.g., hurting a teammate, repeated teasing) has been made, the teacher or leader may choose to use a restorative circle, bringing together everyone involved and others impacted by the situation during a time outside of class. This may include other classmates, family members, coaches, and more, depending on the circumstance and impact.

Restorative chats

Staff members at KIPP Bridge use restorative chats to support KIPPsters when harm has been done to a teammate (e.g., saying something mean) or to themselves (e.g., giving up on a task). A restorative chat guides the scholar to repair the harm and better the situation. These are the guiding questions for a restorative chat:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since then?
4. Who has been affected by what you have done?
5. What do you think you need to do to make things right?

Ladder of response

Teachers use a number of moves to ensure all scholars are learning, remembering that the goal is to restore relationships so that scholars are engaged in learning. We know that there are many ways to respond and that matching is important depending on the child and the situation.

The importance of relationships

Through our use of community circles, and through lessons that foster social emotional as well as academic growth, KIPP Bridge students develop strong connections, a strong accountability to one another, and empathy for how others feel in situations. The stronger

~~these relationships are, the greater the impact when a scholar may need to apologize to a teammate, speak to the class about a challenge s/he is having, or reflect by herself about a poor choice while everyone else gets to continue with the lesson. Relationships are at the core of this work.~~

Modeling healthy responses

~~We teach the KIPP Bridge staff to consistently model healthy interactions and reactions, especially in times when they may be frustrated or tired. Our children learn as much from how they see us act as anything else. We believe that skillful teachers teach discipline and embrace this as a key function of their role, and that the goal of restorative discipline is to restore the child back to the task of learning.~~

~~Therefore, KIPP Bridge will:~~

- ~~● Hold scholars to high and realistic expectations~~
- ~~● Foster strong relationships among scholars~~
- ~~● Recognize that children will make mistakes, and that each day is a new one~~
- ~~● Plan precise directions for each activity and transition to create safe, predictable and productive learning spaces~~
- ~~● Use reminding, redirecting and reinforcing language to help scholars meet academic and social expectations~~
- ~~● Frequently and clearly talk about appropriate behavior~~
- ~~● Provide consequences that are clear, logical, restorative and firm~~
- ~~● See and discuss scholars as individuals~~
- ~~● Restore children to the classroom community by teaching them pro-social skills and building on their strengths.~~

~~Please refer to Element J to learn more about our restorative practices as it relates to discipline.~~

~~We will know that KIPP Bridge has established successful school culture through the following signs and student and teacher actions:~~

~~_____~~
~~_____~~

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Signs of a Successful Culture	Teacher Actions	Student Actions
Students display a love of learning	<ul style="list-style-type: none"> Teachers prioritize creating an engaging curriculum that is infused with joy and allows students to showcase their critical thinking and problem solving skills. We will give our students opportunities to share what they know through partner exchanges and share outs. 	<ul style="list-style-type: none"> Students are open to feedback and critiques. Students are answering questions like “Why did the author write this? What is their goal?” Students are raising hands and showing silent signals to express their excitement and willingness to share what they have learned. Students are producing exemplary work that is displayed in the classrooms.
Grit is at the forefront	<ul style="list-style-type: none"> Teachers create opportunities for students to push through challenging tasks. Teachers celebrate students’ hard work and place an emphasis on effort. 	<ul style="list-style-type: none"> Students acknowledge when something is difficult and continue to try their best. Students prioritize their learning by asking questions when they don’t understand something.
Teamwork is central to academic and social interactions	<ul style="list-style-type: none"> Teachers ensure students are taught how to be successful in multiple environments. This is why we will be purposeful about incorporating character development into everything that we do and this is also why we value the real life experiences we plan for our students such as field lessons or community trips. 	<ul style="list-style-type: none"> Students have a variety of opportunities to demonstrate their knowledge Our students think like a scientist, writer, reader, etc. all at the same time In our planning we aim for depth over breadth. Students will give presentations to their peers. Student leaders will be in each class to greet the various people that come into the classrooms

Signs of a Successful Culture	Teacher Actions	Student Actions
Students demonstrate independence	<ul style="list-style-type: none"> • Our students then will take charge in their end of unit projects and apply learning in a way that is personalized to them • This also related to how much we as a school will prioritize student talk and independent work time in our classrooms. 	<ul style="list-style-type: none"> • Teachers take the time to model their thought processes in all content areas. • Teachers take the time to teach skills rather than steps (teaching algorithm vs. understanding) • Students work in self-directed centers and can share with you what they are working on.
Students value evidence	<ul style="list-style-type: none"> • Students will learn to formulate hypotheses and collect evidence to test these hypotheses. • Students will practice identifying the evidence used in formulating conclusions. • We will make sure that our students have opportunities to speak publicly in front of the school and their class. We will take the time to give them feedback on their oral communication. 	<ul style="list-style-type: none"> • Teachers are repeatedly asking for evidence for our students’ answers “What made you think that?” • Teachers are clearer that right is right, by pushing for evidence. • Teachers have explicit lessons on how to discuss books • Students are demonstrating comprehension through analytical statements more often than through personal connections.
Students use technology and digital media strategically and capably	<ul style="list-style-type: none"> • Each child will be on a computer/ tablet daily to learn how to access information in today’s technology-rich world. • We will understand the difference between a “thinking aim” and a “mastery aim”. We will strive to have students master thinking aims in 	<ul style="list-style-type: none"> • Teachers are perpetually enhancing their own knowledge of technology • Students are using the computers as tools for research, as tools to learn the content, and as tools to create projects. • Teachers are modeling how to identify what is valid research.

Signs of a Successful Culture	Teacher Actions	Student Actions
	<p>conjunction with their mastery aims.</p>	
<p>Students build strong content knowledge</p>	<ul style="list-style-type: none"> • We are clear about what mastery looks like. • We will have spiral assessments in addition to our weekly assessments. 	<ul style="list-style-type: none"> • Teachers plan based on strengths. • Students are aware of what they have mastered and where they are going. • We have a very comprehensive assessment cycle because we understand that our students need to master the content to be successful in college and life.

V.II. Special Populations

KIPP Northern California 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 with disabilities to English Learners. ~~(EL).~~

KIPP Bridge welcomes students with disabilities. KIPP Bridge recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to continue membership in the El Dorado County Charter Special Education Local Plan Area (“SELPA”) to ensure that a free appropriate public education is provided to all students with disabilities. KIPP Bridge joins all public schools in prioritizing service of students with disabilities and will conduct outreach to such students, recognizing its legal requirement not to discriminate based on ability in admission and the educational program.

KIPP Bridge’s dedicated staff of education specialists, paraeducators and counselors together with KIPP special education department program specialists, psychologists, speech language pathologists, board certified behavior analysts and occupational therapists work closely together with our school leadership team and teachers to ensure that the needs of each student, especially those with Individualized Education Programs , are met. The KIPP Bridge special education staff and service providers meet regularly for program development and to share best practices for supporting special education students. Differentiation is an essential component to all instruction at KIPP Bridge. We work to support the needs of all students, including those who may be academically behind or academically accelerated.

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

~~Academically Low-Achieving Students with Disabilities~~

Identification and Assessment

KIPP Bridge will use a variety of methods, including parent and teacher referrals, as well as~~and~~ sources of data, to identify students who are most in need of~~of~~ additional support. This includes regular benchmark assessments, standardized tests such as the Developmental Reading Assessment (DRA) and STEP, state and national assessments (including the CAASPP and MAP) and other methods. Charter School leadership will use the classroom assessment data to refer, and monitor at-risk students via a Student Success Team model for intensive interventions in math, reading and writing.

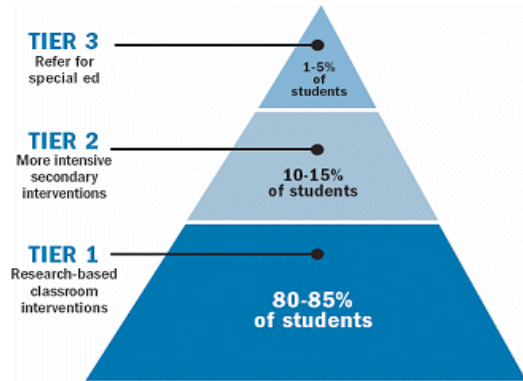
We have developed response to~~response to~~ intervention programs to support students who are having difficulty learning or are starting further behind. We utilize a Coordination of Services Team model, a multidisciplinary team of school staff and providers who create a regular forum for reviewing the needs of individual students and the school overall. The COST team leverages a school-wide universal referral system to identify and address student needs holistically and ensure that the overall system of support works together effectively. Student Success Teams, composed of the student, the student’s parent or guardian, the School Leader~~Principal~~, and a KIPP Bridge staff~~faculty~~ member, are responsible for identifying the student’s needs and developing a plan to enable that student to be successful. Student response to general education interventions is~~will be~~ tracked and interventions are~~will be~~ modified as necessary to support individual students’ progress. Students who do not make expected gains despite carefully designed, individualized interventions will be referred to the Special Education team for further evaluation. Each referred student will be assessed in all areas of suspected disability to determine if the student has a disability and qualifies for special education. An IEP will be developed for students who qualify for special education. We involve parents throughout this process to ensure they are informed about their student’s progress and how they can best support his or her development.~~assessment of needs and, where appropriate for the student, development of an individual Education Program (IEP) (see section below).~~

Response to Intervention (RTI)~~(RTI)~~

In class, teachers will use a variety of instructional methods to reach students of all learning modality preferences. With longer school hours and supplemental instruction offered, struggling students will spend more time learning in smaller group environments. The Charter School~~school~~

will utilize a combination of differentiated small group instruction, one-on-one tutorials, and extra support from content area teachers to get students up to grade level. In addition, teachers will be available during limited hours to provide additional help to students with homework by phone, ~~in the evenings and on weekends.~~ Students who are behind grade level or in jeopardy of retention will be individually counseled and given extra help in their specific areas of need.

The content of the KIPP Bridge curriculum will focus on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas. Interventions are necessary to support students who are struggling academically. Teachers will use materials that are aligned with a student's Lexile~~lexile~~ and/or performance level, and will also utilize digital content solutions that target specific skills that a student needs to develop.



~~KIPP Bridge upper school uses a traditional three-tiered approach to RTI, with 10-15% of students in RTI for math and/or reading. NWEA MAP's reading and math assessments are used as the universal screeners. All 5th-8th graders who scored in the bottom quartile are assessed further in order to determine specific skill needs, crosscheck data from MAP, and prioritize the students who are most in need of intensive support. The upper school schedule is strategically designed to release the most skilled reading and math teachers for RTI instruction. This schedule also allows for students to be in both reading and math intervention. All students are reassessed a minimum of three times per year on MAP to ensure that the RTI groups are serving the students who are most in need of intervention.~~

~~For reading intervention, upper school students are assessed with Fountas and Pinnell's Benchmark Assessment System. This data is used to make small reading groups based on reading levels. Teachers use Fountas and Pinnell's Leveled Literacy Intervention (LLI) as their curriculum. LLI also serves as their tool for progress monitoring, using the conferencing and reading record materials that are embedded in the system. Students in intervention groups receive 150 minutes of reading intervention each week. Students who are not in a small reading group are engaged in reading activities during this time. Depending on student need, students do Lexia Core 5, use Accelerated Reader, or read independently. In the lower school, all students are~~

assessed with STEP and receive LLI instruction and personalized learning through Lexia Core 5 during their literacy block.

In grades 5 through 8, all students participate in personalized learning for math during the RTI block. The students in need of the most intensive math intervention receive targeted small group instruction with the math teacher in order to fill the students' gaps in foundational skills. These students have 70 minutes of math intervention each week. For students who are not in a small math group, the table below indicates their personalized learning program:

Student Group	Personalized Learning Program
5th and 6th graders who perform BELOW grade level in math	Zearn Math
5th and 6th graders who perform AT grade level or higher in math	Khan Academy
7th and 8th graders who perform BELOW grade level in math	ST Math
7th and 8th graders who perform AT grade level or higher in math	Khan Academy

KIPP Bridge will regularly monitor student progress through curriculum-based assessments and make adjustments to interventions as appropriate.

In transitional kindergarten through 4th grade, all students receive personalized learning through ST math during their math block. Students in 3rd and 4th grade also receive small group assistance on foundational skills during their extended math block.

Family Involvement

Families are an essential component of supporting student success. Teachers will regularly notify parents about the academic standing of their student(s). Progress reports, benchmark exam scores, teacher notes and phone calls and comments on homework assignments are several examples of how parents may be notified of their child's progress. Parents also have access to students' grades via PowerSchool. As each student's progress is tracked in one or more of these methods, a request for a Student Success Team may be offered when expected progress is not demonstrated within the appropriate time period.

Academically High-Achieving Students

All courses at KIPP Bridge will maintain a standard of rigor that challenges our most academically advanced students, who are identified through the same methods as academically low-achieving students. Teachers and teachers will develop individualized strategies to engage and challenge these students so that they can continue to accelerate their learning.

KIPP Bridge ensures that

We have a plan to ensure every teacher will be ready to set classroom routines and rely on digital formative assessments and adaptive online content to ensure that all students have the opportunity to continue learning after they complete the day's objective during class.

KIPP Bridge also plans to use MAP assessment data to assign weekly personalized usage targets for each student to meet for adaptive online programs in ELA and math. High-achieving students are placed at above-grade levels in each program and/or expected to meet higher progress/per week targets.

Because all students are challenged to reach their intellectual potential~~potentials~~ within the instructional program, KIPP Bridge will~~does~~ not plan to offer a formal, separate program for academically high-achieving students. However, as described, KIPP Bridge will equip teachers with the necessary tools to enable high-achieving students to continue advancing.

We believe that strong family communication is essential to our children's success. One method of communicating academic success to families is through progress reports. Progress reports will be printed and sent home with students two times per month. The purpose of progress reports is to help share information with families about what their child has mastered and what their child needs more support on; they are not part of the student's formal academic record or final grade. Progress reports will also be available for families to view online through ParentSquare.

Special Education

General Assurances and Overview

Students with Disabilities

~~KIPP Bridge embraces Academy recognizes~~ its responsibility to enroll and support all students, and pledges to ensure that a free appropriate public education (“FAPE”) is provided to all students with students with disabilities . The Charter School will who can benefit from its programs and who otherwise qualify for enrollment, and ensure that a free and appropriate education is provided to all students with exceptional needs. KIPP Bridge Academy shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), Title II of the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities ~~in~~ Education Improvement Act (“IDEA”), and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights (“OCR”). The language in this section is intended to provide a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code Section 47605(c). IDEA”.

KIPP Bridge will be its own local educational agency (“LEA”) and will continue membership in the El Dorado County Charter SELPA, in conformity with Education Code Section 47641(a). As a member of the El Dorado County Charter SELPA, KIPP Bridge assumes full responsibility for providing special education and related services to eligible students of the Charter School, in accordance with state and federal law. KIPP Bridge agrees to follow policies and procedures of the El Dorado County Charter SELPA and will utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. KIPP Bridge agrees to collaborate with the SELPA to respond to inquiries and requests and provide access to information and records, as needed, and will be responsible for maintaining confidentiality of student records. KIPP Bridge is in good standing with the El Dorado County Charter SELPA, as documented in Appendix 10.

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

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In the event KIPP Bridge ~~seeks~~~~Academy~~~~seeks~~ membership in a different state-approved SELPA, KIPP Bridge ~~Academy~~ will provide notice to the District, ~~the SELPA~~, and the ~~California Department of Education~~~~SELPA~~ before June 30th of the year before services are to commence. Although a change in LEA status or SELPA membership shall not require a material revision of KIPP Bridge charter, it may require an update of the parties' memorandum of understanding ("MOU") to reflect these changes in legal status.

KIPP Bridge will participate in the quality assurance process for special education as outlined by the state of California (i.e., special education plans, coordinated compliance self-reviews, compliance monitoring, procedural safeguards, and the local plan).

Services for Students Under the IDEA

KIPP Bridge is committed to providing a free appropriate public education that will meet each student's unique needs in the least restrictive environment ("LRE"). The Charter School shall develop an appropriately ambitious individualized education program reasonably calculated to enable the student to make progress appropriate in light of their circumstances in accordance with IDEA, Education Code requirements, and SELPA policies and practices.

Instruction shall be provided in accordance with each student's IEP in the least restrictive environment (preferably the general education setting) with access to rigorous and standards-based curriculum. If a student's IEP team determines that, in order to make progress appropriate to the student's circumstances, the student requires placement outside of a general education classroom, the Charter School shall provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

KIPP Bridge shall utilize SELPA forms and follow SELPA policies and procedures in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

KIPP Bridge agrees to promptly respond to all and provide to the District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all applicable District or SELPA obligations imposed by law.

Staffing

All special education services at KIPP Bridge will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

KIPP Bridge will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and mental health clinicians. KIPP Bridge shall ensure that all special education staff hired or contracted by KIPP Bridge is qualified pursuant to SELPA policies, as well as meet all legal requirements. KIPP Bridge shall be responsible for the hiring, training, and employment of related services staff necessary to provide special education services to Charter School students, including, without limitation, speech language pathologists, occupational therapists, behavior analysts, and school psychologists.

Together, KIPP Northern California and KIPP Bridge will carefully review enrollment of students with IEPs each year in order to determine staffing of special education teachers, paraeducators and related service providers at the Charter School. The Special Education team at KIPP Northern California will provide coaching and support for all special education teachers, paraeducators and service providers at KIPP Bridge, as well as professional development and consultation for all staff working with students with disabilities, to ensure that all aspects of the IEP and 504 plans are properly implemented.

KIPP Bridge recognizes that all teachers are essential for the implementation of the student’s individualized education program and shall ensure that general education teachers receive training and supervision necessary to properly implement IEPs and 504 plans.

Notification and Coordination

KIPP Bridge shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. KIPP Bridge will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

KIPP Bridge understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. KIPP Bridge shall identify, refer, and work cooperatively in locating the Charter School students who have or may have disabilities that qualify them to receive special education services.

KIPP Bridge shall implement a multi-tiered instructional and support framework prior to referring a student for an evaluation under IDEA, but shall ensure that child find identification occurs in a timely manner and that no procedures or practice shall result in delaying or denying this identification. A parent/guardian or KIPP Bridge staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in a multi-tiered instructional framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. KIPP Bridge shall never use assessment or evaluation as a means of denying admission for any student.

As an independent LEA for special education purposes, KIPP Bridge shall be solely responsible for compliance with state and federal Child Find requirements. KIPP Bridge shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability. The Charter School may also refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. KIPP Bridge will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. KIPP Bridge shall obtain parent/guardian consent to assess students and no assessment or evaluation shall be used for admission purposes.

As an independent LEA for special education purposes, when, in the event that KIPP Bridge receives a written request for evaluation, it will be solely responsible for working with parents/guardians to address the request and shall follow SELPA policies, procedures, and timelines. The Charter School shall respond to a written request for assessment within fifteen (15) days with a written Assessment plan if the Charter School concludes that an assessment is appropriate. If the Charter School concludes that an assessment is not appropriate, the Charter School shall respond within fifteen (15) days with a Prior Written Notice.

Upon receipt of the consented Assessment Plan, the Charter School shall conduct an evaluation and hold an IEP meeting within sixty (60) days, not including school breaks greater than five (5) days, of receipt of the parent’s/guardian’s written consent for assessment. Parents/guardians shall be informed that special education and related services are provided at no cost to them.

A staff member will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability. Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

KIPP Bridge will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern. KIPP Bridge assumes full responsibility for assessments.

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment.
- The assessment will be completed and an Individualized Education Program meeting held within 60 days of receipt of the parent’s written consent for assessment.
- The student must be evaluated in all areas related to their suspected disability
- Assessments must be conducted by a person with knowledge of the student’s suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student’s eligibility for special education. KIPP Bridge will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting

will be held at a mutually agreeable time and place. Interpretation will be provided in the parent's preferred language when requested.

IEP Development

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

IEP Implementation and Review

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

KIPP Bridge shall be responsible for all school site implementation of the IEP, which will be designed to provide supports and services in the least restrictive environment. As part of this responsibility, IEP goals and services will be linguistically appropriate, as per Education Code Section 56345(b). KIPP Bridge shall provide all home-school coordination and information exchange. KIPP Bridge shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

KIPP Bridge shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws. The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting their needs.~~verifiable assurances of the school's membership in such SELPA.~~ 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 to determine continuing eligibility and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

Unless otherwise specified on the student's IEP, KIPP Bridge shall provide parents with timely reports on the student's progress toward meeting annual goals as provided in the student's IEP at least as frequently as report cards are provided for KIPP Bridge's non-special education students, and whether the student is expected to meet their 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 that 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.

If a parent/guardian 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 Charter School. Once the request is received, KIPP Bridge will have thirty (30) days, not including school breaks greater than five (5) days, to hold the IEP meeting.

IEP Meetings

KIPP Bridge shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. KIPP Bridge shall be responsible for having the following individuals in attendance at the IEP meetings: the School Leader and/or KIPP Bridge designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; a parent/guardian; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at KIPP Bridge and/or about the student. KIPP Bridge shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, occupational therapist, or behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

KIPP Bridge will provide an interpreter at IEP meetings 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 Charter School will ensure their participation using other methods, such as video or phone conferencing or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by KIPP Bridge. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations
- 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
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for the student's circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b)
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of the student's circumstances

IEP meetings will be held according to the following schedule:

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- Yearly to review progress toward student’s annual goals and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student’s eligibility and progress
- After the student has received a formal assessment or reassessment
- When an Individual Transition Plan (“ITP”) is required at the appropriate age
- If a meeting is required to determine if a student’s conduct was a manifestation of the student’s disability
- If the parent or guardian has requested a review of the student’s progress

Special Education Strategies for Instruction and Services

If KIPP Bridge operates as an independent LEA for special education purposes, KIPP Bridge will offer a comprehensive inclusion program that may include, but is not limited to, depending on the needs of the individual student as determined by their IEP team: push-in services, pull-out services, small group instruction, one-on-one instruction, speech, counseling, occupational therapy, co-teaching, and extended school year. Each student’s IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student’s needs. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

KIPP Bridge shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. KIPP Bridge shall provide transferring students with FAPE, including services comparable to those listed in the existing IEP.

In accordance with Education Code Section 56325(a)(1), for students who enroll in KIPP Bridge from another school outside of the same SELPA as KIPP Bridge, with a current IEP within the same academic year, KIPP Bridge shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent(s)/guardian(s), for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of a student with disabilities who has an IEP and transfers into KIPP Bridge from a different school within the same SELPA as KIPP Bridge, within the same academic year, KIPP Bridge shall continue to provide services comparable to those described in the existing approved IEP, unless the parent(s)/guardian(s) and KIPP Bridge agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to KIPP Bridge with an IEP from outside of California during the same academic year, KIPP Bridge shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP in consultation with the parent(s)/guardian(s), until KIPP Bridge conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by KIPP Bridge, and develops a new IEP, if appropriate that is consistent with federal and state law.

KIPP Bridge will cooperate with the District regarding sharing information as required by the Education Code.

Mental Health

Whenever necessary, as evidenced by student need, parent/guardian referral or recommendation of a mental health professional on staff, an assessment plan to determine eligibility for Educationally Related Mental Health Services, will be offered to the parent/guardian for consent. If eligible, the student will be provided ERMHS as part of their IEP supports and services.

Professional Development for KIPP Bridge Staff

KIPP Bridge shall seek professional development opportunities for its staff through training opportunities facilitated by the SELPA, Diagnostic Center of Northern California, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Non-Public School Placements/Non-Public Agencies

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KIPP Bridge shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to KIPP Bridge and no student shall be denied admission nor counseled out of KIPP Bridge due to the nature, extent, or severity of their disability or due to the student’s request for, or actual need for, special education services.

Reporting

KIPP Bridge, in collaboration with the SELPA, will collect and maintain 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 Learners
- The number of students provided with test modifications and the types and the number of students exempted from Statewide 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 of students with disabilities (i.e. attainment of diploma and type, declassified, moved, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of KIPP Bridge. The designated staff member will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The staff member 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 the event KIPP Bridge Academy seeks to be categorized

~~as a public school of the District solely for purposes of providing special education and related services under the IDEA in accordance with Education Code Section 47641(b), KIPP Bridge Academy will provide required notices and anticipates that a Memorandum of Understanding (“MOU”) would be developed between the District and KIPP Bridge Academy which spells out in detail the responsibilities in implementing the IEP.~~

Parent/Guardian Complaints and Procedural Safeguards

Parents/guardians of students with IEPs at KIPP Bridge 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.

KIPP Bridge is committed to the assessment, identification, and placement of students with special needs in the appropriate and least restrictive environment. KIPP Bridge understands the requirement under the IDEA to follow procedures to provide access to due process and the protections conferred by procedural safeguards, which are required by federal law.

KIPP Bridge shall provide a copy of the “Notice of Procedural Safeguards and Parents’ Rights” to the parent a minimum of one time yearly. The Notice of Procedural Safeguards shall also be provided to parents:

- Upon initial referral or parental request for evaluation
- When sending out an Assessment Plan and/or Prior Written Notice
- Upon receipt of the first state complaint in the school year
- Upon receipt of the first due process complaint in the school year
- In accordance with disciplinary procedures
- Upon parental request

KIPP Bridge shall adopt policies and procedures for the investigation and resolution of parental concerns or complaints related to special education services including alleged violation of federal or state laws governing educational programs.

KIPP Bridge shall include in its policies and procedures the employee(s) responsible for receiving complaints, investigating complaints and ensuring compliance. KIPP Bridge’s policies shall ensure that the employee(s) responsible for compliance and/or investigations shall be knowledgeable about the laws/programs that they are assigned to investigate.

KIPP Bridge shall acknowledge parent complaints within five (5) business days. The parents shall be offered a voluntary resolution session (alternative dispute resolution (“ADR”)) to address and resolve concerns that prompted the complaint. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Due Process Hearings

Under IDEA, due process hearings are a principal vehicle for resolving disputes between parents of children with disabilities and LEAs concerning identification, evaluation, placement or ~~for~~ provision of FAPE (34 CFR 300.511). Parents, students who have reached the age of majority, and LEAs may request a due process hearing. KIPP Bridge acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of the Charter School’s alleged failure to provide FAPE to students enrolled in the Charter School. ~~special education services and the manner in which special education funding will flow to the students of KIPP Bridge Academy.~~

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

Complaint Procedures

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School’s designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

SELPA Representation

KIPP Bridge understands that it shall represent itself at all SELPA meetings.

Funding

KIPP Bridge understands that it will be subject to the allocation plan of the SELPA.

~~KIPP Bridge Academy shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. KIPP Bridge Academy may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. KIPP Bridge Academy may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.~~

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

The ARISE Program

~~The ARISE program (Academic Rigor, Independence, Social Skills, and Emotional Intelligence) was started in September 2016 to support the success of our students with severe difficulties in communication, socialization and behavior. School administrators implemented this program in response to the needs of our incoming class of students.~~

~~The ARISE planning and implementation team is guided by KIPP’s following Essential Questions:~~

~~_____~~

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~~_____~~

~~_____~~

~~_____~~

- ~~Are we serving the children who need us?~~
- ~~Are our students progressing and achieving academically?~~

~~ARISE is also guided by the beliefs that:~~

- ~~Students with disabilities are general education students first and foremost, worthy of equal respect, opportunities, treatment, status and place.~~
- ~~KIPP educates all students.~~
- ~~All students should be educated in the Least Restrictive Environment.~~
- ~~We can find a solution to any challenge.~~

~~The mission of the ARISE program is to prepare students with severe difficulties in communication, socialization and behavior for a lifetime of learning, employment and civic engagement. Recognizing the unique needs of each student, the ARISE team will provide interventions to enable students to fully participate in and benefit from their KIPP school community. We acknowledge that students are most successful when their family is supported and included as an active member in the development of the student's educational program. Therefore, parent collaboration and training, is an important component of the ARISE program.~~

~~With the understanding that every minute and every interaction provides opportunity for learning, the ARISE team will meet the goals of students by:~~

- ~~Providing meaningful opportunities for participation in general education classes and the greater school community~~
- ~~Incorporating evidence-based interventions into each student's learning plan and IEP services~~
- ~~Evaluating intervention effectiveness through frequent data collection~~
- ~~Encouraging regular parent engagement by creating a welcoming environment and appropriate learning opportunities~~
- ~~Including the student's perspective when developing learning plans as much as possible~~
- ~~Promoting opportunities for generalization of skills in settings outside of school~~
- ~~Providing regular professional development to all members of the school community~~

Section 504 of the Rehabilitation Act

~~KIPP Bridge Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the~~

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benefits of, or otherwise be subjected to discrimination under any program of KIPP Bridge Academy. Any student, who has a physical or mental impairment that an objectively identified disability which substantially limits one or more a major life activities, has a record of such an impairment, or is regarded as having such an impairment activity including but not limited to learning, is eligible for protections under Section 504 accommodation by KIPP Bridge Academy.

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

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

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

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

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

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

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

English Learners

KIPP Bridge will comply with all applicable legal requirements for English Learners, including long-term English Learners (“LTELs”) or English Learners at risk of becoming long-term English

Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. KIPP Bridge will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. KIPP Bridge will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The Charter School

Services for Students under the “IDEIA”

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

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

Staffing

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

~~KIPP Bridge Academy is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. KIPP Bridge Academy ensures that all special education staff hired by KIPP Bridge are qualified pursuant to SELPA~~

~~policies, as well as meet all legal requirements. Documentation of qualifications is maintained on-site for inspection.~~

~~Response to Requests~~

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

~~Identification and Referral~~

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

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

~~Assessments~~

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

~~IEP Meetings~~

~~KIPP Bridge Academy arranges and notices the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. KIPP Bridge Academy shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or KIPP~~

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~~Bridge Academy designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the parent(s) or legal guardian(s) if the student is under 18 years old; the student if he/she is 18 years or older, or as appropriate; and other KIPP school representatives who are knowledgeable about the regular education program at KIPP Bridge Academy and/or about the student. KIPP Bridge Academy shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.~~

~~IEP Development~~

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

~~IEP Implementation~~

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

~~Interim and Initial Placements of New KIPP School Students~~

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

~~Non-Public Placements/Non-Public Agencies~~

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

~~Professional Development for KIPP Bridge Staff~~

~~The Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by Oakland Unified School District or the SELPA.~~

~~Non-discrimination~~

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

~~Parent/Guardian Concerns and Complaints~~

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

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

~~Due Process Hearings~~

~~_____~~
~~_____~~

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

~~SELPA Representation~~

~~KIPP Bridge Academy shall represent itself at all SELPA meetings.~~

~~Funding~~

~~KIPP Bridge Academy is subject to the allocation plan of the SELPA.~~

~~English Learners~~

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

~~KIPP Bridge is dedicated to providing English Learners with an exceptional education and transitioning them into English Proficiency as soon as possible. The school recognizes the importance of valuing students’ native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the Charter School’s~~school’s~~ core curriculum, enrichment programs, ~~and~~ life-skills curriculum, and culturally responsive pedagogy.~~

Students at KIPP Bridge with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the Charter School’s~~school’s~~ services and teaching methods that support English language development in each of the four domains: listening, reading, writing, and speaking. KIPP Bridge will have the necessary supports to ensure~~ensures~~ that regardless of English proficiency, all EL students are included in~~not excluded from~~ curricular and extracurricular~~extra-curricular~~ activities. The Charter School will also make certain ~~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~~ will~~community.~~

~~KIPP Bridge~~ directly ~~provide~~~~provides~~ or ~~make~~~~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. Students will receive designated and integrated ELD instruction across all content areas. ~~Additionally, Such~~ services may include push-in supports, individual counseling, group counseling, home visits, and parental counseling.

Identification~~Structured English Immersion Program~~

~~In accordance with KIPP's philosophy of no excuses and more time on task, all students who are English Learners~~

As part of the enrollment process, the Charter School will administer a home language survey upon a student's enrollment into the Charter School (on enrollment forms). For students who are not new to the state public school system, we will determine their EL classification based on prior records. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

At the beginning of the school year, all students new to the California public school system upon enrollment who indicate a home language other than English will be ELPAC-tested by a trained evaluator within thirty (30) calendar days of initial enrollment or within sixty (60) calendar days before the date of first enrollment, but not before July 1 of that school year³⁸ and at least annually thereafter between February 1 and May 31 until re-designated as fluent English proficient. On the initial assessment, if the student scores below the established cut-off point on the ELPAC, the student will be classified as an EL student. If the student scores above the established cut-off points on the ELPAC, the student is determined not to be an EL student and will be classified as Initial Fluent English Proficient.

³⁸ The initial assessment is required for students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing ("summative assessment") during the summative assessment testing window.

All EL students must take the annual summative ELPAC every year until they are Reclassified Fluent English Proficient (RFEP). California requires schools monitor the academic progress of RFEP students for four years after they are reclassified.

KIPP Bridge will notify all parents/guardians of the Charter School’s responsibility to conduct ELPAC testing and will inform parents/guardians of ELPAC testing results within 30 calendar days following receipt of test results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act (“ESSA”) for annual English proficiency testing.

Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. All parents or guardians of students classified as EL will be notified in writing of all EL assessment and placement procedures for their child. The Charter School will translate materials as needed to ensure that parents/guardians of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

Instructional Programming for English Learner Instruction

In accordance with research on language acquisition and State goals, all students who are English Learners will be supported ~~expected~~ **to become proficient in the English language as quickly as possible at KIPP Bridge following a Comprehensive Structured immersion program. Teachers will implement the program following the ELD standards, including both integrated and designated ELD instruction. Drawing on the latest research and KIPP Northern California’s experience, KIPP Bridge will use a range of methodologies aimed to support both newcomer ELs and long-term ELs.**

KIPP Bridge’s Approach to EL Instruction - Structured English Immersion Program

at a rapid pace. Based on a substantial research base proving the benefits of a structured English immersion program, KIPP Bridge ~~Academy~~ implements a comprehensive structured immersion program for its EL students.³⁹ ~~Research shows that with the passage of Prop. 227, California~~

³⁹~~The Benefits of English Immersion (Educational Leadership Magazine of the Association for Supervision and Curriculum Development, January 2000).~~

students have made significant gains in reading and writing in English as well as math⁴⁰. It is the goal of KIPP Bridge that all of its students leave the school proficient in the English language and with pride and support for their home language.

English Proficient students participate in a mainstream English Language Arts program with a curriculum based on the Common Core State Standards.

Teachers of English Learners at KIPP Bridge teach to the English Language Development standards as 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, which will be based on the Common Core State Standards and College and Career Readiness Standards. In addition to core content, students who are assessed as EL English Learners receive assistance in order to ensure English oral language development. KIPP Bridge will ensure 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 core instruction will be delivered is in English; however, the level of English used for instruction – both oral and written – will be — is modified appropriately for each EL student.

It is the goal of KIPP Bridge that all of its students leave the Charter School proficient in the English language and with pride and support for their home language. Teachers of English Learners at KIPP Bridge will teach based on the English Language Development standards as set forth acquisition is enhanced by the California Department of Education. This includes integrated ELD, explicit support for all students in acquiring the language needed to comprehend and express understanding of grade-level work, and designated ELD instruction, a protected daily time in the school day for focused instruction on the ELD standards to assist ELs with developing critical English language skills necessary for academic content learning in English.

⁴⁰ Amselle, Jorge and Allison, Amy C. *Two Years of Success: An Analysis of California Test Scores After Proposition 227* (READ Institute, August 2000).

Designated ELD

KIPP Bridge’s focus in designated ELD is to take an asset-based approach to the English spoken by our students and to build on these skills. Designated ELD teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. Over the course of the required curricular sequence, students are taught language objectives aligned with academic language functions, as well as academic vocabulary and time to practice reading comprehension and writing skills.

Here are the principles that guide our designated ELD instruction:

- **Academic language functions:**
 - Most of our Multilingual Learners are not new to the country and are highly proficient in social varieties of English. Our focus in designated ELD is to take an asset-based approach to the English spoken by our students and to build on these skills. ELD teachers provide explicit and targeted instruction on the most critical academic language functions that students will need to access grade-level content. Over the course of our recommended curricular sequence, students are taught language objectives aligned with academic language functions, as well as academic vocabulary and time to practice reading comprehension and writing skills.

- **Structured Conversations:**
 - Oral language practice is the primary focus of designated ELD. Classes are structured so that teachers provide mini lessons and then students have the majority of class time to practice speaking in Academic English in complete sentences. Structured student talk routines are encouraged to ensure the oral language practice is targeted. At the conclusion of every class, students have the opportunity to show mastery of the day’s language objective in writing and to reflect on how the designated ELD content relates

to their other classes. This reflection is critical in building student metalinguistic awareness and to support them in building interdisciplinary connections.

- **Data-driven instruction:**

- ELD teachers provide consistent feedback to students on their progress and to collaborate closely with other teachers and Ed Specialists to support overall student growth. Feedback is critical for Multilingual Learners, especially LTELs.
- Using Ellevation, the regional multilingual learner academics provides schools with longitudinal ELPAC data along with interim formative assessments in math, ELA, Science and Social Studies and Smarter Balanced scores in order to progress monitor multilingual learners' performance on different assessments.

- **Strategic grouping:**

- Schools group students according to proficiency level (newcomer, beginner, intermediate, and advanced) using ELPAC scores, formative assessment data and teacher/Ed Specialist input.

Integrated ELD

Teachers strategically support student development in Academic English, while teaching grade-level content through English. As teachers internalize their curricula and write exemplars for their daily objective, they are supported in identifying the language demands of the lesson (vocabulary, recurring linguistic constructions) and designing appropriate scaffolds and structured student talk routines based on their students and their daily language content.

Examples of integrated ELD instructional strategies that may be employed with EL students include:

Exposure to Various Learning Modalities: 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'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 are employed with EL students at KIPP Bridge Academy include:

1. **Total Physical Response (TPR).** Developed by James J. Asher in the 1960s, TPR is a language learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)*

2.1 **Cooperative Learning:** Student, 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 ~~activities~~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.⁴¹ (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).

3.2. Academic Language Scaffolding: ~~The~~. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own.⁴² (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.)~~

Maximizing Comprehensible Input and Output: In

~~KIPP Bridge Academy 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, 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. Teachers will create learning environments that allow students to practice academic English and produce~~

⁴¹ Johnson, Johnson & Holubec, 1994; Kagan, 1994

⁴² Gibbons, 2002

comprehensible output by: 1) using backwards design to address cognitive and linguistic demands, 2) creating opportunities for students to learn content and functional language through instruction, 3) incorporating frequent structured student talk, 4) interactive reading and note taking, 5) academic writing support, and 6) using assessments to refine instruction.

Structured Student Talk Routines: To develop communicative competence, English Learners need daily supported opportunities

- KIPP Bridge Academy hires faculty who have received CLAD (Cross-Cultural Language Acquisition Design) training or who are working towards CLAD certification. All teachers are trained to use their second language for diverse purposes. Learning English well requires lots and lots of practice. A key part of student language development relies on teach using the structured opportunities for meaningful academic discourse. Structured student talk routines provide scaffolded opportunities for students to practice English language production. When students are given appropriate direction and support, they actively listen and speak to one another, preventing the one-way communication that occurs when the whole class listens to individual volunteers offer their ideas or respond to teacher questions.⁴³

In addition, KIPP Bridge recognizes that differentiated support may be necessary for both newcomer ELs and long-term ELs. Examples of practices used to serve new EL students include the following:

- Use technology to its fullest potential (i.e. language learning, translation, visual scaffolds for content concepts, student motivation, tracking of student progress)
- Promote development of students' native language skills and incorporate native language instruction into the curriculum where possible

Examples of practices used to serve long-term EL students include the following:

- Specialized English Language Development instruction designed for LTELs (separate from other English Learners), emphasizing writing, academic vocabulary, active engagement, and oral language

⁴³ Norris & Ortega, 2006; Lightbown, Patsy, & Nina Spada, 2006

- Placement in heterogeneous and rigorous grade level content classes mixed with English proficient students and taught with differentiated instructional strategies
- Explicit academic language and literacy development across the curriculum
- Systems for monitoring progress and triggering support and a master schedule designed for flexibility and movement as students progress
- School-wide focus on study skills, metacognition, and learning strategies
- Data meetings and testing accommodations
- Affirming school climate and relevant texts

~~At KIPP Bridge, English immersion and SDAIE methodologies. Furthermore, all teachers will receive professional development on communicating with students designated as EL, English Learners and in techniques for detecting whether a student has English language gaps, and providing supports for English Learners as outlined above. Furthermore, KIPP Bridge will provide deficiencies. KIPP Bridge provides all necessary staff with specialized curricular materials to enable EL students to achieve proficiency. In addition, staff may be trained in various teaching strategies such as GLAD (Guided Language Acquisition Design), scaffolding techniques, songs and chants, and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.~~

Identification of EL Students

~~At the beginning of the school year, KIPP Bridge Academy 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. For each student new to KIPP Bridge, we first identify any English Learner status using CALPADS. If there is no data in CALPADS, we then rely on the home language survey to identify whether the student needs an assessment of English proficiency. If the student scores below the established cut-off point on this test, the student is classified as an EL student. If the student scores above the established cut-off point on the written test, the student is determined not to be an EL student.~~

~~KIPP Bridge teachers are also responsible for observing each student throughout the class day with an eye towards detecting limited English proficiency. Should a student not be officially~~

~~identified as EL, he/she is monitored regularly via various assessment techniques to ensure their retention of the material.~~

~~All parents or guardians of students classified as English Learners are notified in writing of all EL assessment and placement procedures for their student. The school translates materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their student.~~

Monitoring and Re-Designation of EL Students

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

Upon a student's reaching proficiency in the English language, programming and language support will specialized English learning services are no longer be required. However, the student will be monitored to ensure they are making academic progress in alignment with their peers. If students fail to meet parity, then they may be provided additional academic services and interventions. 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, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the Summative ELPAC ~~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:
 - Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process

and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process

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

KIPP Bridge ~~will evaluate~~Academy 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, ~~content is spiraled and retaught. modifications to the instructional program are made.~~ In addition, KIPP Bridge ~~will~~annually evaluate~~evaluates~~ the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

Parental Waiver Process

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

Special Education and English Learners

KIPP Bridge ~~will apply~~~~Academy 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/~~identification~~ 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 ~~Academy~~, so are students with disabilities. EL students with ~~IEPs will be~~~~IEP's are~~ given the necessary materials, mandated services, and equipment to support their learning. The ~~Charter School's~~~~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. ~~For EL students with moderate/severe disabilities, we administer the Alternate ELPAC as their annual assessment. In addition, we have modified criteria for reclassification which take their IEP goals and alternate assessment performance into consideration.~~

VI. Family and Community Engagement

Family Engagement

KIPP Bridge 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.

Parental engagement begins with the Commitment to Excellence. The Commitment to Excellence Form (Appendix 21) outlines the ways in which KIPP Bridge asks parents, students and teachers to support the educational mission of the school. The commitment calls for parents to be engaged in and aware of their students' experience and performance at school. It articulates a clear set of expectations for the culture of the school and the roles of students, staff and families. It also calls parents to be in communication and alignment with teachers and school leadership to support student success and invites and encourages parents to become part of the fabric of the school. Examples of parental involvement include: ensuring student attendance, ensuring that homework is completed every night, assisting their student in contacting the teacher regarding any problem or question on an assignment, providing a quiet place with light for their student to study at home, and being available to meet with the teachers at home or at school if the need arises. New to KIPP families attend a ceremony before the start of school where KIPP Bridge staff, students, and parents read the commitment to Excellence together, discuss what these commitments mean to each person, and agree to with each other to uphold these commitments.

Commitment to the school and to student success also comes through deep investment in relationship building with families. KIPP Bridge staff and leadership welcome new families to the school and get to know families and their needs through community outreach, family meetings, and 1:1 meetings with interested parents. As students enroll in the school, relationships are deepened through home visits to families. Parent engagement and satisfaction with the school is something that we measure and evaluate. Our annual Healthy Schools and Regions Survey (HSR) is administered each year across the KIPP network of schools. Parents are a key stakeholder in this survey and we collect and analyze data from over 30 questions covering topics including:

- Family engagement

- Diversity and inclusivity
- Student academic preparedness
- Student motivation, commitment and satisfaction
- School environment
- Values and expectations
- College placement and support
- Staff recruitment and retention
- Student behavior management

KIPP Bridge leadership and staff, as well as our regional leadership, pay close attention to parent responses on the HSR Survey. Parent feedback informs programming and strategic priorities for our school and is a part of the overall performance evaluation for the School Leader. For additional details on the HSR Survey, please see Element C.

Finally, KIPP has deepened its commitment to family and community engagement by investing in a dedicated position responsible for driving this work in West Oakland.

Community Engagement

Building strong links with the local community is critically important to KIPP Bridge’s success. By developing partnerships with community based organizations, non-profit organizations, local schools, universities, and local businesses, KIPP Bridge provides students with the opportunities to build close ties and deep knowledge of their community. These relationships can also bring community leaders and members into deeper relationship with the school through volunteering, celebrations and events, and enable KIPP Bridge to be more known and active in the community and neighborhood. Appendix 5 contains details on community engagement efforts that the KIPP Bridge team has undertaken to date, with plans to further bolster community ties.

VII. School Design Process and Timelines

Ms. Lolita Jackson prepared the KIPP Bridge TK-8 school design plan through a Fisher Fellowship, alongside a cohort of 15 other future KIPP school leaders. The Fisher Fellowship is a one-year program that prepares experienced educators who have achieved significant student academic gains in the classroom to found and lead a new KIPP school in an underserved community. Programming is designed to provide in-depth support and insight into processes and best practices involved in school leadership—ranging from establishing an instructional vision to developing an efficient performance management system; from recruiting students to hiring teachers; from curriculum development to community outreach.

The Fisher Fellowship is designed as a cohort experience that allows participants to deepen their experiences and build lifelines. The Fisher Fellowship culminates during the following summer as fellows open their schools to their first classes of students.

The program aims to empower leaders to do the following:

- Set school-wide goals and create structures to monitor progress and facilitate a data-driven school culture that drives overall health of the school.
- Strengthen self-awareness of one's strengths and areas of growth, understand its impact on self and others, and adapt accordingly.
- Establish and align a clear school vision, mission, and values, and define how it will be operationalized.
- Establish a system that recruits and selects top talent who are aligned to the school's mission, vision, and values.
- Establish a performance management system that develops and retains top talent.
- Establish a vision for academics and school culture that is aligned with the school's mission, vision, and values, and define how it will be operationalized.

Program Timeline



School Design Plan and Supports

During the design year, the school leader has additional time and supports to help create her school design plan. The following elements and corresponding supports are in place such that a comprehensive plan for the school will be create and successfully implemented.

The school design plan is written throughout the Fellowship year, with key deadlines in August 2015, October 2015, November 2015, and January 2016 for the various sections outlined below.

Section	Description	Support Staff
School Overview	Provides description of the school, including school mission, vision, values, and school leader’s profile.	<ul style="list-style-type: none"> • KIPP Foundation coaches
Community and Student Profile	Describes the school community, history, and plan for community engagement. Also includes description of students in the community as well as a plan for recruitment and retention.	<ul style="list-style-type: none"> • Regional community engagement team
Academics	Instructional vision, college-ready goals, instructional methods, and systems for progress monitoring and assessment.	<ul style="list-style-type: none"> • Regional elementary school expert • KIPP teaching and learning team
Talent	Details staffing, recruitment, selection, and hiring. Also includes details about talent development and performance management.	<ul style="list-style-type: none"> • Regional Talent Team • Chief People Officer
Culture	Details how the school will develop a strong culture amongst students, staff, and families.	<ul style="list-style-type: none"> • Chief of Schools • Head of Schools • Director of Teaching and Learning
Operations	Describes information on the schools finances, governance and board structure, facilities, and daily operations.	<ul style="list-style-type: none"> • Director of Finance • Director of Operations • Director of Real Estate
Annual Priorities	Describes priorities for the school in year one, two, three, and beyond.	<ul style="list-style-type: none"> • Chief People Officer • Chief of Schools

Section	Description	Support Staff
	Also details feedback cycles and school review.	
Vital Behaviors and Leadership Priorities	Describes the implementation of the vital behaviors and leadership competencies into the fabric of the school. Also details school leader’s sustainability and how the leader will address school design plan challenges.	<ul style="list-style-type: none"> • Chief of Schools • Chief People Officer • Director of Teaching and Learning

Monitoring and Evaluation of Program Effectiveness

KIPP Bridge evaluates the effectiveness of its education program for ELs by:

- Adhering to adopted academic benchmarks by language proficiency level and years in program to determine annual progress
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring student identification and placement
- Monitoring availability of adequate resources

English Learner Advisory Committee

If KIPP Bridge has 21 or more English Learner students, the Charter School will form an ELAC, which will be responsible for advising the School Leader and staff on programs and services for English Learners and the KIPP Family Council on the development of the Local Control and Accountability Plan (“LCAP”). The ELAC will be comprised of parents of English Learners — at a rate that is at least the same as the percentage of English Learner students based on the total student population — and other parents/guardians, the Charter School staff and/or community members.

Annual Goals and Actions to Achieve the State Priorities

KIPP Bridge ~~Academy~~ Renewal Petition [2025-2030](#)

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of KIPP Bridge’s annual goals, actions, and measurable outcomes, both schoolwide and for each numerically significant subgroup of students. in and aligned with the State Priorities described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

Attached, as Appendix 11, is the most recent LCAP, which is also on file with the District. Appendix 11 complies with all requirements pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), including the development of school-wide and student subgroup goals, and annual actions, as applicable to the state priorities identified in Education Code Section 52060(d). The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

KIPP Bridge Academy Renewal Petition [2025-2030](#)

180 ~~2017 – 2022~~

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VIII. Organizational Supports that Contribute to Continual Improvement

KIPP Bridge benefits from the learning and innovation that comes from being part of a national network of schools. We are able to continue to learn and improve, based on feedback from research and the opportunity to learn from other KIPP schools across the country.

Longitudinal Research

In addition to monitoring student growth and assessments, KIPP has also embarked upon longitudinal research to understand the impact of our schools on student outcomes. Most recently, in September 2015, Mathematica Policy Research released findings from a five-year evaluation of KIPP schools. This is the first report to ever include KIPP schools at all K-12 levels, including elementary and high schools. The report also examines KIPP's middle school impacts over the past decade. Their key findings are:

- KIPP elementary schools have positive, statistically significant, and educationally meaningful impacts on three of four measures of reading and mathematics skills.
- Consistent with prior research, KIPP middle schools have positive, statistically significant, and educationally meaningful impacts on student achievement in math, reading, science, and social studies. Average impacts of middle schools were positive and statistically significant throughout the 10-year period covered by the study, though higher in earlier years than recent years.
- KIPP high schools have positive, statistically significant, and educationally meaningful impacts on student achievement for high school students new to the KIPP network. For students continuing to KIPP high schools from KIPP middle schools, impacts on achievement are not statistically significant. For this group of continuing KIPP students, KIPP high schools have positive impacts on a variety of college preparation activities and the likelihood of applying to college.
- On surveys of student motivation, engagement, behavior, and educational aspirations, KIPP schools showed no significant impact. However, KIPP elementary and middle schools had positive impacts on parent satisfaction.

A complete copy of the 2015 Mathematica Policy Research Report can be found in Appendix 22a and a summary of additional research studies on the efficacy of the KIPP model can be found in Appendix 22b.

KIPP Through College

As part of the KIPP commitment to ensure that students climb the mountain to and through college, KIPP Bay Area Schools continues to support students after they leave KIPP middle and high schools through the KIPP Through College (KTC) program. The KTC goal is for all students to have the access, skills and resources necessary to navigate to and through college and into self-sufficient adulthood. The KTC team provides structured support focused on college readiness, persistence, and completion until the day alumni receive their college degrees.

Across the country, 44% of students who completed a KIPP middle school ten or more years ago have graduated from a four-year college. This means the original KIPP students from Houston and New York—who are 95% African American or Latino, with more than 85% qualifying for federal free or reduced-price meals—have a higher college completion rate than the average of all students across all income levels nationwide (29 percent of all Americans age 25 to 29 have earned a bachelor’s degree or higher). KIPP’s college completion rate is four times the rate of comparable students from low-income communities across the country (for students from low-income families, only 8 percent have earned a bachelor’s degree by their mid-20s).

While the college graduation rate of our current students is a significant achievement, it is far short of our goal. However, our progress is encouraging. In the Bay Area, 84% of students who completed eighth grade at a KIPP school have enrolled in college.

For more information about KIPP Through College program and results, please see the following appendices:

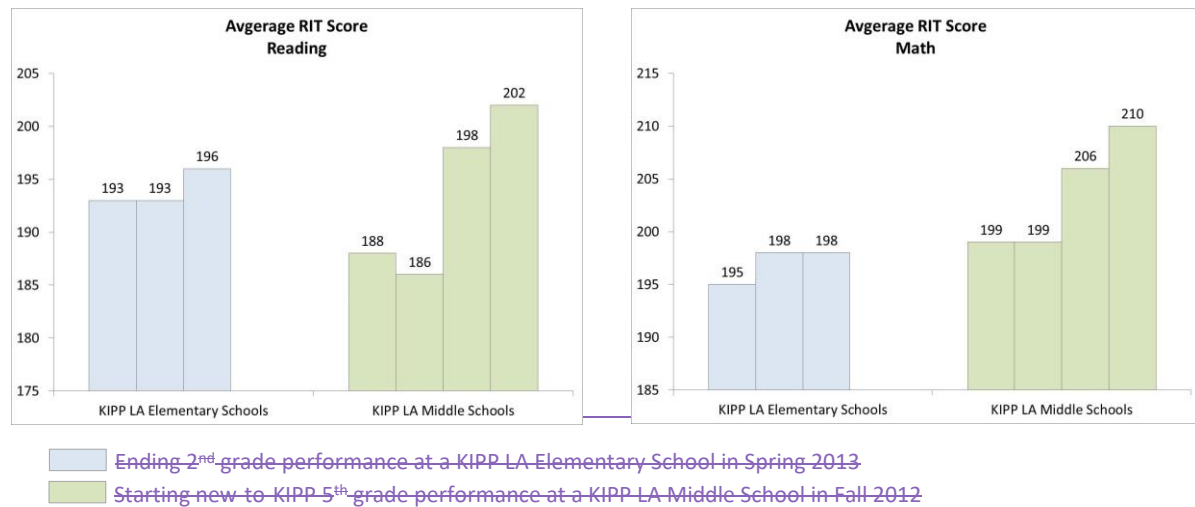
- ~~Appendix 37: KIPP Through College Program Description~~
- ~~Appendix 38a and 38b: KIPP Through College, the Promise of College Completion and Data Update~~

Learning from Other KIPP Regions and Schools

As mentioned previously, KIPP Bridge is not only a part of the KIPP Bay Area Schools organization, but also part of a national network, which includes 71 elementary schools and 90 middle schools. As a result of this affiliation, each of our schools is able to learn from peer organizations from across the country.

In addition to parent demand, one of the variables that led us to consider expansion into elementary grades includes the results from KIPP schools elsewhere in the country. For example, Figure 9 of RIT data from KIPP LA elementary schools shows evidence that by the end of second grade, KIPP LA elementary students perform similarly to new to KIPP 5th-graders.

Figure 9: Comparison of Average RIT scores of KIPP LA 2nd graders to new to KIPP 5th graders



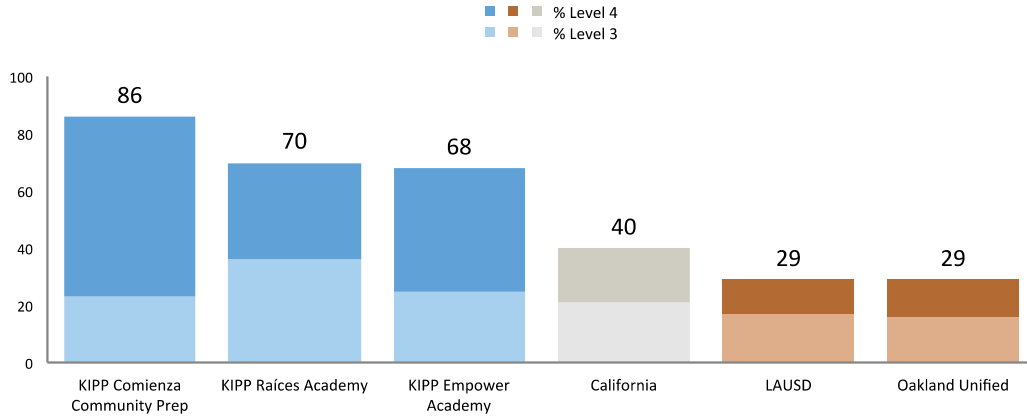
KIPP Bridge will be able to build on the lessons and strategies of sister schools in regions like KIPP LA to inform the design of the expanded TK-8 school. As part of the ongoing school design process, Ms. Jackson has conducted extensive visits and observation of KIPP elementary schools in Los Angeles and elsewhere around the county, taking in lessons, systems and strategies related to curriculum, use of data, school culture and staff recruitment and development. Not all lessons are based on exemplar schools and strategies; some of the design of KIPP Bridge will also benefit from observations and reflections of mistakes and struggles of other schools.

Appendix 23 shows SBAC results for Reading and Math for KIPP LA and elementary schools relative to State, local district, and Oakland Unified School District outcomes⁴⁴.

⁴⁴-KIPP Illuminar served only grades Kindergarten, First, and Second in the 2014-15 school year and, as such, does not yet have SBAC results.

California SBAC 4th Grade Reading

KIPP, District, and State
% Passing at Levels 3 and 4

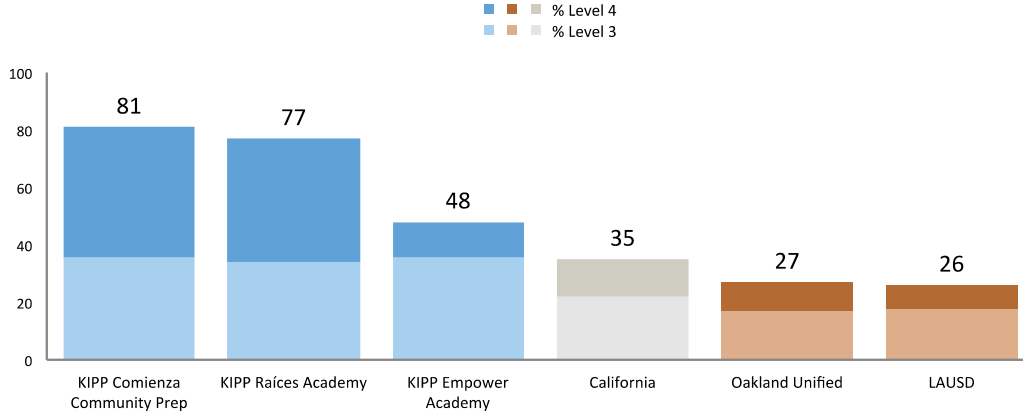


School	Total Students	% SpEd	% FRL	English Learners	% African American	% Latino
KIPP Comienza Community Prep	525	7%	90%	62%	1%	99%
KIPP Empower Academy	567	7%	89%	6%	82%	16%
KIPP Iuminar Academy	340	4%	86%	44%	0%	99%
KIPP Raices Academy	536	11%	91%	51%	1%	99%

2

California SBAC 4th Grade Mathematics

KIPP, District, and State
% Passing at Levels 3 and 4



School	Total Students	% SpEd	% FRL	English Learners	% African American	% Latino
KIPP Comienza Community Prep	525	7%	90%	62%	1%	99%
KIPP Empower Academy	567	7%	89%	6%	82%	16%
KIPP Iluminar Academy	340	4%	86%	44%	0%	99%
KIPP Raíces Academy	536	11%	91%	51%	1%	99%

2

Appendix 23 contains additional sample data on State assessment outcomes and accompanying student demographic data for high performing KIPP elementary schools in Los Angeles.

Some examples of ways in which KIPP Bridge will incorporate lessons learned from other KIPP elementary schools include:

Culture: Intentionally building a culture that emphasizes love of learning and a nurturing environment, where all staff members will be able to use consistent language and messaging to promote character traits and maintain consistent expectations across all grade levels. Avoiding behavior systems and structures that may be too rigid and prescriptive, especially for younger grades, instead focusing on setting expectations and helping students to adapt to transitions and behaviors based on a sense of personal agency and responsibility the community.

Instructional strategies: Borrowing systems and strategies for using data to inform learning strategies for each student. Building on observed systems for gathering frequently to examine student data, tools for tracking data, and how to run meetings focused on interpreting student data and developing responsive strategies.

Curriculum: Learning about the role of technology and personalized learning tools to complement instructional strategies. Adoption of ST Math, for example, came from observations of KIPP Comienza and KIPP Illuminar.

In addition to visiting and learning from other KIPP schools, the KIPP Foundation also supports opportunities for KIPP educators and leadership to share best practices and lessons learned. Below are just a few examples of the many opportunities and systems for learning from other KIPP schools. For additional detail on KIPP’s leadership programs and opportunities, please see Appendix 35.

- **KIPP Share:** the national online knowledge sharing platform, where regions and individuals can post and access content and tools across a variety of academic and operational topics
- **KIPP School Summit:** an annual gathering of KIPP educators, leaders and staff from across the country for professional development and network building
- **KIPP School Leadership Programs:** intensive, cohort based leadership development programs for teachers, emerging leaders, principals, and regional leaders
- **Regional Learning Days:** professional development workshops designed around the needs of our schools in the Bay Area, with emphasis on deepening practice and implementing rigorous instruction around the Common Core
- **Communities of Practice:** monthly local gatherings of KIPP role alike peers (e.g., school leaders, vice principals, operations managers) to enable cross-school sharing and collaboration

Finally, KIPP Excelencia Community Prep was the first K-8 KIPP School and opened in fall 2015 in Redwood City. Many on the team who helped to design the core curriculum for KIPP Excelencia were also engaged in building the curriculum, setting targets, and developing assessments alongside Ms. Jackson at KIPP Bridge. KIPP Bridge is able to learn from the design

and successes to date of KIPP Excelencia, while also adapting practices and approaches, so that they are tailored to the needs of the West Oakland context and its student population.

~~IX. KIPP Bridge Annual Goals and Actions to Achieve State Priorities (Local Control Accountability Plan—LCAP)~~

~~Pursuant to Education Code Section 47605(b)(5)(A)(ii), KIPP Bridge Academy has identified annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These goals include:~~

- ~~1. Quality Teachers, Curriculum, and Facilities (Basic Services)~~
- ~~2. Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups~~
- ~~3. Parental involvement~~
- ~~4. Student achievement~~
- ~~5. Student engagement~~
- ~~6. School climate~~
- ~~7. Course access and enrollment~~
- ~~8. Student outcomes~~

~~The LCAP table with these annual goals, actions and measures are detailed in **Element B** of this charter.~~

ELEMENT 2 – Measurable Pupil Outcomes~~B: MEASURABLE PUPIL OUTCOMES~~

~~“Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 5205247607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” – Ed. Education Code §Section 47605(c)(5)(B).~~

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

High Quality Educational Program

~~KIPP Bridge Academy provides a meaningful college preparatory experience to our students by showing them what they can accomplish in a single year of dedicated hard work, and the level to which they can enhance their self-confidence through academic achievement. Furthermore, KIPP Bridge instills in students the belief that they can and should attend college, and through this process we will provide them the tools to be successful in high school and college.~~

Fiscally Sound Business and Management Structure

~~KIPP Bridge Academy’s business management structure is paramount to the success of the school. Many charter operators focus almost exclusively on the academic program of their school, with very little training and attention towards the school’s fiscal health. KIPP Bay Area Schools’ expert staff, overseen by the Finance and Audit Committees of the Board of Directors, will provide professional financial management for KIPP Bridge. 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.

There are several types and layers of measurable outcomes for KIPP Bridge:

- ~~LCAP alignment with state priorities~~
- ~~Charter renewal~~
- ~~UC-going culture~~
- ~~Overall school culture~~
- ~~Measureable pupil outcomes identified in collaboration with OUSD~~

Building a UC-Ready Culture

At KIPP Bridge, a rigorous curriculum is developed to ensure all scholars are prepared academically and socially or college. Through work by the KIPP Bay Area Schools regional team, we know that two crucial factors determining success in college are the graduation rate for minority, low income students at that university and the financial demands of attending that school. To be UC-Ready means that scholars are prepared academically and socially to attend one of the competitive University of California schools. The chart below outlines the various ways we will build a UC-Ready Culture.

Area	Purpose	Description
Language	The more our kids and families are taking about college, the more it becomes engrained as the next step for all kids.	<ul style="list-style-type: none"> ● Grades will be referred to by the year that they will graduate high school and go to college. ● Homerooms will be named after UC schools and schools with KIPP partnerships, rather than the alma mater of the homeroom teacher, so that we are getting kids excited about these UC schools. ● “Climbing the Mountain to College” chants are used and college graduation is referenced in chants often. ● “College Bound Hands”—this indicates a zesty hand that is raised high to the sky. ● Refer meeting goals as being “college ready” or “UC ready”
UC Ready Growth Goals	It’s not enough to talk about college and get kids excited about it.	<ul style="list-style-type: none"> ● Individual growth targets based on progress towards our “UC Ready” goals, as defined by MAP scores that are predictive of UC eligible ACT scores.

	Rigorous targets ensure that scholars are truly UC Ready.	<ul style="list-style-type: none"> Track achievement and growth toward these goals, intervening appropriately. Share MAP information and UC Ready tracking during parent conferences with families.
Experiences	Scholars need to experience what college will be like to get excited about college and to prepare for its challenges.	<ul style="list-style-type: none"> Scholars will learn the social skills to prepare them for the college goal—time management, self-control, organization skills, etc. As scholars enter sixth through eighth grades, they will have an increasing amount of independence via scheduling, longer-term projects, and systems of organization so that they prepare for high school and college. Scholars will visit local universities and other campuses and ask college students what life is like there. KTC Classes in 6th through 8th grades that prepare scholars and their families for the financial costs and the college application process.

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

Charter School Outcomes that Align with OUSD Office of Charter Schools

~~Collective MPOs were highlighted as an area of needed development during an independent evaluation of OUSD's Office of Charter Schools by the National Association of Charter School Authorizers (NACSA). One of NACSA's best practices, collective MPOs, is integral to providing some alignment related to performance in a city with such a large charter sector. In addition, collective MPOs that are also informed by OUSD school performance measurements, further support the vision and direction of Superintendent Wilson in moving Oakland towards becoming a District Charter Compact City.~~

~~As a result, in addition to state outcome standards, KIPP Bridge Academy has committed to the following set of Measureable Pupil Outcomes with the OUSD Office of Charter Schools. We will continue to participate in the Collective MPO process and will review the targets yearly to ensure targets are realistic, attainable, and relevant.~~

~~In accordance with Cal. Ed. Code §47605(b)(5)(A)(ii), KIPP Bridge Academy shall include a description of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.~~

~~KIPP Bridge's pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:~~

Measurable Pupil Outcomes
1. By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 15 percent or achieve a level of 65 percent.

Measurable Pupil Outcomes

2. By the end of the charter term, for each statistically significant student subgroup, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least Amount 1 or achieve a level of Amount 2 (see table below for corresponding amounts).

Subgroup	Amount 1	Amount 2
Hispanic or Latino	15%	70%
African-American	15%	55%
English Learners	15%	15%
Low-Income Students	15%	60%
Special Education	15%	20%

3. By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 15 percent or achieve a level of 60 percent.

4. By the end of the charter term, for each statistically significant student group, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least Amount 1 or achieve a level if Amount 2 (see table below for corresponding amounts).

Subgroup	Amount 1	Amount 2
Hispanic or Latino	15%	50%
African-American	15%	45%
English Learners	15%	20%
Low-Income Students	15%	45%
Special Education	15%	20%

5. Each year, 60 percent of students will increase 4 RIT points on the Measures of Academic Progress (Reading) or achieve proficiency.

Measurable Pupil Outcomes

6. Each year, Amount 1 percent of students will increase Amount 2 on the Measures of Academic Progress (Reading) or achieve proficiency (see table below for corresponding amounts).

Subgroup	Amount 1	Amount 2
Hispanic or Latino	60%	4 RIT points
African-American	60%	4 RIT points
English Learners	60%	4 RIT points
Low-Income Students	60%	4 RIT points

7. Each year, 20% of ELs will improve one overall proficiency level on CELDT.

8. Each year, have less than 5.5% of students absent more than 10% of the school days (chronic absence).

9. Each year, for each statistically significant student group, have less than 5.5% of students absent more than 10% of the school days (chronic absence) (see table below for corresponding amounts).

Subgroup	Amount 1
Hispanic or Latino	5.5%
African-American	5.5%
English Learners	5.5%
Low-Income Students	5.5%

10. Each year, at least 60% of students and families positively rate school safety. KIPP will measure this via our annual healthy schools survey that is administered to students and families.

- a. Student survey question: “I feel safe at this school”
- b. Family survey question: “My child feels safe at this school”

11. Each year, at least 70% of students and families positively rate academic instruction. KIPP will measure this via our annual healthy schools survey that is administered to students and families.

Measurable Pupil Outcomes
<ul style="list-style-type: none"> a. Student survey question: “My classes are preparing me for college.” b. Family survey question: “The school has a positive impact on my child’s academic performance”
<p>12. Each year, at least 35% of students and families positively rate their voice in school-decision making and/or opportunity for feedback. KIPP will measure this via our annual healthy schools survey that is administered to students and families.</p> <ul style="list-style-type: none"> a. Student survey question: “Students’ ideas about the school are listened to” b. Family survey question: “Parents are involved in making important school decisions.”

Charter School Outcomes that Align with State Priorities

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

~~KIPP Bridge will comply with all requirements pursuant to California Education Code §57605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code §52052, for each of the applicable eight (8) state priorities identified in California Education Code §52060(d). Beginning in fiscal year 2014-15, KIPP Bridge will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserve the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.~~

~~KIPP Bridge Academy will do a yearly review of our LCAP goals and outcomes and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by KIPP Bridge Academy at the school site.~~

By July 1, 2016, and annually thereafter, KIPP Bridge shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

By September 1, 2016, KIPP Bridge shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.

In accordance with SB 1290, KIPP Bridge pupil outcomes will be set related to increases in pupil academic achievement both schoolwide ~~school-wide~~ and for all numerically significant subgroups ~~groups~~ of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (43) of subdivision (c) of section 47607. The ~~pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.~~

KIPP Bridge's pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include, related to increases in student academic achievement by subgroup, in which case such goals should be included below. ~~pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows~~

[If Charter School's LCAP goals do not include increases in student academic achievement by subgroup, insert student academic achievement goals by subgroup in compliance with Education Code section 47605(c)(5)(B).]

The LCAP subgroup goals below represent the three-year cycle (2024-25 through 2026-27), with KIPP Bridge making progress in key state indicators as demonstrated on the California Dashboard.

KIPP Bridge Academy LCAP Subgroup Goals: Year over Year Goals Beginning School Year 2024-25 through 2026-27

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Additional Measurable Pupil Outcomes

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

Please see below our MPOs, in alignment with our annual LCAP, which is attached in Appendix 11.

Application of Education Code section 47607.3

Figure 10: KIPP Bridge Academy’s Outcomes to Achieve State Priorities

Outcomes that Align with the State Priorities	
State Priority #1 (Basic Services). The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119), and school facilities are maintained in good repair (E.C. §17002(d))	
Subpriority A – Teachers	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP hires and maintains a highly qualified faculty.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Implement a rigorous hiring process, which includes paper screening, formal and informal interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. • Provide approximately two weeks of targeted professional development per year for faculty, based on individual goals, school goals, and the needs of students based on data.
Measurable Outcome	<ul style="list-style-type: none"> • Number of teachers appropriately assigned and fully credentialed.
Method of Measurement	<ul style="list-style-type: none"> • The Principal, together with the Human Resources team at KIPP Bay Area Schools, will monitor the credentials.
Subpriority B – Instructional Materials	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge obtains the most up to date standards aligned instructional materials to prepare students for high school and college.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Provide approximately two weeks of targeted professional development per year for faculty, based on individual goals, school goals, and the needs of students based on data. • Research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.
Measurable Outcome	<ul style="list-style-type: none"> • Number of teachers with instructional materials that are most up-to-date and standards-aligned.
Method of Measurement	<ul style="list-style-type: none"> • Conduct an annual survey with faculty and staff.

Subpriority C – Facilities	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge facilities are maintained and in good condition.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Regularly review school facilities, document conditions, and address issues in partnership with OUSD.
Measurable Outcome	<ul style="list-style-type: none"> • Condition of facilities and progress made towards repairs/maintenance.
Method of Measurement	<ul style="list-style-type: none"> • Staff will do regular walkthroughs to rate the condition of the facility and address issues in a timely manner. • Conduct an annual survey to students, parents, and staff.

State Priority #2 (Implementation of CCSS). Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.	
Subpriority A – CCSS Implementation	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge will successfully implement the Common Core State Standards into the classroom.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Provide professional development to teachers focused on integrating the Common Core Standards into their classroom.
Measurable Outcome	<ul style="list-style-type: none"> • Student performance on CAASPP assessments will exceed the average performance levels of students in schools with similar demographics in the District.
Method of Measurement	<ul style="list-style-type: none"> • Internal benchmark assessments • CAASPP
Subpriority B – EL Students & Academic Content Knowledge	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge Academy teachers use techniques that maximize comprehensible input for EL students.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Implement a comprehensive structured immersion program for its EL students.
Measurable Outcome	<ul style="list-style-type: none"> • Student performance on CAASPP assessments will exceed the average performance levels of students in schools with similar demographics in the District.
Method of Measurement	<ul style="list-style-type: none"> • Internal benchmark assessments

	<ul style="list-style-type: none"> • CAASPP
Subpriority C – EL Students & English Language Proficiency	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge students achieve proficiency in the English language as quickly as possible through the school’s services and teaching methods.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Provide professional development for teachers on communicating with students designated as EL and in techniques for detecting whether a student has English language deficiencies.
Measurable Outcome	<ul style="list-style-type: none"> • Student performance on CAASPP assessments will exceed the average performance levels of students in schools with similar demographics in the District.
Method of Measurement	<ul style="list-style-type: none"> • CELDT • Internal benchmark assessments • CAASPP

State Priority #3 (Parental Involvement). Parental Involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.	
Subpriority A – Achieving/Maintaining Parental Involvement	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • Parents are a vital part of KIPP Bridge Academy and key stakeholders for the students and school. • Parents of students at KIPP Bridge believe in the mission of the school and are dedicated to help achieve our goals.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Ensure parents ascribe to the Commitment to Excellence form that outlines ways parents need to support the educational mission of the school. • Provide varied communication to parents, including regular calls to parents, home visits, parent-teacher conferences, and other family celebration nights.
Measurable Outcome	<ul style="list-style-type: none"> • 80% of parents or guardians will participate in parent-teacher conferences at the school.
Method of Measurement	<ul style="list-style-type: none"> • KIPP Bridge Academy faculty will track parental involvement throughout the year.
Subpriority B – Promoting Parent Participation	

Goals to Achieve Subpriority	<ul style="list-style-type: none"> Parents of students at KIPP Bridge believe in the mission of the school and are dedicated to help achieve our goals.
Actions to Achieve Goal	<ul style="list-style-type: none"> Encourage parents to be active in the school by participating in the KIPP Parent Association (KPA). Provide parent workshops on various topics (i.e. Common Core, technology at home, character education, healthy relationships, etc.) to enable parents to better support their student's education.
Measurable Outcome	<ul style="list-style-type: none"> 80% of parents or guardians will participate in a school activity throughout the year.
Method of Measurement	<ul style="list-style-type: none"> The Commitment to Excellence form is a required part of the enrollment packet. KIPP Bridge Academy teachers and staff will be expected to keep parents aware of student progress.

State Priority #4 (Student Achievement). Pupil achievement , as measured by all of the following, as applicable:

- A. Statewide assessments (CAASPP)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements , or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

Subpriority A – CAASPP: ELA/Literacy and Mathematics

Goals to Achieve Subpriority	<ul style="list-style-type: none"> KIPP Bridge students will exceed the average performance levels of students in schools with similar demographics in the District on the Common Core Assessments.
Actions to Achieve Goal	<ul style="list-style-type: none"> KIPP Bridge teachers and staff will monitor student progress throughout the year and differentiate accordingly.
Measurable Outcome	<ul style="list-style-type: none"> KIPP Bridge will exceed the average performance levels of similar schools on the Academic Performance Index (API).
Method of Measurement	<ul style="list-style-type: none"> CAASPP

	<ul style="list-style-type: none"> • California Modified Assessment (as appropriate) • Benchmark Exams
Subpriority B – API	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge will exceed the average performance levels of similar schools on the Academic Performance Index (API).
Actions to Achieve Goal	<ul style="list-style-type: none"> • Provide a rigorous academic course load, strengthens character traits shown to improve academic growth, and holds students to high expectations consistently.
Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge will exceed the average performance levels of similar schools on the Academic Performance Index (API).
Method of Measurement	<ul style="list-style-type: none"> • CAASPP • API
Subpriority C: EL Proficiency Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge’s EL students proficiency rates are above the district average.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Implement a comprehensive structured immersion program for its EL students.
Measurable Outcome	<ul style="list-style-type: none"> • Student performance on CAASPP assessments will exceed the average performance levels of students in schools with similar demographics in the District.
Method of Measurement	<ul style="list-style-type: none"> • CELDT • CAASPP • California Modified Assessment (as appropriate) • Benchmark Exams • Biannual DRA testing
Subpriority D: EL Reclassification Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge students graduate the 8th grade as English proficient at a higher rate than the district average.
Actions to Achieve Goal	<ul style="list-style-type: none"> • KIPP Bridge students who indicate their home language is other than English will take the California English Language Development Test (CELDT) within thirty days of initial enrollment and at least annually thereafter until re-designated as English proficient. • Students designated as English Learners will receive additional academic support

Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge students graduate the 8th grade as English proficient at a higher rate than the district average.
Method of Measurement	<ul style="list-style-type: none"> • CELDT • CAASPP • California Modified Assessment (as appropriate) • Benchmark Exams • Biannual DRA testing
Subpriority E: College Preparedness	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge provides data to show students readiness for college and yearly growth. • KIPP Bridge Academy will successfully track students that complete 8th grade into their college years.
Actions to Achieve Goal	<ul style="list-style-type: none"> • KIPP Bridge teachers and staff will analyze the NWEA MAP tests in Reading, Language, and Math. These scores provide insight into students' college preparedness. • Track students through placement databases and tracking systems, primarily run by the KIPP Through College (KTC) program.
Measurable Outcome	<ul style="list-style-type: none"> • Number of students completing 8th grade at KIPP Bridge Academy matriculating to a college-preparatory high school
Method of Measurement	<ul style="list-style-type: none"> • High school matriculation data

State Priority #5 (Student Engagement). Pupil engagement, as measured by all of the following, as applicable:	
<p>A. School Attendance Rates</p> <p>B. Chronic Absenteeism Rates</p> <p>C. Middle school Dropout Rates</p> <p>D. High school Dropout Rates (not applicable)</p> <p>E. High School Graduation Rates (not applicable)</p>	
Subpriority A – Student Attendance Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge's attendance rates will be above the District norm for schools with similar demographics.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Implement a School Attendance Review Board (SARB) to improve attendance.

Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge’s attendance rates will be above the District norm for schools with similar demographics.
Method of Measurement	<ul style="list-style-type: none"> • Attendance records
Subpriority B – Chronic Absenteeism rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge’s mobility and truancy will be below the District norm for schools with similar demographics.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Develop a strong school culture that has high expectations for punctuality and attendance for all students.
Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge’s mobility and truancy will be below the District norm for schools with similar demographics.
Method of Measurement	<ul style="list-style-type: none"> • KIPP Bridge will track truancy and compare to District norms.
Subpriority C: Middle School Dropout Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge’s drop-out rates will be below the District norm for schools with similar demographics.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Create a small, personalized learning environment, occasionally assisted by technology to address the needs of each student. • Incorporate character traits into daily lessons that support a strong work ethic.
Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge’s drop-out rates will be below the District norm for schools with similar demographics.
Method of Measurement	<ul style="list-style-type: none"> • KIPP Bridge will track drop-out rates and compare to District norms.
Subpriority D: High School Dropout Rates (Not Applicable)	
Subpriority E: High School Graduation Rates (Not Applicable)	

<p>State Priority #6 (School Climate). School climate, as measured by all of the following, as application:</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p>	
Subpriority A – Pupil Suspension Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge’s suspension rates will be below the District norm for schools with similar demographics.

Actions to Achieve Goal	<ul style="list-style-type: none"> Integrate character lessons into classroom teaching to promote behavior conducive to learning. Hold students accountable for their behavior with “paycheck systems,” and parental involvement.
Measurable Outcome	<ul style="list-style-type: none"> KIPP Bridge’s suspension rates will be below the District norm for schools with similar demographics.
Method of Measurement	<ul style="list-style-type: none"> KIPP Bridge will monitor suspensions throughout the year and compare data to District norms.
Subpriority B – Pupil Expulsion Rates	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> KIPP Bridge’s expulsion rates will be below the District norm for schools with similar demographics.
Actions to Achieve Goal	<ul style="list-style-type: none"> Hold students accountable for their behavior with “paycheck systems,” and parental involvement. Track student behavior trends to provide individualized support to students.
Measurable Outcome	<ul style="list-style-type: none"> KIPP Bridge’s expulsion rates will be below the District norm for schools with similar demographics.
Method of Measurement	<ul style="list-style-type: none"> KIPP Bridge will monitor expulsions throughout the year and compare data to District norms.
Subpriority C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> KIPP Bridge’s faculty, students, and parents will endorse the school’s safety procedures and overall climate.
Actions to Achieve Goal	<ul style="list-style-type: none"> Conduct an annual survey of students, parents, and staff to better understand the school’s strengths and areas for improvement.
Measurable Outcome	<ul style="list-style-type: none"> 80% of survey respondents will provide positive feedback on the school safety and connectedness
Method of Measurement	<ul style="list-style-type: none"> Annual survey to parents, students, and staff

State Priority #7 (Course Access). The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM – eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.
 “Broad course of study” includes the following as applicable:

<ul style="list-style-type: none"> • Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) • Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education (E.C §51220 (a)-(i)) 	
Goals to Achieve Priority	<ul style="list-style-type: none"> • KIPP Bridge will have a rigorous curriculum that encompasses English, math, social sciences, science, visual and performing arts, health, and physical education for 1st through 6th grade. • KIPP Bridge will have a rigorous curriculum that encompasses English, math, social sciences, science, visual and performing arts, applied arts, and physical education for 7th and 8th grade.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Create daily lesson plans and long-term scope and sequences in each of these classes that align with California and Common Core standards. • Offer classes in English, math, social sciences, science, visual and performing arts, and physical education as standard course enrollment for all students in 1st through 4th grade. • Offer classes in English, math, social sciences, science, visual and performing arts, health, and physical education as standard course enrollment for all students in 5th and 6th grade. • Offer classes in English, math, social sciences, science, visual and performing arts, and physical education as standard course enrollment for all students in 7th and 8th grade. • Offer after school enrichment courses for students that include applied arts, dance, foreign language, and athletics.
Measurable Outcome	<ul style="list-style-type: none"> • 100% of 5th and 6th grade students will be enrolled in English, math, social sciences, science, visual and performing arts, health, and physical education • 100% of 7th and 8th grade students will be enrolled in English, math, social sciences, science, visual and performing arts, applied arts, foreign language(s), and physical education
Method of Measurement	<ul style="list-style-type: none"> • Enrollment records

State Priority #8 (Other Student Outcomes). Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Subpriority A – English	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge’s students’ scores will exceed the District on California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Common Core assessments
Actions to Achieve Goal	<ul style="list-style-type: none"> • Align curriculum and benchmark assessments to the California and Common Core State Standards
Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge’s students’ scores will exceed the District on California and Common Core assessments.
Method of Measurement	<ul style="list-style-type: none"> • CAASPP • Benchmark assessments • Student writing samples
Subpriority B – Mathematics	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge’s students’ scores will exceed the District on California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Common Core assessments
Actions to Achieve Goal	<ul style="list-style-type: none"> • Align curriculum and benchmark assessments to the California and Common Core State Standards
Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge’s students’ scores will exceed the District on California and Common Core assessments.
Method of Measurement	<ul style="list-style-type: none"> • CAASPP • Benchmark assessments • Teacher-made assessments
Subpriority C: Social Sciences	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge’s students’ scores will exceed the District California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Common Core assessments
Actions to Achieve Goal	<ul style="list-style-type: none"> • Align curriculum and benchmark assessments to the California and Common Core State Standards

Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge’s students’ scores will exceed the District on California and Common Core assessments.
Method of Measurement	<ul style="list-style-type: none"> • Benchmark assessments • Student projects
Subpriority D: Science	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge’s students’ scores will exceed the District California and Common Core assessments. • Students within each subgroup will exceed the average performance levels of subgroup students in the District on the Common Core assessments
Actions to Achieve Goal	<ul style="list-style-type: none"> • Align curriculum and benchmark assessments to the California and Common Core State Standards
Measurable Outcome	<ul style="list-style-type: none"> • KIPP Bridge’s students’ scores will exceed the District on California and Common Core assessments.
Method of Measurement	<ul style="list-style-type: none"> • Benchmark assessments • Student lab reports
Subpriority E: Visual and Performing Arts	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge’s students are introduced to music and learn to play an instrument or a performing arts class
Actions to Achieve Goal	<ul style="list-style-type: none"> • Offer enrichment courses to choose from both in and out of the classroom.
Measurable Outcome	<ul style="list-style-type: none"> • 100% of students will be introduced to music and learn to play an instrument and/or participate in the performing arts program
Method of Measurement	<ul style="list-style-type: none"> • Teacher-created assessments and assignments
Subpriority F: Physical Education	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge’s students are offered activities such as dance, volleyball, basketball, etc.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Offer enrichment courses to choose from both in and out of the classroom.
Measurable Outcome	<ul style="list-style-type: none"> • 100% of students will be offered activities such as dance, volleyball, basketball, etc.
Method of Measurement	<ul style="list-style-type: none"> • Teacher-created assessments and assignments
Subpriority G: Applied Arts, Foreign language, Other subjects	

Goals to Achieve Subpriority	<ul style="list-style-type: none"> • KIPP Bridge’s students are exposed to many different activities and opportunities to learn.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Offer enrichment courses to choose from both in and out of the classroom.
Measurable Outcome	<ul style="list-style-type: none"> • 100% of students are exposed to many different activities and opportunities to learn.
Method of Measurement	<ul style="list-style-type: none"> • Teacher-created assessments and assignments

Under Education Code section 47607.3, if ~~Charter School meets certain criteria outlined~~ the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in ~~section 47607.3(a), 3 of 4 consecutive school years,~~ the following shall apply:

- ~~Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the~~ The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.—
- The ~~entity providing technical assistance~~ Superintendent may assign, at the request ~~assistance from of the chartering authority and approval of the State Board,~~ the California Collaborative for Educational Excellence, ~~which may, after consulting with the Superintendent and with the approval of the State Board,~~ to provide advice and assistance to the charter ~~school.~~ schools.—
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

School Outcome Goals

KIPP Bridge Academy's overarching school outcome goals are

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ELEMENT C: ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the implementation of a consistently high-quality educational program, a fiscally sound business and management structure, family engagement, and community impact. KIPP Bridge Academy also aims to cultivate non-academic skills in its students, as described below.

High-Quality Educational Program

KIPP Bridge Academy provides a meaningful and challenging college preparatory experience to its students by setting a high bar for rigor, encouraging curiosity, and nurturing self-confidence through academic pursuit and achievement. KIPP Bridge instills in students*extent practicable, the* belief that they can attend college, if that is the path they choose, and provides them the tools that will support them in the pursuit of fulfilled lives.

Fiscally Sound Business and Management Structure

KIPP Bridge Academy’s business management structure is paramount to the success of the Charter School. At KIPP, we are committed to ensuring we deliver the best academic program and maintain the fiscal health of each of our schools. KIPP Northern California’s expert staff, overseen by the Finance and Audit Committees of the Board of Directors, provides professional financial management*method for measuring pupil outcomes for* KIPP Bridge. KIPP Northern California’s finance, accounting, human resources, operations, and technology staff provide regular training and facilitate the sharing of best practices among the school-site business operations staff across the organization.

Family Engagement

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Parents are the experts on their children and strong influencers and partners in student decisions, making parents critical partners in a student’s helping their children succeed. The partnership between parents, students and teachers forms the necessary foundation for KIPP Bridge and for all students to succeed. KIPP Bridge, in partnership with KIPP Northern California’s Advocacy and Community Engagement Team, regularly provides families with opportunities for meaningful involvement and feedback. We work to ensure families understand how to engage in these opportunities and that their voice and partnership are critically important. Examples include responding to surveys, participating in and leading the KIPP Family Council, engaging with school leadership through Coffee with the Principal, participating in the English Learner Advisory Committee, engaging in parent-teacher conferences, and both planning and participating in social and cultural events at the school. There are also regular opportunities for parents and community members to celebrate the identities, stories, and accomplishments of KIPP Bridge scholars, including student performances, monthly team and family cultural celebrations, and community events such as the Fall Festival. Please see Element 4 for additional details on engaging families and the broader community at KIPP Bridge.

Table 14: Sample of Family Engagement Opportunities at KIPP Bridge

Community Impact

In addition, KIPP Bridge aims to be a strong institution and resource in its community, uniting parents, community members, and educators across diverse backgrounds. KIPP Bridge will share best practices and lessons learned with other KIPP schools as well as charter and District schools within the Oakland Unified School District, and across the state. The ultimate goal of KIPP Bridge is to have a catalytic impact on the way education is implemented, particularly for first-generation, college-bound students.

Non-Academic Skills

In addition to the state priority-aligned goals, KIPP Bridge Academy believes that our students must also develop crucial non-academic skills in order to become successful 21st century learners and lead choice-filled lives. During their tenure at the KIPP Bridge, students will develop the following:

Leadership Abilities

- All students have an opportunity to run for student government and apply for campus "jobs"
- Students take the lead in planning and organizing events
- Students use their writing to consistently suggest improvements on campus

Self-Advocacy & Choice

- Proactive homeroom circles that address choice, voice, autonomy
- Choice in reading and in learning experiences support students with defining their preferences
- Teachers must demonstrate the presence of choice, voice, and autonomy in weekly lesson plans

Interpersonal Skills

- Ratio of 4:1 student:teacher "talk time" in class
- "Turn and Talks" required in all classes (writing and then sharing with a partner)
- Honor Council participates in restorative circles for peer support
- Students participate in Socratic Seminars
 - Students are coached on using habits of discussion including the ability to politely agree/disagree with one another, build on each other's answers, and pose questions to one another
 - Students take on a progressive level of responsibility for leading Socratic Seminars throughout the year

Community Awareness and Involvement

- All students will develop the character traits and skills that allow and encourage them to become concerned and active citizens of their communities, nation, and the world beyond

KIPP Bridge Academy Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

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As indicated in Element 1, pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of KIPP Bridge’s annual goals, actions, measurable student outcomes, and methods of measurement, both school-wide and for numerically significant subgroups in and aligned with the *state priorities* as described in ~~shall be consistent with the way information is reported on a school accountability report card.~~ Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. ~~47605(b)(5)(C).~~

Attached, as Appendix 11, is the most recent LCAP, which is also on file with the District. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. KIPP Bridge shall submit its LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter as defined in Education Code Section 47607.

ELEMENT 3 – Method of Measuring Pupil Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(~~cb~~)(5)(C).

KIPP Bridge affirms that, to the extent practicable, the method for measuring pupil outcomes for the state priorities shall be consistent with the way information is reported on a School Accountability Report Card (“SARC”). Specific methods of measurement are identified for each student outcome in Element 2.

KIPP Bridge’s mission is to prepare our students to succeed in high school, college and beyond by developing in them the knowledge, skills, and character essential to succeed while honoring their identities and connections to the community. We understand that such skill mastery occurs in gradual steps, KIPP Bridge will continue to measure the impact and success of its academic programs utilizing several forms of evaluation and assessment, including state mandated tests.

~~If KIPP Bridge Academy does not test with the District, KIPP Bridge Academy 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.~~

KIPP Bridge Academy’s Assessment Philosophy

KIPP Bridge’s ~~Bridge~~ holds two core beliefs at the heart of our assessment strategy is based on two core beliefs:

- **Common assessments ensure everyone has a high bar.** Common assessment data helps us to understand and calibrate KIPP Bridge’s performance levels with those of

other high-performing schools and appropriately prioritize areas for growth, codify best practices, develop meaningful professional development for teachers, and keep our promises to students and families.

- **Assessment is more than tests.** Effective assessment includes systems and processes for analysis and action, including clear roles and responsibilities, aligned calendars with data days, protocols for looking at student work, data-driven instruction, and data-driven decision making. Schools need structures that enable teachers to swiftly analyze and respond to data.

~~Appendix 36 provides additional detail on KIPP's National Assessments Strategy and Philosophy.~~

Assessment of Mastery and Growth: The climb to college-readiness

The specific assessments that KIPP Bridge ~~Academy~~ utilizes can be considered as two measures of progress leading to the same summit: college readiness.

The first — **Standards Mastery** — has many guideposts to ensure students are staying on the right path during their climb. Rather than only mid- and end-of-year milestones, there are numerous checkpoints for feedback on progress and independent abilities. Daily teaching and learning should be focused on this grade-level, sequential progression towards mastery of college-ready standards over time.

The second measure of progress — **Growth** — provides guideposts along the way, but tells students how they compare to others on the climb. Students have their “vitals” taken at the start of this climb so that they know what kind of progression they need to make to maintain or exceed the pace of their peers. At each milestone, students and teachers will understand if they are climbing the mountain at the rate necessary to maximize their potential. However, teachers do not utilize this data to inform daily instruction. Instead, it ~~is will be~~ used to set appropriately rigorous goals, occasionally adjust student groupings, and monitor college readiness levels over time.

The two measures are inherently related, as rigorous efforts on the standards mastery path pay off in the form of substantial growth and ultimate college-ready achievement, whereas

milestone growth checks inform whether our curricular and instructional choices are paying off over time.

KIPP Bridge Academy’s Annual Assessment of Student Outcome Goals Plan

An effective assessment strategy includes measures of both **standards mastery** and **growth** at various levels of granularity. When measuring mastery, we assess students’ absolute performance against college-ready standards using criterion-referenced tests. When measuring growth, we assess the progression of student learning over time using norm-referenced tests (in which students are compared to their peers), with the end goal of having students make better-than-average growth each year in order to climb to college readiness levels. Both forms of assessment are essential to form a holistic sense of a student’s learning and college readiness.

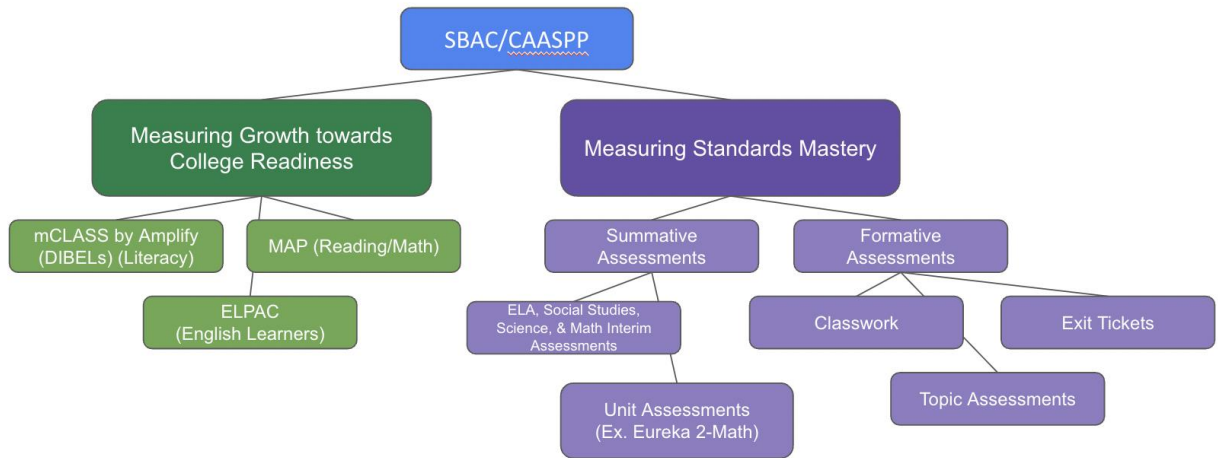
The following table outlines planned assessments for each assessment type to comprise an effective annual assessment plan.

	Type	Assessment Resource	How to Use the Data	Frequency
Formative	Daily / Weekly	<ul style="list-style-type: none"> • Illuminate Assessment Management Platform and associated item banks • Eureka Exit Tickets • KIPP Wheatley CFUs (weekly) 	Measure end of lesson mastery to inform instruction for the following day or following week	Daily and, in some cases, weekly
	Curriculum Based	<ul style="list-style-type: none"> • Teacher-created weekly planned assessments • Eureka mid- and end-of-module assessments • KIPP Wheatley Checkpoints and end- 	Measure mastery of taught standards, strategies, and skills. Use to identify re-teaching needs, grouping of students, remedial	FSA (Friday Skills Assessments): At the close of every week Eureka/KIPP Wheatley: At the mid- and end-of-module.

	Type	Assessment Resource	How to Use the Data	Frequency
		of-module assessments <ul style="list-style-type: none"> • Other subject end-of-unit tests • Formative Reading Assessment: STEP (preK until students STEP out at grade 3). They will then transition to Fontas and Pinel 	strategies, enrichment strategies, or other RTI strategies.	STEP: 4x/year
	Interim	<ul style="list-style-type: none"> • Smarter Balanced, Measured Progress • MARS Performance Tasks 	Measure mastery of standards to date (some provide predictive data ahead of summative)	SBAC: 1 mid-year full assessment; MP 2-3 times per year (piloting) SBAC: ELA interim performance block, 3 times per year MARS: 1-2 times per year
Summative	End-of-Year	<ul style="list-style-type: none"> • State Assessments • MAP 	Measure annual achievement and growth; inform class and group placement; inform growth goals and college readiness	State Assessments MAP: 1-3x/year

Figure 9 below outlines the assessments that are used to measure growth and standards mastery across KIPP Northern California schools.⁴⁵ As seen below, state and local assessments are used to measure both growth and standards mastery. Please see Appendix 12 for KIPP Northern California’s latest assessment vision and plan across the organization and KIPP Foundation.

Figure 9. KIPP Northern California Assessment Structure



⁴⁵ Note that assessments specified solely for students in grades 9-12 in Figure 3 above will not be administered at KIPP Bridge, including: Pre-/Post-ACT, ACT, and AP for All.

Table 15 shows the frequency each assessment at KIPP Bridge will be administered.

Table 15: Assessment Frequency

KIPP Bridge believes in administering a balanced system of assessments, so that:

- School Leaders will be able to monitor students’ progress towards CCSS and NGSS mastery and SBAC/CAST readiness at set, strategic intervals
- Teachers will be able to identify students’ strengths and weaknesses to adjust curriculum and instruction at set, strategic intervals
- Regional Leaders will be able to assess the effectiveness of instructional programs and provide timely differentiated support to schools
- Regional Leaders, School Leaders, and Teachers will be able to develop a common high bar (language, values, etc.) for curriculum and instruction

In keeping with this theory of action, KIPP Bridge will administer a variety of assessment types, including: screening, diagnostic, formative, benchmark/interim, summative, and others. Descriptions of these assessment types are included in Table 17 below.

Table 16: Overview of Assessment Types at KIPP Bridge

Curriculum-Based Unit/Module Assessments

At KIPP Bridge, carefully selected curricula and high quality instruction will be two key components to meeting the rigor demanded by the State Standards. In order to assess student mastery on standards throughout the year, we feel it is important to also collect data from curriculum-based assessments to see what students are retaining within and over the course of a unit of study. Eureka Math, for example, provides topic, mid-module and end-of-module assessments that measure mastery of the content presented within that unit, as well as students' ability to manipulate and apply that knowledge in novel ways. As with interim assessments, teachers will complete assessment analyses after curricular assessments and use this data to inform intervention groups as well as areas to reteach. As appropriate, KIPP Bridge will use the assessments in our core curricula as additional data points for standards mastery throughout the year.

Together, curriculum-based assessments and interim assessment cycles will be the main measures for determining whether students are meeting their achievement targets. They help teachers see whether students have retained information over time and are periodic touch points that are aligned to the CAASPP. With this alignment, the KIPP Bridge team knows that students are on track to meeting CAASPP goals. These cycles also allow the Leadership Team to track progress toward school wide achievement goals.

Daily Formative

Assessment of Student Outcome Goals

Student Assessment and Data Driven Instruction

~~KIPP Bridge teachers and leaders use data to drive decision making on a daily basis. Using the MAP and STEP assessments in the summer, teachers determine scholars' learning level. The MAP is administered in the fall for a baseline diagnostic score and to assess for summer slide, in the winter to progress monitor, and in the spring as a final measurement of growth and achievement.~~

Interim Assessments

~~Teachers will collect data each day through exit tickets, or they will use independent practice as the exit ticket. Beginning around early October, after other routines and systems are in place, grade level teams will be expected to bring together exit tickets to analyze student performance as a form of feedback on their teaching. These formative assessments will be brought together once per week, and in these meetings, teachers will look at student work to determine misconceptions and adjust their lesson plans accordingly.~~

Interim Assessments

Day-to-day, urgency in classrooms comes from the drive to meet studentscholar mastery goals on curricular~~bi-weekly~~ assessments. Curricular~~These bi-weekly~~ assessments will be aligned to interim assessments, which are administered in cycles, or every ~~6 to 8~~ 10 weeks. These interim assessments ~~The interims~~, and in turn the curricular~~bi-weekly~~ assessments, will reflect the rigor and format of the SBAC, CAST and the State Standards. The instructional~~The school~~ calendar at KIPP Bridge will include time for re-teaching as necessary.

~~During the~~includes a data analysis process~~day after each interim assessment cycle, as well as a re-teaching week in the instructional calendar.~~

~~In this data analysis~~, teachers analyze the data by standard, by studentscholar, by groups of studentscholars, and by class. Noticing trends across groups and for individuals, teachers will determine which standards need to be retaught whole group and which standards may

need small group or individual remediation. Additionally, teachers will identify which ~~“bubble standards”~~ need to be spiraled for additional practice. Teachers will complete a comprehensive action plan based on what needs to be taught, when it will be taught, how it will be taught, and to whom.

After each cycle, each teacher will meet/meets with their/his/her coach for a data conference to reflect on student/scholar achievement, the data analysis, and the action plan. During this data conference, the coach may push for clarity, serve as a thought partner, or guide the discussion, depending on the teacher’s skillset. After the data conference, the coach will observe/observes re-teaching lessons and help/helps hold the teacher accountable for recollecting data to gauge improvement.

Additionally, grade level teams will meet to discuss groupings for small group instruction time. Based on the interim data, teachers may switch groups across classes and/or adjust/tweak the frequency with which certain student/scholars receive intervention instruction. This will be/is a time to step back and adjust plans and groups in order to best meet the needs of every single student/scholar.

Schedule of Testing

KIPP Bridge will administer all standards-aligned state and national tests for grades kindergarten through eight as determined by the state and national testing requirements. The Charter School will also administer the following tests at each grade level as outlined below.

Table 17: KIPP Bridge Testing Schedule by Grade

Use of Data

KIPP Bridge staff, students, and parents use data on student progress and outcomes to guide instruction, understand individual student needs, and develop strategies for meeting individual and school-wide goals.

KIPP Bridge collects, analyzes, and reports student data and performance by subject and grade level. The data is also disaggregated annually in KIPP Northern California’s own annual report as well as the SARC to clearly identify the academic performance of students by subgroups. Relevant information about the Charter School will be communicated clearly to parents and community members

~~These interim assessment cycles are the main measure for determining whether scholars are meeting their achievement targets. They help teachers see whether scholars have retained information over time and are periodic touch points that are aligned to the SBAC. With this alignment, the KIPP Bridge team will know that scholars are on track to meeting SBAC goals. These cycles also allow the Leadership Team to track progress toward school-wide achievement goals. All interim assessment data will be entered into a school-wide dashboard that will display data by teachers, grade levels, and according to goals. Every staff member will have access to this dashboard, and the Leadership Team will use this dashboard as a way to determine how to best support teachers, make adjustments on professional development plans, and support Grade Level Team Leaders in prioritizing instructional support for scholars who need extra intervention.~~

Curriculum-Based, Formative Assessments

~~At KIPP Bridge, carefully selected curricula and high-quality instruction are two key components to meeting the rigor demanded by the Common Core standards. In order to assess student mastery on standards throughout the year, we feel it is important to also collect data from curriculum-based formative assessments to see what students are retaining within and over the course of a unit of study. Eureka Math, for example, provides mid-module and end-of-module assessments that measure mastery of the content presented within that unit, as well as students’ ability to manipulate and apply that knowledge in novel ways. As appropriate, KIPP Bridge will use the formative assessments in our core curricula as another data point for standards mastery throughout the year.~~

Bi-Weekly Standards Assessments

~~FSA’s serve as the driver for day-to-day instruction. KIPP Bridge administers these formative assessments so that teachers know whether scholars are on track to mastering~~

~~standards on the interim assessments. These FSAs are teacher created based on interim assessments.~~

~~Grade Level Team Leaders (GLTL) are responsible for the outcomes of each grade level and lead weekly analysis of data to formulate strategies and plans for the week to come. During these meetings, GLTL's lead the team in grade level analysis, looking for trends across the grade level and differences. Based on the data, teachers may split scholars into groups across classrooms for small group times. Additionally, one teacher might have done something in their lesson execution or tweaked a lesson plan, resulting in higher data. This teacher will share out key strategies that worked for his/her students. This is a time for the grade level to stay focused on the data, ask questions of one another, share best practices, and come up with solutions.~~

Daily Assessments

~~Teachers collect data each day through exit tickets, or they use independent practice as the exit ticket. Beginning around November, after other routines and systems are in place, grade level teams will be expected to bring together exit tickets to analyze scholar performance as a form of feedback on their teaching. These formative assessments will be brought together every Wednesday, and in these meetings, teachers are looking at scholar work to determine misconceptions and adjust their lesson plans accordingly.~~

STEP and Fountas and Pinnell Literacy Assessments

~~At KIPP Bridge, scholars' reading is assessed using the Strategic Teaching Evaluation of Progress (STEP) (kindergarten through second grade) and Fountas and Pinnell (F&P) (3rd grade and up) assessments five times throughout the year: once in the beginning of the year during orientations, and then once every quarter thereafter. The STEP and F & P both assess scholars for their instructional and independent reading level; however, KIPP Bridge uses F&P after second grade because the assessment is more comprehensive and rigorous for those levels. For K and 1st, the STEP assessment is more rigorous.~~

~~The Instructional Leader meets weekly with grade levels for literacy meetings to lead development around guided reading (year one) and other components of balanced literacy. After each STEP round, the AP uses this time to meet with the grade level around STEP data and take a deep dive into their reading data.~~

Progress Monitoring and Data Gathering

~~Goals~~~~UC Ready goals~~ are rigorous and individualized to ensure that ~~students~~~~scholars~~ are on track for success and ~~growth~~~~growing~~ regardless of whether ~~or not~~ they are on the top quartile, the bottom quartile, or somewhere in between. It is crucial that the KIPP Bridge ~~Leadership Team~~ ~~leadership team is~~ intentional about which data they monitor and why. The table below shows the approach to data ~~specifically from the lens of the KIPP Bridge leadership team~~ and the structures in place for responding to that data throughout the year. ~~The Leadership Team will evaluate~~~~team evaluates~~ all of the following data on an ongoing basis.

Frequency	Assessment	Response Structure
Ongoing	Bi-Weekly FSA's	One-on-one and GL meetings—leadership meets with appropriate teachers and GL's to support and hold accountable.
8-10 week Cycles	Interim and / or module Assessments	Data Days and Data Conferences—time to make plans, tweak these plans and be held accountable toward implementing them.
Quarterly	STEP/F&P	Weekly Literacy Meetings—the AP dives into the data and adjusts these meetings based on trends.
Mid-Year and End of Year	MAP	PD right after winter break—time to step back and analyze growth and achievement according to MAP goals.
Annual	SBAC	Analyze overall performance at the beginning of each year as well as performance on overall claims to identify trends and determine goals for the upcoming school year.

Table 18: Structures for Responding to Data

How ~~Staff Use Student Data~~~~staff will use student data~~

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Teachers at KIPP Bridge collect and analyze student data on a daily basis, through daily exit tickets and unit and/or curriculum-based assessments, allowing teachers to adjust instruction from day to day. Additionally, teachers will receive coaching and support to review unit assessments with instructional coaches. Teachers participate in weekly data meetings to analyze data and develop plans to respond as needed, including re-teaching and providing differentiated supports.

~~KIPP Bridge will collect, analyze, and report student data and performance by subject and grade level. The data will also be disaggregated internally to understand the performance of students by subgroups. We will also report results annually through a School Accountability Report Card (SARC), so that relevant information about the school can be communicated clearly to parents and community members.~~

On a regular basis, data from ~~KIPP Bridge~~ assessments will be reviewed alongside other school data through ~~staff~~ Communities of Practice, ~~wherein~~ School ~~Leaders~~leaders, Assistant Principals and Instructional Leaders meet on a monthly basis and analyze the data and progress towards goals. This information ~~informs~~will inform school-wide professional development and teacher-level coaching needs.

All

~~For formative assessments, such as performance tasks,~~ KIPP Bridge staff will also participate in regional professional development days, which take place several times throughout the school year, where all KIPP Northern California teachers gather to calibrate and discuss student work and identify opportunities for ongoing improvement to their practice and instruction. On regional professional development days, teachers review and interpret interim assessment results from CCSS-aligned tests and prepare reteaching lessons to address student understanding gaps

KIPP Northern California’s regional leadership and the regional academics team will also closely review student and school-level data on a regular basis to determine how to provide the resources, strategies and supports for our schools. The regional team also enables schools across our region to compare aggregate data and work together to share best practices.

Please see the section on *Classroom, School-wide, and Region-wide Assessment* below for details on how KIPP uses data and measures at a regional level.

How Students Use Their Own Data

How students will use their own data

KIPP Bridge students will develop an understanding of how to interpret and track data on their academic progress, learn to set personal goals, and know how their efforts will lead to those goals. Awareness of data will also help helps to build life-long habits of goal-orientation, growth mindset mindsets, and determination.

~~Beginning in the elementary grades, students will have visual trackers for reading growth to build excitement around reading progress. Each elementary student will be able to articulate at least one academic goal, typically his or her reading goal. In the middle school grades, each student will learn what their reading and MAP data means and will know their goals. Teachers will help students to track individual growth throughout the year. Middle school students will have transparency into their assessment data and each student will know where she or he is performing relative to grade level.~~

~~Students in both elementary and middle school grades will have access to their data. Elementary students will see their classroom visual trackers as well as their report cards. Elementary report cards will be mastery based so that families know what each student has learned and what she or he still needs to learn. Elementary report cards will also include character and culture assessments.~~

~~Middle school students will receive report cards for each marking period three times per year as well as regular monthly reports on academic progress. Report Middle school students will transition to GPA-oriented report cards and progress reports will be mastery-based in order to develop an orientation toward how their own agency and effort can impact academic goals. Students will also know and understand the results from their individual CAASPP and other assessments and the implications for reaching college readiness. In addition to reports, middle school students~~

will ~~also~~ learn to ~~track~~ ~~access~~ and interpret ~~individual~~ ~~personal~~ ~~academic~~ data ~~generated~~ through ~~personalized learning platforms and content~~. ~~PowerSchool at any time.~~

How Families Use Student Data

~~Appendix 24a and Appendix 24b shows examples of an elementary report card and a middle school report card.~~

How families will use their student data

~~Parents, alongside students and teachers, are critical to the success of each student.~~ KIPP Bridge parents and guardians will have regular access to information and data on their student’s experience, both academically and socially. At the core of keeping parents informed of student progress and experience is relationships ~~relationship~~ – parents /guardians will have ready and easy access to their students’ teachers via phone, text, ~~and~~ email and opportunities to meet in-person. KIPP Bridge will maintain ~~maintains~~ a culture of open contact and availability of teachers to both students and parents /guardians.

In addition, parents /guardians will receive report cards for their students at each marking period. Parents/guardians of students of concern ~~three times each year for both elementary and middle school grades~~. All parents will be invited to parent-teacher meetings to review and interpret the report cards and discuss strategies for supporting each student. Each teacher will strive ~~strives~~ to meet with parents or guardians of each student, each year.

~~In elementary grades, the purpose of report card grades is to clearly communicate to families what their children are able to do and what they still need to learn. Therefore, grades have two components: academic and social-emotional. Academic grades are determined by mastery of standards.~~

~~In middle school, parents transition alongside students from mastery-based report cards to GPA-based report cards in preparation for high school and college. Parents will have opportunity to participate in report card conferences with teachers three times a year, will receive monthly progress reports alongside students as well as weekly summaries of their students’ character~~

~~development and contributions to school culture and values.~~ The goal of transparency and frequent discussion about student data with parents/[guardians](#) is to build the partnership and alignment between parents/[guardians](#), students and teachers toward each student’s success at KIPP Bridge, ~~into high school,~~ and, ultimately, ~~in to~~ college and ~~beyond life.~~

Classroom, School-wide, and Region-wide Assessment

KIPP Bridge ~~Academy~~ staff ~~will be~~ held accountable for assessing ~~their~~ students, classrooms, and the ~~Charter School~~ as a whole. In addition to tracking individual student progress, classroom-based and school-wide evaluation ~~will be~~ on-going, with individual classroom and school-wide performance assessments occurring year-round. Measures of classroom and school-wide assessment are tied to ~~the KIPP NorCal’s Foundation’s~~ six essential questions. ~~This framework is used to assess whether our schools, regions and national network are effectively serving the broader KIPP mission.~~ The following performance indicators are reviewed on a regular basis by the KIPP Northern California Regional Leadership Team and the KIPP Northern California Board ~~Bridge leadership team~~ to assess the health of the ~~Charter School~~.

KIPP’s Essential Questions	Performance Indicator
Q1: Are we serving the children who need us?	<ul style="list-style-type: none"> • Enrollment • Staff to student ratio • Average core class size • % of students who qualify for free and reduced lunch • % of students with an IEP • % of English Learners
Q2: Are our students staying with us?	<ul style="list-style-type: none"> • Average daily attendance rate • Student retention • Suspension rate • % of students who recommend the school • % of families who are satisfied with the school • Student character rating

KIPP's Essential Questions	Performance Indicator
Q3: Are our students progressing and achieving academically?	<ul style="list-style-type: none"> • % of students who meet tiered growth and typical growth targets • % of students achieving level 3 and 4 on SBAC
Q4: Are our alumni climbing the mountain to and through college?	<ul style="list-style-type: none"> • High school matriculation • % of KIPP Bridge alumni who attend 4 or 2 year college (tracked in partnership with regional KIPP Through College team)
Q5: Are we building a sustainable people model?	<ul style="list-style-type: none"> • Teacher retention • Teacher satisfaction • School leader tenure • Planned successor
Q6: Are we building a sustainable financial model?	<ul style="list-style-type: none"> • Cash flow, excluding philanthropy • Per pupil funding

Table 19: Six Essential Questions and Performance Indicators

Stakeholder feedback and satisfaction ~~are~~ ~~a~~ critical ~~inputs~~ ~~input~~ into our school and regional evaluations. ~~KIPP Bridge will benefit from two stakeholder surveys. The Healthy Schools and Regions Survey (HSR) is a comprehensive survey developed by the KIPP Foundation has partnered with The New Teacher Project (“TNP”) to administer a stakeholder survey and administered to all teachers, non-teaching staff, and school and regional leaders across the national KIPP network, twice per year. The TNP Insight survey includes research-backed questions that gauge instructional culture at our schools, with proven correlations to student outcomes and staff retention. In addition to these national surveys, we also administer a survey region-wide for our students and teachers to help us evaluate school culture. This survey gives us valuable input and progress monitoring on our~~

school culture priorities, including social-emotional learning, use of restorative practices, and student/teacher relationships.

Our regional and school leadership analyze the results of each survey, with the ability to learn from each other, and benchmark against other schools in the Bay Area region and across 183 KIPP schools nationally. The results of our stakeholder surveys are key components in stakeholder teaching and non-teaching staff, students, parents, and school leaders. Each school and region analyzes the results of the HSR annually and have the benefit of comparing results with schools in other regions and learning from each other. Further, the results of the HSR will also inform the annual performance evaluations for KIPP Bridge school leadership and KIPP Northern California's Bay Area Schools regional leadership.

Additional Accountability Provision

KIPP Bridge is accountable to multiple constituencies: students and their families, the KIPP Northern California Board of Directors, the Oakland Unified School District, and the State Board of Education. Accountability to each of these constituencies covers both fiscal and academic performance. At the end of each school year, KIPP Bridge and KIPP Northern California staff completes a cycle of inquiry in which all collected student data including test scores, daily attendance records, examples of student work and student/parent surveys will be evaluated, strengths and weaknesses are identified, and a course for school wide improvement and growth is charted for the upcoming year.

While the above evaluations and assessments are necessary to ensure KIPP Bridge meets our objectives, the ultimate evaluation is the continued success of our graduates completing college and growing into fulfilling lives. Student success is monitored in college and used to evaluate KIPP Bridge's success in seeing students graduate from college.

~~Appendix 25 and Appendix 25b contains an overview of the HSR Survey as well as the detailed questions from the most recent 2014-15 Survey.~~

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ELEMENT 4 – D: GOVERNANCE AND LEGAL ISSUES

~~“Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Education Code §Section 47605(cb)(5)(D).~~

Operation by or as a Nonprofit Public Benefit Corporation

~~As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.~~

~~Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.~~

~~Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq.*).~~

Indemnification of District

~~Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors~~

and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq.*); the California Public Records Act (Government Code section 6250 *et seq.*); Government Code section 1090 *et seq.*; and the Political Reform Act (Government Code section 81000 *et seq.*) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District’s statutory right to appoint, at the District sole discretion, a single representative of the District’s choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days.

Legal Affirmations
KIPP Bridge Academy is non-sectarian in its programs, enrollment policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

KIPP Bridge Academy 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 and KIPP Bay Area Schools purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, and workers compensation insurance policies, either as part of OUSD's insurance program or its own insurance program.

The OUSD Board of Education shall be responsible for implementing the Charter Schools Act of 1992 and any other applicable laws in a good faith manner, and will cooperatively pursue any necessary waivers or approvals (e.g., any State Board of Education requirements or KIPP grant

applications needing a Local Educational Agency signature) required to implement the charter or seek appropriate funding.

Members of KIPP Bridge Academy's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. KIPP Bridge and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."

KIPP Bridge Academy operates autonomously from OUSD, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the OUSD and the school. Pursuant to California Education Code Section 47604(c), OUSD shall not be liable for the debts and obligations of the school, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the school as long as OUSD has complied with all oversight responsibilities required by law.

KIPP Bridge Academy 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, in accordance with Education Code [section 49068](#). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq.*, regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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 Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. 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 Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

Charter School in accordance with Education Code section ~~Section~~ 47604.3, shall promptly respond to all reasonable inquiries ~~from the District~~, including but not limited to, inquiries regarding financial records, ~~Letters of Inquiry, and Notices of Concern, from the District~~ and shall consult with the District ~~as needed~~ regarding any such inquiries. ~~Charter School~~ ~~KIPP Bridge~~ acknowledges that it is subject to audit by ~~District. If the District~~ ~~OUUSD if OUUSD~~ seeks an audit of ~~Charter School, the District~~ ~~KIPP Bridge, OUUSD~~ 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 ~~Charter School~~ ~~KIPP Bridge~~ by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

Legal Structure

~~KIPP Bridge Academy is a directly funded independent charter school, and petition is operated by KIPP Northern California Bay Area Schools, a non-profit public benefit corporation organization registered in the state of California, whose sole member is the KIPP Foundation. It is the responsibility of KIPP Northern California Bay Area Schools to be accountable to the District State of California and OUSD for the implementation of KIPP Bridge's Bridge Academy's charter. KIPP Northern California Bay Area Schools exists to ensure that KIPP Bridge adheres to the proven success of the KIPP model and to this charter, and that KIPP Bridge has the resources and support necessary to be successful. The Board of KIPP Northern California Bay Area Schools governs KIPP Bridge Academy.~~

~~KIPP Bridge operates autonomously from the District, Bay Area Schools is a duly constituted California Nonprofit Public Benefit Corporation, is governed in accordance with the exception of the supervisory oversight as required by statute applicable California Corporations Code sections, and other contracted services as may be negotiated between the District and the KIPP Bridge. Pursuant to OUSD's Board of Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.~~

~~Please refer to Appendices 13, 14 Appendix 26a and 15 Appendix 26b for the organizational documents of KIPP Northern California Bay Area Schools, including the Articles of Incorporation, Bylaws, and Conflict of Interest Code articles of incorporation and bylaws.~~

Governance Structure

The governance structure of KIPP ~~Northern California serves Bay Area Schools achieves~~ three primary objectives:

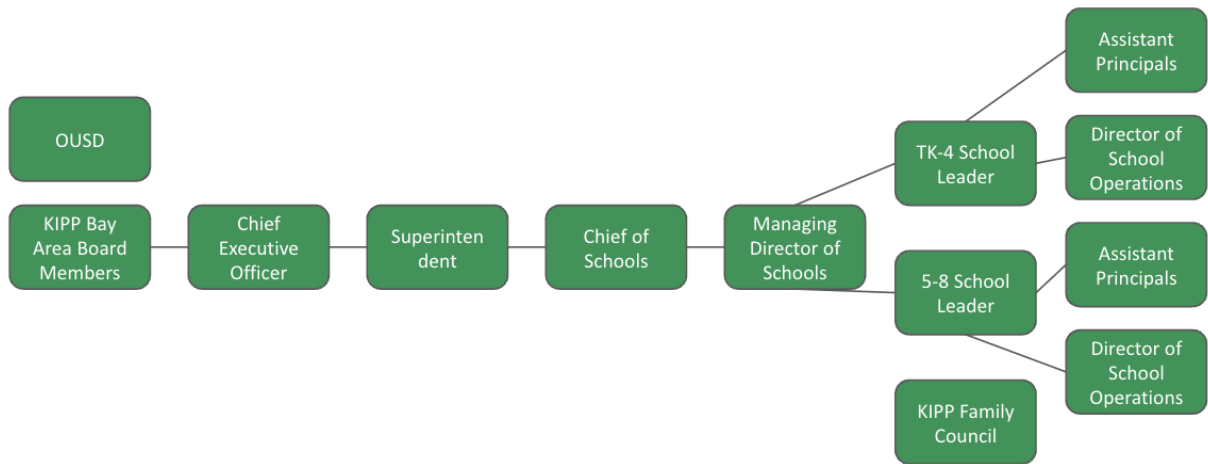
- To promote the success of KIPP Bridge ~~Academy~~ and its students through local responsibility and autonomy.

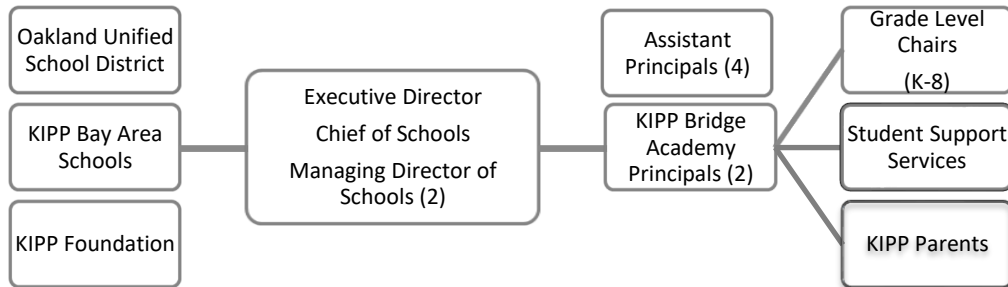
KIPP Bridge ~~Academy~~ Renewal Petition [2025-2030](#)

- 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 ~~Academy~~ to focus on the educational program of the ~~Charter School~~~~school~~, staff development, and community relations-

Below is an organizational chart of KIPP ~~Bridge's~~~~Bridge Academy's~~ governance structure, including the ~~KIPP Bay Area Schools Board of Directors~~ and ~~KIPP Bridge~~ academic departments:

Figure 10. 11: KIPP Bridge ~~Governance~~~~Academy~~ Organizational Reporting Structure





Board of Directors

The KIPP ~~Northern California Bay Area Schools~~ Board of Directors (“~~the~~ Board”) is the governing body of KIPP Bridge. ~~The Board complies with the Ralph M. Brown Act. Academy.~~ Please see Appendix ~~1627a, Appendix 27b, and Appendix 27e~~ for the Board’s job description, list of board members, and their biographies.

Governance, policy-making authority, and fiduciary responsibility for KIPP Bridge ~~rests Academy rest~~ with the KIPP ~~Northern California Bay Area Schools’~~ Board of Directors. The Board works closely with its ~~Chief Executive Officer Director~~ and the ~~School Leader Principal~~ of KIPP Bridge ~~Academy~~ to implement ~~KIPP Northern California’s KIPP’s~~ educational philosophy, ~~as set forth in the Five Pillars.~~

Composition of KIPP ~~Northern California’s Bay Area Schools~~ Board of Directors

KIPP ~~Northern California’s Bay Area Schools’~~ Board of Directors holds public meetings in accordance with the Ralph M. Brown Act ~~and Education Code Section 47604.1(c) and complies with the California Public Records Act.~~ Board ~~directors members~~ support the mission of KIPP ~~Northern California Bay Area Schools~~ and serve voluntarily. KIPP ~~Northern California Bay Area Schools~~ seeks to ensure that its ~~directors board members~~ represent a broad area of expertise and cross-section of the community at large. KIPP ~~Northern California Bay Area Schools~~ aims to have ~~directors Board Members~~ with expertise in real estate, nonprofits, law, finance, management, ~~education, community outreach, and philanthropy, and diversity, equity, and inclusion.~~

KIPP Northern California’s Board will be comprised of 21 directors for the 2024-25 school year, pursuant to its Bylaws, which allows for no less than 15 and no more than 27 directors. Board members are elected to serve three-year terms and may serve up to three consecutive terms. In accordance with Education Code Section 47604(~~cb~~), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, KIPP Northern California may designate an additional member to ensure that the Board is maintained with an odd number of directors. In 2022, the KIPP NorCal Board elected two KIPP Northern California parents to serve on the Board, and plans to include parents on the Board into the future. We are excited by this addition in ensuring our families are involved at all levels of the decision making process.

Board Recruitment Process

The KIPP Northern California Board~~Bay Area Schools board~~ recruiting process includes the following actions:

- Identification of a prospective Board~~board~~ member
- Cultivation and completion of prospective Board member~~a nomination form.~~
- The Board’s Governance Committee reviews nominations quarterly and ranks prospective members based on their ability to meet KIPP Northern California’s strategic goals and maintain KIPP Northern California’s best-in-class Board~~qualifications and desire to serve.~~

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

- Shares~~Delivers an information packet with~~ information concerning the history and future plans of KIPP Northern California~~Bay Area Schools~~ including specific information regarding the Board and its role in the governance and support of KIPP Northern California~~(i. Bay Area Schools (e. Board~~~~g. board~~ member roles and responsibilities, meeting schedule, committee structure, etc.~~)).~~
- Prospective Board~~board~~ member visits one or more schools operated by KIPP Northern California~~Bay Area Schools.~~
- Prospective Board~~board~~ member meets with the Chief Executive Officer~~Director~~ of KIPP Northern California~~Bay Area Schools.~~
- Prospective Board~~board~~ member interviews with the Governance Committee member(s)~~Member.~~

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

Board Selection Process

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

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

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

Roles and Responsibilities of Board Members

The KIPP ~~Northern California Bay Area Schools~~ Board of Directors’ primary responsibility is to help set policies and guide the executive team and ~~School Leader of KIPP Northern California’s respective charter schools, including KIPP Bridge principals of KIPP Bay Area Schools.~~ ~~The Board is empowered to:~~

The Board is empowered to:

- Ensure that KIPP Bridge adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP ~~Northern California Bay Area Schools~~ policies-
- Hold the ~~School Leader~~Principal of KIPP Bridge and the ~~Chief Executive Officer~~Director of KIPP ~~Northern California Bay Area Schools~~ accountable for the academic and fiscal performance of the ~~Charter School~~school:-
- Provide support to KIPP Bridge for additional fundraising, marketing and other services as needs arise
- Advocate on behalf of KIPP Bridge by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education-
- Seek parent, family, and community feedback to support success of schools-
- Define and refine KIPP ~~Bridge's Bay Area Schools'~~² mission, vision, and strategic direction-
- Recruit, support, and evaluate the ~~Chief Executive Officer~~Director of KIPP ~~Northern California 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~~board members-
- Assess ~~Board~~board performance-
- Provide support to KIPP Bridge for additional fundraising, marketing and other services as needs arise-

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached as Appendix 15.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual Board members on their responsibilities with topics to include, at minimum, ethics, conflicts of interest and the Brown Act.

Board Meetings

The KIPP ~~Northern California Bay Area Schools~~ Board of Directors meets at least quarterly. Meetings comply with the Brown Act. Meeting notices, and agendas, and approved minutes are posted publicly in high traffic areas at the school, such as the administrative office, as well as on the ~~KIPP Northern California school's~~ website, in compliance with the requirements of the Brown Act. ~~Approved minutes from the previous Board meeting are available in the administrative office.~~ The Board Secretary is responsible for recording governing ~~Board~~ actions.

Pursuant to Education Code Section 47604.1(c)(4)(A)-(B), the KIPP Northern California Board of Directors shall meet within the physical boundaries of the county in which the greatest number of students enrolled in those charter schools managed by KIPP Northern California

reside, and a two-way teleconference location shall be established at each KIPP Northern California schoolsite and resource center. In addition, pursuant to Section 47604.1(c)(4)(C), the KIPP Northern California Board shall audio record, video record, or both, all Board meetings and post the recordings on each KIPP Northern California charter school’s website.

Board Committees

The KIPP ~~Northern California Bay Area Schools~~ Board ~~may include~~includes several committees designed to enhance the operation of the ~~Board~~board and provide additional oversight. Individuals who are not directors may participate and be members of Board~~Membership on official board committees, is limited to members of the full board of KIPP Bay Area Schools; however, non-board members may serve as advisors to board committees.~~ Committees of the Board may include:

- **Finance and Investment.** The Finance and Investment Committee reviews and recommends approval of the annual operating budget to the full ~~Board~~board, regularly reviews and monitors financial results, ensures the maintenance of an appropriate capital structure, and oversees the management of financial assets.
- **Governance.** The Governance Committee ensures the health and effectiveness of the full ~~Board~~board and the work it performs for the organization. The committee focuses on ~~Board~~board evaluation, composition, recruiting, nominating, training and education.
- **Audit and Risk Management.** The Audit and Risk Management Committee oversees accounting and financial reporting processes including internal controls, recommends selection of the organization’s auditor to the Board, and oversees the organization’s annual fiscal audit.
- Grievance. The Grievance Committee may act on behalf of the Board in reviewing student expulsions, and responding to employee workplace-related concerns and parent grievances.
- ~~Executive.~~ The Executive Committee assists the Board by having the authority to carry out~~act on behalf of the Board between board meetings and by overseeing key management and compensation matters.~~

The KIPP Bay Area Schools Board also includes several advisory committees, whose membership is not limited, expressly delegated functions between Board meetings. to directors. Advisory committees of the board currently include the following:

Consistent with the Bylaws, meetings and actions of Board committees shall be governed by and held in accordance with the provisions of the Bylaws relating to meetings and actions of the Board, including compliance with the Brown Act.

- ~~Development.~~ The Development Committee provides valuable input into the fundraising plan and engages the entire board in the fundraising effort without detracting from the Board’s governance responsibilities.
- ~~Facilities.~~ The Facilities Committee assists the Board in the Board’s oversight of the organization’s facility needs, operations and planning.

The KIPP ~~Northern California Bay Area Schools~~ Board may also use, from time to time, ad hoc committees as well as task forces and/or management advisory teams to help with the foregoing topics and specific issues or projects.

KIPP ~~Northern California Bay Area Schools~~ has and exercises the right to regularly inspect and evaluate the operations and performance of KIPP Bridge ~~Academy~~ to ensure that the Charter School’s ~~school’s~~ educational programs are closely monitored and maintain ~~maintaining~~ KIPP Northern California standards.

Role and Responsibilities of the Chief Executive Officer in Governance ~~Director~~

The Chief Executive Officer ~~Director~~ of KIPP ~~NorCal Bay Area Schools~~ is accountable, directly to the Board of Directors and indirectly to the KIPP Foundation, for the performance of the region and the charter schools within it. The Chief Executive Officer’s ~~Director’s~~ primary goal is to ensure the high quality, strategic growth and operational sustainability of KIPP Northern California charter schools in his or her ~~their~~ region. Key responsibilities include:

Developing

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

Please see Appendix ~~1733~~ for ~~the job description for descriptions of~~ KIPP Northern California's ~~ChiefBay Area Schools' Executive OfficerDirector and the regional leadership team.~~

~~Engaging~~ *Methods for Holding Governance Structure Accountable to Parents and the* ~~School~~ *Community*

~~Parental Involvement~~

KIPP Bridge ~~Academy~~ operates under the premise that ~~the~~ teachers, parents/~~families~~, and students must work together as partners to create the potential for a quality education. Parents ~~and families are~~will be a vital part of this partnership. KIPP Bridge ~~Academy~~ involves parents ~~and families~~ as key stakeholders in the ~~Charter School.school~~. KIPP Bridge utilizes opportunities for ~~parent and family engagement and seeksparental involvement also as a way to solicit~~ feedback from ~~them~~ as key partners in the success of the Charter School. In order to ~~improve our governance practices and have a board reflective of our values of equity and including, in 2022, two KIPP Public Schools Northern California parents were elected to the Board of Directors. We plan to continue ensuring parent representation on our board.~~ -

Opportunities for ~~familyparent~~ involvement ~~may~~ include ~~participation in the KIPP Family Council, Coffee with Principal, English Learner Advisory Committee, parentparent-teacher conferences, report card pick up, literacy workshops, review, parent night and newsletters, local field trips, and a variety~~multitude of school-~~wide~~ events each year ~~such as Eid Festival and Pride Parade. KIPP Bridge .KIPP Bridge Academy provides seminars about promoting literacy at home, building financial foundations for college, and on the college admissions process as well as on other needs of the student community. KIPP~~

~~Bridge Academy~~ parents are encouraged to join the KFA, a direct forum for the School Leader and families to engage in ongoing collaboration to ensure the success of the Charter School. ~~KIPP Parent Association (KPA)~~. The ~~KFA~~KPA advises and assists the ~~School Leader~~Principal with activities such as hiring, fundraising, event planning, recruitment, interviews, community outreach, resource development, extracurricular programs, and community service projects. Parents ~~are can~~ also ~~encouraged~~provide input to engage with the school through the KIPP Family Council and engage with KIPP leadership and the Board ~~board~~ directly. In addition, we seek opportunities for members of the Board and regional leadership to reach out with parents, either by hosting in-person Q&A sessions onsite at the Charter School or by enabling parents to present their testimony and attend Board meetings. Parents and family members are welcome at KIPP Bridge and are encouraged to volunteer at the Charter School through a variety of opportunities, although there will not be a required number of volunteer hours or days.

Parent Advisory Council

KIPP Bridge has established a KIPP Family Council (“KFC”) to receive and communicate input from the school community to the school leader, as well as to give input on the Local Control and Accountability Plan, in accordance with state and federal legal requirements and as its chose method of meeting federal requirements applicable to Title I recipients. The KFC shall be composed of: the School Leader; teachers selected by teachers at the Charter School; other Charter School personnel selected by other Charter School personnel at the Charter School; and families of students attending the Charter School and/or community members selected by such families. ~~via the KPA.~~

Community Engagement

Building strong links with the local community is critically important to KIPP Bridge’s success.~~Bridge Academy’s success.~~ ~~KIPP Bridge respects and honors the legacy of the West Oakland community. In an effort to celebrate the richness the community has to offer,~~ KIPP Bridge seeks to partner with individuals and organizations in the community that complement KIPP’s mission. A KIPP staff member operating within the role of Community & Collaborative Support Manager serves~~KIPP Bridge also utilizes opportunities for parental involvement~~ as a liaison between our schools and community partners, with the aim of establishing partnerships that support

our families and students. Current and past partnerships include Alameda County Community Food Bank, Sidra MENA Community Wellness, Safe Passages, Family Support Services, Family Paths, One Warm Coat, and Oakland Adopt a Spot~~way to solicit feedback from the community.~~

KIPP Northern California's 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~~are~~ submitted to the Board up to one week prior to the next Board~~board~~ meeting. Complaints submitted later will be addressed at the subsequent Board meeting.~~of the Board.~~ Emergency issues will be~~are~~ dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be~~is~~ made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, shall direct the School Leader~~Principal~~ or other responsible party to act upon the complaint and report to the Board. The Board of Directors shall as necessary render its determination in writing.

ELEMENT 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Teacher Certification

KIPP Bridge adheres to the legal requirements of Education Code Sections 47605(l) and 47605.4(a), and shall ensure that KIPP Bridge teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025 to obtain the certificate required for the teacher’s certificated assignment.

Certificated teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operational policies. The School Leader, together with the Human Resources team at KIPP Northern California, will monitor the credentials and ensure all teachers hold their required certification(s). KIPP Northern California may also employ or retain non-certificated instructional support staff at the 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 Charter School’s rigorous academic environment.

KIPP Bridge will not discriminate or harass based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. KIPP Bridge will be a School of Choice and no employee will be required to be employed. KIPP Bridge will comply with all state and federal laws concerning the maintenance and disclosure of employee records and applicable federal mandates and legal guidelines in the Education Code as well as all federal and state laws for background checks.

The following section outlines the commitments and qualifications of staff at KIPP Bridge.

Staff Commitments

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

All KIPP Bridge faculty will commit to:

- Abide by applicable federal, state, and local laws
- Maintain a professional relationship with all students and a high level of professional conduct
- Refrain from the abuse of alcohol or drugs during the course of professional practice

- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property
- Comply with state, federal, and local laws regarding the confidentiality of student records
- Fulfill the terms and obligations detailed in the Charter School’s charter
- File necessary reports of child abuse
- Adhere to all guidelines in the KIPP Northern California Staff Handbook (Appendix 18) and the KIPP Bridge Team and Family Handbook (Appendix 19)
- Maintain unquestioned integrity and commitment to KIPP Northern California and students

School Leadership

The School Leader will be responsible for the implementation of all aspects of this charter, and for the day-to-day operations and management of

Addressing Complaints

KIPP Bridge Academy.

KIPP NorCal has created a Leadership Excellence Rubric for School Leaders. The Leadership Excellence Rubric was created to support leader growth and development. We believe establishing a rigorous and shared vision for what leadership excellence looks like at KIPP NorCal will help us accelerate leader growth, develop leadership pipelines, align leadership development activities and ultimately, drive stronger and more consistent outcomes for our students. The Leadership Excellence Rubric is attached as Appendix 20.

The following detail the roles, responsibilities, and qualifications of KIPP Bridge’s leadership team:

School Leaders

Reporting to a Managing Director of Schools for KIPP Northern California, the School Leaders set the tone, and is an ambassador of, a powerful vision for student achievement based on KIPP’s philosophy and guiding principles. The School Leaders must strategically implement KIPP Bridge Academy’s mission through effective leadership and management of students and staff. The School Leaders’ collaboration with their leadership teams will result in an instructional program and school environment that prepares every student for success in college and in life.

Qualifications:

- Bachelor’s Degree (required); Master’s Degree (preferred)
- A minimum of 3-5 years teaching in a low income school with demonstrated exemplary student results
- At least two years of leadership in a low income school with demonstrated exemplary student results
- A valid teaching credential in California or a transferable credential from another state preferred
- Deep knowledge of effective research based instructional strategies

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- Ability to effectively manage instructional and non-instructional personnel
- Ability to evaluate instructional programs and teaching effectiveness
- Excellent communication, public relations, and interpersonal skills
- Ability to implement effective business systems that ensure proper stewardship of school funds
- Ability to exercise excellent judgment in decision-making
- Knowledge in the selection, training, and supervision of personnel
- Cursory knowledge of the laws, rules, ~~will establish complaint~~ procedures, and programs specifically related to the operation of charter schools
- Proficient knowledge of Google Suite applications (Google Classroom, Hangout, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and distance learning (i.e. Zoom, Nearpod)

Assistant Principals

At KIPP Public Schools Northern California, we believe that Assistant Principals are our future School Leaders. We actively develop Assistant Principals for School Leadership and feel the Assistant Principal should consider themselves as an apprentice to the School Leader. The Assistant Principal should gradually build capacity to lead a KIPP school.

The Assistant Principal’s job is to support the Charter School in driving academic and social emotional learning outcomes for students as a key member of the Charter School’s leadership team. Assistant Principals are expected to lead both instruction and school culture, while developing the skills of the Charter School's emerging leaders.

Qualifications:

- Bachelor’s Degree (required); Master’s Degree (preferred)
- A minimum of 3-5 years teaching in a low income school with demonstrated exemplary student results
- A valid teaching credential in California or a transferable credential from another state preferred
- Student Focus: Belief that all students, regardless of background, have the ability to go to and through college; demonstrated commitment to the Charter School’s unique community

- Direction Setting: Ability to set direction for a team and motivate others to action
- Achievement Orientation and Performance Management: Demonstrated student achievement results in own classroom and from teachers that he/she manages
- Cultural Competence: Demonstrated ability to create inclusive environments that honors and supports a diversity of backgrounds and perspectives
- Instructional Leadership: Adept at data analysis; ability to extract meaningful insights across school-wide data
- Instructional Leadership: Expertise in what the school-wide academic standards and state assessments require of students’ knowledge and skills to demonstrate mastery; able to translate student mastery requirements into instructional plans and strategies
- Instructional Leadership: Deep understanding of appropriate application and differentiation of high-leverage instructional strategies (e.g. make kids sweat, pacing, stretch it, etc.) based on comprehension of child development and pedagogy
- Relationship Building: Expertise in cultivating relationships and managing a diverse group of stakeholders
- Achievement Orientation: Demonstrated resilience and focus on student outcomes
- Proficient knowledge of Google Suite applications (Google Classroom, Hangout, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and distance learning (i.e. Zoom, Nearpod)

Directors of School Operations

The Directors of School Operations (“DSOs”) lead strategic operational priorities, manage day-to-day school operations, drive efficiencies and systematization, and partner with our instructional leaders to ensure procedures at our school maximize time students spend learning – both in-person and virtually.

The DSOs are instrumental in building and sustaining a thriving school that lasts. At KIPP Northern California, DSOs are the strategic business and operational directors of our schools, whose job is to drive exemplary operational results as key members of the Charter School’s leadership team. KIPP’s DSOs are passionate about working with kids, parents and staff, know the

importance of an excellent education and believe all students deserve the opportunity to attend an excellent school.

The DSOs report to the School Leader and are coached and supported by the Operations team at the Regional Support Office (“RSO”), which supports all KIPP schools in the Bay Area.

Qualifications:

Experience:

- Deep integrity and commitment to KIPP Public Schools Northern California’s mission and values required
- 2+ years of experience in project or program management, operations, human resources or accounting - with clear experience driving stakeholder engagement required
- 1+ year of direct people management and team development experience required
- 1+ year of experience in K-12 education or youth development preferred

Education:

- Bachelor’s Degree in Policy, Business, or related field and 3+ years of work experience or 5+ years’ work experience required

Knowledge/Skills Required:

- Highly self-aware and reflective, with a commitment to feedback and growth
- Ability to self-direct, prioritize and multi-task among competing goals
- Demonstrated experience working and solving problems in a fast-paced, entrepreneurial environment
- Demonstrated ability to work well with others, build relationships across teams, and influence even in the absence of formal authority
- Success leading change initiatives in a complex environment with multiple stakeholders
- Excellent written and verbal communication skills
- Proficiency in one or more of the languages spoken by the communities we work with is required/preferred
- Proficiency in Microsoft Suite or Google Suite required
- Ability to learn and utilize technology necessary to operate in a virtual office environment (i.e.

[Zoom, Go to Meeting\)](#)

Instructional Staff

Teachers

Our teachers play a key role in the establishment of curriculum and culture as they develop a world-class education program from the stages of vision to execution.

The outcomes our students deserve necessitate continuously strong teaching from the time our students enter kindergarten until they graduate from college. As such, our teachers work closely with each KIPP Northern California school’s leadership team to ensure our students learn, grow, and eventually achieve transformative life outcomes. Each teacher will be responsible for ensuring that our students have the opportunity to learn in an environment of joyful, excellent teaching.

Above all else, the most effective teachers find joy and purpose in teaching children the habits necessary to be successful in school and relish the opportunity to imbue our students with a love for learning. Teachers must also be committed to KIPP Northern California’s mission, while possessing the beliefs, character traits, and skills necessary to ensure student growth and achievement.

Teachers are expected to plan, organize and implement an appropriate instructional program in a TK-12 learning environment, both in an in-person classroom setting and virtually, that guides and encourages students to develop and fulfill their academic and socio-emotional potential. Work is performed under the supervision of the School Leader.

Qualifications:

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Education:

- B.A/B.S. degree from a regionally accredited institution
- Valid CA certificate, permit, or other document required for the teacher’s certificated assignment, as issued by the Commission on Teacher Credentialing.
 - Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025 to obtain the certificate required for the teacher’s certificated assignment

Experience:

- Experience as an educator in a traditionally underserved community for one or more years with demonstrated strong achievement results and documented growth on formative assessments
- Knowledge of child cognitive development and different learning styles
- Ability to establish and maintain cooperative and effective working relationships with others
- Report to work on a regular and punctual basis

Knowledge/Skills Required:

- Model KIPP values
- Possess strong content area knowledge and classroom management skills
- Proficient knowledge of Google Suite applications (Google Classroom, Hangout, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and distance learning (i.e. Zoom, Nearpod)
- Communicate well with students, families, and colleagues
- Be committed to working with educationally underserved students
- Believe all students can achieve at the highest academic levels
- Teach in our extended day and year schedule
- Contribute to a relentless and dedicated team of outstanding professionals
- Proficiency in one or more of the languages spoken by the communities we serve a plus

Special Education Teachers (Education Specialists)

Education Specialists serve as Special Education Teachers and Case Managers, working primarily with students with Individualized Education Plans in inclusive settings, resource programs, and

highly specialized Special Education programs, both in an in-person classroom setting and virtually. Education Specialists work closely with school leadership, general education teachers, program specialists, and multidisciplinary teams to plan and implement individualized and rigorous educational programming for students in Special Education. Education Specialists are responsible for Case Management and Compliance, Goal Setting and Progress Monitoring, Stakeholder Engagement and Empowerment, as well as Lesson Planning and Delivery of effective teaching practices for all students.

Above all else, the ideal Education Specialist will find joy and purpose in supporting children to develop the habits necessary to be successful in school and beyond, and they will relish the opportunity to imbue our students with a love for learning. They must also be committed to KIPP Northern California’s mission while possessing the beliefs, character traits, and skills necessary to ensure student growth and achievement.

Qualifications:

Education

- B.A/B.S degree from a regionally accredited institution
- Hold a valid credential or permit as an Education Specialist authorizing service in grade levels & areas assigned as an Education Specialist in the state of CA, along with any appropriate authorizations (e.g., Autism Authorization, Cross-Cultural Language and Academic Development (“CLAD”) Certificate, etc.), or be in the process of securing a valid teaching document

Experience

- Two years of successful, full time teaching experience in Special Education
- Demonstrated success teaching students from educationally underserved areas with strong achievement results and documented growth on formative assessment and/or IEP goal assessment
- Experience as an educator in a traditionally underserved community for one or more years with demonstrated strong achievement results and documented growth on formative assessments
- Knowledge of child cognitive development and different learning styles
- Ability to establish and maintain cooperative and effective working relationships with others

- Spanish, Arabic, Vietnamese, or Mandarin speaking proficiency

Knowledge/Skills Required

- Model KIPP Northern California values
- Possess strong content area knowledge and classroom management skills
- Proficient knowledge of Google Suite applications (Google Classroom, Hangout, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and distance learning (i.e. Zoom, Nearpod)
- Communicate well with students, families, and colleagues
- Be committed to working with educationally underserved students
- Believe all students can achieve at the highest academic levels
- Teach in our extended day and year schedule
- Contribute to a relentless and dedicated team of outstanding professionals

Non-Instructional Staff

Paraeducator

Reporting to the School Leader and under the direction of the Education Specialist or other certificated employee, the Paraeducator primarily assists by performing a variety of academic and behavior support duties to individual or small groups of students within the special education classroom, regular classroom and other school settings (both in an in-person classroom setting and virtually). These duties shall be designed to complement the instructional program to maximize learning opportunities for students in a variety of educational settings. The Paraeducator also assists in the establishment and implementation of appropriate classroom and school-wide behavior and assists students to access all aspects of the educational environment of the Charter School and the community.

Qualifications:

Education:

- Completed at least two years of study at an institution of higher education - defined as completion of 48 semester hours (or equivalent trimester hours) of college coursework; or
- Obtained an associate (or higher) degree; or
- Pass the CBEST or a local assessment of knowledge and skills in assisting in instruction
- Registered Behavior Technician certification is preferred, but not required.

Experience:

- Paid or volunteer experience working with or serving individuals with autism or behavioral deficits is preferred

Knowledge/Skills Required:

- Bilingual in languages that are a reflection of populations that the Charter School works with is preferred
- Proficient knowledge of Google Suite applications (Google Classroom, Hangout, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and distance learning (i.e. Zoom, Nearpod)
- A deep passion for social justice and equity for all children; believes that all students can achieve at the highest levels, regardless of demography
- Experience working with a diverse staff and students
- Excellent organizational, planning, and implementation skills
- Excellent communication and interpersonal skills
- Results-oriented team player who is dedicated to getting the job done
- Unquestioned integrity and commitment to KIPP Northern California’s mission and values

Mental Health Clinicians

Reporting to the School Leader and receiving coaching from the Regional Clinical Supervisor, the Mental Health Clinician will provide psychotherapeutic interventions, behavioral supports, and mental health treatment services including counseling, consultation, treatment and case

management for all students. The Mental Health Clinician also offers collaboration and training for teachers on mental health topics and interventions that are culturally appropriate and trauma responsive.

Qualifications:

Experience:

- At least one year (2+ years preferred) of post-master’s experience providing mental health and substance abuse services in school-based settings
- At least one year (2+ years preferred) of post-master’s experience providing mental health services in a community mental health setting

Education:

- Master’s Degree in Psychology, Social Work, Marriage and Family Therapy, or a related field
- Possession of associate level registration or counseling licensure as dictated by the California Board of Behavioral and Social Sciences

Knowledge/Skills Required:

- Familiarity with community behavioral health systems of care, including the philosophy of care, levels of care for counseling services, and the delivery of such services, highly preferred
- Familiarity with local community resources/services (which may include health, mental health, substance abuse, vocational, housing, etc.) highly preferred
- Strong commitment to the philosophy, goals, and mission of KIPP Public Schools Northern California and to providing community-based, culturally competent, and client centered mental health treatment and prevention services for the school community
- Commitment to engaging in professional development activities such as trainings, continuing education seminars, case conferences, and reviewing up-to-date material, etc., as related to treatment and intervention strategies for the Charter School community
- Strong interpersonal skills and the ability to work effectively, function independently, and interact professionally with a diverse, multicultural, and interdisciplinary staff of all levels

- Knowledge of crisis intervention, strong work ethic, demonstrated flexibility, superior time management and boundary-holding skills, and a commitment to KIPP Northern California’s philosophy as well as to the foundational school-wide systems at this campus
- Strong skills in self advocacy as well as for advocacy of students and families
- Commitment to systems change, equity and justice as well as to providing services with a trauma-informed care lens
- Familiarity with socio-emotional learning competencies and restorative practices is a plus
- Must be able to effectively communicate with the student or family population
- Bilingual candidates in Spanish, Arabic or Vietnamese also a plus, though not required

Hiring Procedure

KIPP Bridge recruits teachers through various channels including but not limited to: Education Week, Teach for America, Idealist, Ed-Join, the KIPP NorCal website, graduate schools of education, Teacher Residency Programs, LinkedIn and referrals. The KIPP Northern California Regional Support Office supports KIPP Bridge with talent recruitment, primarily by advertising open positions and conducting early-stage interviews.

Prospective teachers usually teach demonstration lessons that must be student-driven and exhibit a strong command of the subject area. Each applicant undergoes formal and informal interviews to ensure that their values are aligned with the KIPP educational philosophy. The School Leader is responsible for the final hiring decision of all Charter School employees.

All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI. The applicants are required to provide a full disclosure statement regarding prior criminal records. The Charter School shall verify employment eligibility of all Charter School staff pursuant to all applicable state and federal requirements. In accordance with Education Code Section 49406 and Health and Safety Code Sections 121525 -121555, all Charter School employees shall undergo a tuberculosis (“TB”) risk assessment (and examination, if necessary), upon hire and every four years thereafter.

Compensation

Teachers are the core element of KIPP Northern California’s success. It is therefore essential that teachers are supported, developed, and well-compensated. The Charter School will offer competitive salaries, and compensation is determined individually based on teaching experience and responsibilities undertaken.

In addition to salary, teachers will be offered a competitive benefits package. Salary, and as applicable other financial compensation, is outlined in formal employment offer letters signed by KIPP Northern California and the employee. In addition, KIPP Northern California has a formalized salary scale that will be updated as necessary to adjust for cost of living standards. Standards of professional conduct are clearly explained in the Employee Handbook.

Teacher Professional Development and Evaluation

A Professional Teaching and Learning Environment

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

In return, KIPP Bridge’s teachers are treated as the professionals that they are. They are supported in their professional growth with time for planning and collaboration, coaching, and resources for improving instruction. Teachers at KIPP Bridge are encouraged to regularly visit each other’s classrooms to create consistency in content of lessons as well as classroom culture, and to learn from their peers. To continually improve instruction and the implementation of the KIPP model at KIPP Bridge, teachers have the opportunity to receive

feedback from the Charter School’s leadership team on the results of their students. Each teacher is also provided with the necessary tools for effective lesson preparation and communication with families, including a laptop computer, cell phone, and high-speed Internet access. In addition to school-site professional development budgets, teachers have the opportunity to apply for funds from KIPP Northern California to support their professional growth.

Professional Development

At KIPP Bridge, the School Leader and instructional leadership team will set the tone and develop the conditions under which staff members become the keepers of the Charter School’s culture and values and grow as teachers and learners. As a result, staff development supports the Charter 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 School Leader and instructional leadership team will ensure that teachers fully understand and support the Charter School’s mission, goals, and basic values, emphasizing a rigorous, standards-based college-preparatory program. This orientation will involve specific activities designed to align the staff and foster teamwork, such as learning about our community through community, student, and family panels.

During the school year, staff development continues through professional development days, whole staff meetings, and department and grade level team meetings. Over the course of the year, teachers may receive two weeks of professional development during which they are trained to function effectively within the parameters of the Charter School and to meet the goals outlined in the accountability plan. Teachers are encouraged to observe each other and other excellent teachers in the community and receive regular feedback on their performance, goals, and growth. Staff development also occurs through weekly observation and coaching meetings between teachers and their instructional coaches. Coaches use classroom observations, aligned to the KIPP Northern California Teaching Excellence Rubric, and student data to determine which teaching skills will be highest leverage in increasing student learning and meeting goals.

Prior to the beginning of the school year, teachers attend staff development sessions in order to provide teachers with an opportunity to design their goals, objectives, and curriculum for the summer and the upcoming school year. Also during this time, teachers continue their preparation by adapting curriculum to ~~that~~ address the specific needs and interests of the students.

KIPP Northern California teachers consistently exchange best practices with each other and teachers at similar schools. Professional development involves structured whole staff and small group practice, and is individualized to best serve each teacher’s needs. Teachers may also receive approximately 40 hours of professional development at conferences sponsored by the KIPP Foundation, including the KIPP School Leadership Programs and the Research for Better Teaching programs. Finally, staff may participate in online communities of teachers throughout the KIPP network of schools.

Staff Evaluation Plan

The School Leader is responsible for setting a clear vision for the evaluation of all teachers and support staff. Assistant Principals and other instructional coaches serve as evaluators and lead the development of Personal Development Plans with their coaches throughout the course of the year. The School Leader provides oversight and coaching to instructional leaders and participate in evaluations as appropriate or needed. A critical part of teacher evaluation and retention is based on performance outcomes, measuring student achievement and the teacher's implementation of the curriculum. The annual performance assessment is based on those standards.

The Charter School has established clearly defined criteria for performance reviews that include:

- Commitment to the Charter School’s mission and goals
- Successful implementation of the curriculum and educational philosophy
- High level of professionalism
- High level of accomplishment

- Effective participation in the Charter School’s staff and team

Tools used in the evaluation process include:

- Written evaluations based on classroom observations
- Self-evaluation completed by teacher being evaluated
- Student performance on major assessments
- Evaluation based on the KIPP Northern California’s Teaching Excellence Rubric

Those teachers failing to adhere to the guidelines outlined above, and/or failing to meet the specifications of the evaluation plan, will be subject to dismissal or may not have their employment renewed at the request of the School Leader. See Table 20 for a sample teacher evaluation plan.

Table 20: Sample Staff Evaluation Plan

ELEMENT 6 – Health and Safety

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

(A) Child abuse reporting procedures;

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;

(E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;

(F) The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;

(H) A safe and orderly environment conducive to learning at the school;

(I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;

(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in

out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal

background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

The following is a summary of additional health and safety policies of KIPP Bridge:

Employees

Mandated Child Abuse Reporters

All staff at KIPP Bridge are mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Drug Free/Alcohol Free/Smoke Free Environment

KIPP Bridge shall function as a drug, alcohol and smoke free environment.

Students

Immunizations and Health Screenings

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations to the same extent that this is required for non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. Additionally, KIPP Bridge complies with all other applicable student immunization and health screening requirements.

Upon a student’s admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus (“HPV”) before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication at School

KIPP Bridge adheres to Education Code Section 49423 regarding administration of medication in school. Students requiring prescription medications and other medicines during school hours are accommodated in accordance with applicable policies and procedures. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to trainings, notices, and the stocking of albuterol inhalers.

Vision, Hearing, Scoliosis

Students will be screened for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes
2. A description of the risk factors and warning signs associated with type 2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
4. A description of treatments and prevention methods of type 2 diabetes
5. A description of the different types of diabetes screening tests available

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education’s model policy, as revised. The policy shall specifically address the needs of high-risk groups, include consideration of suicide awareness and prevention training for teachers, and

ensure that a school employee acts only within the authorization and scope of the employee’s credential or license.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school’s restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women’s restrooms and all-gender restrooms, and in at least one men’s restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of pupil’s eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period.

The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student’s recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School will teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall comply with Education Code Section 47605(c)(5)(F)(ii). The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Leader and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood Borne Pathogens

KIPP Bridge shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the Charter School. KIPP Bridge will establish an infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus (“HBV”). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Comprehensive Discrimination and Harassment Policies and Procedures

KIPP Bridge is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. KIPP Northern California has developed a comprehensive policy to prevent and immediately address any concerns about 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 Charter School’s anti-discrimination and harassment policy, which is outlined in detail in the KIPP Northern California Staff Handbook (Appendix 18).

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

The Charter School shall maintain procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California’s child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School’s emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive ~~both~~ complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Facility Safety

KIPP Bridge shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. KIPP Bridge shall ensure that prior to commencement of operations such facilities shall comply with local building and zoning ordinances. Fire inspections at the Charter School facilities shall be conducted in compliance with all applicable laws and regulations. KIPP Bridge will annually test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School will hold emergency drills in conjunction with the District (if at a District facility) in compliance with all applicable laws and regulations.

ELEMENT 7 – Balance of Racial/Ethnic, Special Education, and English Learner Students

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(5)(G)

KIPP Bridge 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 strives to serve a student population that will achieve a balance of racial and ethnic students, special education students, and English Learners that is reflective of the general population residing within Oakland.

Outreach

KIPP Bridge may take any of the following steps to recruit and welcome all students who are representative of Oakland’s diverse communities:

- Variety of languages for marketing and recruitment materials, included languages that are emerging (simplified Chinese and Arabic)
- Partner with local community-based organizations to recruit a diverse population of students and provide services to ensure a smooth transition to middle school for new students
- Host information sessions for families of students with disabilities
- Host visits to KIPP Bridge Academy for families of students with disabilities
- Visit and speak at local community based organizations in targeted low-income neighborhoods
- Hire and develop diverse staff from the community to implement recruitment activities, including in the native language of families in the community

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- Post flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhood
- Visit and explain to prospective students and their families the mission of the KIPP Bridge
- Conduct parent information sessions to elaborate on the commitment involved with attending KIPP Bridge
- Canvas various neighborhoods to reach interested families
- Promote KIPP Bridge at various neighborhood festivals and community events
- Make local school visits in the surrounding communities
- Encourage referrals from students and families at other KIPP schools
- Speak at civic organizations, with a particular focus on local community populations
- Place advertisements in local newspapers and community association newsletters
- Speak on local radio stations
- Encourage teacher referrals of students from other campuses
- Hire staff that is representative of the community that KIPP Bridge serves, including parents
- Establish priority for students in-district and families who qualify for FRPM if admission will be determined by a public lottery. See Element 8 for additional details.
- Run digitally placed advertisements across various online media and applications in multiple languages
- Utilize social media to advertise informational nights and school opening

KIPP Bridge shall evaluate its balance of racial and ethnic students, special education students, and English Learners, and adjust recruitment practices, as needed, in order to build a school community that reflects the general population residing within the geographic boundaries of the District.

KIPP Bridge supports the ongoing diversity of student enrollment by ensuring student and subgroups needs are met once enrolled. A comprehensive overview of how we support our Special Education, and English Learner students can be found in Element 1, and a description of our community and family engagement structures are available in Element 2. Additional descriptions can also be found in the 2024-25 Renewal Performance Report in Appendix 26. Examples of support include our Specialized Teaching Program (STP) serving students with moderate to severe disabilities, culturally-affirming events, translating school newsletters,

hosting English Learner Advisory Committee meetings, and hiring and retaining talented English Language Development teachers to support English Learner students.

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ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. 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.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

[Insert additional language showing how Charter School will comply with the above requirements, including how the preferences “shall not result in limiting enrollment access access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation” per Education Code section 47605(e)(2)(B)(iii).

KIPP Bridge will be a tuition-free public school that is open to all residents of the State of California. KIPP Bridge will not discriminate against any student on the basis of race, ethnicity, religion, gender, gender expression, gender identity, national origin, sexual orientation, or disability of the students, parents or guardians, or any of the characteristics listed in Education Code Section 220. KIPP Bridge shall be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. Families' inability to pay for materials or activities will not preclude students from being admitted to the Charter School or participating in these activities.

KIPP Bridge intends to serve approximately 570 students in transitional kindergarten through eighth grade. Formal recruitment of incoming students may begin as early as fall of each calendar year for the following school year. KIPP Bridge shall advertise open enrollment within the Oakland community so that all families may have an equal opportunity to apply for admission. The application shall request basic student and family data, including name, date of birth, address and contact information and any other information that could qualify the student(s) for a specific admission preference should a public random drawing ("lottery") be required. Interested families shall be able to meet with staff to review the expectations of the Charter School. The Charter School's website will include information that allows students and parents to be informed about KIPP Bridge's operation as a charter school, its educational programs, and the academic expectations of students.

KIPP Bridge shall admit all pupils who wish to attend the Charter School to the extent that space allows. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. KIPP Bridge will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or of his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. KIPP Bridge will notify parents/guardians of applicant students on the application that parental involvement is not a requirement for acceptance to, or continued enrollment at, KIPP Bridge.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47650(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The public random drawing process will be open to the public, transparent, and fair. It will be held in a public space large enough to accommodate all interested in attending the drawing and a neutral member of KIPP Northern California’s regional staff will conduct the drawing process. Parents and guardians do not have to be present to participate in the drawing. Details about the timeline and process of the drawing will be available to all applicants’ parents/guardians prior to the drawing, including admission preferences outlined above and other details of when parents/guardians will be notified about the results of the drawing and how to enroll their students after admission.

Pursuant to the stated admission preferences listed above, families will self-report the applicant's qualification for FRPM on the application; no other demographic or socio-economic information will be required on the application.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Public Random Drawing

Following the open enrollment period each year that aligns with the District (mid-November to early February), applications shall be counted to determine whether any grade level has received more applications than availability. In the event the number of applications exceeds capacity, a public random drawing will be held to determine admission in the oversubscribed grade level(s), with the exception of existing students who are guaranteed admission in the following school year.

In the case of a public random drawing, admission preferences shall be given to the following students in the following order:

1. Siblings⁴⁶ of current students and children of employees
2. Students who reside within West Oakland (defined as District 3, west of 980 freeway; as stipulated in OUSD’s Fall Call for Quality Schools) and who are eligible for free and reduced price meals
3. Students who reside within West Oakland (defined as District 3, west of 980 freeway; as stipulated in OUSD’s Fall Call for Quality Schools) and who are ineligible for free and reduced priced meals
4. Students who are eligible for free and reduced priced meals who reside within Oakland Unified School District but outside of West Oakland
5. Students who are ineligible for free and reduced priced meals who reside within Oakland Unified School District but outside of West Oakland
6. Students who are eligible for free and reduced priced meals who reside outside Oakland Unified School District
7. Students who are ineligible for free and reduced priced meals who reside outside Oakland Unified School District
8. All other applicants

The Charter School will take all necessary efforts to ensure lottery procedures are fairly executed. A public random drawing (i.e. lottery) is a random selection process by which applicants are admitted to the Charter School. The Charter School will conduct the lottery in the spring for enrollment in fall of that year. In order to be part of the lottery, a family must complete the school’s application in full and submit it by the stated open enrollment deadline.

During the lottery, the pool of applicants is randomized using a random sequence generator (currently, SchoolMint Student Enrollment System) and takes into consideration the preferences as stated above. Applicants are admitted to the charter school in the order determined by the lottery until all available spaces are filled. Applicants who are not selected

⁴⁶ Siblings given preference in the public random drawing are defined as those who share a biological parent, legal guardian or primary caregiver.

for admission will be placed on a wait list according to the order determined by the lottery. A neutral third-party witness will be present to verify the fairness of the lottery.

An applicant may remain on the waitlist for the school year to which they applied until the end of that school year. Once on the waitlist, an applicant would remain in that position until he/she is offered a spot in the charter school or expresses no further interest. Late applications are held in abeyance for a subsequent lottery, as needed. Applicants are contacted in the order of the waitlist. If applicants from the waitlist are offered a position, they must accept that position within the deadline stated by the school. All schools will make a reasonable attempt to contact applicants before the deadline. If the applicant declines admission or fails to respond, they may be removed from the waitlist or placed at the bottom of the waitlist. Wait lists are not maintained year over year for admission purposes. For admission to subsequent school years, applicants on the waitlist must reapply.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Parents/guardians of accepted students must complete all steps in the registration process in order to attend the school. As part of this process, all applicants must submit the following registration documents to the charter school:

- Indication of whether the student may require special education or related services, the student’s home language and whether the student may be an English language learner
- Authorization for the school to request and receive student records from all schools the student

has previously attended or is currently attending⁴⁷

- Proof of full immunization or exemption from a medical professional
- Proof of health examinations and oral examination required by the Health and Safety Code
- Proof of age
- Emergency Card
- Proof of residency

As outlined in Element 7 above, it is KIPP Bridge’s intention to enroll students who are traditionally underserved and who represent the balance of racial and ethnic students, special education students, and English Learners, that is reflective of the general population residing within Oakland Unified School District.

⁴⁷ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

ELEMENT 9 – Independent Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” – Ed. Code § 47605(c)(5)(I)

An annual independent financial audit of the books and records of KIPP Bridge will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles (“GAAP”), and as required by applicable law, the audit will employ generally accepted accounting procedures. The Board of Directors has formed an Audit and Risk Management Committee. This audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide, and will verify the accuracy of KIPP Bridge’s financial statements, attendance and enrollment accounting practices, and internal controls.

The Audit and Risk Management Committee annually oversees the selection of an independent auditor who has experience in education finance, and will oversee the completion of an annual audit of KIPP Bridge’s financial books and records. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required by applicable federal law, the scope of this audit will be expanded to include any relevant items or processes identified in applicable Office of Management and Budget Circulars. KIPP NorCal 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 Charter School will also make available the receivable and disbursement files.

The annual audit will be completed each year and will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of

Education by the 15th of December of each year. KIPP NorCal’s most recent audit report is included as Appendix 21.

The Audit and Risk Management Committee will review any audit exceptions or deficiencies and report recommendations to the KIPP Northern California Board as to how these have been, or will be, resolved. The Board will act upon these recommendations, and report its actions to the District, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disagreement between the District and the Charter School concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element 14, herein. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of KIPP Bridge will be public record to be provided to the public upon request. KIPP NorCal will budget in the cost of a full financial audit in its yearly budgeting process.

ELEMENT 10 – Procedures by which Pupils Can Be Suspended or Expelled

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any

pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

KIPP Bridge strives to create an environment where students, staff, and community members feel positive and valued, are engaged with their surroundings, form relationships with others, ascribe meaning to what they do, and feel a sense of accomplishment. At KIPP Bridge, we believe that all students can learn. Staying true to that belief means keeping students with KIPP Bridge and supporting not only their academic success, but students' overall well-being and sense of belonging in the community.

Restorative Practices

KIPP Bridge will be focused on restorative practices and social emotional learning as it relates to our retention and disciplinary methods. Restorative practices at KIPP Bridge focuses on the needs of those affected, the offender, as well as the surrounding community. Restorative practices in schools emphasize repairing the harm caused by negative behavior using cooperative processes that include all stakeholders; it means involving students in designing and implementing disciplinary processes that take into account what's best for the student and the community. As much as possible, KIPP Bridge staff will seek to utilize restorative practices in response to any violations of school values. Furthermore, KIPP Bridge will be focused on reducing suspensions and protecting student learning. Even if suspension is deemed the most appropriate disciplinary action, we aim to keep students in school with a

teacher to ensure instructional minutes are not lost. We will also work to restore students to the Charter School community even after strong disciplinary actions such as suspensions.

KIPP Bridge will be built on an understanding of the history and context of the communities it serves and will work closely with the students, families and community to establish practices that will instill a sense of self-awareness, community-orientation, and pride in students.

Pupil Suspension and Expulsion Policy

KIPP Bridge staff is committed to providing a safe learning environment for all students. KIPP Bridge will rely on restorative practices and social emotional supports to address behavioral challenges whenever possible.

However, when a student’s behavior may endanger other students or staff or are excessively disruptive to the learning of other students, there may be grounds for suspension and/or recommendation for expulsion, subject to normal due process requirements described in the KIPP Northern California Pupil Suspension and Expulsion Policy and Procedures, included as Appendix 22. As much as possible, students will remain in school to continue to learn and be part of the Charter School community.

The Pupil Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language included in the Pupil Suspension and Expulsion Policy and Procedures is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, and involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. The Pupil Suspension and Expulsion Policy and Procedures shall serve as KIPP Bridge’s policy and procedures for student suspension, recommendation for expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

KIPP Bridge will not dismiss students based on poor achievement or minimum grade point average, incomplete or missing assignments, poor attendance nor discipline issues that do not meet criteria for recommending expulsion.

KIPP Bridge will not dismiss students with disabilities who do not meet criteria for recommendation for expulsion. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and recommendation for expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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.

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 shall ensure that students and their parents/guardians⁴⁸ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the Policy and its Procedures are available upon request at the School Leader's office.

⁴⁸ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

ELEMENT 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Ed. Code § 47605(c)(5)(K)

KIPP Northern California is committed to providing the most competitive benefit package to its teachers and staff that it can reasonably afford. All KIPP Bridge staff will participate in the Federal Social Security system. KIPP Bridge employees have the option to participate in the KIPP Northern California’s sponsored 401(k) retirement savings plan. KIPP Northern California currently matches eligible individual contributions up to 4% of eligible compensation (including regular wages, overtime pay and discretionary pay such as bonuses and stipends), capped at their annual salary. Employees are fully vested after three years of service. Policies may change during the term of the charter. KIPP Northern California’s Retirement Administrative Committee⁴⁹ routinely reviews potential retirement options for its faculty and staff and will provide the most valuable and convenient options to its employees that the organization can sustain. The Retirement Administrative Committee and Human Resources Department of KIPP Northern California are responsible for ensuring that all appropriate arrangements for retirement coverage have been made for employees.

⁴⁹ KIPP NorCal’s Retirement Administrative Committee is a staff committee supervised by the Director of Human Resources.

ELEMENT 12 – Pupil Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

No student may be required to attend KIPP Bridge.

ELEMENT 13 – Employee Rights of Return

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school district employee shall be required to work at KIPP Bridge.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to KIPP Bridge. Employment by KIPP Bridge provides no rights of employment at any other entity, including any rights in the case of closure of KIPP Bridge. The District will determine whether former employees continue to earn service credit while employed at KIPP Bridge.

ELEMENT 14 – Dispute Resolution

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not~~KIPP Bridge will not~~, at any time, refer such complaints to the District for handling.-

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 impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

Charter School~~KIPP Bridge Academy~~ 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 Charter School~~KIPP Bridge Academy~~ alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School~~KIPP Bridge Academy~~ will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School~~KIPP Bridge Academy 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 Academy~~ 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.

Complaints by Students and Employees

Charter **ELEMENT E: EMPLOYEE QUALIFICATIONS**

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Certification

KIPP Bridge Academy conforms to the legal requirement of Education Code Section 47605(l) that all core, college preparatory charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other certification equivalent to that which a teacher in other public schools would be required to hold. Certificated teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. The Principal, together with the Human Resources team at KIPP Bay Area Schools, will monitor the credentials and ensure teachers hold their certification(s). KIPP Bay Area Schools may also employ or retain non-certificated instructional support staff at the school in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the school's rigorous academic environment. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. Job descriptions for teachers, administration, and staff are available upon request

Commitment

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development. Staff must also meet any additional guidelines and standards set by the KIPP Bridge Academy and KIPP Bay Area Schools.

All KIPP Bridge Academy faculty will commit to:

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

Hiring Procedure

Teachers are the most important in-school factor contributing to student achievement. KIPP Bridge Academy is dedicated to recruiting a high quality and diverse teaching staff. The school recruits teachers through various channels including Education Week, Teach For America, RISE, Ed Join, the KIPP Bay Area Schools website, graduate schools of education, teacher residency programs, LinkedIn, and referrals. The KIPP Bay Area Schools Regional Support Office supports the KIPP Bridge Academy with talent recruitment, primarily by advertising open positions and conducting early stage interviews.

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

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

Compensation

Teachers are the core element of KIPP's success. It is therefore essential that teachers are supported, developed, and well compensated. The school offers competitive salaries, and compensation is determined individually based on teaching experience, responsibilities undertaken, performance, comparable compensation in local districts, and in agreement with the teacher.

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

School Management

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

The KIPP Foundation has developed a comprehensive Competency Model for Principals. The Competency Model is a leadership development tool that describes the essential qualities, skills, and knowledge that successful KIPP Principals must possess. It is intended to guide principals' evaluation and ongoing professional development. The Competency Model includes a self-assessment template, sample teacher, student, and parent interview questions and a template for board member feedback. These feedback tools are designed to facilitate a breadth and depth of information on the Principal's performance. Please see Appendix 28 for the KIPP Competency Model.

Role and Responsibilities of the Principal

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

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

The qualifications, skills, and qualities of the Principal include the following:

- Bachelor's degree (required); Master's degree (preferred).
- Teaching and/or leadership experience in a low income school with demonstrated exemplary results strongly preferred.
- A deep passion for social justice and equity for all students; a belief that all students can achieve at the highest levels, regardless of demography.
- Ability to work with diverse student body and staff.
- Ability to exercise excellent judgment in decision making.
- Strategic thinking and proactive problem solving.
- Ability to effectively balance the larger vision and plan for the school with ensuring that day to day operations are sound.
- Team player.
- Ability to effectively manage instructional and non instructional personnel.
- Ability to evaluate instructional programs and teaching effectiveness.
- Excellent communication, public relations, and interpersonal skills.
- Ability to implement effective business systems that ensure proper stewardship of school funds.
- Knowledge in the selection, training and supervision of personnel.

Role and Responsibilities of Teachers

Reporting to the Principal, teachers are responsible for all levels of classroom instruction and management. They design, plan and implement a standards based curriculum that prepares

students for success in college. Teachers are additionally responsible for ensuring the school's values are lived through the school's culture.

A Professional Teaching and Learning Environment

Strong, dedicated teachers are the backbone of any excellent school. KIPP Bridge Academy hires outstanding and committed teachers. Much is expected of KIPP teachers. In addition to the extended time in class, teachers are expected to be wholly focused on the school's mission, committed to its values, and open to collaboration and constant learning.

In return, KIPP teachers are treated as highly valued professionals. They are supported in their professional growth with time for planning and collaboration, stipends for conferences and school visits, and resources for improving instruction. Teachers at KIPP regularly visit each other's classrooms to create consistency in content of lessons as well as classroom culture, and to learn from their peers. To continually improve instruction and the implementation of the KIPP model at the school, teachers have the opportunity to receive feedback from their peers and the school's leadership team on the results of their students. Each teacher is also provided with the necessary tools for effective lesson preparation and communication with families, including a laptop computer, cell phone, and high speed Internet access.

Professional Development

At KIPP Bridge Academy, the Principal and instructional leadership team set the tone and develop the conditions under which staff members become the keepers of the school's culture and values and grow as teachers and learners. As a result, staff development supports the school's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning in staff orientation before summer school, the Principal and instructional leadership team ensure that teachers fully understand and support the school's mission, goals, and basic values, emphasizing a rigorous, standards based college preparatory program. This orientation involves specific activities designed to align the staff and foster teamwork, such as visiting other KIPP schools and schools of excellence.

During the school year, staff development continues through professional development days, whole staff meetings, and department and grade level team meetings. Over the course of the

year, teachers receive up to two weeks of professional development during which they are trained to function effectively within the parameters of the school and to meet the goals outlined in the accountability plan. Teachers are encouraged to observe each other and other excellent teachers in the community and receive regular feedback on their performance, goals, and growth.

Prior to the summer program for students, teachers attend staff development sessions in order to provide teachers with an opportunity to design their goals, objectives, and curriculum for the summer and the upcoming school year. Once the summer program ends, teachers continue their preparation by designing a curriculum for the fall that address the specific needs and interests of the students identified during the summer.

KIPP teachers consistently exchange best practices with each other and teachers at similar schools. Professional development involves structured whole staff and small group practice, and is individualized to best serve each teacher's needs. Teachers also receive approximately 40 hours of professional development at conferences sponsored by the KIPP Foundation, including the KIPP School Leadership Programs and the Research for Better Teaching programs. Finally, faculty members have the opportunity to participate in online communities of teachers throughout the KIPP network of schools.

Appendix 32a and Appendix 32b are examples of spring and fall regional professional development day agendas

Staff Evaluation Plan

The Principal is responsible for evaluating all teachers and support staff. A critical part of teacher evaluation and retention is based on performance outcomes, measuring student achievement and the teacher's implementation of the curriculum. The annual performance assessment is based on those standards.

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

- Demonstrated commitment to KIPP Bridge Academy's mission and goals;
- Successful implementation of the curriculum and educational philosophy;
- Student academic progress;

- ~~Contribution to school community;~~
- ~~High level of professionalism;~~
- ~~High level of accomplishment; and~~
- ~~Effective participation in the school's staff and team~~

~~Tools used in the evaluation process may include:~~

- ~~Written evaluations based on classroom observations;~~
- ~~Self evaluation completed by teacher being evaluated;~~
- ~~Student performance on major assessments; and~~
- ~~Feedback from parents, students, and peers.~~

~~Those teachers failing to adhere to the guidelines outlined above, and/or failing to meet the specifications of the evaluation plan, will be subject to dismissal or may not have their employment renewed at the request of the Principal. See Figure 12 below for a sample teacher evaluation plan.~~

Figure 12: Sample Teacher Evaluation Plan

Weekly	<ul style="list-style-type: none"> • 5-10 minute observations focused on a particular aspect of teaching
Semi-Annual Evaluation	<ul style="list-style-type: none"> • Full class observation • Review professional goals: means of achievement and criteria for success • Describe performance related to criteria • Compare performance to criteria • Discuss evaluation • Convey findings of evaluation • Supervisor summarizes goals, criteria, and findings • Teacher reads summary and responds
Annual End of Year Evaluation	<ul style="list-style-type: none"> • Discuss evaluation • Convey findings of evaluation • Discuss goals for next year • Supervisor summarizes goals, criteria, and findings • Teacher reads summary and responds

will adopt and publish grievance

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ELEMENT F: HEALTH AND SAFETY PROCEDURES

~~Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).~~

~~In order to provide safety for all students and staff, KIPP Bay Area Schools maintains full health and safety procedures and risk management policies at the KIPP Bridge Academy site in consultation with its insurance carriers and risk management experts.~~

~~The following is a summary of the health and safety policies of KIPP Bridge Academy:~~

Employees

~~KIPP Bridge Academy and KIPP Bay Area Schools comply with all provisions and procedures of Education Code 44237, including the requirement that contractors and employees (as a condition of employment for each new employee not possessing a valid California Teaching Credential) must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Human Resources Department of KIPP Bay Area Schools shall monitor compliance with this policy.~~

~~As stated in Element E (Employee Qualifications), all faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well as a child abuse registry check. Applicants are required to provide a full disclosure statement regarding prior criminal records. All staff is required to produce documents for U.S. employment authorization, and to follow all mandated child abuse reporting laws. Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.~~

Immunizations and Health Screenings

~~KIPP Bridge Academy complies with the requirement that all students and staff provide records documenting immunizations to the same extent that this is required for non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California~~

~~Code of Regulations Sections 6000-6075. Additionally, KIPP Bridge Academy complies with applicable student immunization and health screening requirements.~~

~~**Comprehensive Discrimination and Harassment Policies and Procedures**~~

~~KIPP Bridge Academy is committed to providing for prompt and equitable a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, disability, or any of the characteristics listed in Education Code Section 220. The school has developed a comprehensive policy to prevent and immediately address any concerns about discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school’s harassment policy, which is outlined in detail in the school’s Employee Handbook.~~

~~**Safety Plan**~~

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

~~**Facility Safety**~~

~~KIPP Bridge Academy shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. KIPP Bridge Academy 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.~~

~~In the event that KIPP Bridge Academy, 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 shall partner with the District to ensure that~~

prior to commencement of operations such facilities shall comply with local building and zoning ordinances. The school shall partner with the District to test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times.

ELEMENT G: MEANS TO ACHIEVE ETHNIC AND RACIAL BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

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

- Partner with local community based organizations to reach families and recruit a diverse population of students
- Visit and speak at local community based organizations serving a similar demographic as KIPP Bridge
- Visit with and explain to prospective students and their families the mission of KIPP Bridge
- Conduct broader community information sessions to elaborate on the experience of being part of the KIPP Bridge community
- Bring diverse staff on recruiting visits, including those fluent in the native languages of families
- Develop marketing materials in multiple languages and with appropriate cultural context
- Post materials and notices in community hubs, including local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhoods
- Promote the school at community events and festivals
- Promote word of mouth sharing about KIPP between families, including encouraging referrals from students and families at other KIPP schools
- Speak at civic organizations, with a particular focus on local community populations

- ~~Place advertisements in local newspapers and community association newsletters~~
- ~~Invite local television and print media reporters to report on the school~~
- ~~Utilize social media to advertise informational nights and school opening~~

~~A detailed outreach plan in West Oakland can be found in Appendix 5. KIPP Bridge Academy is also committed to evaluating its racial and ethnic balance on an annual basis and commits to adjusting recruitment practices if needed in order to build a school community that reflects the district's racial and ethnic composition.~~

ELEMENT H: ADMISSIONS REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

~~KIPP Bridge Academy will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). As part of the Fall Information Update, KIPP Bridge Academy will notify the District in writing of the application deadline and proposed lottery date. KIPP Bridge Academy 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.~~

~~KIPP Bridge Academy is a free public school that is open to all residents of the State of California.~~

~~KIPP Bridge shall enroll all pupils who wish to attend the school. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. KIPP Bridge will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.~~

~~KIPP Bridge will serve approximately 835 students in grades TK through 8. Formal recruitment of incoming students may begin as early as fall of each calendar year for the following school year. KIPP Bridge will advertise open enrollment and interested families will be able to meet with staff to review the expectations of the school. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than available seats. In the event that applications exceed capacity, a public, random drawing will be held to determine enrollment for the impacted grade level, with the exception of existing students.~~

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

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

~~Any and all modifications to the enrollment preferences and procedures described in the petition require formal approval by the authorizer as this will be considered a material revision of the charter petition.~~

Lottery Process

~~If KIPP Bridge receives more applications than it has allotted space, then there will be a public, random drawing. Based on the above enrollment preferences, the public, random drawing shall be conducted as follows:~~

- ~~• First, names of siblings of current students and children of employees names will be drawn~~
- ~~• Then, names of students who reside within West Oakland (defined as District 3, west of 980 freeway; as stipulated in OUSD's Fall Call for Quality Schools) and who are eligible for free and reduced priced meals will be drawn~~
- ~~• Then, names of students who reside within West Oakland (defined as District 3, west of 980 freeway; as stipulated in OUSD's Fall Call for Quality Schools) and who are ineligible for free and reduced priced meals will be drawn~~

- ~~Then, names of students who are eligible for free and reduced priced meals who within Oakland Unified School District but outside of West Oakland will be drawn~~
- ~~Then, names of students who are ineligible for free and reduced priced meals who reside within Oakland Unified School District but outside of West Oakland will be drawn~~
- ~~Then, names of students who are eligible for free and reduced priced meals who reside outside Oakland Unified School District~~
- ~~And finally, names of students who are ineligible for free and reduced priced meals who reside outside Oakland Unified School District~~

~~All students not enrolled through the public, random drawing will be given the option to be placed on a waitlist according to their draw in the public, random drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.~~

ELEMENT I: FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of KIPP Bridge Academy will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the school will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The Board of Directors has formed an Audit Committee, a majority of whose members are independent members of the Board. That Audit Committee annually oversees the selection of an independent auditor who has experience in education finance, and will oversee the completion of an annual audit of KIPP Bridge Academy’s financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide, and will verify the accuracy of KIPP Bridge Academy’s financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and internal controls.

The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required by applicable federal law, the scope of this audit will be expanded to include any relevant items or processes identified in applicable Office of Management and Budget Circulars. KIPP Bay Area Schools will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The school will also make available the receivable and disbursement files.

The annual audit will be completed each year and will be forwarded to the District, the State Controller, and to the California Department of Education by the 15th of December of each year. The Audit Committee will review any audit exceptions or deficiencies and report

recommendations to the full Board of KIPP Bay Area Schools as to how these have been, or will be, resolved. The Board will act upon these recommendations, and report its actions to the District. Any disagreement by the District concerning the resolution of student and employee complaints alleging any audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element N, herein. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent financial audit of KIPP Bridge Academy will be public record, to be provided to the public upon request.

ELEMENT J: STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

KIPP Bay Area Schools strives to create an environment where students, staff, and community members feel positive and valued, are engaged with their surroundings, form relationships with others, ascribe meaning to what they do, and feel a sense of accomplishment. At KIPP, we believe that all students can learn. To ensure that all students have the opportunity to learn, we must keep students with KIPP and support not only their academic success, but students’ overall well-being and sense of belonging in the community.

Restorative Justice Practices

KIPP is focused on restorative justice practices and social-emotional learning as it relates to our retention and disciplinary methods. Restorative justice at KIPP focuses on the needs of those affected, the offender, as well as the surrounding community. Restorative justice in schools emphasizes repairing the harm caused by negative behavior using cooperative processes that include all stakeholders; it means involving students in designing and implementing disciplinary processes that take into account what’s best for the student and the community. As much as possible, school staff will seek to utilize restorative circles in response to any violations of school values. Furthermore, KIPP is focused on reducing suspensions and protecting student learning. Even if suspension is deemed the most appropriate disciplinary

action, which would be prohibited by Title IX, or Section 504 we aim to keep students in school with a teacher to ensure instructional minutes are not lost.

Disputes between the District and the Charter School

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

Pupil Suspension and Expulsion Policy

~~KIPP Bridge Academy staff are committed to providing a safe learning environment for all students. By signing the Commitment to Excellence, parents and students will be aware of the behavioral expectations of KIPP students. KIPP Bridge relies on restorative justice practices and social emotional supports to address behavioral challenges whenever possible.~~

~~However, when a student's behavior may endanger other students or staff or are excessively disruptive to the learning of other students, there may be grounds for suspension and/or recommendation for expulsion and subject to normal due process requirements described in the KIPP Bay Area Schools Pupil Suspension and Expulsion Policy. As much as possible, students will remain in school to continue to learn and be part of the school community.~~

~~The Pupil Suspension and Expulsion Policy (please refer to Appendix 29) has been established in order to promote learning and protect the safety and well-being of all students at the school. In creating this policy, the school has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The school is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. The policy shall serve as KIPP Bridge Academy's policy and procedures for student~~

~~suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.~~

~~School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures are printed and distributed as part of the Student Handbook and clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. The school will seek to remedy misconduct, in appropriate cases, by allowing for a variety of in-house disciplinary actions that could include:~~

- ~~• Additional assignments to be completed at home and/or at school~~
- ~~• Detention after school~~
- ~~• Mandatory homework study hall after school~~
- ~~• Loss of school incentives and school trips~~

~~KIPP Bridge Academy does not dismiss students based on poor achievement or minimum grade point average, incomplete or missing assignments, poor attendance nor discipline issues that do not meet criteria for expulsion. KIPP Bridge Academy also does not dismiss students with special needs who do not meet criteria expulsion.~~

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

~~The administration of KIPP Bridge Academy 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.~~

Legal Assurances

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~~KIPP Bridge Academy shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves KIPP Bridge without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. KIPP Bridge Academy shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).~~

~~KIPP Bridge Academy shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the Charter School under its disciplinary procedure, as an "expulsion" under the Education Code."~~

~~In the case of a special education student, or a student who receives 504 accommodations, KIPP Bridge Academy 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

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

KIPP Bay Area Schools is committed to providing a generous benefits package to its teachers and staff. All KIPP Bridge Academy staff participates in the federal social security system. In addition, KIPP Bridge Academy staff has the option to participate in the KIPP Bay Area Schools' sponsored 401(K) retirement savings plan. Today, KIPP Bay Area Schools' matches individual contributions up to 4% annually, and the match vests over three (3) years. This policy has been in place since the organization merged in 2008. Policies may change during the term of the charter. KIPP Bay Area Schools will routinely review potential retirement options for its faculty and staff and will provide the most valuable and convenient options to its employees that the organization can sustain. The Human Resources Department of KIPP Bay Area Schools is responsible for ensuring that all appropriate arrangements for retirement coverage have been made for employees.

ELEMENT L: ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

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

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

Governing Law: The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at KIPP Bridge Academy. Permanent employees of OUSD who leave their positions to work at KIPP Bridge will have no automatic rights of return to the District after employment by the school unless specifically granted by the District through a leave of absence or other agreement. KIPP Bridge employees are eligible to work in the District, subject to District policies and all applicable laws.

All employees of KIPP Bridge will be considered the exclusive employees of KIPP Bay Area Schools and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to KIPP Bridge. Employment by KIPP Bay Area Schools provides no rights of employment at any other entity, including any rights in the case of closure of KIPP Bridge Academy.

ELEMENT N: DISPUTE RESOLUTION PROCESS

~~Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).~~

~~The following provisions are intended to define a mechanism for: (a) the resolution of any disputes between KIPP Bay Area Schools or KIPP Bridge Academy and the District and; (b) ensuring the high operational standards of KIPP Bridge Academy 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 Academy and the District~~

~~The staff and Governing Board members of Charter School ~~KIPP Bridge~~ agree to attempt to resolve all disputes between the District and Charter School ~~KIPP Bridge~~ regarding this Charter ~~charter~~ pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.~~

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

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- 1) (1) Any controversy or claim arising out of or relating to the Charter~~charter agreement~~, except any controversy or claim that in any way related to revocation of the Charter~~this charter~~, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(~~f~~e), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail~~by facsimile~~, or electronically~~by certified~~ mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received
- ~~(a)~~ (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District~~delivered~~ by 5:00 PM; ~~(b)~~ (b) ~~or otherwise on the business day following personal delivery;~~
 - ~~(b)~~ (b) ~~if by facsimile, upon electronic confirmation of receipt; or~~
 - ~~(e)~~ (a) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

KIPP Public Schools Northern California

- (i) Attn: Beth Thompson, Chief Executive Officer; Michael Burks, To Charter School Leader; Rosie Allen, c/o School Leader~~Director: KIPP Bridge~~

1000 Broadway, Suite 460

Oakland, CA 94607

- (ii) To Director, Office of Charter Schools: 1000 Broadway Suite 639, Oakland, CA 94607

1011 Union Street #947

Oakland, CA 94607

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- 2) ~~(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 ~~facts~~ ~~fact~~ which the responding party believes supports its position. The Written Response may be tendered by personal delivery, ~~mail, or electronic mail, by facsimile, or by certified mail.~~ ~~The Written Response shall be deemed received~~
- ~~(i) 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;~~
 - ~~(ii) if by facsimile, upon electronic confirmation of receipt; or~~
 - ~~(iii)~~ (i) 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) ~~(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 ~~calendar~~ 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) ~~(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.

Internal Disputes

KIPP Bridge shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. KIPP Bridge will maintain a Uniform Complaint Policy and Procedures, as required by state law. Furthermore, KIPP Bridge will have a Parent and Guardian Grievance policy, the intent of which is to fairly and promptly resolve any concern, dispute, or complaint brought by parents or guardians against any KIPP policy, practice, procedure, or employee. KIPP Bridge’s policies and internal dispute resolution process will be made available to stakeholders. The District shall promptly refer all disputes not related to a possible violation of the charter or law to KIPP Bridge.

ELEMENT 15 – Closure Procedures ~~O: SCHOOL CLOSURE PROCEDURES~~

~~“~~

~~*Governing Law:* The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. – Education Code §Section 47605(c)(5)(O).~~

Closure Action

~~The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.~~

Closure Procedures

~~The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on Should KIPP Bridge Academy cease operation, KIPP Bay Area Schools shall comply with all portions of Education Code section 47605, subdivision (b)(5)(P) and Title 5, California Code of Regulations, section 11962 regarding the closure of the School. The entity responsible for conducting closure-related activities shall be KIPP Bay Area Schools. Closure of KIPP Bridge Academy shall be documented by official action of the Board of Directors of KIPP Bay Area Schools. The action will identify the reason for closure. The District will work cooperatively to assist KIPP Bay Area Schools in closure-related activities.~~

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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 Academy will be issued by the school within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the District and other Districts whose attendance boundaries KIPP Bridge Academy reside in within the same time frame.~~
 - a. ~~The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.~~
 - b. ~~The process for transferring student records to the receiving schools shall be in accordance with District procedures for students moving from one school to another.~~
 - c. ~~Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.~~
2. ~~Written notification to OUSD and other relevant Districts of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.~~
3. ~~Transfer of student records, including cumulative files, to the receiving schools, within seven calendar days from the determination of an Action to Close.~~

~~Written notification to the California Department of Education [website](#). All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.~~

~~Designation of Responsible Person(s), the SELPA, and Funding of Closure~~

~~Prior to or at the time federal social security system of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing~~

all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

~~4.1. Notification of shall be made by KIPP Bay Area Schools by registered mail within 72 hours of the decision to~~ Closure Action:

Upon the taking of a

~~All written notifications regarding the~~ Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) of and contact information for the person(s) handling to whom reasonable inquiries may be made regarding the closure

3. The students'; the pupils' school districts of residence

5.2. How; and the manner in which parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student/pupil records and transcripts, including specific information on completed courses and credits that meet graduation requirements-

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

The location of student and

6. KIPP Bay Area Schools shall allow OUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by the District.

~~7. As applicable, KIPP Bay Area Schools will provide parents, students and OUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. KIPP Bay Area Schools will ask OUSD to store original records of KIPP Bridge Academy students. All student records of KIPP Bridge Academy shall be transferred to OUSD upon closure. If OUSD will not or cannot store the records, KIPP Bridge Academy shall work with OUSD to determine a suitable alternative location for storage.~~

~~2. All state assessment results, special education records, and personnel records~~

~~In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:~~

- ~~1. Information on how to enroll or transfer the student to an appropriate school~~
- ~~2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results~~
- ~~3. Information on student completion of college entrance requirements, for all high school students affected by the closure~~

~~Notification of employees and vendors shall include:~~

- ~~1. The effective date of the closure of Charter School~~
- ~~2. The name(s) and contact information for the person(s) handling inquiries regarding the closure~~
- ~~3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment~~

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

8.3. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to will be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee KIPP Bay Area Schools in accordance with applicable law.

6. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

7. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

An

1. 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 Academy, including plans for disposing of any net assets. The final audit will include an accounting of all

financial assets. These may include, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An, an accounting of all the liabilities. These may include, including accounts payable or and any reduction in apportionments due to as a result of audit findings or other investigations, loans, and unpaid staff compensation, audit findings, or other investigations.

~~9.4. An and an~~ assessment of the disposition of any restricted funds received by or due to Charter School. KIPP Bridge Academy. The assets of KIPP Bridge Academy shall first be prioritized towards paying any debts of KIPP Bridge Academy including any overpayment or over apportionment of state funding, and any and all fees or sums owed to OUSD. All other assets shall be distributed in accordance with the applicable laws and regulations and, to the extent permitted, may be distributed by KIPP Bay Area Schools to other charter schools operated by KIPP Bay Area Schools. The final independent audit shall be completed within six months from the last day of student attendance and will be provided to OUSD promptly upon its completion.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

~~10.~~ Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School KIPP Bridge Academy will be the responsibility of Charter School KIPP Bay Area Schools and not OUSD. Charter School KIPP Bay Area Schools understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School KIPP Bridge Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School

~~11.5.~~ KIPP Bay Area Schools understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds. ~~Any~~

OUSD property that is used by KIPP Bridge Academy remains District property, is not an asset of KIPP Bridge Academy, and must be returned to OUSD when KIPP Bridge Academy closes.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after ~~For six calendar months from the~~ Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the ~~until budget allows, whichever comes first~~ year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and

regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
 - a. Name and contact of person(s) handling the liquidation;
 - b. Each item in excess of \$500 (computers, laptops, printers, and other equipment);
 - c. An identification number that corresponds to a tag on that item;
 - d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

~~12.6.~~ Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete ~~KIPP Bay Area Schools Board, will maintain employment to take care of~~ all necessary tasks and procedures required to close for a smooth closing of the school and transfer records in accordance with these closure procedures. ~~student transfers.~~

~~13.7.~~ ~~Charter School's governing board~~ ~~The KIPP Bay Area Schools Board~~ shall adopt a plan for ~~closure~~~~wind-up~~ of ~~Charter School~~~~the school~~ and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

~~Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.~~

~~Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:~~

- ~~1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.~~
- ~~2. Make final federal tax payments (employee taxes, etc.)~~
- ~~3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).~~

~~This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.~~

ADDITIONAL PROVISIONS

~~KIPP Bridge Academy~~ Renewal Petition ~~2025-2030~~

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or

liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of 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 Charter School not to exceed 3% if 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. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District

is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business 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 of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))

- Monthly attendance reports
- Principal Apportionment Data (P1, P2, and P-Annual)
- Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School’s facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)

Additionally, Charter School shall notify OCS in writing in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

~~14. In addition to a final audit, KIPP Bay Area Schools will also submit any required year-end financial reports and any annual reports required pursuant to Education Code Section 47604.33 to the California Department of Education and the District, in the form and time frame required.~~

~~15. As specified by the school’s budget in Appendix 30, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.~~

BUSINESS OPERATIONS

Financial Plan and District Impact Statement

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

Financial Position

Due to a focus on a fiscally sound business and management structure, KIPP ~~Northern California Bay Area Schools~~ has received unqualified audit opinions year after year. ~~KIPP Northern California closed FY23 with,~~ maintains a fund balance of approximately ~~132~~140% of annual expenses. ~~We ended FY23 with expenditures, and held~~ cash reserves totaling approximately ~~111~~50% of annual expenses ~~as of June 30, 2013.~~

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

KIPP Bridge ~~Academy~~ will maintain a relatively lean administrative staff and low overhead in order to ~~allocate funnel~~ more funds to direct instructional materials and teaching staff. KIPP Bridge will pay KIPP ~~Northern California Bay Area Schools~~ a management and service fee. This fee supports the shared services at the KIPP ~~Northern California Bay Area Schools~~ regional support office, capturing efficiencies and economies of scale so that the administration at KIPP Bridge ~~Academy~~ can focus on instructional leadership. Services provided by the regional office include compliance, reporting, ~~food service administration~~, facilities management, human resources, technology support, accounting, payroll, benefits administration, financial management, audit preparation, board development, ~~marketing and graphic design~~, teacher recruitment, academic oversight and support, special education, blended ~~and personalized~~ learning support, fundraising,

outreach, strategy, and alumni support.

Budgeting

Governing Law: The petitioner or petitioners also shall~~also~~ be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(hg).

The Chief Executive Officer~~Director~~ of KIPP Northern California~~Bay Area Schools~~ will submit an annual budget for KIPP Bridge Academy to its~~the~~ Board of KIPP Bay Area Schools during the spring of each year. KIPP Northern California's~~The organization's~~ annual fiscal period runs from July 1 through June 30. The KIPP Northern California~~Bay Area Schools~~ Board of Directors must approve the annual budget by June 30 of each fiscal year.

The financial plan for KIPP Bridge Academy is based on KIPP Northern California's~~Bay Area Schools'~~ experiences to date. ~~Historical experience provides an amount of certainty in the budget development process. KIPP Bridge Academy makes the following assumptions:~~

- ~~• At steady state, the school will maintain enrollment of approximately 835 students.~~
- ~~• The school will employ approximately 35 to 40 team members on staff, which may include core and elective teachers, counselors, deans and assistant principals, a principal, and operations and facilities staff.~~
- ~~• The school receives revenue principally from the following sources: state and local general purpose funds, categorical block grant, and state lottery funds.~~
- ~~• The school applies directly for funds not included in the charter school categorical block grant including federal entitlement funds.~~
- ~~• The school makes inflation assumptions of approximately 2% to 3% for both revenues and expenditures.~~

As required by Education Code Section 47605(hg), please refer to Appendix 2530 for multi-year financial projections, including a budget and cash flow for the next three years of operation. These documents are based upon the best data available to the petitioners at this time.

Financial Reporting

KIPP Bridge ~~Academy~~ shall provide reports to the District as follows as required by Education Code Section 47604.33, and ~~shall~~may provide additional fiscal reports as requested by the District.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

- ~~• By July 1, a preliminary budget for the current fiscal year.~~
- ~~• By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.~~
- ~~• 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~~
- ~~• March 1— Second Interim Financial Report for Current Year~~
- ~~• June 15— Preliminary Budget for Subsequent Year~~

Audits

As mentioned above, KIPP Northern California~~KIPP Bay Area Schools~~ will conduct yearly independent financial audits, to be completed by December 15 of each year. An auditor with knowledge and experience in auditing publicly funded schools will be engaged. The Charter School~~school~~ will also keep records of what other information has been requested by the various

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ad-hoc audits it undergoes throughout the year so that it can prepare for them in advance from year to year. Please see Appendix ~~2131~~ for KIPP ~~Northern California's Bay Area Schools'~~ most recent audited financial statements.

Title I Funds

~~To the extent that KIPP Bridge Academy is a recipient of federal funds, including federal Title I, Part A funds, KIPP Bridge has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the ESSA and other applicable federal grant programs. KIPP Bridge agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESSA 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 ESSA 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 whether the teacher: has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and is teaching in the field of discipline of the certification of the teacher.~~
- ~~• 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 Academy 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~~

Potential Users of Financial Information

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow will be prepared by KIPP ~~Northern California.Bay Area Schools.~~ Financial statements will be used by the independent auditors hired each year. KIPP ~~Northern CaliforniaBay Area Schools~~ also

expects the financial statements to be requested by such institutional sources of financing as KIPP Bridge may require, including commercial banks and issuers of bonds. The financial statements will also be available for review as desired by any of the ~~Charter School's~~ school's administration, managers, or Board Members who want to assess the ~~Charter School's~~ school's financial condition. In addition, Board Members will use the financial statements to confirm existing policies or to create new policies. Finally, KIPP ~~Northern California~~ Bay Area Schools will submit its annual audited financial statement to the appropriate authorities within the California Department of Education and the District.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(~~hg~~).

KIPP ~~Northern California~~ Bay Area Schools will provide or ~~procures~~ procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor, and is responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The ~~School Leaders,~~ Chief ~~Principal,~~ Executive ~~Officer~~ Director, and the KIPP ~~Northern California~~ Bay Area Schools Board ~~of Directors have~~ will also ~~developed~~ 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, Reporting and Audits

KIPP ~~Northern California~~ 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 ~~Northern California~~ Bay Area Schools has a check signing policy in place to ensure multiple levels of internal controls involving the ~~School Leader, finance~~ Principal, ~~Director of Finance, Executive Director,~~ and ~~accounting staff, and the executive team~~ Board Chair.

Tools Used for Tracking and Reporting Financial Matters

KIPP Bridge ~~Academy~~ Renewal Petition ~~2025-2030~~

KIPP ~~Northern California 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 ~~Northern California Bay Area Schools~~ finance and accounting team. The ~~finance and accounting team~~ ~~Director of Finance~~ will prepare financial reports (i.e. g., a balance sheet, income statement, and statement of cash flows) for the ~~School Leaders~~ ~~Principal~~ of KIPP Bridge ~~Academy~~. KIPP ~~Northern California Bay Area Schools~~ will ~~submit quarterly interim~~ ~~prepare regular financial~~ reports ~~according to GAAP~~ and will submit them to the District, ~~on a regular basis~~.

Attendance Accounting

KIPP Bridge ~~will report~~ ~~Academy reports~~ attendance requirements directly to the District in a format acceptable to the District. Required reports regarding daily attendance will be completed and submitted to ~~OUSD~~ ~~the requesting agencies~~.

Payroll

~~KIPP Northern California~~ ~~Payroll expenses will represent approximately two-thirds of KIPP Bridge Academy's total expenses.~~ KIPP ~~Bay Area Schools~~ may choose to either contract with a private vendor for full payroll services – including tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees – or may provide payroll services in-house.

Vendor Selection and Purchasing

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

Food Services

KIPP Northern California Bay Area Schools may choose to contract for food services with the District. KIPP Northern California provides daily meals to students through the National School Lunch Program (“NSLP”). Eligible students are will be provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. We expect that the proportion of students who will be eligible for this program will be similar to the proportion eligible within the District, and allAH eligible students will be included in the District’s reported student counts.

Oversight

Pursuant to California law, the Role of Authorizing Agency

~~The District is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School’s audit reports, performing annual has the right to monitor KIPP Bridge Academy through site visits, engaging in any necessary dispute resolution processes, and considering and reviews of reports. The District may charge for the actual costs of supervisory oversight of KIPP BRIDGE not to exceed 1% of the charter amendment and renewal requests. In accordance with Education Code Section 47613(a), school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. If the Charter School as stipulated by law if KIPP Bridge is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the District may charge for the actual costs of maximum supervisory oversight not to exceed three (3) percent of the revenue of the Charter School in accordance with Education Code Section 47613(b). Pursuant to Education Code Section 47613(f), “revenue of the fee allowed under the law as it may change from time to time. “The charter school’s revenue” means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.~~

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

- ~~● KIPP Bridge Academy 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 Academy.~~
- ~~The District is authorized to revoke this charter for, among other reasons, the failure of KIPP Bridge Academy 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 Academy 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 Academy 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 Academy. 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 Academy operations is received by the District, the KIPP Bridge Academy 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 Academy by law or charter provisions~~

External Reporting

KIPP Bridge Academy 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.

Facilities

Governing Law: The facilities to be ~~used~~*utilized* by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(~~hg~~).

KIPP Bridge Academy is committed to serving the ~~West~~ Oakland community. ~~In, and on June 9, 2016, a lease between~~ KIPP Bridge entered an agreement with the ~~Bay Area Schools and Oakland Unified School District~~ was approved by the OUSD board for the former Lafayette Elementary School campus, located at 1700 Market Street ~~in~~, Oakland. The agreement is for an initial 20 year lease. The lease is for the 53,000 square foot Lafayette School, as well as the adjacent parking lot and asphalt area, with a term of 20 years with two additional 10-year terms, extending options. The initial rent is \$4.73/square foot for the lease to June 30, 2056. As part ~~building~~, with increases during the term of the agreement, lease.

KIPP ~~constructed~~ Bridge Academy moved into the facility during the summer of 2016, occupying the existing building. KIPP plans to make improvements to the existing building and build an additional 22 building on the site of approximately 17,000 square-foot facility at the premises for feet to accommodate the KIPP Bridge Middle full growth of the Charter School. Construction of the improvements was completed during 2018 in time. There is a \$9.9 million credit in the lease towards construction costs that offsets the rent to be paid to the District by the Charter School. It is anticipated that the new building will be built for the 2018-2019 academicschool year.

KIPP Bridge Academy may exercise its rights under Proposition 39 to secure affordable, quality facilities in the event the current lease between OUSD and KIPP Bay Area Schools is terminated.

KIPP Bridge shall ensure that such facilities shall comply with applicable local building and zoning ordinances and that KIPP Bridge shall have obtained permits under local ordinances for operating a school in such facilities. KIPP Bridge will maintain complete records documenting said compliance, and will maintain on file a copy of all facility inspection records, including the Certificate of Occupancy. The School agrees to test sprinkler systems, fire extinguishers, and fire

~~alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills routinely and in conjunction with the District (if at District facilities).~~

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

~~If KIPP Bridge Academy 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 moves or expands to another facility during the term of this charter, KIPP Bridge 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 Academy 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.~~

Thanks to its partnership with OUSD, KIPP NorCal is happy to be able to provide its students with the sense of security that comes with a permanent school site.

Potential Civil~~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 Effects, and Indemnity

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(hg).

The Board of Directors of KIPP Northern California Bay Area Schools, the Charter School's school's administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of KIPP Bridge Academy, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like.

KIPP Bridge Academy is operated by KIPP Northern California, a California non-profit public benefit corporation, KIPP Bay Area Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). Pursuant to Education Code Section 47604(de), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. KIPP Bridge Academy shall work diligently to assist the Oakland Unified School District OUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District OUSD-requested protocol to ensure the District shall not be liable for the operation of the Charter School. school.

The KIPP Northern California Board of Directors will institute Further, KIPP Bridge Academy and the District may enter into a memorandum of understanding, which provides for indemnification of the District for the actions of the school under this charter. The KIPP Bay Area Schools Board of Directors institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

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

KIPP Bridge Academy Renewal Petition 2025-2030

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

KIPP ~~Northern California 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 ~~Northern California 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 ~~tortious/tortuous~~ conduct of KIPP Bridge ~~Academy~~, the Board of Directors or their officers and employees. KIPP ~~Northern California Bay Area Schools~~ has complete liability for all actions of the ~~Charter School/school~~ and its employees in the performance of their duties. KIPP ~~Northern California Bay Area Schools~~ will further indemnify and hold harmless the ~~Oakland Unified School District OUSD~~ of any present or future liability for the ~~Charter School's/school's~~ actions.

~~The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees. In order to mitigate both the potential legal and fiscal liabilities of KIPP Bridge Academy, KIPP Northern California will have in force Bay Area Schools maintains at all times prepaid liability insurance for KIPP Bridge Academy. The OUSD's Board of Trustees will be named as an additional insured on the general liability insurance of the school.~~

~~At minimum, coverage will include:~~

- ~~Workers' compensation as required by the Labor Code of the State of California and Employers' Liability.~~
- Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than \$5,000,000 per single occurrence. The Oakland Unified School District OUSD's Board of Trustees will be named as additionally insured on the "other named insurers." The policy will also provide specifically that any insurance carried by the District, which may be applicable to any claims or loss, will be deemed excess, and KIPP Bridge's general liability insurance. Bay Area Schools' insurance primary, despite any conflicting provisions in the charter school's policy.
- ~~The Oakland Unified School District Commercial Crime coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least \$50,000 per occurrence.~~
- ~~Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if KIPP Bridge Academy does not operate a student bus service. If KIPP Bridge provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.~~

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

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

Should KIPP Bridge ~~Academy~~ deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, its purchase shall be the responsibility of the Charter School.~~school.~~

Oversight, Reporting, Revocation, and Renewal

KIPP Bridge ~~Academy~~ Renewal Petition 2025-2030

Oakland Unified School District ~~OU~~SD may inspect or observe any part of KIPP Bridge ~~Academy~~ at any time, but shall provide reasonable notice of at least three (3) working days to the ~~Charter School~~ prior to doing so. In the event that ~~the District~~ ~~OU~~SD believes a cause exists to revoke this charter, it shall follow the requirements of Education Code Section 47607 and all applicable regulations.

~~In the event that OUSD does not believe that KIPP Bridge Academy is making satisfactory progress towards achievement of the goals set forth in this charter, it shall notify KIPP Bay Area Schools in writing, within two months of the receipt of the each performance review, of the specific basis for its conclusions. No later than 120 days prior to the expiration of this charter, KIPP Northern California Bay Area Schools will present the District OUSD with a request for renewal (as well as for any amendments), in response to which the District will render a decision pursuant to the processes set forth in Education Code Sections sections 47605 and 47607, and all applicable regulations. KIPP Northern California's charter may be renewed by the District for additional two, five, or five to seven year terms in accordance with the applicable charter renewal criteria as set forth in Education Code Sections 47607 and 47607.2.~~

Term of Charter

The term of this charter shall be for five years beginning July 1, ~~2025~~2017 and expiring on June 30, ~~2030~~2022.

Renewal of Charter

~~KIPP Bridge must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools~~

Scope of Charter

KIPP ~~Northern California Bay Area Schools~~ shall not operate under the KIPP Bridge ~~Academy~~ name satellite schools, campuses, sites, resource centers or meeting spaces not identified in this charter without the prior written approval of the Superintendent of ~~the Oakland Unified School District~~ ~~OU~~SD.

Material Revisions and Amendments

This petition may be materially revised or otherwise altered, amended, changed, or modified only by mutual agreement of KIPP Northern California and the District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

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.~~

~~The District may revoke the charter of KIPP Bridge in accordance with Education Code Section 47607 and its implementing regulations, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.~~

No Waiver

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

Amendments

~~This petition may be altered, amended, changed, or modified only by agreement in writing executed by KIPP Bay Area Schools and the President of the OUSD Board of Education authorized to so execute by action of the Board on behalf of OUSD. Material revisions and~~

KIPP Bridge Academy Renewal Petition [2025-2030](#)

~~amendments will be made pursuant to the standards, criteria, and timelines in California Education Code sections 47605 and 47607.~~

Notices

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, to the 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 ~~Northern California Bay Area Schools~~ and KIPP Bridge: ~~Academy:~~
KIPP ~~Public Bay Area~~ Schools ~~Northern California~~
Attn: ~~Beth Thompson, Chief Executive Officer; Rosie Allen, School Leader; Michael Burks, School Leader~~ Director
~~1000 Broadway 1404 Franklin Street, Suite 460~~ 500
Oakland, CA ~~94607~~ 94612

To Oakland Unified School District:
Dr. Kyla Johnson-Trammell , Superintendent

Oakland Unified School District
~~Attn: Superintendent's Office~~
1000 Broadway, Suite ~~300~~ 680
Oakland, CA 94607

KIPP Bridge ~~Academy~~ Renewal Petition ~~2017-2022~~ 2025-2030

LIST OF APPENDICES

Public Records

~~KIPP Bridge Academy 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(e), and 35258 of the Education Code require schools, including KIPP Bridge to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at KIPP Bridge Academy and of the District. KIPP Bridge Academy 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 does not have that KIPP Bridge Charter needs in order to meet its obligations, the District shall provide the same to KIPP Bridge Charter in a reasonably timely manner upon request.~~

List of Appendices

- ~~Appendix 1—KIPP Bridge Design Team Profiles~~
- ~~Appendix 2—KIPP Bay Area Schools Management Team Profiles~~
- ~~Appendix 3—KIPP Leadership Design Fellowship~~
- ~~Appendix 4—Quality Community Schools Commitments~~
- ~~Appendix 5—KIPP Bridge Academy Community Outreach Description~~
- ~~Appendix 6—Petition signature analysis~~
- ~~Appendix 7—KIPP Bridge Results on the California Standards Test~~
- ~~Appendix 8—KIPP Bay Area Schools Example Instructional Technology Tools~~
- ~~Appendix 9a—Sample KIPP K-8 Literacy Instructional Blueprint~~
- ~~Appendix 9b—Sample KIPP K-8 Math Instructional Blueprint~~
- ~~Appendix 10—KIPP Close Reading Evidence Guide~~
- ~~Appendix 11a—KIPP Wheatley Overview~~
- ~~Appendix 11b—KIPP Wheatley Writing and Close Reading Differentiation Options~~
- ~~Appendix 12—KIPP K-8 Literacy Vision~~
- ~~Appendix 13a—KIPP Wheatley K-4 Scope and Sequence~~
- ~~Appendix 13b—KIPP Wheatley 5-8 Scope and Sequence~~
- ~~Appendix 14a—KIPP Wheatley Non-fiction Sample Grade 3 Module~~
- ~~Appendix 14b—KIPP Wheatley Non-Fiction Sample Grade 7 Module~~
- ~~Appendix 15—KIPP K-8 Math Vision~~
- ~~Appendix 16a—Sample Eureka Math Scope and Sequence PK—5~~
- ~~Appendix 16b—Sample Eureka Math Scope and Sequence 6—8~~
- ~~Appendix 17a—Sample Kindergarten Math Module~~
- ~~Appendix 17b—Sample Math module Grade 7~~
- ~~Appendix 18—KIPP Framework for Excellent Teaching~~
- ~~Appendix 19a—Bell Schedules—Elementary~~
- ~~Appendix 19b—Bell Schedules—Middle~~
- ~~Appendix 20—KIPP Bridge School Calendar 2016-17~~
- ~~Appendix 21—KIPP Bridge Commitment to Excellence Form~~
- ~~Appendix 22a—Mathematica Policy Research Report September 2015~~
- ~~Appendix 22b—Research Studies Demonstrating the Efficacy of the KIPP Model~~

- ~~Appendix 23 – SBAC Results from KIPP LA Elementary Schools~~
- ~~Appendix 24a – Sample Report Card – Elementary School~~
- ~~Appendix 24b – Sample Report Card – Middle School~~
- ~~Appendix 25a – Healthy Schools and Regions Survey Overview~~
- ~~Appendix 25b – 2014-2015 KIPP Healthy Schools and Regions Survey Questions~~
- ~~Appendix 26a – KIPP Bay Area Schools Bylaws~~
- ~~Appendix 26b – KIPP Bay Area Schools Stamped Articles of Incorporation 2008~~
- ~~Appendix 27a – KIPP Bay Area Schools Board Job Description~~
- ~~Appendix 27b – KIPP Bay Area Schools 2016-17 Board Profiles~~
- ~~Appendix 27c – List of 2016-17 KIPP Bay Area Schools Board of Directors~~
- ~~Appendix 28 – KIPP Leadership and Competency Model~~
- ~~Appendix 29 – KIPP Bay Area Schools Suspension and Expulsion Policy~~
- ~~Appendix 30 – KIPP Oakland TK-8 Charter Petition Financial Exhibit~~
- ~~Appendix 31 – KIPP Bay Area Schools 2014-15 Audit Report~~
- ~~Appendix 32a – Example Fall Regional Professional Development Agenda~~
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- ~~Appendix 33 – Job Descriptions for Executive Team and School Staff~~
- ~~Appendix 34 – Alignment to OUSD Quality Pillars~~
- ~~Appendix 35 – KIPP Leadership Programs~~
- ~~Appendix 36 – KIPP National Assessment Strategy~~
- ~~Appendix 37 – KIPP Through College Program Description~~
- ~~Appendix 38a – KIPP Promise of College Completion Report~~
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- ~~Appendix 39 – KIPP Bridge Charter Material Revision – Interested Parent Signatures~~
- ~~Appendix 40 – KIPP Bridge Charter Material Revision – Interested Teacher Signatures~~
- ~~Appendix 41 – District's Required Language~~

KIPP Public Schools

NORTHERN CALIFORNIA

July 15, 2024

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Grave & Steven Voorhis

CHIEF EXECUTIVE OFFICER

Beth Thompson

Benjamin “Sam” Davis
President, Board of Education
Oakland Unified School District
1011 Union Street
Oakland, CA 94607

Re: Charter Petition for KIPP Bridge Academy

Dear President Davis,

We write with enthusiasm and respect to authorize the submission of this charter renewal petition to the Oakland Unified School District. KIPP NorCal, which operates KIPP Bridge Academy, deems the charter renewal submission to be complete, as attested to below.

For over twenty years, KIPP Bridge Academy has served the students and families of West Oakland. These years have brought significant growth and success to thousands of students and deepened our impact on the number of students from the great city of Oakland who graduate 8th grade prepared for high school, college, career and beyond.

We are proud to report that KIPP Bridge Academy is recovering well post-pandemic, exemplified by our most recent SBAC scores, which showed our students rebounding academically. We are making promising progress in closing pandemic-era learning loss and ensuring students are in school while continuing to support our families and students with the resources they need. We are deeply committed to continuing to work with OUSD and look forward to working with one another and the community for years to come.

CONTENTS OF THE SUBMISSION

In compliance with the District’s submission process for considering a charter petition received¹ for renewal, the following items are enclosed along with this letter:

1. **Final Renewal Petition** – A final copy of the renewal petition, including all District Required Language (provided by District staff) and all content required by newly enacted

¹ KIPP Bridge Academy is following the District’s procedures out of respect for the chartering authority relationship, but does not concede that these procedures are necessary to follow because Education Code Section 47605(b) leaves to the Charter School exclusively the right to determine that its charter petition submission is complete.

KIPP Public Schools

NORTHERN CALIFORNIA

laws and regulations pertaining to charter schools since the previous petition, following this letter.

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Gurley Family
Reed Hastings
Andrea Higuera-Ballard & Andy Ballard
Tonia & Adam Karr
ARA Lin
The Logan/Putney
KIPP Forward Endowment
(*Sonja & William Davidow, Rebecca & Andrew Logan, Carolyn & Stewart Putney*)
Connie & Bob Lurie
Michael Moritz & Harriet Heyman
Arthur Rock & Toni Rembe Rock
Jenny Shimizu Risk & Gerald Risk
Sheryl Sandberg
Charles & Helen Schwab
Lisa Sobrato Sonsini & Matthew Sonsini
The Taweel Family
Sandra & John Thompson
Grave & Steven Voorhis

CHIEF EXECUTIVE OFFICER

Beth Thompson

2. **Performance Report** – A performance report using the current Charter Renewal Performance Report template provided by District staff, enclosed as Appendix 26.

3. **Financial Packet** – Financial statements including the annual operating budget and 3-year cashflow and financial projections, as well as backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected ADA), enclosed as Appendix 25.

4. **Red-Line Petition** – A red-line copy of renewal, showing all changes made to the charter school's most recent District Board-approved petition, uploaded to EpiCenter.

5. **Initial Public Hearing Presentation** – A PowerPoint presentation for the initial public hearing, uploaded to EpiCenter.

6. **Verified Data** – as defined by the State Board of Education demonstrating measurable increases in academic achievement or strong postsecondary outcomes, enclosed as Appendix 27.

Certifications

In compliance with Section 47605(b), we make the following certifications:

1. That we are the authorized representative, and that we are competent and qualified to certify the matter herein;
2. That, as authorized representatives, we have personal knowledge of the facts forming the basis of this certification;
3. That we make this certification for the purposes of Education Code Section 47605(b) only; and
4. That we deem the revised charter petition to be complete.

Timeline

According to Education Code Section 47605(b), no later than 90 days after receiving a complete petition package, the Oakland Unified School District shall grant or deny the charter petition. We anticipate that the District will adhere to this timeline during its consideration of the charter petition.

KIPP Public Schools

NORTHERN CALIFORNIA

* * *

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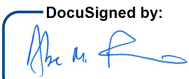
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Beth Thompson

We look forward to working with the District during consideration of the charter renewal petition. Please do not hesitate to contact Hilary Harmssen, Chief External Impact Officer, hilary.harmssen@kipnorcal.org should you have questions regarding this submission.

Sincerely,

DocuSigned by:


Abe Friedman

Board Chair, KIPP Northern California Board of Directors



Hilary Harmssen

Chief External Impact Officer, KIPP Northern California



Michael Burks

School Leader, KIPP Bridge Academy



Rosie Allen

School Leader, KIPP Bridge Academy



KIPP●**BRIDGE** ACADEMY

**KIPP Bridge Academy
Charter Renewal Petition**

Submitted to
Oakland Unified School District
For the Term
July 1, 2025 – June 30, 2030

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AFFIRMATIONS DECLARATIONS, AND ASSURANCES

Affirmation of Conditions Described in Education Code Section 47605(e)

KIPP Bridge Academy (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
 - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))
 - d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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 report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))
7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.
4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq.* and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (l).
10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 *et seq.*) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:
 - a. The California Code of Regulations
 - b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
 - c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq.*)
 - d. Displaying all required postings at school site and online
 - e. Following the minimum and maximum age requirements for enrollment
 - f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific “District Required Language” (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

INTRODUCTION

KIPP Bridge Academy has been a part of the West Oakland community for over twenty years. KIPP Bridge opened in 2002 as a small autonomous middle school within Oakland Unified and later became a public charter school. Since its inception, KIPP Bridge has provided a joyful and academically excellent education to fifth through eighth-grade students. We are proud of our strong history of serving families from West Oakland and are grateful to call the Lafayette campus our home.

During the fall of 2016, KIPP Bridge expanded to include elementary grades in response to family and community demand. In one year, KIPP Bridge nearly doubled in size growing from 317 students in 5th-8th grades to serving 587 students in transitional kindergarten (“TK”)-8th grade. Our expanded school continues to focus on academic excellence, fostering a sense of belonging, developing family and community partnerships, and maintaining dedicated teachers and staff.

At KIPP Bridge, we work with our students to cultivate a growth mindset—the desire to learn from our challenges and grow as a result. We take this same approach not only on the individual level, but also as a school community. As a result, we have rebuilt our school community stronger than ever, with more support for our most historically marginalized student groups through our Designated English Language Development (“ELD”) curriculum, expanded and improved special education services, the expansion of our Multi-Tiered System of Student Supports (“MTSS”) and Tier 4 behavior intervention program to meet the needs of our most vulnerable students. This strength has helped us succeed with resilience through the pandemic and is evidenced by a large number of families, teachers, students, alumni, community groups, and civic leaders who support our request for our fifth 5-year charter term.

As a result of our targeted and intentional efforts to meet our students’ and families’ needs, KIPP Bridge students are benefitting inside and outside the classroom. They are outperforming their peers on state assessments. By the time KIPP Bridge students graduate from 8th grade, they are achieving proficiency on state assessments at higher rates than when they entered. We are proud of the school KIPP Bridge is today—a school that celebrates the rich diversity of the West Oakland community, where students succeed academically and grow as students and as individuals.

Successes and Accomplishments of the Prior Charter Term

Academic & Non-Academic Successes and Accomplishments

- KIPP Bridge developed or expanded the number of programs to support whole-child development, including the Multi-Tiered System of Supports, integrated mental health services, Specialized Teaching Program for students with moderate to severe disabilities or learning needs, and Designated ELD program.
- By the time KIPP Bridge students graduate 8th grade, they achieve proficiency at higher rates on English Language Arts (“ELA”) and Math than when they entered.
- KIPP Bridge’s Black, Latinx, socioeconomically disadvantaged, and English Learner (“EL”) student groups outperformed their peers across the District and State on 2022 and 2023 ELA and Math Smarter Balance Assessment Consortium (“SBAC”).
- KIPP Bridge is committed to social-emotional learning, restorative practices, and individualized support to students according to their needs, which has translated into declining suspension rates and a positive school culture.
- KIPP Bridge has made substantial improvements in its student retention rates and suspension rates over the last three years. The Charter School decreased from a 10% suspension rate in the 2021-22 school year to a 1% rate in 2023-24, and increased retention rates from 79% retained in the 2021-22 school year to 93% in the 2023-24 school year.

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system for evaluating charter schools’ performance based on Dashboard data and metrics as compared to the state average for all students and for subgroups. The California Department of Education (“CDE”) evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. Renewal tracks most recently came back online this year and the CDE released the [performance category data file](#) in March 2024. **According to this file, KIPP Bridge Academy is in the middle-performing category for renewal this year.** We present evidence and data below to demonstrate that KIPP Bridge is meeting the renewal criteria for a five-year renewal.

Middle Performing Category Criteria

Pursuant to Education Code Section 47607.2:

- (1) The chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

Dashboard Academic Indicators: ELA, Math, English Learner Progress Indicator (“ELPI”)

The following section analyzes KIPP Bridge’s academic indicators on the Dashboard in comparison to Oakland Unified School District and the State of California (“State”). We provide this comparison to demonstrate that while KIPP Bridge has room for improvement, we believe we are a vital public school option for Oakland families.

Below is a description of the data outlined in Tables 1 through 3. Note that in 2021, KIPP Bridge participated in optional SBAC administered remotely, which we’ve included below.

- *ELA:*
 - KIPP Bridge Academy's strongest outcomes in ELA are for our subgroups, specifically our Black, Latinx, and English Learners. During our entire charter term, we have outperformed OUSD in these subgroups, and for the past two years, the State as well. For example, in 2023, 41% of Bridge’s Latinx students were proficient, compared to 23% for OUSD and 36% for the State. We are proud that historically underperforming subgroups are reaching higher proficiency rates under our school model, and we are dedicated to continuing to increase these proficiency levels.
 - In overall performance, we saw a dip in 2021 during the pandemic but rebounded during the return to in-person in 2022. We saw a small decline in 2023 in overall performance from 39% to 35%, but rebounded in 2024 back to 39% proficient. We attribute the dip in 2023 primarily to staffing challenges, including a large cohort of first-time teachers, a new leadership team, and mid-year teacher vacancies. When looking at the data by grade-level, the largest dip in performance was in fourth grade. That year, all fourth graders either had a first-year teacher or experienced a mid-year vacancy. High-quality teachers are the cornerstone of student learning, and this data illustrates their impact. We are proud to share that since the 2021-22 school year, our staffing retention has improved. For the 2024-25 school year, approximately 94% of staff are returning. Additionally, in the 2022-23 school year, our overall Special Education (“SPED”) caseload increased and the number of students with moderate to severe disabilities grew from 3 to 5 students.
 - Post-pandemic, we have seen strong academic rebounds in our Latinx, Black, and Socioeconomically disadvantaged (“SED”) subgroups. These subgroups all experienced a dip when tested during the pandemic in 2021, but all showed growth in 2022 and 2023, returning to pre-pandemic performance.
 - In addition, we are seeing the highest proficiency rates in ELA over the last five administrations of SBAC for our Latinx (49%) and socioeconomically disadvantaged students (37%). We included our preliminary 2023-24 data, with no comparisons to the district and state currently available. Overall, we saw an increase in proficiency rates and for a majority of subgroups. In particular, our Latinx and EL subgroups had large increases in ELA proficiency, growing by 8% in proficiency.

Table 1: Academic Indicator: SBAC Proficiency ELA

	2018-2019			2020-21 ¹		2021-22			2022-23			2023-24 ²
	KIPP Bridge	OUSD	State	KIPP Bridge	OUSD/State ³	KIPP Bridge	OUSD	State	KIPP Bridge	OUSD	State	KIPP Bridge
All	36%	33%	51%	30%	NA	39%	35%	47%	35%	33%	47%	39%
Latinx	35%	24%	41%	34%	NA	45%	25%	36%	41%	23%	36%	49%
Black	34%	19%	33%	26%	NA	34%	20%	30%	33%	17%	30%	31%
SED	34%	24%	39%	26%	NA	36%	25%	35%	32%	23%	35%	37%
EL	11%	6%	13%	23%	NA	28%	10%	12%	17%	6%	11%	25%
SPED	12%	9%	16%	6%	NA	16%	13%	16%	10%	13%	16%	16%

- *Math:*
 - Our math data also shows that our strongest comparisons are in our subgroup performance. In 2022 and 2023, KIPP Bridge outperformed the state and OUSD in Latinx, Black, and English-language learner performance. For example, in 2023, 23% of Black students at KIPP Bridge were proficient compared to 11% at OUSD and 17% across the state.
 - Unlike in ELA, we saw a slight increase in all students proficiency by 1% from 2022 to 2023. Pre-pandemic, 26% of students were proficient in math (2019), during the pandemic, 18% of students were proficient (2021), and most recently, 25% (2023) are proficient. We are proud that post-pandemic, we are rebounding and achieving proficiency levels similar to pre-pandemic years.
 - This upwards trend continued in 2023-24, with 27% of students proficient in math, outperforming our pre-pandemic proficiency rate of 26%. Nearly all subgroups experienced a post-pandemic rebound. For example, 24% of Black students were proficient in 2019, dipped to 17% mid-pandemic, and then increased to 18% in 2022, and 23% in 2023. This continued in our preliminary 2023-24 data, showing growth across subgroups. We are proud our subgroups are beginning to bounce back after the impacts of the pandemic, specifically our Latinx students which posted the highest proficiency rate in Math (32%) over the last five administrations of SBAC in 2024.

¹ KIPP Bridge participated in optional ELA SBAC testing in the school year 2020-21 and administered the test remotely.

² 2023-24 SBAC data comparisons are not yet available.

³ The state has 2021 data available, but only 23% of students participated so it is not a comprehensive look at performance.

Table 2: Academic Indicator: SBAC Proficiency Math

	2018-2019			2020-21 ⁴		2021-22			2022-23			2023-24 ⁵
	KIPP Bridge	OUSD	State	KIPP Bridge	OUSD/State	KIPP Bridge	OUSD	State	KIPP Bridge	OUSD	State	KIPP Bridge
All	26%	27%	40%	18%	NA	24%	26%	33%	25%	25%	35%	27%
Latinx	27%	17%	28%	21%	NA	31%	14%	21%	25%	24%	23%	32%
Black	24%	12%	21%	17%	NA	18%	11%	16%	23%	11%	17%	22%
SED	27%	18%	27%	17%	NA	24%	15%	21%	22%	16%	23%	25%
EL	14%	8%	13%	11%	NA	23%	8%	10%	16%	6%	10%	15%
SPED	5%	8%	13%	4%	NA	11%	12%	11%	7%	11%	13%	9%

- *English Learner Progress Indicator:*
 - KIPP Bridge is incredibly proud of the growth we have demonstrated for this subgroup. We went from 34.3% of students making progress toward English proficiency (very low category on the Dashboard) in 2019 to 68% of students making progress in 2022 (very high). This is higher than OUSD and the state and shows a 34 percentage point improvement. In 2023, our scores dipped, and 56.5% of students made progress. Due to the decline, we are categorized as orange on the dashboard, despite comparably outperforming OUSD and the State. We attribute the decline to an increase in our Yemeni population, which required expanding our ELD systems to address English Learners whose first language is Arabic. In addition, we realized we had a gap in staffing. The majority of English Learners were in grades TK-2, and ELD was most established in grades 3-4. In 2024, we added another ELD teacher to address this gap and ensure our earliest learners were getting additional support. We are committed to supporting our English-language learner community, and continuing to provide regular ELD instruction. Additional information on the ways we support our English-language learner community can be found under Element 1.

⁴ KIPP Bridge participated in optional Math SBAC testing in the school year 2020-21 and administered the test remotely.

⁵ 2023-24 SBAC data comparisons are not yet available. Data shown is preliminary.

Table 3: Academic Indicator: ELPI⁶ Comparative Performance

	2019			2022			2023		
	KIPP Bridge	OUSD	State	KIPP Bridge	OUSD	State	KIPP Bridge	OUSD	State
ELPI %	34.3%	45.8%	48.3%	68%	49.1%	50.3%	56.5%	44.2%	48.7%
ELPI Status	Very low	Medium	Medium	Very high	Low	Medium	Orange	Orange	Yellow

Dashboard Non-Academic Indicators: Suspensions and Chronic Absenteeism

The two non-academic Dashboard indicators for KIPP Bridge are Suspension and Chronic Absenteeism.

KIPP Bridge has implemented several initiatives to improve school culture and build a sense of belonging and community. KIPP Bridge continues to improve upon its use of restorative practices, trauma-informed practices, and social and emotional learning. Key initiatives include the development of Tier 4 interventions to support KIPP Bridge’s most vulnerable students under its Multi-Tiered System of Support, and its Attend, Belong, and Grow initiative, which introduced new structures for supporting attendance.

Additionally, attendance has been a region-wide priority, and the school utilizes a variety of strategies including daily phone calls, attendance meetings, and instilling the importance of attendance across multiple formats including parent education workshops, regular family meetings with chronically absent students, Individualized Education Program (“IEP”) meetings, and positive incentives to celebrate excellent attendance. Additionally, in the 2022-23 school year, KIPP Bridge was awarded the Community School Grant by the State of California. With this additional funding, we hired a full-time Community & Collaborative Support Manager dedicated to providing wraparound support to families. This includes utilizing community resources to support families so their students are in school, every day.

These initiatives are directly related to our ability to lower chronic absenteeism and suspension rates. In 2023-24, chronic absenteeism rates decreased by 17.5% in just two years, with an overall rate of 39% chronically absent. We are incredibly proud to share that our suspension rates have also plummeted in recent years, with a suspension rate of 1% in 2023-24. This is a 9% decrease in just two years. We attribute this to the support we outlined earlier, as well as a School Leader transition at KIPP Bridge Upper (grades 5-8), where the majority of suspensions come from in middle school. We are proud of these improvements and will continue to work to ensure students are in school and supported.

⁶ The Dashboard did not include a progress indicator for English Learners in 2018. Therefore, data provided for this academic indicator begins in 2019.

SBAC Cohort Data

Tables 4 and 5 show the SBAC proficiency rates for students based on their tenure at KIPP Bridge. The first row of data shows proficiency for students who are in their first year at KIPP Bridge, and the second row shows proficiency for students who are in their second or more year at KIPP Bridge. For example, in ELA in 2022-23, out of students who were in their first year at KIPP Bridge Academy, 31% of those students were proficient in ELA, while 36% of students who had been there for two or more years were proficient. Despite one year of outlier data (2021-22-math), the data demonstrates that the longer a student is at KIPP Bridge Academy, the higher percentage of proficiency that group has, when compared to students who have only been at the school for one year. This has remained true before, throughout, and after the pandemic.

Table 4: SBAC Proficiency ELA Based on Student Tenure

Testing Year	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
% Proficient for students attending 1 year at KIPP Bridge	22%	29%	24%	27%	37%	31%	39%
% Proficient for students attending 2+ years at KIPP Bridge	48%	35%	39%	31%	39%	36%	39%

Table 5: SBAC Proficiency Math Based on Student Tenure

Testing Year	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
% Proficient for students attending 1 year at KIPP Bridge	19%	16%	15%	18%	36%	23%	26%
% Proficient for students attending 2+ years at KIPP Bridge	26%	26%	29%	19%	22%	26%	27%

Verified Data Overview

Verified Data Sources: Below we outline clear evidence demonstrating measurable increases in student academic achievement and strong postsecondary outcomes through the following verified data sources: mCLASS by Amplify (“DIBELS”), and CORE Collaborative (“CORE”) (a methodology for analyzing CAASPP data).

Verified Data Headlines:

- KIPP Bridge’s DIBELS data demonstrates that, on average, a majority of KIPP Bridge kindergarten through 4th graders make average, above average, or well above average growth on reading in one year.
- The CORE data growth metric and index levels show that, when comparing KIPP Bridge students with their academic peers across California in similar subgroups, middle schoolers in 6th through 8th grades make well above average growth.

Verified Data Deep-Dive

Verified data is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, which was further updated in May 2023. From the SBE-approved list of reliable assessments, KIPP Bridge currently participates in mCLASS by Amplify. Additionally, the SBE adopted under their Data Use Procedures that methodologies for analyzing California Assessment of Student Performance and Progress (“CAASPP”) data, including CORE Student Growth Percentiles, can be used to supplement dashboard results if mutually agreed upon by the charter and chartering authority. Thus, we have included CORE Student Growth Percentiles for consideration.

mCLASS by Amplify Data Analysis

In the 2022-23 school year, KIPP Bridge began administering DIBELS to assess early literacy development in our kindergarten through 4th grade students. To bolster our early literacy practices post-pandemic, KIPP Public Schools Northern California partnered with Lit⁷ to consult and provide training and implementation support around early literacy. All of our TK-4th grade teachers and instructional aides engaged in Language Essentials for Teachers of Reading and Spelling (“LETRS”) training⁸ to build their content knowledge about the science of reading and have been implementing Core Knowledge Language Arts (“CKLA”), also known as the Science of Reading curriculum, which includes Foundations, Heggerty, and Geodes curriculum for explicit phonics instruction, and transitioned to DIBELS for progress monitoring. Additionally, KIPP Bridge uses small group instruction to ensure students of all reading levels are provided targeted instruction. For those that are identified as reading below grade level, or making below average growth, the school provides interventions. For example, roughly 30-40 students in grades K-4 identified as Tier 2 or 3 and therefore received an additional 15 minutes of daily phonics instruction. If one of those Tier 2 or 3 students also participates in our after-school program, they are pulled for additional reading support during the afternoon.

DIBELS has five growth metric levels (well below average, below average, average, above average, and well above average growth), and four performance levels (well below benchmark, below benchmark, at benchmark, and above benchmark). We administer DIBELS three times a year at the Beginning of Year (“BOY”), Middle of Year (“MOY”), and End of Year (“EOY”).

See the below figures for a snapshot of the data looking at the growth metric.

In the 2022-23 school year, based on the Beginning of Year to End of Year growth metric, 55% of the school made average, above average, or well above average growth (shown in Figure 1). Looking at the breakdown by grade, 78% of kindergarten students, 31% of grade 1, 54% of grade 2, 41% of

⁷ [Lit](#) is an Early Literacy consulting group.

⁸ Information on Language Essentials for Teachers of Reading and Spelling training can be found [here](#).

grade 3, and 65% of grade 4 made at least average growth, if not above or well above average. While kindergarten students are showing incredible growth across the year, our older students, who were entering elementary school during the pandemic are needing additional support.

In the 2023-24 school year, 75% of students in grade K-4 made average, above average, or well above average growth from BOY to EOY. We attribute this increased growth to a shift in the Science of Reading Curriculum and Tier 2 literacy interventions during small group reading.

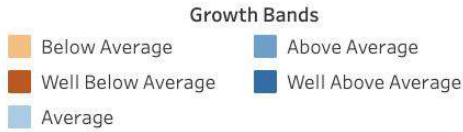


Figure 1: School Year (“SY”) 2022-23 DIBELS Growth Metric: Whole-School

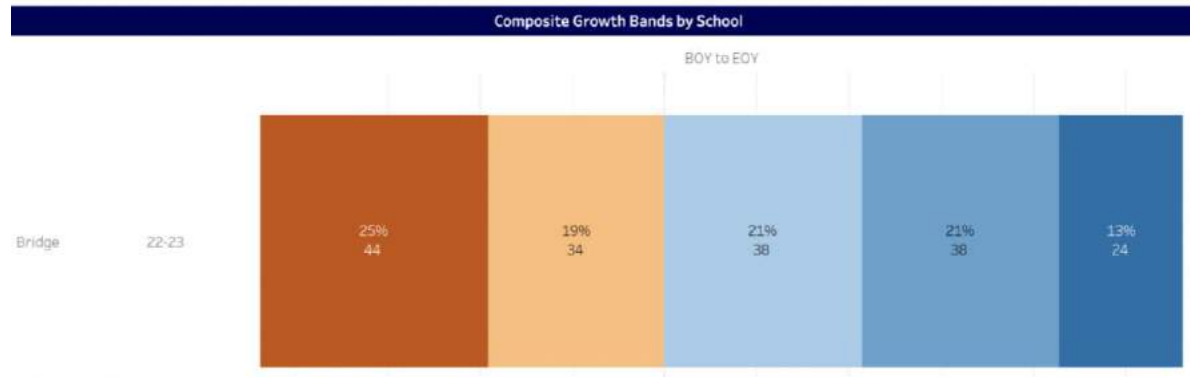


Figure 2: SY 2022-23 DIBELS Growth Metric: Grade-Breakdown



Figure 3: SY 2023-24 DIBELS Growth Metric: Whole-School

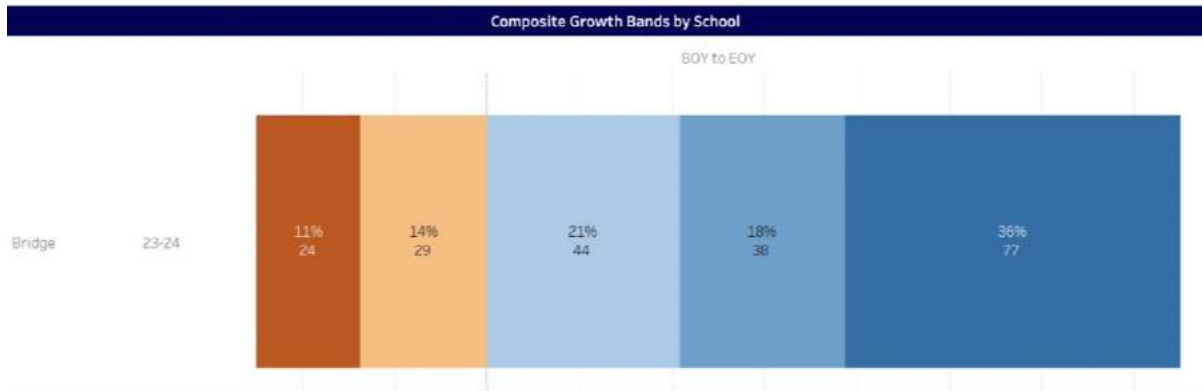


Figure 4: SY 2023-24 DIBELS Growth Metric: Grade-Breakdown



CORE Data Collaborative Data Analysis

The CORE Data Collaborative is a data analysis tool that looks at SBAC scores for students across California. CORE established a growth metric that analyzes aggregate data from a third of all California’s public school students. The CORE growth model measures how students progress in their learning from one year to the next by comparing each students' actual achievement to those in their peer group. The peer group is determined by the students' prior achievement, their demographics and the average prior achievement and demographics of students in their school. Using a students' peer group, CORE data assesses if a student did better than, about as well as or worse than their peers. That information is then aggregated across students by grade level or school to determine who is having the strongest and the weakest impact on student learning.

The CORE growth model reports two growth metrics: a growth percentile and an index level. The growth percentile is based on a 0 to 100 scale ranging from “below average” to “above average” growth. The index level is based on a 1-10 scale, with 10 being the highest performing. The index level represents how far schools have grown student achievement relative to schools serving similar students.

Tables 7, 8, and 9 below report growth percentile and index level for grades 4th through 8th individually, and for elementary school (“ES”) overall (4th/5th) and middle school (“MS”) overall (6th/7th/8th).

CORE Growth Percentile and Index Levels Summary

- ELA:
 - A majority of KIPP Bridge students show above average, or well above average growth compared to their peers. In 5th, 6th, and 7th grade, students show above a 90% growth metric, demonstrating these cohorts of students are making above well above average growth.
 - We see a slight dip in 8th grade, with a growth metric of 60%, however, this is still categorized as slightly above average growth.
 - We see the least amount of growth happening in 4th grade, a stark contrast to the other grades. We attribute this outcome to the lasting impacts of the pandemic and distance learning, exacerbated by high staff turnover, inexperienced teachers and multiple staff vacancies throughout the year. We discussed these vacancies earlier in the petition in detail. We see the same outcomes here due to the staffing challenges in 4th grade in the 2022-23 school year.
 - The broad trends in overall performance are reflected in subgroup data, with Latinx, Black, ELs, SpED, and Socioeconomically Disadvantaged students showing above average growth in most grades.
 - Index levels paint a similar picture as the growth percentiles, with the ES having a “6/10” and the MS a “10/10” in ELA growth.
 - Despite the challenges in 4th grade, we believe KIPP Bridge’s CORE data illustrates that incredible growth is happening in the majority of our testing grades (5th-8th), when compared to similar peer groups across California. We are confident that with KIPP

Bridge’s continued investment in research-backed curriculum, hiring and retaining high-quality teachers, implementing comprehensive support and targeted intervention for all students, we will continue to see above average growth in all grades, and will see significant gains in 4th grade.

Table 7: CORE Growth Percentile: 2021-22 to 2022-23 ELA

	All ES	4th	5th	All MS	6th	7th	8th
All Students	51%	8%	92%	99%	95%	99%	60%
Latinx	50%	NA ⁹	NA	99%	NA	NA	NA
Black	48%	6%	92%	99%	92%	99%	68%
ELs	48%	NA	NA	96%	NA	NA	NA
SED	50%	8%	92%	99%	95%	99%	61%
SpED	NA	NA	NA	98%	NA	NA	NA

- Math:
 - Our math data shows similar growth trends to ELA, with a majority of grades showing well above average growth (>90%). We similarly see below average growth in 4th grade, and attribute this to the same reasons mentioned above.
 - The broad trends in overall performance are reflected in subgroup data, with Latinx, Black, ELs, SpED, and Socioeconomically Disadvantaged students showing above average growth in most grades.
 - Index levels paint a similar picture as the growth percentiles, with the ES having a “7/10” and the MS a “10/10” in Math growth.

Table 8: CORE Growth Percentile: 2021-22 to 2022-23 Math

	All ES	4th	5th	All MS	6th	7th	8th
All Students	65%	12%	94%	99%	83%	96%	93%
Latinx	67%	NA	NA	99%	NA	NA	NA
Black	61%	8%	94%	99%	80%	95%	94%

⁹ NA= <20 students in that subgroup or grade for at least one year of data (either 2021-22 or 2022-23)

ELs	51%	NA	NA	98%	NA	NA	NA
SED	65%	12%	94%	99%	83%	97%	93%
SpED	NA	NA	NA	97%	NA	NA	NA

- Chronic Absenteeism:
 - We received an index level of “1/10” on chronic absenteeism. We noted earlier that we have continued to have a steep decline in the school’s chronic absenteeism raw data, and for the 2023-24 school year declined by an additional 9% from 2022-23. We are confident that if we were able to see the data analysis for growth from 2022-23 to 2023-24, we would see higher numbers. In the Dashboard section outlined above, we outline the many interventions we are utilizing to decrease this rate.
- Suspension Rates:
 - We received an index level of “10/10” on suspensions, reflecting the incredible growth the school has made in this area. We are proud of this metric, and detail our interventions above in the Dashboard Indicator section.

Table 9: CORE Index Levels: School Years 2021-22 to 2022-23

	ES - Chronic Absenteeism	MS - Chronic Absenteeism	ES-Suspensions	MS-Suspensions	ES-ELA Growth	MS-ELA Growth	ES-Math Growth	MS-Math Growth
Index Level	1	1	10	10	6	10	7	10

In conclusion, KIPP Bridge meets the renewal criteria under a middle track school based on the schoolwide and subgroup performance on the state indicators referenced above. In addition, KIPP Bridge has declining chronic absenteeism and suspension rates, and high staff retention. As demonstrated in DIBELS, our youngest students are getting the support they need to be strong readers. Through CORE, our middle school students are achieving well above average growth compared to their peers across the State. KIPP Bridge looks forward to the opportunity to continue our work and build on our past successes and lessons to meet our mission. We deeply appreciate our over twenty year history of partnership and trust with parents, the community, and the Oakland Unified School District leadership and Board, and we look forward to the shared work ahead.

ELEMENT 1 – Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” – Ed. Code § 47605(c)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” – Ed. Code § 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ‘shall consult with teachers, principals, administrators,

other school personnel, parents, and pupils in developing the local control and accountability plan and annual update (Ed. Code § 47606.5(d)).

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

KIPP Bridge Academy does not currently offer a long-term independent study program to students. However, we have a KIPP-board approved Independent Study board policy in the event of extenuating, unprecedented circumstances. See Appendix 23.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home

instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

	<i>Projected Student Enrollment for Each Year by Grade Level and Total Enrollment</i>				
<i>Grade Level</i>	<i>Year 1: 2025- 26</i>	<i>Year 2: 2026- 27</i>	<i>Year 3: 2027-28</i>	<i>Year 4: 2028-29</i>	<i>Year 5: 2029-30</i>
<i>TK</i>	20	20	20	20	24
<i>K</i>	47	56	56	56	56
<i>1</i>	40	50	56	56	56
<i>2</i>	51	40	54	56	56
<i>3</i>	52	51	43	56	56
<i>4</i>	51	53	56	44	56
<i>5</i>	55	60	66	66	66
<i>6</i>	70	70	70	70	70
<i>7</i>	65	65	65	65	65
<i>8</i>	60	63	63	65	65
<i>Total</i>	<i>511</i>	<i>528</i>	<i>549</i>	<i>554</i>	<i>570</i>

Maximum Enrollment for Charter Term: 835

Charter School will submit a petition to materially revise its charter if any of the following occur:

1. The Charter School seeks to serve any grade levels not already approved by the District on the schedule approved by the District;

2. *The total enrollment in a given year exceeds the maximum enrollment by 5% or more.*
3. *The total enrollment in a given year is more than 15% below the projected enrollment per the schedule above.*

KIPP NorCal does not agree to be bound by the OUSD District Required Language immediately above, which purports to require KIPP Bridge to seek a material revision in the event that any of the unilaterally-imposed thresholds are triggered. Education Code Section 47605(a)(4) identifies only two changes to a charter petition that legally require a material revision: adding an additional facility, or adding a grade level. A small difference between enrollment projections and actual enrollment, particularly as the entire state continues to recover from the pandemic and increased threats of emergencies, does not rise to that level, and does not require a material revision. Notably, decreasing grade level(s) served does not require a material revision; a change in enrollment projections does not, either.

Hybrid and/or Virtual Classroom Learning

Charter school recognizes that it is obligated to provide adequate supervision of all instruction to promote student learning and pupil safety, and immediate supervision by a properly credentialed instructor as a condition of apportionment. Charter School intends to offer classroom instruction in which the teacher participates virtually (i.e., from a remote location via videoconference) and certifies that virtual instruction shall only be provided synchronously, by a certificated employee holding the credential required for his/her teaching assignment under California law, and with two-way audio and visual feed between teacher and students. Charter School shall also provide in-class supervision by a teacher's aide or certificated employee at all times that virtual instruction is being provided. All instruction shall comply with California State Standards and California Standards for the Teaching Profession. Charter school shall immediately reconfigure all instructional practices to conform with any legislative or regulatory enactments, or Statewide policy directives, regarding virtual instruction.

Special Education: *See the Special Education section listed below.*

Mission and Vision

Mission & Vision




Our Vision: Every child grows up free to create the future they want for themselves and their communities.

Our Mission: *Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.*

Values

KIPP Bridge Academy is split into two different school models to better meet the needs of each student population. KIPP Bridge Rising serves grades transitional kindergarten through fourth grade, and KIPP Bridge Upper serves grades fifth through eighth. Each school has their own School Leader and a different set of core values, outlined below. The two School Leaders partner closely together to ensure alignment across the transitional kindergarten through eighth grade setting, and a smooth transition for those matriculating from fourth to fifth grade.

KIPP Bridge Rising Core Values

Core Value	Core Value Statement
 <p data-bbox="440 884 521 909">Belong</p>	<p data-bbox="784 709 1555 1165">We all will belong because we feel safe to bring our full selves to our community. We answer affirmatively to, 'am I seen?' 'am I loved?' 'am I valued?' We use our awareness and analysis of how all forms of oppression rooted in white supremacy and anti-blackness manifests in our school in order to interrupt actions and systems that fail our community. We view accountability as our work together to address injustice and transform what is unjust. We center people first by interactively modeling everything, relying on restorative practices, and listening and responding to members of our community. We work to understand the needs of families, including their hopes and dreams, by listening and engaging in creative problem solving with empathy and without shaming.</p>
 <p data-bbox="448 1360 509 1386">Learn</p>	<p data-bbox="784 1203 1563 1480">We invite shared meaning in the classroom by planning with the end goal, identifying clear criteria for success, and centering student voices and experiences in their learning. We differentiate to ensure students have what they need to feel and be successful and place thinking on students so they actively participate in their learning. We collaborate with students and families to share student progress and success by continuously listening, affirming, and communicating.</p>
 <p data-bbox="448 1686 509 1711">Grow</p>	<p data-bbox="784 1518 1544 1795">We believe in the ability of everyone growing and becoming stronger with practice, coaching, and a growth mindset. We normalize mistakes as tools to get better and constantly seek opportunities to interrupt and transform failing systems. We differentiate our teaching and learning for students, staff, and families so we can all tap into our individual and collective potential. We name and celebrate progress and embrace circles as the key lever toward driving equity and shared meaning.</p>

KIPP Bridge Upper Core Values

Core Value	Core Value Statement
 <p>Purpose</p>	<p>I will look to my past and forward to my future to find my focus and my purpose.</p>
 <p>Ujima</p>	<p>We will build and maintain our community together. We will make our sister's and brother's problems our problems and solve them together.</p>
 <p>Love</p>	<p>Love is an act of courage. I will love myself, my family, my people, and my community by being compassionate, kind, and respectful.</p>
 <p>Perseverance</p>	<p>I view challenges as an opportunity and mistakes as part of learning. I will keep trying, practicing, and growing.</p>

Student Community

Our Student Community

KIPP Bridge believes that all students should have access to a top-quality education, which will prepare them for success in college, career, and life. KIPP Bridge’s student body is reflective of West Oakland’s diverse, vibrant community, and KIPP Bridge honors and respects the diverse backgrounds represented by its students.

Table 10: Enrollment by Ethnicity (2023-24)

	Black	American Indian or	Asian	Filipinx	Latinx	Pacific Islander	White	Multi-Racial
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		Alaska Native						
KIPP Bridge	55%	3%	2%	<1%	24%	1%	9%	6%
OUSD	20%	<1%	10%	<1%	46%	1%	11%	7%

Table 11: Enrollment by Student Group (2023-24)

	English Learner	Homeless Youth	Students with IEPs	Foster Youth	SED
KIPP Bridge	25%	4%	16%	<1%	91%
OUSD	35%	1%	16%	<1%	77%

As a non-selective public school, KIPP Bridge is tuition-free and is open to all students, regardless of ethnic, socioeconomic or religious background. KIPP Bridge conducts its lottery in the spring of each year. Any students who are not admitted through the lottery are placed on a waiting list. More detailed information on enrollment and the lottery can be found in Element 8.

Means to Achieve Mission and Vision

KIPP Bridge Academy is able to achieve its mission and vision through the dedication of staff, students and families, as well as KIPP’s guiding principles, regional and national supports, family engagement, and community interest. This structure has led KIPP Bridge students to demonstrate success at each step of the pathway to choice-filled lives, from their time in elementary school to middle school to high school and beyond.

Guiding Principles: The KIPP Northern California Difference

Sense of Belonging

KIPP NorCal provides a positive and supportive learning environment where students of all races, incomes, and abilities are known, respected, and empowered. KIPP NorCal uses social-emotional teaching practices that affirm the identity, background, and experience of every KIPP NorCal student.

Academic Excellence

KIPP NorCal fosters a culture of academic excellence and intellectual curiosity through individualized instruction that meets the learning needs of every student. A KIPP NorCal education helps students develop the academic skills and character strengths needed to succeed in college and life.

Family & Community Partnerships

KIPP NorCal partners with families and local organizations in their communities to support healthy development for children. KIPP NorCal joins other educational and community-based groups in advocating for issues that matter to their families, such as immigration rights and racial equity.

College & Career Guidance

KIPP NorCal prepares students to identify their passion, purpose, and plan for how to thrive in college, career & beyond-so they can lead fulfilling lives and build a more just world. The KIPP Forward Team begins working with students starting in 11th grade and continues to support them after high school. KIPP Forward Advisors help alumni navigate the academic, social, and financial challenges they might encounter while in college or pursuing a career.

Teacher Support & Growth

KIPP NorCal recruits and retains a diverse group of teachers with high expectations who believe in KIPP NorCal’s mission and are committed to helping all students reach their full potential. KIPP NorCal equips teachers with opportunities for professional growth through individual coaching and specialized professional development.

Regional and National Supports

Regional Supports

KIPP Northern California is the regional charter management organization that holds the charters for KIPP schools throughout Northern California and is responsible for their operation, sustainability, quality, and growth.

KIPP Northern California 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 support, financial reporting, accounting, payroll, talent recruitment, compliance, human resources, marketing, scalable back-office business operations, and alumni support. To learn more about KIPP Northern California’s Executive Team, please see Appendix 1.

KIPP Northern California’s Track Record of Success

KIPP currently works with more than 6,500 students and families throughout Northern California. While our work continues, we are proud of our results to date:

- KIPP Northern California students met or exceeded the state average for socioeconomically disadvantaged students by 9 percentage points on SBAC ELA and 9 percentage points on SBAC Math in 2022.
- 92% of KIPP Northern California students graduate from high school within four years.
- 65% of KIPP Northern California alumni are matriculating to 4-year college programs and 29% are matriculating to AA & CTE programs which exceeds the national average across all income groups
- KIPP students are several times as likely to graduate from college as other students from low-income backgrounds. KIPP Northern California's college completion rate for all time is 48%. That

rate is higher than the national average for all working age people, and it is significantly higher than the averages for both low-income and first-generation students nationally.

National Supports

KIPP Northern California benefits from the support of a national network of KIPP schools founded 30 years ago, as well as the KIPP Foundation.

KIPP and KIPP Foundation Background

KIPP was founded in 1994 as a special program in a traditional public school in an educationally underserved area of Houston, Texas. KIPP students' accelerated academic achievement fueled the program's expansion. 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 250 schools serving more than 100,000 students across the country, and now operates full kindergarten through twelfth grade systems of schools.

The nonprofit KIPP Foundation trains and develops outstanding educators across KIPP regions to open and lead KIPP schools; provides tools, resources and training for excellent teaching and learning; promotes innovation; and facilitates the exchange of insights and ideas across KIPP and other public schools and organizations.

The KIPP Foundation is responsible for supporting excellence and sustainability across the network and leading network-wide innovation efforts. The KIPP Foundation provides a variety of supports and services to KIPP schools and regions in areas including legal support, real estate, technology, finance, corporate governance, operations, communications, marketing, and development.

The School Leader of KIPP Bridge Academy benefits from rigorous and innovative leadership and management training provided by the KIPP Foundation. Please see Appendix 4 for more details about the KIPP Principal in Residence Training leadership program.

KIPP's National Track Record of Success

Since 1999, KIPP schools nationwide have followed and supported their students through college completion. Every year, hundreds of educators, parents, professors, and interested citizens visit KIPP schools to learn from KIPP's success in boosting academic achievement and implementing strong school-wide culture. KIPP has been celebrated as a model that works by *The New York Times*, *The Washington Post*, *Newsweek*, *People*, *Education Week*, *Business Week*, *ABC's Good Morning America*, *CBS's 60 Minutes*, *U.S. News and World Report*, *USA Today*, *National Public Radio*, *PBS*, *The Oprah Winfrey Show*, and many others.

In September 2015, Mathematica Policy Research released findings from a five-year evaluation of KIPP schools. This was the first report to ever include KIPP schools at all K-12 levels. The report examines KIPP's impact over the past decade. Some of the key findings are as follows

- Consistent with prior research, KIPP middle schools have positive, statistically significant, and educationally meaningful impacts on student achievement in math, reading, science, and social studies. Average impacts of middle schools were positive and statistically significant throughout the 10-year period covered by the study, though higher in earlier years than recent years.
- KIPP elementary and middle schools have positive impacts on school satisfaction, particularly among parents. More than three-quarters of KIPP elementary parents in the study rate their child’s school as excellent, compared to about half of parents in the control group (defined as those who had applied to KIPP but enrolled elsewhere).

In fall 2023, Mathematica released the latest of their third-party, independent research in a 15-year study of the long-term impacts of attending KIPP schools. The study shows that students who attended and graduated from KIPP were nearly twice as likely to earn their 4-year degrees as their peers who applied to enter our open-enrollment, non-selective KIPP schools but were not chosen in the random lottery¹⁰.

The report found that the college completion rate of KIPP alumni, if extrapolated nationwide, would completely close the degree completion gap for Black students and nearly close the degree completion gap for Latinx students in the United States. Please see Appendix 24 for additional information on the Mathematica study and similar research demonstrating the efficacy of KIPP’s model.

KIPP Forward

As part of the KIPP commitment to ensure that its students climb the mountain to and through college, KIPP Northern California continues to support students after they leave KIPP high schools through the KIPP Forward (“KF”) program. The mission of KF is for all students to have the access, skills and resources necessary to navigate to and through their postsecondary program into self-sufficient adulthood. The KF team provides structured support focused on postsecondary readiness, persistence, and completion for our alumni.

KIPP Forward’s aim is to support our alumni to feel empowered to pursue their vision of a fulfilling life and build a more just world. We believe that career integration and coaching to strengths as early as possible is a key element to supporting alumni to develop a strong passion and purpose, which will carry them through whatever postsecondary program they choose. We also believe that if students have a strong passion and purpose, self-awareness, and early career exposure, this will increase investment in their K-12 education, because they will be able to make clear connections between theory and practical applications in the real world.

In our region, 50% of all students who have attended a KIPP high school have graduated from a four-year college. This group of KIPP alumni is 95% African American, Asian, or Latino, with more than 88% having qualified for federal free or reduced-price meals. These KIPP alumni have a higher

¹⁰ See study here: <https://www.mathematica.org/publications/long-term-impacts-of-kipp-middle-and-high-schools-on-college-enrollment-persistence-and-attainment>

college completion rate than the average of all students across all income levels nationwide (in 2019, 34% percent of all Americans aged 25 to 29 have earned a bachelor's degree or higher¹¹). KIPP's college completion rate is more than four times the rate of students from low-income communities across the country (for students from low-income families, only 1 in 10 have earned a bachelor's degree by their mid-20s¹²). For a recent update on our KIPP Forward Program, please see Appendix 2. Services provided by KIPP Forward include:

Student Support for High School and Postsecondary Success

- **College Advising:** Ninth through twelfth grade students attending a KIPP High School are provided with college knowledge and academic advising through workshops and meetings. All eleventh and twelfth graders work closely with KIPP Forward Advisors who guide students through the college application process – from researching the right postsecondary program match, completing applications and financial aid to accessing scholarships and enrolling in the best fit postsecondary program.
- **Alumni Advising:** KIPP Forward Alumni Advisors track academic progress, connect students to services on and off campus, and help alumni stay linked to their KIPP family through outreach, events and the network of KIPP schools that span the country.
- **KIPP College Savings Program:** KIPP's College Savings Program consists of three parts: student financial literacy lessons, parent financial empowerment workshops, and enrollment into 529 savings accounts for KIPP NorCal students and alumni. Through our partnership with Utah's Educational Savings Plan, KIPP students and alumni are eligible to enroll in 529 plans to make saving for college easy, convenient and affordable.
- **Internships:** Summer internships at KIPP NorCal's regional office and with corporate partners.
- **Career Preparation:** Students learn how to build resumes, prepare for interviews, and network with adults.

Connections

KF builds connections with and between students in the following ways:

- **Alumni Database:** KF tracks student progress and maintains accurate records so we know where our alumni are and where they are headed.
- **Communications:** Facebook connects students and provides information about college advising and college persistence.
- **College Cohorts:** KF Advisors create cohorts and build community among students at local colleges with the goal of building affiliation and connection for students with their university and with each other. Gatherings have included study sessions, baseball games, and holiday celebrations. Because many students live at home or off campus while attending university and commute to campus, College Cohorts foster engagement and connection that increases the

¹¹ See study here: https://nces.ed.gov/programs/coe/pdf/coe_caa.pdf

¹² See study here: <https://www.kipp.org/wp-content/uploads/2016/09/CollegeCompletionReport.pdf>

likelihood for students to persist through their college experience. Additionally, this program can be especially meaningful for students transferring to a 4-year college from community college or other school. KIPP NorCal currently has College Cohorts at most major, local universities where KIPP alumni enroll, including San Jose State University, UC Berkeley, San Francisco State University, UC Davis, and others.

College Partnerships

Since 2011, KIPP has partnered nationally with colleges and universities to develop and strengthen support systems for first-generation college-going students. Our partner institutions represent the full spectrum of American higher education, from large public research universities to small private liberal arts colleges to community colleges. The goal of these partnerships is for each partnering institution to leverage its recruiting and retention initiatives to ensure KIPP students enroll, persist, and graduate.

In 2018, KIPP shifted its focus to partner with colleges that have a successful track record of supporting and graduating first-generation, low-income students of color and/or institutions that enroll a large number of KIPP alumni year over year. We still continue to partner with over 85 universities, although primarily focus on building new partnerships with the institutions that fit the criteria above.

Today, there is a network of 98 partner universities, both those local to the Bay Area and others around the country. Please see Appendix 3 for a complete list of our current college partnerships across the country. Below is a list of our 12 current, local California College Partners:

- California Polytechnic University, San Luis Obispo
- De Anza College
- Notre Dame de Namur University
- Saint Mary's College of California
- San Francisco State University
- San Jose State University
- Sonoma State University
- University of San Francisco
- University of California, Berkeley
- University of California, Davis
- University of California, Merced
- University of California, Santa Cruz

Family Engagement and Community Interest

KIPP Bridge Academy values families as essential partners in education. KIPP Bridge Academy provides a variety of opportunities for families to be active participants in the school, from social and cultural events like the Fall Carnival, Eid Festival, Back to School Night, and Literacy Workshops to formal

engagement structures such as the KIPP Family Council (“KFC”), and English Learner Advisory Committee (“ELAC”). These events help build a strong school culture and community.

KIPP Bridge Academy is proud to be part of the West Oakland community, and aims to cultivate a lifelong love of learning by developing poised and confident leaders who are committed to serving their community. Current and past community partnerships include the Alameda County Community Food Bank, Sidra MENA Community Wellness, Safe Passages, Family Support Services, Family Paths, One Warm Coat, and Oakland Adopt a Spot.

Working together, KIPP’s Guiding Principles, regional and national supports, family engagement and community partnerships enable KIPP Bridge to prepare its students to thrive in college, career, and beyond, as demonstrated by the data shared in the “Introduction” section above.

What it Means to be an Educated Person in the 21st Century

Becoming a 21st Century Learner

It is the goal of KIPP Bridge Academy to prepare students with the skills and confidence to pursue the paths they choose — college, career and beyond — so they can lead fulfilling lives and create a more just world. At KIPP Bridge, becoming a learner in the 21st century means:

- Students possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of ELA, math, 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 are comfortable utilizing a wide range of technologies
- Students actively engage with technology to extend their learning through creativity and innovation
- Students are critical thinkers and problem solvers
- Students have an appreciation for the humanities and show respect for diverse cultures
- Students possess a drive to constantly learn and improve themselves
- Students accept personal responsibility for their own actions and their learning
- Students possess a strong desire to serve the community in which they live and help others
- Students have the desire, discipline, and dedication to achieve their highest aspirations and dreams
- Students are equipped with the agency and critical consciousness to drive meaningful change and innovation.

Ultimately, these objectives are met through academic knowledge and skills, personalized instruction, social emotional learning (“SEL”), and a positive school culture and climate.

Developing 21st Century Learners through Academic Knowledge and 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 involvement.¹³ Our focus at KIPP Bridge Academy is therefore on developing outstanding educators who have high degrees of success in delivering rigorous academic programs.

The content of the educational program at KIPP Bridge centers on gaining knowledge and mastering particular academic skills, forming effective intellectual habits, and building character strengths – all so that students can lead choice-filled lives. Our academic program is college and career-preparatory, with the necessary supports in place for all students to access the curriculum. More detailed information on the academic program at KIPP Bridge can be found in the “Curriculum and Instruction” section below.

Developing 21st Century Learners through Personalized Learning Platforms

Leveraging technology to achieve personalization is one component of enabling high academic achievement at KIPP Bridge.

Ultimately, our goal is for each student to have full mastery of the knowledge and skills necessary for college, career, and the competitive world post-graduation. This means that our students must be prepared to be creators, not just consumers, of the innovation that surrounds us in Silicon Valley and beyond.

Personalization enables students to be continually challenged at their proximal zone of development. The effective utilization of technology supports student success by providing even greater differentiation and personalization of their learning. At KIPP Bridge, teachers use technology in combination with other instructional strategies to achieve the following goals:

- Ensure that our students are mastering foundational content knowledge
- Enhance individual achievement and learning through adaptive content solutions and assessments
- Increase targeted support and time with teachers
- Build higher order thinking, problem solving, and research skills by allowing students to interact with information in multiple ways
- Enable students to collaborate closely with peers on projects
- Enable new forms of student expression and creation

¹³ Marzano, Robert. September 2003, Educational Leadership.

- Facilitate access to data, professional development opportunities, and enhance instructional support (including the organization and distribution of teacher lesson plans)

Please see Appendix 5 for a list of personalized learning platforms and tools currently used at KIPP Bridge Academy, including Lexia, Boost Reading, ST Math, Zearn Math, Ignite Reading, and Epic Books.

Developing 21st Century Learners through Social Emotional Learning and Positive School Culture and Climate

KIPP Bridge prioritizes social and emotional learning and the use of restorative and trauma-informed practices. KIPP Bridge Academy strongly believes social emotional learning and restorative justice will position our students for success in school and in life. We've tailored a Multi-Tiered System of Support to ensure all students get what they need to develop socially and emotionally:

- Tier 1
 - Explicitly name SEL curriculum implementation and consultation
 - Mental health workshops for families
 - Mental health consultations for teachers and staff
 - Mental health office hours for staff
 - Mental Health office hours for students
 - School wide mental health campaigns
- Tier 2
 - Social Skills Group - include "time limited group counseling" (ie social skills, grief and loss, divorce, etc.)
 - Access to as-needed mental health check-ins (including safety assessments)
 - Check In Check Out
 - Positive behavior reinforcement plan support (consultation & development)
 - Push-in social-emotional support & coaching
 - Parent psychoeducation
 - Classroom observations
 - Teaching & coaching of self-regulation strategies
- Tier 3
 - Individual Counseling
 - Educationally Related Mental Health Services (including Individual Counseling, Counseling & Guidance, Parent Counseling, Social Work Services, etc.) per a student's IEP
 - Targeted case management & collaboration with intensive service providers (Therapeutic Behavioral Services, wraparound, etc.)
 - Behavior Intervention Plans for students with IEPs
 - Family counseling
 - Psychosocial assessments for IEP students (Educationally Related Mental Health Assessment ("ERMHS"), Functional Behavioral Assessment ("FBA"), etc.)
 - Crisis counseling & risk assessment
- Tier 4
 - **Definition:** A program tailored to the behavioral, academic and social emotional strengths as well as needs of students and families towards a "choice filled" life; offered through strengths based counseling , enriching activities, tailored academic support and

scheduling, social skills development, community resources and more. We aim to empower our students with the joy of learning, to uncover the power within themselves and assist them in building the mindsets, skills and relationships necessary to succeed beyond our school.

- **Services** offered that support the child at school and in life, which can include:

Table 12: Example Tier 4 Services

Student	School	Parent/Family	Community
Individual Counseling (one on one) Counseling and Guidance (group or push in) Behavior Intervention Services (para) Speech* Occupational Therapy*	Alternative Scheduling Specialized Academic Instruction Teacher Coaching Social Skills Group Psych Services (consult and coaching)	Parent Counseling Parent Workshops	Social Work Services Field Trips Vocational Skill building

More information on KIPP Bridge Academy’s approach to social and emotional development and restorative justice practices can be found in the section titled “How Learning Best Occurs” below.

How Learning Best Occurs

KIPP Bridge Academy’s academic program was built on the core beliefs, practices and lessons learned from high-performing schools in the Bay Area and throughout our country.

In addition to the guiding principles for all KIPP schools outlined above, the key descriptions of the school experience at KIPP Bridge is captured in three sections on how learning best occurs:

- Through a rigorous, standards-based curriculum
- Through high-quality instruction
- Through social emotional learning and an integrated system of care

Learning Best Occurs with a Rigorous, Standards-Based Curriculum

The content of the KIPP Bridge curriculum focuses on building upon foundational skills coupled with an emphasis on higher order thinking processes in all content areas. In accordance with state regulations, KIPP Bridge provides the standard age-appropriate curriculum for Mathematics, Science, English Language Arts, History-Social Science, and Visual-Performing Arts at each grade level.

In line with our mission to prepare all students for success in college and beyond, KIPP Bridge has adopted all applicable state content standards, including Common Core State Standards (“CCSS”), the Next Generation Science Standards (“NGSS”), English Language Development Standards, History-Social Science Framework, and all other applicable state content standards (hereinafter, collectively “State Standards”) for our students. The CCSS represents the knowledge and skills that prepare students for college and career. The College and Career Readiness Standards (“CCRS”) and assessments provide a way to measure knowledge and skills and are gateway assessments of whether students are ready to enter college. Together, these standards and assessments ensure that our students are ready to take on the rigors of college and future careers.¹⁴ KIPP Bridge is committed to ensuring that our students meet the challenging demands of the State Standards, particularly the Common Core State Standards and Next Generation Science Standards.

The State Standards are supplemented with social-emotional learning, advisories, study skills, extra-curricular activities, technology, and art. Clear and specific standards-based academic objectives are mastered at each grade level as students move through the curriculum at KIPP Bridge’s intensified pace.

Teacher and staff supports:

The adoption of CCSS and NGSS and assessments for our schools is part of a long-term strategy to increase the percentage of our students persisting in and graduating from college. The content knowledge and instructional shifts demanded by the CCSS and NGSS require us to invest even more in our teachers and leaders. KIPP Northern California has invested in the following supports for our staff during the past several years:

- Implemented research-based, CCSS-aligned curricula in Mathematics, ELA, and Science, and set student achievement goals based on CCSS.
- Streamlined our balanced assessment strategy: Elevated and adjusted regional interim assessments for Math, ELA and Science to more effectively identify key strengths and gaps in student learning. SBAC and California Science Test (“CAST”)-aligned interims are administered three times a year, and the data is analyzed with student work in hand to prioritize key gaps and strategically plan for instructional intervention.
- Revamped our regional assessment data system (KIPP Galaxy) to capture and disaggregate assessment data by subgroups. This has allowed us to better identify and respond to region-wide trends in student learning.
- Partnered with EL Achieve to lead schools in Integrated ELD training that focused on research-based planning and instructional approaches to more effectively meet the needs of EL students.
- Improved access to grade-level content by supporting staff to implement Learning Acceleration practices in ELA and Math to close gaps in unfinished learning.
- Revamped our summer regional sessions for math, science, social studies and ELA teachers to effectively build skills in standards deconstruction, data-driven instructional strategies and

¹⁴ Source: “How ACT Assessments Align with State College and Career Readiness Standards”, Sara Clough and Scott Montgomery, 2015. (<http://www.act.org/content/dam/act/unsecured/documents/Alignment-White-Paper.pdf>)

backwards planning that inform internalization and planning.

- Partnered with the Relay Graduate School of Education to provide rigorous coaching training to our School Leaders, Assistant Principals and Content Specialists to prepare for the school year with an aligned lens towards effective observation feedback, data-driven instruction, and professional development design.
- Incorporated region-led rigor visits to monitor exemplar-driven internalization and ensure it is used effectively as a scaffold for content development and as a means of monitoring mastery in real time in classrooms.

KIPP Bridge Academy combines rigorous State Standards with pedagogical methodologies that have proven successful. At KIPP Bridge, staff have flexibility to work together to determine the curricula that best match student needs and the demands of the State Standards. Incoming student strengths, needs and performance levels determine the manner in which standards-aligned curriculum is implemented.

Learning Best Occurs with High-Quality Instruction

Implementing a high-quality instructional program is paramount to KIPP's track record of success. At KIPP Bridge, high-quality instruction is standards-based, with an emphasis on academic, intellectual, and character strengths, and explicitly ties to KIPP Bridge's mission to become passionate readers and critical thinkers who realize their highest potential to benefit themselves, their families, and their community.

Instructional Power Moves

Research demonstrates that high-performing teachers do three things in a continuous cycle: internalize standards and content to plan strong lessons, deliver strong instruction, and monitor student learning and respond both in-the-moment and after lesson delivery.

In response to this research, educators at KIPP Bridge engage in 3 Instructional Power Moves:

- *Internalization and Planning*: Lead teachers in exemplar development to inform internalization and planning and provide feedback on lesson plans
- *Observation/Feedback*: Observe lesson delivery and provide feedback on instruction (real-time feedback or observation/feedback meeting)
- *Data-Driven Instruction*: Facilitate data analysis meetings (i.e. Weekly Data Meetings, Interim Assessment Data Days) and provide feedback on teacher's data analysis, reteach plans and action plans.

KIPP Bridge's School Leaders and Assistant Principals participate in training from the Relay Graduate School of Education focused on two of the Instructional Power Moves: Observation/Feedback and Data-Driven Instruction. Participation in this training has led to excellent teacher coaching throughout KIPP Bridge Academy as well as improvement in the quality of instruction for all students. For more information on the theory of impact and research behind the Instructional Power Moves, see Appendix 6.

Differentiated Support for All Students

At KIPP Bridge, we believe that differentiated instruction is an essential component of high-quality instruction. During class, KIPP Bridge teachers rigorously monitor student learning throughout lessons and independent work time to collect live data, which enables them to respond in the moment. For example, teachers may use this data to shift the class into differentiated small group works, or re-teach a concept to the whole class. Teachers may also use differentiated materials to meet students where they are. An example of this would be using the same text at different levels of complexity so that all students have the access needed to master the objective.

Outside of class, teachers may also use social-emotional learning time to support students who may be struggling academically. Additionally, afterschool support is offered. Finally, KIPP Bridge uses blended learning programs to support differentiation for students, including Lexia and Khan Academy.

In order to facilitate differentiated instruction, KIPP Bridge teachers participate in weekly data meetings to identify students in need of additional support and develop plans to address gaps. By providing a variety of individualized supports, KIPP Bridge aims to ensure that all students are prepared for success in their rigorous academic program, and are ultimately on the path to leading lives full of choices and opportunities.

Learning Best Occurs through Social Emotional Learning and an Integrated System of Care

At KIPP Northern California, we believe:

- Social emotional skills can be taught and developed
- Behavioral expectations can be taught like academic skills
- We must model, teach, practice, and reinforce our expectations so that they become habit
- Everyone makes mistakes
- It is our job to hold kids accountable when mistakes are made while recognizing the level of support that is needed to repair the harm
- Everyone deserves the right to move on after reconciling the mistake that was made

We create an integrated system of care by fostering the development of social-emotional competencies, using restorative practices to repair any harm to individuals and to the community when mistakes are made, and using trauma-informed practices to create safe and inclusive environments for students.

Table 13: Pathways to Developing Positive School Culture and Climate

Path	Tools & Strategies
Social and Emotional Learning	<ul style="list-style-type: none"> ● SEL curriculum ● Shared language ● Values education ● Teaching and learning emotional intelligence
Restorative Practices	<ul style="list-style-type: none"> ● Community circle culture ● Repairing a relationship or situation (restoring the team) ● Proactive and reactive techniques
Trauma-Informed Practices	<ul style="list-style-type: none"> ● CARE Team to support with wrap around services ● Mental health counseling supports and interventions that take into account student identity and culture ● Professional development on the impact of trauma and strategies to intervene

Social and Emotional Learning

All students are supported in social and emotional development at KIPP Bridge Academy. As young people grow, they experience new challenges, new emotions, and new situations. Navigating these various experiences is difficult for anyone, and we all must understand that this is a process of growing and learning for all children. In addition to building dedicated time into the schedule for social emotional learning, KIPP Bridge embeds SEL into the general education curriculum through community circles and by using situations that arise at school as learning opportunities to teach competencies and character traits. The figure below outlines the core tenets of SEL:

Figure 7. Core Tenets of Social-Emotional Learning



KIPP Bridge supports teachers to in turn support students' social emotional learning in an approach that mirrors the Response to Intervention and Multi-Tiered Systems of Support:

In Tier 1:

- Prevention-oriented social and emotional learning curriculum for all students
- Students develop values and social emotional competencies through intentional teaching and instruction
- Community building practices through community circles with all students
- Strong parent engagement
- Implicit bias, diversity, and stereotype threat training for all staff to create a culture of belonging
- Staff training on mental health topics may address suicide, trauma, and culturally appropriate classroom intervention strategies

In Tier 2:

- Comprehensive early indication system that includes academic and non-academic domains Student Success Team ("SST")/Response to Intervention ("RTI") Process and Coordination of Services Team ("COST") to support the whole-child
- Trauma-informed and responsive practices
- Restorative, collaborative, culture and healing informed intervention strategies
- On-campus mental health counseling by school or community based therapists

In Tier 3:

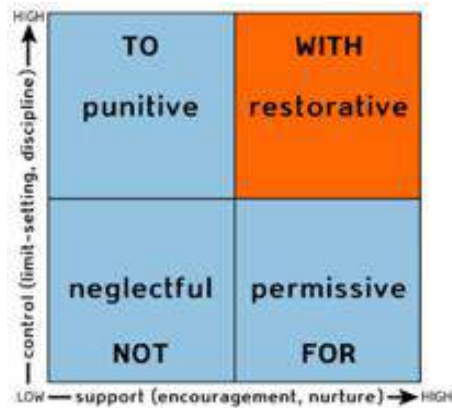
- Targeted, restorative, wrap-around strategies, with family and community as partners
- Comprehensive individualized success plan
- On-campus mental health counseling by school or community based therapists
- Connecting to external resource providers

Restorative Practices

Restorative practices complement the focus on SEL. Through restorative practices, KIPP Bridge students have the opportunity to learn strategies to manage their emotions and understand how their behavior impacts the school community. At KIPP Bridge, we recognize that all people make mistakes and that mistakes are actually opportunities to grow and learn. We hold students accountable to high expectations and provide a high level of support for our students to grow.

As illustrated in the figure below, restorative practices emphasize doing something *with* someone, versus *to* or *for* them.

Figure 8. Restorative Practices



Logical consequences and restorative practices

Consequences must be meaningful for students; they cannot be abstract, extrinsic ideas that do not attach to the behavior. For example, if a student is talking at an inappropriate time during a lesson, a teacher might first stop and ask the student why it is important that the student does not talk during the lesson. As the student explains the importance of being on task, the student understands the impact of their choices. Depending on the root of the problem, students may write a reflection about what happened and then return to the group after sharing the reflection with classmates. If a seriously harmful decision (e.g. hurting a teammate, repeated teasing) has been made, the teacher or leader may choose to use a restorative circle, bringing together everyone involved and others impacted by the situation during a time outside of class. This may include other classmates, family members, coaches, and more, depending on the circumstances and impact.

Restorative conversations

Staff members at KIPP Bridge use restorative conversations to support students when harm has been done to another member of the school community (e.g., saying something hurtful) or to that student (e.g., giving up on a task). A restorative conversation guides the student to repair the harm and better the situation. These are the guiding questions for a restorative conversation:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since then?
4. Who has been affected by what you have done?
5. What do you think you need to do to make things right?

Ladder of response

Teachers use a number of strategies to ensure all students are learning, remembering that the goal is to restore relationships so that students can engage in learning. Teachers know that there are many ways to respond and that it is important to match the response to the individual student and situation.

The importance of relationships

Through our use of community circles, and through lessons that foster social-emotional as well as academic growth, KIPP Bridge students develop strong connections, strong accountability to one another, and empathy for how others feel in situations. The stronger these relationships are, the greater the impact when a student may seek to repair relationships, speak to peers about a challenge he/she/they is having, or engage in self-reflection. Relationships are at the core of this approach.

Modeling healthy responses

KIPP Bridge staff are taught to consistently model healthy interactions and reactions, especially in times when staff may be frustrated or tired. Our students learn from our modeling. We believe that skillful teachers teach discipline and embrace this as a key function of their role. Therefore, the KIPP Bridge community:

- Holds all members of the school community to high and realistic expectations
- Fosters strong relationships among all members of the school community
- Recognizes that individuals will make mistakes, and that each day is a new one
- Plans precise directions for each activity and transition to create safe, predictable and productive learning spaces
- Uses reminding, redirecting and reinforcing language to help students meet academic and social expectations
- Frequently and clearly talks about and models appropriate behavior
- Provides consequences that are clear, logical, restorative and firm
- Sees and discusses students as individuals
- Restores students to the learning community by teaching pro-social skills and building on individual strengths

Please refer to Element 10 to learn more about our restorative practices as they relate to our discipline policies and procedures.

Trauma-Informed Practices

The traumatic response takes place when individuals experience stressors that overwhelm their capacities to cope. When individuals experience an overwhelming response to events in their environment, it decreases the functioning of their logical and analytical parts of their brain. For students, the result of this may lead to poor academic performance, difficulties focusing, emotional explosions, emotional withdrawal, distrust, and a lack of feeling safe. It is our aim to ensure that our staff have the skills necessary to appropriately respond to said reactions in a way that is supportive to the student. By responding to symptoms of traumatic stress with care and compassion, students will be able to feel safer while at school and in turn will have increased capacities to learn.

Traumatic Informed Practices constitute an intentional approach that takes into consideration the whole picture of the KIPP Bridge community – our learning spaces, how we communicate with one another,

how we build relationships, how we intervene when a student shines and when a student demonstrates need for supports, and how we as adults can support in creating safe and inclusive spaces where students are able to learn. For example, KIPP Bridge staff receive professional development about the signs and symptoms of traumatic response, potential triggers in the classroom and learning environment, and de-escalation techniques. Some interventions when operating from this lens and approach include: playing calming music when students are participating in independent work time, doing 5-minute stretch breaks during a longer or more academically rigorous lesson in class, holding emotional support groups or psychoeducation groups which center on a specific theme that relates to a presenting student need (e.g., a social skills group), student-run groups that educate the community on topics of wellness, providing culturally responsive emotional supports, professional development for school teams that cover the importance of self-awareness and identifying one's own triggers, or the establishment of CARE Team – a meeting where interventions are identified to better address the presenting need of the highest-need students.

Curriculum and Instruction

Ideal KIPP Bridge Academy Eighth Grader: Starting With the End in Mind

KIPP Bridge eighth graders are academic scholars who possess a lifelong love for learning. The academic program at KIPP Bridge cultivates an intellectual curiosity for all academic disciplines and the academic preparation to be successful in high school, college, and the competitive world beyond. Students leave well-versed in rigorous texts and multicultural literature. For students to be prepared for high school level math, students will complete Common Core Math 8 by the time they leave eighth grade and be prepared to take Common Core Algebra I when entering ninth grade. To ensure that students have the knowledge and skills to successfully study science in high school, science coursework includes writing research papers and participating in science labs. The courses offered at KIPP Bridge are grounded in rigor and high engagement, with learning environments that actively engage the student body.

KIPP Bridge eighth graders are creative and critical thinkers. Students at KIPP Bridge 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 eighth graders are confident and articulate speakers and writers. Students will 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 eighth graders exemplify the school values of Transform, Respect, Unify, and Empower (“TRUE”). Students acquire the personal qualities and the skills to confront difficulty and challenges, thoughtfully problem solve, and move forward. Students learn that they must approach life challenges and obstacles with a sense of

possibility. KIPP Bridge students learn how to move past the hard parts of their lives that are out of their control. Students learn to be honest citizens who give back to their communities and take responsibility for their actions. Students learn the importance of being part of a functioning team and learn how to work cooperatively in class with their teammates. Most importantly, students gain skills in communication and problem solving and learn how to manage strong feelings and impulses.

A Rigorous Schedule and Academic Calendar

A typical day for a KIPP Bridge student is broken down into the following components:

1. **Core Academic Subjects.** Students are engaged in the standard curriculum areas of ELA, math, science, and social studies.
2. **Non-Core Courses.** In addition to their core courses, students at KIPP Bridge Academy are also offered a variety of non-core coursework, which may include Art, Technology, Physical Education and Mindfulness and Movement.
3. **Supplemental Instruction.** Students also receive supplemental instruction from teachers. For example, students receive math support during a tutorial block, and students receive small group reading instruction.
4. **Enrichment.** KIPP Bridge’s extracurricular program includes competitive sports (such as basketball, volleyball, cross country, softball, golf, and soccer), as well as a variety of clubs such as yearbook, art club, Diamano Coura West African Dance Troop, Choose Me Mentoring, Mentoring Program with UC Berkeley Athletics, and gardening club.

More time on task is central to the success of KIPP Bridge students. Students are offered instruction under an extended day model which includes core and non-core classes, enrichment opportunities, and supplemental instruction. A typical school day for a KIPP Bridge student is reflected in the schedule in Appendix 7a and 7b.

Annual School Calendar

KIPP Bridge Academy meets or exceeds the instructional minutes requirement as set forth in Education Code Section 47612.5(a)(1), specifically:

- To pupils in kindergarten: 36,000 minutes
- To pupils in first through third grade, inclusive: 50,400 minutes
- To pupils in fourth through eighth grade, inclusive: 54,000 minutes

Please see Appendix 8 for the most recent school calendar. The school calendar may be updated periodically.

Curriculum Overview

Figure 3. Curriculum Matrix

	TK	K	1	2	3	4	5	6	7	8	
Literacy		Wit & Wisdom					KIPP Wheatley				
		CKLA Skills			Bookworms						
		Small Group Intervention									
Social Studies		Wit & Wisdom					TCI: History Alive! and Discovery Education				
Math		Eureka Math Squared									
Science		Amplify Science									

Core Curriculum Framework

The core curriculum framework described herein is based upon Common Core State Standards and Next Generation Science Standards for grades kindergarten through eight. The framework is designed to ensure that graduates of KIPP Bridge Academy are prepared for the rigor and intensity of college-preparatory high school pre-Advanced Placement (“AP”) and AP coursework. Teachers work with the School Leaders to supplement this curriculum with their own innovations, research, and expertise.

A sample scope and sequence for all core subject areas can be found in Appendix 9.

Transitional Kindergarten

KIPP Bridge offers Transitional Kindergarten. The TK curriculum is a modified curriculum that is age and developmentally appropriate. The TK curriculum is aligned to the California Preschools Learning Foundations as developed by the California Department of Education. The TK classroom emphasizes station-based and individualized learning throughout the school day, as well as hands-on experiential learning. Using data to determine each student's skills, the teachers in the TK classroom work with small groups of students to meet them at their instructional level and support their individual growth.

The academic goals for TK align with preparing scholars for success in the kindergarten classroom the following year. KIPP Bridge TK teachers have the appropriate credentials to work with this age group. KIPP Bridge is also committed to collaborating with the Oakland Unified School District to ensure that every student thrives by establishing strong outcomes for students from early grades. We share in the broader vision to improve student outcomes, in particular, the goal of ensuring that all third graders are reading at grade level. We look forward to supporting, learning from, and sharing our learning to support the collective effort in the community.

English Language Arts

Literacy Vision: Our scholars love and enjoy reading and writing because they engage in texts at their independent level, grow through excellent guidance and coaching, and dive deeply into analysis of complex texts. They do this while knowing that persistence through challenges leads to deep learning.

We aspire to deliver an excellent learning experience for all KIPP students, including building foundational skills in early literacy. This is a specific focus for the following reasons: 1) Teaching all students to read and write proficiently will reduce educational inequities. 2) We know a child's reading and writing ability has a significant impact on their performance in all subject areas. 3) We know significant improvement in our early literacy performance will have a compounding effect on students' future performance in all subject areas. 4) Being able to read and write is fundamental to a child's success in school and their ability to pursue choice-filled lives.

At KIPP Bridge, we believe that literacy is the foundation of all learning. To promote literacy, the English-Language Arts program provides a challenging curriculum that is academically rich, intellectually stimulating, and culturally diverse. We teach the Science of Reading ("SoR"). We provide systematic, explicit phonics instruction using research-based curricula. We empower students with strong word recognition skills, building from letters and sounds to word decoding to orthographic mapping. We provide frequent opportunities for students to practice new skills and receive feedback throughout each lesson. We build a strong foundation in our Tier 1 foundational literacy skills instruction so our youngest learners are equipped to weave together their word recognition with their language comprehension skills to become fluent, strategic readers.

We center our students' needs. We follow our foundational literacy skills curricula, planning with a shared criteria for success and prioritizing student engagement during our lessons. We provide access

to all our learners by differentiating our questioning and providing multiple modes of learning. We use a critical lens when analyzing the materials and texts we present to our students in whole-group reading so their voices and experiences are represented in their classroom. As elementary schools, we align our foundational literacy goals and strategies so we can create equitable outcomes across all our schools.

We carry a growth mindset. We sharpen our skills as reading teachers by learning and practicing evidence-based instructional strategies. We create space for teachers and leaders to learn from and with each other through professional development and communities of practice. We utilize assessments that provide us key data about students' decoding strengths and growth areas in order to measure outcomes and inform our lesson planning. We tailor instruction to students' needs through continuous progress monitoring and responding to student data in our Tier 1 instructional choices as well as our Tier 2 small group reading structures.

In TK-2nd grade, we have recognized that if we are going to truly be able to ensure that all of our students are leaving early elementary (2nd grade) with the ability to read and write on grade level, we need to do five essential things:

1. *Continue our focus on foundational literacy skills with a primary emphasis on teaching our students how to read on grade level using the science of reading as our guide.*
2. *Ensure that our literacy curriculum and program use a structured literacy approach aligned to the science of reading to teach foundational skills.*
3. *Increase our teachers' knowledge of the science of reading so they can make instructional decisions in their classes that will more effectively support their students' reading and general literacy growth.*
4. *Use more specific foundational skills tests that assess the Word Recognition strands of Scarborough's Rope so that we can truly identify and shore up any reading gaps.*
5. *Move towards more substantial alignment across our elementary schools to ensure that we provide equitable tier 1 instruction for all of our students once we have an effective curriculum and assessment in place.*

Our curriculum is designed to help students meet all Common Core reading, writing, and language standards. Our goal is to create a Common Core aligned, balanced approach to literacy, allowing scholars to receive guided support on their instructional level and targeted practice as they read on their independent level. High quality, complex texts in the range of genres recommended by the Common Core are the heart of the curriculum. Fiction, informational text, poetry, books, short stories, articles, videos and images are all included with an eye to quality, content, range, and inclusion of diverse peoples and perspectives.

Each day our students engage in word study, read aloud, close and shared reading, guided reading, independent reading, and writing. Both research and experience show that effective literacy programs build students' word and world knowledge, effectively integrate reading and writing instruction, align

with college-ready standards, and most importantly, are centered on authentic, high-quality texts. At least 100 minutes of eyes-on-text is our daily standard. The components of our Balanced Literacy program are:

- **Word Study:** Students are provided with intensive instruction in phonics (grades TK-3), vocabulary, grammar, and spelling embedded into the curriculum.
- **Read Aloud:** The teacher reads a text aloud and involves the students in what is read through comprehension activities. Students acquire and sharpen their listening and comprehension skills through this exercise. The teacher also uses this time to model the application of reading skills. Read aloud is used daily in grades TK-4.
- **Close and Shared Reading:** All students engage with shared, grade-level texts. Literature choices take into consideration themes across content areas, literature genres, and texts read and discussed at exemplary schools. Students also gain considerable exposure to expository text. The majority of the reading instruction can be classified as close reading, in which students progressively develop deeper understanding of key sections of text over multiple reads.
- **Guided Reading:** In order to meet the individual needs of all students, students spend time in fluid reading groups working on particular reading skills with the teacher. The rationale is to provide students with enrichment and remedial instruction to ensure each student is a successful reader. This will occur during workshop time while the other students are engaged in workshop stations based on targeted standards.
- **Choice Reading:** There is a time set aside each day for independent reading (also known as Silent Sustained Reading). Choice reading increases a student's volume of reading and reading stamina. Structures like Accelerated Reader quizzes or reading journals can hold students accountable for their reading during this time.
- **Writing:** Students engage in process-based, text-dependent writing. Over the course of the year, students will write in the variety of genres covered by the Common Core Standards. Writing activities are designed to guide students towards deep content understanding as well as to support mastery of a variety of writing formats and skills.

Kindergarten - 2nd Grade

In Kindergarten through second grade, classes are self-contained, allowing for flexibility within the schedule to experience all components of this comprehensive literacy approach. In the morning, scholars participate in an extended block focused on guided reading, direct word study instruction and independent centers to reinforce their work with foundational literacy skills. Scholars also move flexibly between groups to ensure the instruction is occurring at their independent and instructional level. During the day there are additional reading blocks dedicated to read aloud and close reading, using the Wit&Wisdom Curriculum. Within these blocks, scholars are exposed to high quality texts in which they focus on speaking about, listening to and comprehending age-appropriate literature. In the lower grades, scholars also participate in a Writer's Workshop where they learn ideas around craft, genre and writing conventions.

3rd Grade - 5th Grade

In third through fifth grade, scholars will experience a Humanities block along with one grade-level wide We Love Reading (choice reading) block so that they experience over three hours of literacy instruction each day—the amount of literacy needed to grow and achieve at the highest level. The Humanities block includes all parts of balanced literacy, specifically guided reading, word study and close reading. In these grades, it is crucial that all scholars spend time engaging in grade-level rigorous texts, while also receiving differentiated instruction at their own independent and instructional reading levels. In the close reading block, there is a focus on text-based writing where scholars are writing evidenced based paragraphs and essays about the non-fiction/social studies and fiction they read. During these grades, scholars will also learn to transition from a structure of having one teacher teaching multiple subjects to teachers who specialize in specific subjects. This will prepare scholars to adjust to having different teachers and learning to transition between classes and spaces in middle school.

6th Grade - 8th Grade

In sixth through eighth grade, scholars continue with the differentiated literacy block, that includes choice reading, close reading, writing, and guided reading for those who still need the support. This allows scholars to spend a majority of their day on literacy while experiencing a more high-school-aligned daily schedule through literacy, math, science, and social studies. Also in the middle school grades, students learn the fundamentals of grammar, the writing process, public speaking, note taking, and learn to identify social and cultural influences and differences in writing. Students work together to revise, edit, and present papers and other research-based presentations. Students whose skills need remediation receive intervention support during school, extra tutorials after school and on weekends in phonics, reading comprehension, spelling, grammar, and writing. 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.

Mathematics

STEM Vision: Our scholars love that math, science, and technology instruction involves challenges and struggles, knowing that often times they can approach a problem like a puzzle, where they can take many avenues to get to an answer. By building a foundation of fact fluency and then learning the deeper math and science concepts, scholars work through inquiry based approaches to discover new things every day.

The math program at KIPP Bridge is designed to ensure that every student will gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem-solving skills at high levels in the real world. KIPP believes that these strands are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real world situations and experiences, and differentiated instruction based on the needs of the students.

The use of a common math curriculum at KIPP Bridge creates a cohesive program that allows students to experience the interconnectedness of math concepts, while also providing teachers with the time to focus deeply on the prioritized standards for each grade level. The components of KIPP Bridge’s math program include:

- **Fluency Practice:** In order to develop the speed, accuracy and flexibility in calculations required by the Common Core, we utilize a variety of fluency activities several times per week. These activities are organized to revisit previously learned material to develop automaticity, anticipate future concepts, and strategically preview or build skills for the day’s Concept Development. Being fluent in math concepts allows students to tackle more challenging multi-step computation and application problems in the upper grades. Automaticity with lower level skills allows students to focus their attention on higher- level skills.
- **Conceptual Understanding and Development:** The majority of time early in a unit is dedicated to conceptual understanding, as called for by the standards. The number of lessons dedicated to conceptual development decreases as units progress to meet the demands of the rigor shift, providing students with opportunities for application and problem-solving.
- **Authentic Problem-Solving (application):** Because the standards call for students being able to use math flexibly and in context, it is important that there is time devoted to students being able to apply what they have learned. Within the math block problem-solving occurs 1-2 times per week depending on the content and focus on applying skills and solving problems with the current area of study and emphasize strategies students have been building. Application problems are incorporated into the curriculum and tie directly to the content of the lesson.
- **Assessment:** In addition to daily exit tickets, unit tests, and benchmark assessments, students are assessed approximately once a week on the most recent concepts that they have learned. This helps teachers monitor if students are retaining concepts from day to day and intervene if necessary before more time has passed if they are not. KIPP Bridge’s math curriculum includes mid and end of unit assessments.
- **Student Discourse (reading, writing, and talking about math).** KIPP’s instructional vision calls for teachers to explicitly model and support reading, writing and drawing about math as a way to build towards the multiple representations that are part of the Common Core Standards for Mathematical Practice.
- **Spiral Review:** In order for students to maintain mastery of previously learned content, it is important that they have opportunities to engage in working on previously mastered material. This time can take different formats, depending on the needs of the students.

Kindergarten - 4th Grade

Our elementary grades provide students with frequent opportunities to use hands-on manipulatives to explore mathematical concepts, as well as intentional time spent discussing different approaches to problem solving. Younger students will also alternate between Spatial Temporal (“ST”) Math software focused on individualized learning and building basic skills and small group instruction on new concepts.

5th - 8th Grade

As students move into the middle school program they engage in different lesson types to allow for exploration, direct modeling, discussion and sufficient opportunities to practice key skills. Zearn Math is leveraged as an extension tool to reinforce mathematical understanding or an intervention tool for students in middle school. Lexia complements literacy instruction as the personalization platform for middle school students. Each student will have individualized “curriculum” in Lexia that focus on key concepts for practice. Teachers will also in turn track student progress and will be able to target instruction and individual support.

Science

Science is an essential part of our academic program. KIPP Bridge aligns its science curriculum to state-adopted literacy standards, Common Core State Standards, and Next Generation Science Standards. KIPP Bridge believes that all scholars should experience learning that pushes them to express curiosity and inquire about the world. Science class serves as an anchor for that experience.

Using FOSS kits and the Next Generation Science Standards as guides, KIPP Bridge scholars go through the scientific process and perform many experiments. They eagerly ask questions about the world around them, wondering about the possibilities of what they can create or what might happen in a given scientific scenario. They imagine and take action, critically observe the world, develop their intuition, as well as their observation, thinking and analytical skills.

Science instruction across the grade levels is organized to best facilitate students’ mastery of their grade level content standards in each of the following content strands: physical sciences, life sciences, earth sciences, and investigation and experimentation. At KIPP Bridge, through hands-on practice beginning in kindergarten, 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, investigation, and analysis.

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. The science program at KIPP Bridge provides an interdisciplinary link to math, science, English-Language arts, and technology, and history.

Kindergarten - 4th Grade

In the elementary grades, Science instruction focuses on establishing a strong foundation to enable students to critically observe the world, develop their intuition, observation, thinking and analytical skills. Learning and instruction in earlier grades centers on building students’ curiosity and engagement. There is an emphasis on examining local phenomenon, such as local weather patterns, California and Bay Area geology, among other concepts. Science instruction will engage students through the senses and observable data, building deeper, interdisciplinary connection between Science, Math, Literacy and

Social Studies. Students will be building a vocabulary for science for the transition to deeper scientific inquiry in middle school. The overall focus throughout the elementary grades is on the application of science on everyday lives.

5th Grade - 8th Grade

At the start of middle school in fifth grade, students are introduced to investigation and experimentation in chemistry, earth, life, and physical sciences, and then focus on earth science in the sixth grade, life science in the seventh grade, and physical science in the eighth grade. At each grade level, hands-on, phenomena based instructional activities are used often so that they can apply the processes and skills they learn. Middle school students will experience more in-depth science concepts and inquiry in preparation for high school.

History-Social Science

In order to become global citizens and agents of change who will positively impact their community, developing a strong sense of history and social, economic, and political trends over time is essential. The Social Studies 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.

KIPP Bridge adheres to state-adopted literacy standards in its Social Science curriculum. KIPP Bridge uses teacher-created units and read aloud as tools in ensuring mastery of the content and Common Core Standards in Social Studies. Students develop their historical and social sciences analysis skills through the following intellectual, reasoning, reflection, and research skills: chronological and spatial thinking, research, evidence, and point of view, and historical interpretation.

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

An understanding of geography is fundamental to understanding the major events of United States and world history, and thus is a focus of the Social Science curriculum. Physical, human, and environmental geography is studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history. As part of this process, students become adept at various map skills and must be able to interpret charts, graphs, and other representations of geographical and historical concepts.

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

The Social Science curriculum is largely project-based. For KIPP Bridge 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. The Social Science curriculum constantly reinforces the values of teamwork, citizenship, and collective goal attainment. Each year, students may participate in in-state and out-of-state field lessons that provide practical application to what they have been studying in history class. For example, when studying United States history in the eighth grade, students visit the State Capitol in Sacramento.

KIPP Bridge adheres to state-adopted literacy standards in its History-Social Science curriculum. KIPP Bridge aligns with KIPP Northern California’s history-social science vision:

Our vision is to develop the next generation of change-makers, youth who use historical thinking and understanding in order to advocate for a more just world today. We believe that teaching history is a political and ethical act: we affirm the voices of our students and their communities as they claim and make their histories.

Throughout their years at KIPP Bridge, students receive a college preparatory education in “United States History and Geography” and “World History and Geography.” Each strand focuses on civic and economic implications using research and analysis. An understanding of geography is fundamental to understanding the major events of United States and world history, and thus is a focus of the History-Social Science curriculum. Physical, human, and environmental geography is studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history.

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

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

The History-Social Science curriculum is reading and writing intensive and involves the analysis of primary and secondary sources. Students may read historically relevant novels to supplement the knowledge they are gaining in class. Reading historically relevant novels serves the dual function of increasing literacy and providing students with the ability to critically evaluate both historical and contemporary texts.

Social Studies classes also reinforce the “writing across the curriculum.” Social Studies teachers partner with ELA teachers to create common writing expectations and rubrics. All History-Social Science classes require written essays and reports. Students are held accountable not only for content, but for style, organization, and mechanics as well. Students also learn note-taking techniques through Social Studies classes. By the time students leave KIPP Bridge at the end of the eighth grade, they have written and orally presented an in-depth historical research paper involving historical analysis, connections to the present, visual aids, and the use of technology.

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.

Non-Core Curriculum Framework

Electives

KIPP Bridge Rising students participate in dance and music class, and have an after-school dance team they participate in. KIPP Bridge Upper students participate in an Ethnic Studies course.

Physical Education

All students at KIPP Bridge regularly receive a structured physical education class in accordance with the California State Standards for physical education. Both content skills and life skills are emphasized in the Physical Education program. Students become more physically fit and learn the benefits of fitness and teamwork and the rules of various sports. As team is an omnipresent theme at KIPP Bridge, the social rules that govern team interaction and competition are taught and reinforced.

The Physical Education program focuses on sports-related activities and physical fitness. Students develop competency in a variety of sports, develop motor skills and coordination, and learn strategies for different sports. Each year, students set individual fitness goals for themselves and work with their instructor throughout the year to meet their goals. KIPP Bridge believes that competency and excellence in athletics can lead to confidence and mental wellbeing in life and that team sports instill dedication

and a sense of working for the collective good. The Physical Education program is thereby focused on improving physical and mental health of students, as well as building an understanding of and appreciation for shared outcomes and collaborations.

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

Instructional Methods

KIPP Bridge Academy's School Leader 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 Academy 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 Academy 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 use the same definition of academic rigor and strive to increase the rigor of all courses as students move through the Charter School.

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

Instructional Technology

Technology offers many tools to support high academic achievement at KIPP Bridge Academy. KIPP Bridge Academy has a computer lab as well as a 1:1 Chromebook ratio. 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 achieves the following goals:

- Enhances individual achievement through assessment 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 enhances instructional support, including the organization and distribution of teacher lesson plans.

In addition, all students at KIPP Bridge Academy learn to use computer technology through their coursework. By the end of eighth grade, they become adept at using Google Documents and using the internet to conduct research.

Personalized Learning

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

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 KIPP Bridge Academy.

KIPP Bridge Academy’s program is designed 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 progress reports, in-class tests and teacher observations, students’ SBAC or Northwest Evaluation Association (“NWEA”) Measures of Academic Performance (“MAP”) scores, and where applicable, English Language Proficiency Assessments for California (“ELPAC”) test scores are also taken into account for promotional purposes.

Special Populations

KIPP Northern California 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 students with disabilities to English Learners.

KIPP Bridge welcomes students with disabilities. KIPP Bridge recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to continue membership in the El Dorado County Charter Special Education Local Plan Area (“SELPA”) to ensure that a free appropriate public education is provided to all students with disabilities. KIPP Bridge joins all public schools in prioritizing service of students with disabilities and will conduct outreach to such students, recognizing its legal requirement not to discriminate based on ability in admission and the educational program.

KIPP Bridge’s dedicated staff of education specialists, paraeducators and counselors together with KIPP special education department program specialists, psychologists, speech language pathologists, board certified behavior analysts and occupational therapists work closely together with our school leadership team and teachers to ensure that the needs of each student, especially those with Individualized Education Programs , are met. The KIPP Bridge special education staff and service providers meet regularly for program development and to share best practices for supporting special education students. Differentiation is an essential component to all instruction at KIPP Bridge. We work to support the needs of all students, including those who may be academically behind or academically accelerated.

Students with Disabilities

Identification and Assessment

KIPP Bridge will use a variety of methods, including parent and teacher referrals, as well as sources of data, to identify students who need additional support. This includes regular benchmark assessments, standardized tests, state and national assessments (including the CAASPP) and other methods. Charter School leadership will use the classroom assessment data to refer and monitor at-risk students via a Student Success Team model for intensive interventions in math, reading and writing.

We have developed intervention programs to support students who are having difficulty learning or are starting further behind. We utilize a Coordination of Services Team model, a multidisciplinary team of school staff and providers who create a regular forum for reviewing the needs of individual students and the school overall. The COST team leverages a school-wide universal referral system to identify and address student needs holistically and ensure that the overall system of support works together effectively. Student Success Teams, composed of the student, the student’s parent or guardian, the School Leader, and a KIPP Bridge staff member, are responsible for identifying the student’s needs and developing a plan to enable that student to be successful. Student response to general education interventions is tracked and interventions are modified as necessary to support individual students’ progress. Students who do not make expected gains despite carefully designed, individualized

interventions will be referred to the Special Education team for further evaluation. Each referred student will be assessed in all areas of suspected disability to determine if the student has a disability and qualifies for special education. An IEP will be developed for students who qualify for special education. We involve parents throughout this process to ensure they are informed about their student's progress and how they can best support his or her development.

Intervention

In class, teachers will use a variety of instructional methods to reach students of all learning modality preferences. With longer school hours and supplemental instruction offered, struggling students will spend more time learning in smaller group environments. The Charter School will utilize a combination of differentiated small group instruction, one-on-one tutorials, and extra support from content area teachers to get students up to grade level. In addition, teachers will be available during limited hours to provide additional help to students with homework by phone. Students who are behind grade level or in jeopardy of retention will be individually counseled and given extra help in their specific areas of need.

The content of the KIPP Bridge curriculum will focus on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas.

Interventions are necessary to support students who are struggling academically. Teachers will use materials that are aligned with a student's Lexile and/or performance level and will also utilize digital content solutions that target specific skills that a student needs to develop.

KIPP Bridge will regularly monitor student progress through curriculum-based assessments and make adjustments to interventions as appropriate.

Family Involvement

Families are an essential component of supporting student success. Teachers will regularly notify parents about the academic standing of their student(s). Progress reports, benchmark exam scores, teacher notes or phone calls and comments on homework assignments are several examples of how parents may be notified of their child's progress. Parents also have access to students' grades via PowerSchool. As each student's progress is tracked in one or more of these methods, a request for a Student Success Team may be offered when expected progress is not demonstrated within the appropriate time period.

High-Achieving Students

All courses at KIPP Bridge will maintain a standard of rigor that challenges our most academically advanced students, who are identified through the same methods as academically low-achieving students. Teachers will develop individualized strategies to engage and challenge these students so that they can continue to accelerate their learning.

KIPP Bridge ensures that every teacher will be ready to set classroom routines and rely on digital formative assessments and adaptive online content to ensure that all students have the opportunity to continue learning after they complete the day's objective during class.

Because all students are challenged to reach their intellectual potential within the instructional program, KIPP Bridge will not offer a formal, separate program for academically high-achieving students. However, as described, KIPP Bridge will equip teachers with the necessary tools to enable high-achieving students to continue advancing.

We believe that strong family communication is essential to our children's success. One method of communicating academic success to families is through progress reports. Progress reports will be printed and sent home with students two times per month. The purpose of progress reports is to help share information with families about what their child has mastered and what their child needs more support on; they are not part of the student's formal academic record or final grade. Progress reports will also be available for families to view online through ParentSquare.

Special Education

General Assurances and Overview

KIPP Bridge embraces its responsibility to enroll and support all students, and pledges to ensure that a free appropriate public education ("FAPE") is provided to all students with disabilities. The Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), Title II of the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"), and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). The language in this section is intended to provide a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code Section 47605(c).

KIPP Bridge will be its own local educational agency ("LEA") and will continue membership in the El Dorado County Charter SELPA, in conformity with Education Code Section 47641(a). As a member of the El Dorado County Charter SELPA, KIPP Bridge assumes full responsibility for providing special education and related services to eligible students of the Charter School, in accordance with state and federal law. KIPP Bridge agrees to follow policies and procedures of the El Dorado County Charter SELPA and will utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. KIPP Bridge agrees to collaborate with the SELPA to respond to inquiries and requests and provide access to information and records, as needed, and will be responsible for maintaining confidentiality of student records. KIPP Bridge is in good standing with the El Dorado County Charter SELPA, as documented in Appendix 10.

In the event KIPP Bridge seeks membership in a different state-approved SELPA, KIPP Bridge will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the

year before services are to commence. Although a change in LEA status or SELPA membership shall not require a material revision of KIPP Bridge charter, it may require an update of the parties' memorandum of understanding ("MOU") to reflect these changes in legal status.

KIPP Bridge will participate in the quality assurance process for special education as outlined by the state of California (i.e., special education plans, coordinated compliance self-reviews, compliance monitoring, procedural safeguards, and the local plan).

Services for Students Under the IDEA

KIPP Bridge is committed to providing a free appropriate public education that will meet each student's unique needs in the least restrictive environment ("LRE"). The Charter School shall develop an appropriately ambitious individualized education program reasonably calculated to enable the student to make progress appropriate in light of their circumstances in accordance with IDEA, Education Code requirements, and SELPA policies and practices.

Instruction shall be provided in accordance with each student's IEP in the least restrictive environment (preferably the general education setting) with access to rigorous and standards-based curriculum. If a student's IEP team determines that, in order to make progress appropriate to the student's circumstances, the student requires placement outside of a general education classroom, the Charter School shall provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

KIPP Bridge shall utilize SELPA forms and follow SELPA policies and procedures in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

KIPP Bridge agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all applicable District or SELPA obligations imposed by law.

Staffing

All special education services at KIPP Bridge will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

KIPP Bridge will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and mental health clinicians. KIPP Bridge shall ensure that all special education staff hired or contracted by KIPP Bridge is qualified pursuant to SELPA policies, as well as meet all legal

requirements. KIPP Bridge shall be responsible for the hiring, training, and employment of related services staff necessary to provide special education services to Charter School students, including, without limitation, speech language pathologists, occupational therapists, behavior analysts, and school psychologists.

Together, KIPP Northern California and KIPP Bridge will carefully review enrollment of students with IEPs each year in order to determine staffing of special education teachers, paraeducators and related service providers at the Charter School. The Special Education team at KIPP Northern California will provide coaching and support for all special education teachers, paraeducators and service providers at KIPP Bridge, as well as professional development and consultation for all staff working with students with disabilities, to ensure that all aspects of the IEP and 504 plans are properly implemented.

KIPP Bridge recognizes that all teachers are essential for the implementation of the student's individualized education program and shall ensure that general education teachers receive training and supervision necessary to properly implement IEPs and 504 plans.

Notification and Coordination

KIPP Bridge shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. KIPP Bridge will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

KIPP Bridge understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. KIPP Bridge shall identify, refer, and work cooperatively in locating the Charter School students who have or may have disabilities that qualify them to receive special education services.

KIPP Bridge shall implement a multi-tiered instructional and support framework prior to referring a student for an evaluation under IDEA, but shall ensure that child find identification occurs in a timely manner and that no procedures or practice shall result in delaying or denying this identification. A parent/guardian or KIPP Bridge staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in a multi-tiered instructional framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. KIPP Bridge shall never use assessment or evaluation as a means of denying admission for any student.

As an independent LEA for special education purposes, KIPP Bridge shall be solely responsible for compliance with state and federal Child Find requirements. KIPP Bridge shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability. The Charter School may also refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. KIPP Bridge will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. KIPP Bridge shall obtain parent/guardian consent to assess students and no assessment or evaluation shall be used for admission purposes.

As an independent LEA for special education purposes, when, in the event that KIPP Bridge receives a written request for evaluation, it will be solely responsible for working with parents/guardians to address the request and shall follow SELPA policies, procedures, and timelines. The Charter School shall respond to a written request for assessment within fifteen (15) days with a written Assessment plan if the Charter School concludes that an assessment is appropriate. If the Charter School concludes that an assessment is not appropriate, the Charter School shall respond within fifteen (15) days with a Prior Written Notice.

Upon receipt of the consented Assessment Plan, the Charter School shall conduct an evaluation and hold an IEP meeting within sixty (60) days, not including school breaks greater than five (5) days, of receipt of the parent’s/guardian’s written consent for assessment. Parents/guardians shall be informed that special education and related services are provided at no cost to them.

A staff member will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability. Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

KIPP Bridge will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern. KIPP Bridge assumes full responsibility for assessments.

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment.
- The assessment will be completed and an Individualized Education Program meeting held within 60 days of receipt of the parent’s written consent for assessment.

- The student must be evaluated in all areas related to their suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. KIPP Bridge will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place. Interpretation will be provided in the parent's preferred language when requested.

IEP Development

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

IEP Implementation and Review

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

KIPP Bridge shall be responsible for all school site implementation of the IEP, which will be designed to provide supports and services in the least restrictive environment. As part of this responsibility, IEP goals and services will be linguistically appropriate, as per Education Code Section 56345(b). KIPP Bridge shall provide all home-school coordination and information exchange. KIPP Bridge shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

KIPP Bridge shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws. The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting their 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 to determine continuing eligibility and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

Unless otherwise specified on the student's IEP, KIPP Bridge shall provide parents with timely reports on the student's progress toward meeting annual goals as provided in the student's IEP at least as frequently as report cards are provided for KIPP Bridge's non-special education students, and whether the student is expected to meet their 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 that 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.

If a parent/guardian 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 Charter School. Once the request is received, KIPP Bridge will have thirty (30) days, not including school breaks greater than five (5) days, to hold the IEP meeting.

IEP Meetings

KIPP Bridge shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. KIPP Bridge shall be responsible for having the following individuals in attendance at the IEP meetings: the School Leader and/or KIPP Bridge designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; a parent/guardian; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at KIPP Bridge and/or about the student. KIPP Bridge shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, occupational therapist, or behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

KIPP Bridge will provide an interpreter at IEP meetings 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 Charter School will ensure their participation using other methods, such as video or phone conferencing or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by KIPP Bridge. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations
- 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
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for the student's circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b)
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of the student's circumstances

IEP meetings will be held according to the following schedule:

- Yearly to review progress toward student's annual goals and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's eligibility and progress
- After the student has received a formal assessment or reassessment
- When an Individual Transition Plan ("ITP") is required at the appropriate age
- If a meeting is required to determine if a student's conduct was a manifestation of the student's disability
- If the parent or guardian has requested a review of the student's progress

Special Education Strategies for Instruction and Services

If KIPP Bridge operates as an independent LEA for special education purposes, KIPP Bridge will offer a comprehensive inclusion program that may include, but is not limited to, depending on the needs of the individual student as determined by their IEP team: push-in services, pull-out services, small group

instruction, one-on-one instruction, speech, counseling, occupational therapy, co-teaching, and extended school year. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

KIPP Bridge shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. KIPP Bridge shall provide transferring students with FAPE, including services comparable to those listed in the existing IEP.

In accordance with Education Code Section 56325(a)(1), for students who enroll in KIPP Bridge from another school outside of the same SELPA as KIPP Bridge, with a current IEP within the same academic year, KIPP Bridge shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent(s)/guardian(s), for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of a student with disabilities who has an IEP and transfers into KIPP Bridge from a different school within the same SELPA as KIPP Bridge, within the same academic year, KIPP Bridge shall continue to provide services comparable to those described in the existing approved IEP, unless the parent(s)/guardian(s) and KIPP Bridge agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to KIPP Bridge with an IEP from outside of California during the same academic year, KIPP Bridge shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP in consultation with the parent(s)/guardian(s), until KIPP Bridge conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by KIPP Bridge, and develops a new IEP, if appropriate that is consistent with federal and state law.

KIPP Bridge will cooperate with the District regarding sharing information as required by the Education Code.

Mental Health

Whenever necessary, as evidenced by student need, parent/guardian referral or recommendation of a mental health professional on staff, an assessment plan to determine eligibility for Educationally Related Mental Health Services, will be offered to the parent/guardian for consent. If eligible, the student will be provided ERMHS as part of their IEP supports and services.

Professional Development for KIPP Bridge Staff

KIPP Bridge shall seek professional development opportunities for its staff through training opportunities facilitated by the SELPA, Diagnostic Center of Northern California, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Non-Public School Placements/Non-Public Agencies

KIPP Bridge shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

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

Reporting

KIPP Bridge, in collaboration with the SELPA, will collect and maintain 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 Learners
- The number of students provided with test modifications and the types and the number of students exempted from Statewide 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 of students with disabilities (i.e. attainment of diploma and type, declassified, moved, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of KIPP Bridge. The designated staff member will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The staff member 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.

Parent/Guardian Complaints and Procedural Safeguards

Parents/guardians of students with IEPs at KIPP Bridge 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.

KIPP Bridge is committed to the assessment, identification, and placement of students with special needs in the appropriate and least restrictive environment. KIPP Bridge understands the requirement under the IDEA to follow procedures to provide access to due process and the protections conferred by procedural safeguards, which are required by federal law.

KIPP Bridge shall provide a copy of the "Notice of Procedural Safeguards and Parents' Rights" to the parent a minimum of one time yearly. The Notice of Procedural Safeguards shall also be provided to parents:

- Upon initial referral or parental request for evaluation
- When sending out an Assessment Plan and/or Prior Written Notice
- Upon receipt of the first state complaint in the school year
- Upon receipt of the first due process complaint in the school year
- In accordance with disciplinary procedures
- Upon parental request

KIPP Bridge shall adopt policies and procedures for the investigation and resolution of parental concerns or complaints related to special education services including alleged violation of federal or state laws governing educational programs.

KIPP Bridge shall include in its policies and procedures the employee(s) responsible for receiving complaints, investigating complaints and ensuring compliance. KIPP Bridge's policies shall ensure that the employee(s) responsible for compliance and/or investigations shall be knowledgeable about the laws/programs that they are assigned to investigate.

KIPP Bridge shall acknowledge parent complaints within five (5) business days. The parents shall be offered a voluntary resolution session (alternative dispute resolution ("ADR")) to address and resolve concerns that prompted the complaint. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Due Process Hearings

Under IDEA, due process hearings are a principal vehicle for resolving disputes between parents of children with disabilities and LEAs concerning identification, evaluation, placement or provision of FAPE (34 CFR 300.511). Parents, students who have reached the age of majority, and LEAs may request a due process hearing. KIPP Bridge acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of the Charter School's alleged failure to provide FAPE to students enrolled in the Charter School.

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

Complaint Procedures

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

SELPA Representation

KIPP Bridge understands that it shall represent itself at all SELPA meetings.

Funding

KIPP Bridge understands that it will be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

KIPP Bridge recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of KIPP Bridge. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

A 504 team will be assembled by the School Leader and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services or accommodations is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student is eligible for services or accommodations under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

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

English Learners

KIPP Bridge will comply with all applicable legal requirements for English Learners, including long-term English Learners ("LTELs") or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. KIPP Bridge will meet all requirements of federal and state law relative to equal access to the curriculum for

English Learners. KIPP Bridge will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The Charter 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 Charter School's core curriculum, enrichment programs, life-skills curriculum, and culturally responsive pedagogy.

Students at KIPP Bridge with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the Charter School's services and teaching methods that support English language development in each of the four domains: listening, reading, writing, and speaking. KIPP Bridge will have the necessary supports to ensure that regardless of English proficiency, all EL students are included in curricular and extracurricular activities. The Charter School will also make certain that EL students are not assigned to special education because of their lack of English proficiency.

KIPP Bridge will directly provide or make referrals to appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance. Students will receive designated and integrated ELD instruction across all content areas. Additionally, services may include push-in supports, individual counseling, group counseling, home visits, and parental counseling.

Identification of English Learners

As part of the enrollment process, the Charter School will administer a home language survey upon a student's enrollment into the Charter School (on enrollment forms). For students who are not new to the state public school system, we will determine their EL classification based on prior records. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

At the beginning of the school year, all students new to the California public school system upon enrollment who indicate a home language other than English will be ELPAC-tested by a trained evaluator within thirty (30) calendar days of initial enrollment or within sixty (60) calendar days before the date of first enrollment, but not before July 1 of that school year¹⁵ and at least annually thereafter between February 1 and May 31 until re-designated as fluent English proficient. On the initial assessment, if the student scores below the established cut-off point on the ELPAC, the student will be classified as an EL student. If the student scores above the established cut-off points on the ELPAC, the student is determined not to be an EL student and will be classified as Initial Fluent English Proficient.

¹⁵ The initial assessment is required for students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing ("summative assessment") during the summative assessment testing window.

All EL students must take the annual summative ELPAC every year until they are Reclassified Fluent English Proficient (RFEP). California requires schools monitor the academic progress of RFEP students for four years after they are reclassified.

KIPP Bridge will notify all parents/guardians of the Charter School's responsibility to conduct ELPAC testing and will inform parents/guardians of ELPAC testing results within 30 calendar days following receipt of test results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act ("ESSA") for annual English proficiency testing.

Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. All parents or guardians of students classified as EL will be notified in writing of all EL assessment and placement procedures for their child. The Charter School will translate materials as needed to ensure that parents/guardians of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

Instructional Programming for English Learner Instruction

In accordance with research on language acquisition and State goals, all students who are English Learners will be supported to become proficient in the English language as quickly as possible at KIPP Bridge following a Comprehensive Structured immersion program. Teachers will implement the program following the ELD standards, including both integrated and designated ELD instruction. Drawing on the latest research and KIPP Northern California's experience, KIPP Bridge will use a range of methodologies aimed to support both newcomer ELs and long-term ELs.

KIPP Bridge's Approach to EL Instruction - Structured English Immersion Program

Based on a substantial research base proving the benefits of a structured English immersion program, KIPP Bridge implements a comprehensive structured immersion program for its EL students. Students of limited English proficiency will receive the same academic content as those students who are native English speakers, which will be based on the Common Core State Standards and College and Career Readiness Standards. In addition to core content, students who are assessed as EL receive assistance in order to ensure English language development. KIPP Bridge will ensure 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 core instruction will be delivered in English; however, the level of English used for instruction – both oral and written – will be modified appropriately for each EL student.

It is the goal of KIPP Bridge that all of its students leave the Charter School proficient in the English language and with pride and support for their home language. Teachers of English Learners at KIPP Bridge will teach based on the English Language Development standards as set forth by the California Department of Education. This includes integrated ELD, explicit support for all students in acquiring the language needed to comprehend and express understanding of grade-level work, and designated ELD instruction, a protected daily time in the school day for focused instruction on the ELD standards to

assist ELs with developing critical English language skills necessary for academic content learning in English.

Designated ELD

KIPP Bridge’s focus in designated ELD is to take an asset-based approach to the English spoken by our students and to build on these skills. Designated ELD teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. Over the course of the required curricular sequence, students are taught language objectives aligned with academic language functions, as well as academic vocabulary and time to practice reading comprehension and writing skills.

Here are the principles that guide our designated ELD instruction:

- **Academic language functions:**
 - Most of our Multilingual Learners are not new to the country and are highly proficient in social varieties of English. Our focus in designated ELD is to take an asset-based approach to the English spoken by our students and to build on these skills. ELD teachers provide explicit and targeted instruction on the most critical academic language functions that students will need to access grade-level content. Over the course of our recommended curricular sequence, students are taught language objectives aligned with academic language functions, as well as academic vocabulary and time to practice reading comprehension and writing skills.

- **Structured Conversations:**
 - Oral language practice is the primary focus of designated ELD. Classes are structured so that teachers provide mini lessons and then students have the majority of class time to practice speaking in Academic English in complete sentences. Structured student talk routines are encouraged to ensure the oral language practice is targeted. At the conclusion of every class, students have the opportunity to show mastery of the day’s language objective in writing and to reflect on how the designated ELD content relates to their other classes. This reflection is critical in building student metalinguistic awareness and to support them in building interdisciplinary connections.

- **Data-driven instruction:**
 - ELD teachers provide consistent feedback to students on their progress and to collaborate closely with other teachers and Ed Specialists to support overall student growth. Feedback is critical for Multilingual Learners, especially LTELs.

- Using Ellevation, the regional multilingual learner academics provides schools with longitudinal ELPAC data along with interim formative assessments in math, ELA, Science and Social Studies and Smarter Balanced scores in order to progress monitor multilingual learners’ performance on different assessments.
- **Strategic grouping:**
 - Schools group students according to proficiency level (newcomer, beginner, intermediate, and advanced) using ELPAC scores, formative assessment data and teacher/Ed Specialist input.

Integrated ELD

Teachers strategically support student development in Academic English, while teaching grade-level content through English. As teachers internalize their curricula and write exemplars for their daily objective, they are supported in identifying the language demands of the lesson (vocabulary, recurring linguistic constructions) and designing appropriate scaffolds and structured student talk routines based on their students and their daily language content.

Examples of integrated ELD instructional strategies that may be employed with EL students include:

- *Exposure to Various Learning Modalities:* Exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum.
- *Cooperative Learning:* Student participation in small-group learning activities that promote positive interactions. Through shared learning activities, 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.¹⁶
- *Academic Language Scaffolding:* The step-by-step process of building students’ ability to complete tasks on their own.¹⁷ 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.
- *Maximizing Comprehensible Input and Output:* 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. Teachers will create learning environments that allow students to practice academic English and produce comprehensible output by: 1) using backwards design to address cognitive and linguistic demands, 2) creating opportunities for students to learn content and functional language

¹⁶ Johnson, Johnson & Holubec, 1994; Kagan, 1994

¹⁷ Gibbons, 2002

through instruction, 3) incorporating frequent structured student talk, 4) interactive reading and note taking, 5) academic writing support, and 6) using assessments to refine instruction.

- *Structured Student Talk Routines*: To develop communicative competence, English Learners need daily supported opportunities to use their second language for diverse purposes. Learning English well requires lots and lots of practice. A key part of student language development relies on structured opportunities for meaningful academic discourse. Structured student talk routines provide scaffolded opportunities for students to practice English language production. When students are given appropriate direction and support, they actively listen and speak to one another, preventing the one-way communication that occurs when the whole class listens to individual volunteers offer their ideas or respond to teacher questions.¹⁸

In addition, KIPP Bridge recognizes that differentiated support may be necessary for both newcomer ELs and long-term ELs. Examples of practices used to serve new EL students include the following:

- Use technology to its fullest potential (i.e. language learning, translation, visual scaffolds for content concepts, student motivation, tracking of student progress)
- Promote development of students' native language skills and incorporate native language instruction into the curriculum where possible

Examples of practices used to serve long-term EL students include the following:

- Specialized English Language Development instruction designed for LTELs (separate from other English Learners), emphasizing writing, academic vocabulary, active engagement, and oral language
- Placement in heterogeneous and rigorous grade level content classes mixed with English proficient students and taught with differentiated instructional strategies
- Explicit academic language and literacy development across the curriculum
- Systems for monitoring progress and triggering support and a master schedule designed for flexibility and movement as students progress
- School-wide focus on study skills, metacognition, and learning strategies
- Data meetings and testing accommodations
- Affirming school climate and relevant texts

At KIPP Bridge, all teachers will receive professional development on communicating with students designated as EL, techniques for detecting whether a student has English language gaps, and providing supports for English Learners as outlined above. Furthermore, KIPP Bridge will provide staff with specialized curricular materials to enable EL students to achieve proficiency.

¹⁸ Norris & Ortega, 2006; Lightbown, Patsy, & Nina Spada, 2006

Monitoring and Re-Designation of EL Students

The proficiency in the English language of EL students will be monitored by teachers and qualified evaluators, and measured at least annually using the ELPAC and other measures. These assessments benchmark their progress towards proficiency and determine whether continued programming and language support are warranted.

Upon a student's reaching proficiency in the English language, programming and language support will no longer be required. However, the student will be monitored to ensure they are making academic progress in alignment with their peers. If students fail to meet parity, then they may be provided additional academic services and interventions. 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, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the Summative ELPAC
- 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
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process
- 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 reclassification, all parents/guardians will receive a reclassification 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 will be monitored for four years.

KIPP Bridge will evaluate 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, content is spiraled and retaught. In addition, KIPP Bridge will annually evaluate the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

Special Education and English Learners

KIPP Bridge will apply 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/identification 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, so are students with disabilities. EL students with IEPs will be given the necessary materials, mandated services, and equipment to support their learning. The Charter 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. For EL students with moderate/severe disabilities, we administer the Alternate ELPAC as their annual assessment. In addition, we have modified criteria for reclassification which take their IEP goals and alternate assessment performance into consideration.

Monitoring and Evaluation of Program Effectiveness

KIPP Bridge evaluates the effectiveness of its education program for ELs by:

- Adhering to adopted academic benchmarks by language proficiency level and years in program to determine annual progress
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring student identification and placement
- Monitoring availability of adequate resources

English Learner Advisory Committee

If KIPP Bridge has 21 or more English Learner students, the Charter School will form an ELAC, which will be responsible for advising the School Leader and staff on programs and services for English Learners and the KIPP Family Council on the development of the Local Control and Accountability Plan ("LCAP"). The ELAC will be comprised of parents of English Learners — at a rate that is at least the same as the percentage of English Learner students based on the total student population — and other parents/guardians, the Charter School staff and/or community members.

Annual Goals and Actions to Achieve the State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of KIPP Bridge's annual goals, actions, and measurable outcomes, both schoolwide and for each numerically significant subgroup of students. in and aligned with the State Priorities described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are

provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

Attached, as Appendix 11, is the most recent LCAP, which is also on file with the District. Appendix 11 complies with all requirements pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), including the development of school-wide and student subgroup goals, and annual actions, as applicable to the state priorities identified in Education Code Section 52060(d). The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

ELEMENT 2 – Measurable Pupil Outcomes

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

The LCAP subgroup goals below represent the three-year cycle (2024-25 through 2026-27), with KIPP Bridge making progress in key state indicators as demonstrated on the California Dashboard.

KIPP Bridge Academy LCAP Subgroup Goals: Year over Year Goals Beginning School Year 2024-25 through 2026-27

Student Group	ELPI	Chronic Absence	Suspension	ELA	Math
English Learners	Maintain BLUE on the CA Dashboard, within 1.9 points YoY	Move to ORANGE on the CA Dashboard, with 10% or greater reduction YoY	Maintain ORANGE on the CA Dashboard, within 0.2% YoY	Maintain ORANGE on the CA Dashboard, with 10+ points increase YoY	Increase to GREEN on the CA Dashboard, with 10+ points increase YoY
Socio-Economically Disadvantaged	NA	Move to ORANGE on the CA Dashboard, with	Move to GREEN on the CA Dashboard, with	Maintain ORANGE on the CA Dashboard,	Increase to GREEN on the CA Dashboard, with

		10% or greater reduction YoY	a 1% or greater decline YoY	with 10+ points increase YoY	10+ points increase YoY
Students with Disabilities	NA	Move to ORANGE on the CA Dashboard, with 10% or greater reduction YoY	Move to GREEN on the CA Dashboard, with a 2.5% or greater decline YoY	Increase to ORANGE on the CA Dashboard, with 12+ points increase YoY	Maintain RED on the CA Dashboard, with 10+ points increase YoY
African American	NA	Move to ORANGE on the CA Dashboard, with 10% or greater reduction YoY	Move to GREEN on the CA Dashboard, with a 1% or greater decline YoY	Maintain ORANGE on the CA Dashboard, with 10+ points increase YoY	Increase to GREEN on the CA Dashboard, with 5+ points increase YoY
Hispanic	NA	Move to ORANGE on the CA Dashboard, with 10% or greater reduction YoY	Maintain GREEN on the CA Dashboard, within 0.2% YoY	Maintain ORANGE on the CA Dashboard, with 5+ points increase YoY	Increase to GREEN on the CA Dashboard, with 10+ points increase YoY

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Additional Measurable Pupil Outcomes

Charter School sets the following targets for Measurable Pupil Outcomes related to school culture and climate.

Please see below our MPOs, in alignment with our annual LCAP, which is attached in Appendix 11.

<i>LCAP Alignment</i>	<i>MPO</i>	<i>Target</i>
<i>Goal 2 - Engagement</i> Family Satisfaction with Opportunities for Engagement	Family Satisfaction with Opportunities for Engagement: How satisfied are you with the number of opportunities the school provides for parents on campus?"	75% Positive
<i>Goal 2 - Engagement</i> Student Emotional Safety	Student Emotional Safety: Students feel able to show themselves without fear of threat or harm to one's self image or well being.	65% Positive

<p>Goal 2 - Engagement</p> <p>School Culture Index</p>	<p>The School Family Culture Index: Represents questions from the Family School Culture Survey that make up the family school culture experience. The index considers the percent of positive family responses across the following questions:</p> <ul style="list-style-type: none"> ● Teachers have built strong relationships with my child. ● The school has a positive impact on my child’s academic performance. ● How fairly is your child treated by staff? ● How stressed does your child feel about experiences related to school? 	<p>75% Positive</p>
<p>Goal 3 - Resources</p> <p>Teacher Instructional Practice</p>	<p>Teacher Instructional Practice: My school is committed to improving my instructional practice.</p>	<p>75% Positive</p>
<p>Goal 3 - Resources</p> <p>Teacher Rigorous Academic Curriculum</p>	<p>Rigorous Academic Curriculum: My school implements a rigorous academic curriculum.</p>	<p>75% Positive</p>
<p>Goal 3 - Resources</p> <p>Expanded Learning Opportunities</p>	<p>Expanded Learning Opportunities: Students will be offered access to the Expanded Learning Opportunities Program.</p>	<p>100% Access Offered</p>

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

School Outcome Goals

KIPP Bridge Academy's overarching school outcome goals are the implementation of a consistently high-quality educational program, a fiscally sound business and management structure, family engagement, and community impact. KIPP Bridge Academy also aims to cultivate non-academic skills in its students, as described below.

High-Quality Educational Program

KIPP Bridge Academy provides a meaningful and challenging college preparatory experience to its students by setting a high bar for rigor, encouraging curiosity, and nurturing self-confidence through academic pursuit and achievement. KIPP Bridge instills in students the belief that they can attend college, if that is the path they choose, and provides them the tools that will support them in the pursuit of fulfilled lives.

Fiscally Sound Business and Management Structure

KIPP Bridge Academy's business management structure is paramount to the success of the Charter School. At KIPP, we are committed to ensuring we deliver the best academic program and maintain the fiscal health of each of our schools. KIPP Northern California's expert staff, overseen by the Finance and Audit Committees of the Board of Directors, provides professional financial management for KIPP Bridge. KIPP Northern California's finance, accounting, human resources, operations, and technology staff provide regular training and facilitate the sharing of best practices among the school-site business operations staff across the organization.

Family Engagement

Parents are the experts on their children and strong influencers and partners in student decisions, making parents critical partners in a student's helping their children succeed. The partnership between parents, students and teachers forms the necessary foundation for KIPP Bridge and for all students to succeed. KIPP Bridge, in partnership with KIPP Northern California's Advocacy and Community Engagement Team, regularly provides families with opportunities for meaningful involvement and feedback. We work to ensure families understand how to engage in these opportunities and that their voice and partnership are critically important. Examples include responding to surveys, participating in and leading the KIPP Family Council, engaging with school leadership through Coffee with the Principal, participating in the English Learner Advisory Committee, engaging in parent-teacher conferences, and both planning and participating in social and cultural events at the school. There are also regular opportunities for parents and community members to celebrate the identities, stories, and accomplishments of KIPP Bridge scholars, including student performances, monthly team and family cultural celebrations, and community events such as the Fall Festival. Please see Element 4 for additional details on engaging families and the broader community at KIPP Bridge.

Table 14: Sample of Family Engagement Opportunities at KIPP Bridge

Mechanism for Engagement	Description	Frequency
KIPP Family Council	<p>One way we encourage families to be involved is through our KIPP Family Council. This is led by parents, is simultaneously translated into Spanish and Arabic, and works with staff members to support our school community, including our students, families, and staff.</p> <p>The council also works with the School Leader to develop, review, evaluate and approve federal and state programs and/or budgets.</p>	4+ times/year
English Learner Advisory Committee	<p>The ELAC is an opportunity for parents to discuss supports for English Learners at KIPP Bridge.</p>	2 times/year
Meetings with School Leadership <ul style="list-style-type: none"> ● Coffee with the Principal 	<p>Families have the opportunity to speak directly to the School Leader over coffee in the morning.</p>	9 times/year
Food and Clothes Giveaways	<p>Families are invited to come to the school to collect essential resources and connect with school staff</p>	4 times/year
Social & Cultural Events <ul style="list-style-type: none"> ● Back to School Night ● 8th Grade Promotion Ceremony ● After School Program performances ● Art Shows ● All-School Team and Family Meetings ● Parent Coffees ● Pride Parade ● Moms & Muffins ● Dads & Donuts ● Diamano Coura West African Dance Troupe Performance ● Step Team Performances ● Eid Festival ● Human Rights March ● Weekly Fun Fridays aligned to Monthly Theme (i.e. Indigenous 	<p>Events such as these allow our students to share parts of who they are and what they are passionate about. These events build a strong culture of community within KIPP Bridge.</p>	Varies

People’s Heritage, Latinx Heritage Month, Disability Awareness Month, etc.) <ul style="list-style-type: none"> ● Dia de los Muertos Ofrenda 		
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Community Impact

In addition, KIPP Bridge aims to be a strong institution and resource in its community, uniting parents, community members, and educators across diverse backgrounds. KIPP Bridge will share best practices and lessons learned with other KIPP schools as well as charter and District schools within the Oakland Unified School District, and across the state. The ultimate goal of KIPP Bridge is to have a catalytic impact on the way education is implemented, particularly for first-generation, college-bound students.

Non-Academic Skills

In addition to the state priority-aligned goals, KIPP Bridge Academy believes that our students must also develop crucial non-academic skills in order to become successful 21st century learners and lead choice-filled lives. During their tenure at the KIPP Bridge, students will develop the following:

Leadership Abilities

- All students have an opportunity to run for student government and apply for campus "jobs"
- Students take the lead in planning and organizing events
- Students use their writing to consistently suggest improvements on campus

Self-Advocacy & Choice

- Proactive homeroom circles that address choice, voice, autonomy
- Choice in reading and in learning experiences support students with defining their preferences
- Teachers must demonstrate the presence of choice, voice, and autonomy in weekly lesson plans

Interpersonal Skills

- Ratio of 4:1 student:teacher "talk time" in class
- “Turn and Talks” required in all classes (writing and then sharing with a partner)
- Honor Council participates in restorative circles for peer support
- Students participate in Socratic Seminars
 - Students are coached on using habits of discussion including the ability to politely agree/disagree with one another, build on each other's answers, and pose questions to one another
 - Students take on a progressive level of responsibility for leading Socratic Seminars throughout the year

Community Awareness and Involvement

- All students will develop the character traits and skills that allow and encourage them to become concerned and active citizens of their communities, nation, and the world beyond

KIPP Bridge Academy Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

As indicated in Element 1, pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of KIPP Bridge’s annual goals, actions, measurable student outcomes, and methods of measurement, both school-wide and for numerically significant subgroups in and aligned with the state priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

Attached, as Appendix 11, is the most recent LCAP, which is also on file with the District. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. KIPP Bridge shall submit its LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter as defined in Education Code Section 47607.

ELEMENT 3 – Method of Measuring Pupil Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

KIPP Bridge affirms that, to the extent practicable, the method for measuring pupil outcomes for the state priorities shall be consistent with the way information is reported on a School Accountability Report Card (“SARC”). Specific methods of measurement are identified for each student outcome in Element 2.

KIPP Bridge’s mission is to prepare our students to succeed in high school, college and beyond by developing in them the knowledge, skills, and character essential to succeed while honoring their identities and connections to the community. We understand that such skill mastery occurs in gradual steps, KIPP Bridge will continue to measure the impact and success of its academic programs utilizing several forms of evaluation and assessment, including state mandated tests.

KIPP Bridge’s assessment strategy is based on two core beliefs:

- **Common assessments ensure everyone has a high bar.** Common assessment data helps us to understand and calibrate KIPP Bridge’s performance levels with those of other high-performing schools and appropriately prioritize areas for growth, codify best practices, develop meaningful professional development for teachers, and keep our promises to students and families.
- **Assessment is more than tests.** Effective assessment includes systems and processes for analysis and action, including clear roles and responsibilities, aligned calendars with data days, protocols for looking at student work, data-driven instruction, and data-driven decision making. Schools need structures that enable teachers to swiftly analyze and respond to data.

Assessment of Mastery and Growth: The climb to college-readiness

The specific assessments that KIPP Bridge utilizes can be considered as two measures of progress leading to the same summit: college readiness.

The first – **Standards Mastery** – has many guideposts to ensure students are staying on the right path during their climb. Rather than only mid- and end-of-year milestones, there are numerous checkpoints for feedback on progress and independent abilities. Daily teaching and learning should be focused on this grade-level, sequential progression towards mastery of college-ready standards over time.

The second measure of progress – **Growth** – provides guideposts along the way, but tells students how they compare to others on the climb. Students have their “vitals” taken at the start of this climb so that

they know what kind of progression they need to make to maintain or exceed the pace of their peers. At each milestone, students and teachers will understand if they are climbing the mountain at the rate necessary to maximize their potential. However, teachers do not utilize this data to inform daily instruction. Instead, it is used to set appropriately rigorous goals, occasionally adjust student groupings, and monitor college readiness levels over time.

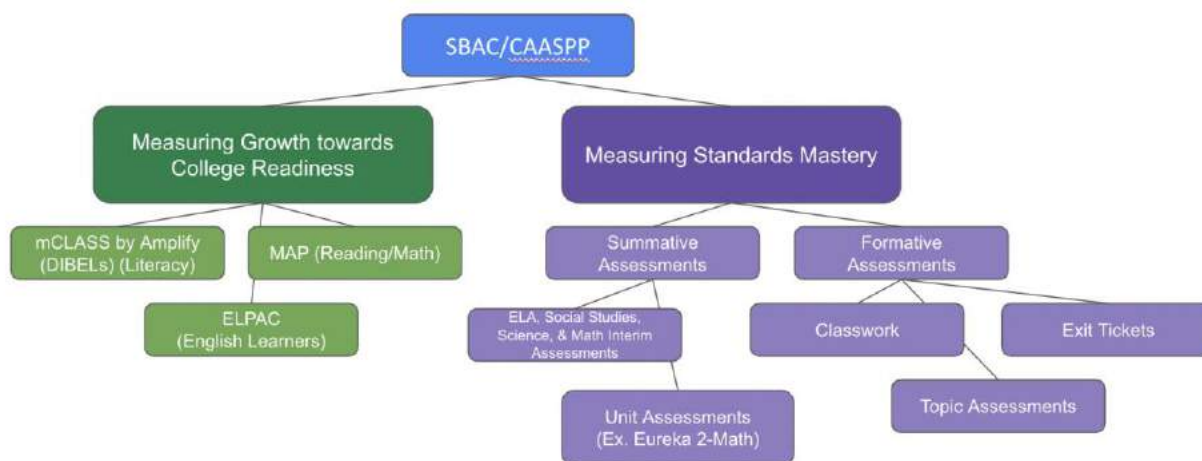
The two measures are inherently related, as rigorous efforts on the standards mastery path pay off in the form of substantial growth and ultimate college-ready achievement, whereas milestone growth checks inform whether our curricular and instructional choices are paying off over time.

Assessment of Student Outcome Goals

An effective assessment strategy includes measures of both standards mastery and growth at various levels of granularity. When measuring mastery, we assess students’ absolute performance against college-ready standards using criterion-referenced tests. When measuring growth, we assess the progression of student learning over time using norm-referenced tests (in which students are compared to their peers), with the end goal of having students make better-than-average growth each year in order to climb to college readiness levels. Both forms of assessment are essential to form a holistic sense of a student’s learning and college readiness.

Figure 9 below outlines the assessments that are used to measure growth and standards mastery across KIPP Northern California schools.¹⁹ As seen below, state and local assessments are used to measure both growth and standards mastery. Please see Appendix 12 for KIPP Northern California’s latest assessment vision and plan across the organization and KIPP Foundation.

Figure 9. KIPP Northern California Assessment Structure



¹⁹ Note that assessments specified solely for students in grades 9-12 in Figure 3 above will not be administered at KIPP Bridge, including: Pre-/Post-ACT, ACT, and AP for All.

Table 15 shows the frequency each assessment at KIPP Bridge will be administered.

Table 15: Assessment Frequency

Assessment	Grade Level	Frequency
mCLASS by Amplify	K-8	3x/year
CAASPP	3-8	1x/year
CAST	5 and 8	1x/year
ELPAC	K-8, as needed	1-2x/year
California Alternate Assessments (“CAA”)	5-8, as needed	1x/year
Benchmark/Interim assessments	K-8	3x/year
Unit/module assessments	K-8	6x/year
Exit tickets	K-8	Daily or weekly
Physical Fitness Test	5 and 7	1x/year

KIPP Bridge believes in administering a balanced system of assessments, so that:

- School Leaders will be able to monitor students’ progress towards CCSS and NGSS mastery and SBAC/CAST readiness at set, strategic intervals
- Teachers will be able to identify students’ strengths and weaknesses to adjust curriculum and instruction at set, strategic intervals
- Regional Leaders will be able to assess the effectiveness of instructional programs and provide timely differentiated support to schools
- Regional Leaders, School Leaders, and Teachers will be able to develop a common high bar (language, values, etc.) for curriculum and instruction

In keeping with this theory of action, KIPP Bridge will administer a variety of assessment types, including: screening, diagnostic, formative, benchmark/interim, summative, and others. Descriptions of these assessment types are included in Table 17 below.

Table 16: Overview of Assessment Types at KIPP Bridge

Type	Purpose of Assessment	Examples
Screening	<ul style="list-style-type: none"> ● Determine whether or not students are at or below grade level; these are generally quick and easy to administer and give a snapshot of a student knowledge and skills ● Guide decisions about intervention placement (i.e. 15 students in the 1st quartile need intervention class) 	<ul style="list-style-type: none"> ● STAR (Accelerated Reader) ● ELPAC initial
Diagnostic	<ul style="list-style-type: none"> ● Identify students' strengths and weaknesses in order to determine appropriate intervention or enrichment support (i.e. 3 students in the intervention class need to develop their understanding of place value) 	<ul style="list-style-type: none"> ● Strategic Teaching and Evaluation of Progress (STEP) ● mCLASS by Amplify ● Teacher-Created ● Curricular Pre-assessments
Formative	<ul style="list-style-type: none"> ● Provide teachers regular information so they can modify teaching and learning activities to improve student achievement 	<ul style="list-style-type: none"> ● Classroom, teacher-created assessments, including exit tickets ● Eureka Math Squared mid-module assessments
Benchmark/ Interim	<ul style="list-style-type: none"> ● Monitor student progress toward mastering grade-level State Standards ● Provide data that can be communicated to a variety of stakeholders (i.e. parents, community members, board members, etc.) ● Provide school and regional leaders access to a common source of student achievement data that can be aggregated or disaggregated to reveal trends and patterns in student performance, identify best practices, or signal the need for additional resources to specific content areas, grade levels, or student groups 	<ul style="list-style-type: none"> ● mCLASS by Amplify ● SBAC IABs (non-performance tasks) ● Math and ELA interim assessments ● Science interims ● Social Studies HAT Interim Assessments
Summative	<ul style="list-style-type: none"> ● Determine mastery of grade level State Standards ● Provide data that can be communicated to a variety of stakeholders (i.e. parents, community members, board members, etc.) ● Provide school and regional leaders access to a common source of student achievement data that can be aggregated or disaggregated to reveal trends and patterns in student performance, identify best practices, or signal the need for additional resources to specific content areas, grade levels, or student groups 	<ul style="list-style-type: none"> ● End of unit/module assessments (i.e. Eureka Squared, KIPP Wit & Wisdom, Amplify Science) ● End of course assessments ● SBAC ● CAST ● ELPAC

Other	<ul style="list-style-type: none"> ● Assess the effectiveness of particular instructional strategies and programs ● Assess the level or quality of implementation of particular instructional strategies, curricular materials and programs 	<ul style="list-style-type: none"> ● Unit or end of module assessments (i.e. Eureka Squared, KIPP Wit & Wisdom, Amplify Science) ● MAP ● ELPAC
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Curriculum-Based Unit/Module Assessments

At KIPP Bridge, carefully selected curricula and high quality instruction will be two key components to meeting the rigor demanded by the State Standards. In order to assess student mastery on standards throughout the year, we feel it is important to also collect data from curriculum-based assessments to see what students are retaining within and over the course of a unit of study. Eureka Math, for example, provides topic, mid-module and end-of-module assessments that measure mastery of the content presented within that unit, as well as students’ ability to manipulate and apply that knowledge in novel ways. As with interim assessments, teachers will complete assessment analyses after curricular assessments and use this data to inform intervention groups as well as areas to reteach. As appropriate, KIPP Bridge will use the assessments in our core curricula as additional data points for standards mastery throughout the year.

Together, curriculum-based assessments and interim assessment cycles will be the main measures for determining whether students are meeting their achievement targets. They help teachers see whether students have retained information over time and are periodic touch points that are aligned to the CAASPP. With this alignment, the KIPP Bridge team knows that students are on track to meeting CAASPP goals. These cycles also allow the Leadership Team to track progress toward school wide achievement goals.

Daily Formative Assessments

Teachers will collect data each day through exit tickets, or they will use independent practice as the exit ticket. Beginning around early October, after other routines and systems are in place, grade level teams will be expected to bring together exit tickets to analyze student performance as a form of feedback on their teaching. These formative assessments will be brought together once per week, and in these meetings, teachers will look at student work to determine misconceptions and adjust their lesson plans accordingly.

Interim Assessments

Day-to-day urgency in classrooms comes from the drive to meet student mastery goals on curricular assessments. Curricular assessments will be aligned to interim assessments, which are administered in cycles, or every 8-10 weeks. These interim assessments, and in turn the curricular assessments, will reflect the rigor and format of the SBAC, CAST and the State Standards. The instructional calendar at KIPP Bridge will include time for re-teaching as necessary.

During the data analysis process, teachers analyze the data by standard, by student, by groups of students, and by class. Noticing trends across groups and for individuals, teachers will determine which standards need to be retaught whole group and which standards may need small group or individual remediation. Additionally, teachers will identify which standards need to be spiraled for additional practice. Teachers will complete a comprehensive action plan based on what needs to be taught, when it will be taught, how it will be taught, and to whom.

After each cycle, each teacher will meet with their coach for a data conference to reflect on student achievement, the data analysis, and the action plan. During this data conference, the coach may push for clarity, serve as a thought partner, or guide the discussion, depending on the teacher’s skillset. After the data conference, the coach will observe re-teaching lessons and help hold the teacher accountable for recollecting data to gauge improvement.

Additionally, grade level teams will meet to discuss groupings for small group instruction time. Based on the interim data, teachers may switch groups across classes and/or adjust the frequency with which certain students receive intervention instruction. This will be a time to step back and adjust plans and groups in order to best meet the needs of every single student.

Schedule of Testing

KIPP Bridge will administer all standards-aligned state and national tests for grades kindergarten through eight as determined by the state and national testing requirements. The Charter School will also administer the following tests at each grade level as outlined below.

Table 17: KIPP Bridge Testing Schedule by Grade

Grade	CAASPP	CAST	ELPAC (if applicable)	Physical Fitness
Kindergarten			X	
Grade 1			X	
Grade 2			X	
Grade 3	X		X	
Grade 4	X		X	
Grade 5	X	X	X	X

Grade 6	X		X	
Grade 7	X		X	X
Grade 8	X	X	X	

Use of Data

KIPP Bridge staff, students, and parents use data on student progress and outcomes to guide instruction, understand individual student needs, and develop strategies for meeting individual and school-wide goals.

KIPP Bridge collects, analyzes, and reports student data and performance by subject and grade level. The data is also disaggregated annually in KIPP Northern California’s own annual report as well as the SARC to clearly identify the academic performance of students by subgroups. Relevant information about the Charter School will be communicated clearly to parents and community members

Progress Monitoring and Data Gathering

Goals are rigorous and individualized to ensure that students are on track for success and growth regardless of whether they are on the top quartile, the bottom quartile, or somewhere in between. It is crucial that the KIPP Bridge Leadership Team be intentional about which data they monitor and why. The table below shows the approach to data and the structures in place for responding to that data throughout the year. The Leadership Team will evaluate all of the following data on an ongoing basis.

Table 18: Structures for Responding to Data

Assessment	Frequency	Response Structure
Exit tickets, curriculum-based assessments	Ongoing	One-on-one and grade level meetings — leadership meets with appropriate teachers and grade levels to support and hold accountable.
mCLASS by Amplify	3x/year	Teachers analyze the data with grade level teams and the support of administrators in order to review students’ reading growth and determine shifts to reading instruction including whole class instruction, guided reading groups, interventions, and personalized learning.
Interim and/or module assessments	8-10 week cycles	In depth data analysis with coach and/or content team for curricular assessments. Teachers and Leaders will carry out in-depth analysis of interim assessments

		results, 3x a year, during Regional PDs. Teachers will leave with a clear understanding of subgroup mastery trends, and create action plans for what to re-teach as well as any interventions that are needed.
CAASPP	Annual	Analyze overall performance at the beginning of each year as well as performance on overall claims to identify trends and determine goals for the upcoming school year.

How Staff Use Student Data

Teachers at KIPP Bridge collect and analyze student data on a daily basis, through daily exit tickets and unit and/or curriculum-based assessments, allowing teachers to adjust instruction from day to day. Additionally, teachers will receive coaching and support to review unit assessments with instructional coaches. Teachers participate in weekly data meetings to analyze data and develop plans to respond as needed, including re-teaching and providing differentiated supports.

On a regular basis, data from assessments will be reviewed alongside other school data through staff Communities of Practice, wherein School Leaders, Assistant Principals and Instructional Leaders meet on a monthly basis and analyze the data and progress towards goals. This information informs school-wide professional development and teacher-level coaching needs.

All KIPP Bridge staff will also participate in regional professional development days, which take place several times throughout the school year, where all KIPP Northern California teachers gather to calibrate and discuss student work and identify opportunities for ongoing improvement to their practice and instruction. On regional professional development days, teachers review and interpret interim assessment results from CCSS-aligned tests and prepare reteaching lessons to address student understanding gaps

KIPP Northern California’s regional leadership and the regional academics team will also closely review student and school-level data on a regular basis to determine how to provide the resources, strategies and supports for our schools. The regional team also enables schools across our region to compare aggregate data and work together to share best practices. Please see the section on *Classroom, School-wide, and Region-wide Assessment* below for details on how KIPP uses data and measures at a regional level.

How Students Use Their Own Data

KIPP Bridge students will develop an understanding of how to interpret and track data on their academic progress, learn to set personal goals, and know how their efforts will lead to those goals. Awareness of data will also help to build life-long habits of goal-orientation, growth mindset, and determination.

Students will receive report cards for each marking period as well as regular reports on academic progress. Report cards and progress reports will be mastery-based in order to develop an orientation toward how their own agency and effort can impact academic goals. Students will also know and understand the results from their individual CAASPP and other assessments and the implications for reaching college readiness. In addition to reports, students will learn to track and interpret individual data generated through personalized learning platforms and content.

How Families Use Student Data

KIPP Bridge parents and guardians will have regular access to information and data on their student’s experience, both academically and socially. At the core of keeping parents informed of student progress and experience is relationships – parents/guardians will have ready and easy access to their students’ teachers via phone, text, email and opportunities to meet in-person. KIPP Bridge will maintain a culture of open contact and availability of teachers to both students and parents/guardians.

In addition, parents/guardians will receive report cards for their students at each marking period. Parents/guardians of students of concern will be invited to parent-teacher meetings to review and interpret the report cards and discuss strategies for supporting each student. Each teacher will strive to meet with parents or guardians of each student, each year. The goal of transparency and frequent discussion about student data with parents/guardians is to build the partnership and alignment between parents/guardians, students and teachers toward each student’s success at KIPP Bridge and, ultimately, in college and beyond.

Classroom, School-wide, and Region-wide Assessment

KIPP Bridge staff will be held accountable for assessing students, classrooms, and the Charter School as a whole. In addition to tracking individual student progress, classroom-based and school-wide evaluation will be on-going, with individual classroom and school-wide performance assessments occurring year-round. Measures of classroom and school-wide assessment are tied to KIPP NorCal’s six essential questions. This framework is used to assess whether our schools, regions and national network are effectively serving the broader KIPP mission. The following performance indicators are reviewed on a regular basis by the KIPP Northern California Regional Leadership Team and the KIPP Northern California Board to assess the health of the Charter School.

Table 19: Six Essential Questions and Performance Indicators

KIPP’s Six Essential Questions	Performance Indicator
Q1: Who is our student community?	<ul style="list-style-type: none"> ● Enrollment ● % students who qualify for free or reduced price meals (“FRPM”)

	<ul style="list-style-type: none"> ● % students with an IEP ● % English Learners
Q2: Are we creating positive school cultures where students stay and thrive?	<ul style="list-style-type: none"> ● Student retention ● Chronic absenteeism ● Suspension rate ● Middle to high school matriculation ● Belonging Index ● Connectedness Index ● SEL Skills Index ● % of parents who would recommend KIPP
Q3: Are our students progressing and achieving academically?	<ul style="list-style-type: none"> ● Student outcomes on SBAC interim and summative assessments ● High school students, grades 10-12, taking, passing AP Exams ● Student outcomes on ACT (11th grade)
Q4: Are our students prepared to lead choice filled lives?	<ul style="list-style-type: none"> ● High school graduation rate ● College matriculation ● College persistence rate ● Estimated college completion rate ● Actual college completion rate
Q5: Are we building a diverse and inclusive people model?	<ul style="list-style-type: none"> ● Teacher retention ● Non-teacher staff retention ● % of staff and % of leadership who identify as people of color ● % of staff that agree to the following statement on the TNTP survey: My school/region has an inclusive culture where staff from diverse backgrounds and perspectives can excel
Q6: Are we building a responsible financial model?	<ul style="list-style-type: none"> ● Schools meeting enrollment target ● Attendance rate ● Cash as % of annual expenses ● Operating cash flow ● Philanthropy Raised/Target

Stakeholder feedback and satisfaction are critical inputs into our school and regional evaluations. KIPP Bridge will benefit from two stakeholder surveys. The KIPP Foundation has partnered with The New Teacher Project (“TNTP”) to administer a stakeholder survey to all teachers, non-teaching staff, and school and regional leaders across the national KIPP network, twice per year. The TNTP Insight survey includes research-backed questions that gauge instructional culture at our schools, with proven correlations to student outcomes and staff retention. In addition to these national surveys, we also administer a survey region-wide for our students and teachers to help us evaluate school culture. This survey gives us valuable input and progress monitoring on our school culture priorities, including social-emotional learning, use of restorative practices, and student/teacher relationships.

Our regional and school leadership analyze the results of each survey, with the ability to learn from each other, and benchmark against other schools in the Bay Area region and across KIPP schools nationally. The results of our stakeholder surveys are key components in the annual performance evaluations for KIPP Bridge leadership and KIPP Northern California’s regional leadership.

Additional Accountability Provision

KIPP Bridge is accountable to multiple constituencies: students and their families, the KIPP Northern California Board of Directors, the Oakland Unified School District, and the State Board of Education. Accountability to each of these constituencies covers both fiscal and academic performance. At the end of each school year, KIPP Bridge and KIPP Northern California staff completes a cycle of inquiry in which all collected student data including test scores, daily attendance records, examples of student work and student/parent surveys will be evaluated, strengths and weaknesses are identified, and a course for school wide improvement and growth is charted for the upcoming year.

While the above evaluations and assessments are necessary to ensure KIPP Bridge meets our objectives, the ultimate evaluation is the continued success of our graduates completing college and growing into fulfilling lives. Student success is monitored in college and used to evaluate KIPP Bridge’s success in seeing students graduate from college.

ELEMENT 4 – GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq.*).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq.*); the California Public Records Act (Government Code section 6250 *et seq.*); Government Code section 1090 *et seq.*; and the Political Reform Act (Government Code section 81000 *et seq.*) Charter School shall also comply with the provisions of Education Code section

47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq.*, regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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 Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. 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 Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District 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 Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, “Ombudsperson”, is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual’s name and contact information should be clearly articulated in the Charter School’s student and family handbook or distributed widely.

Legal Structure

KIPP Bridge Academy is a directly funded independent charter school, and is operated by KIPP Northern California, a non-profit public benefit corporation registered in the state of California. It is the responsibility of KIPP Northern California to be accountable to the District for the implementation of KIPP Bridge’s charter. KIPP Northern California exists to ensure that KIPP Bridge adheres to the proven success of the KIPP model and to this charter, and that KIPP Bridge has the resources and support necessary to be successful. The Board of KIPP Northern California governs KIPP Bridge.

KIPP Bridge operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the KIPP Bridge. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Please refer to Appendices 13, 14 and 15 for the organizational documents of KIPP Northern California, including the Articles of Incorporation, Bylaws, and Conflict of Interest Code.

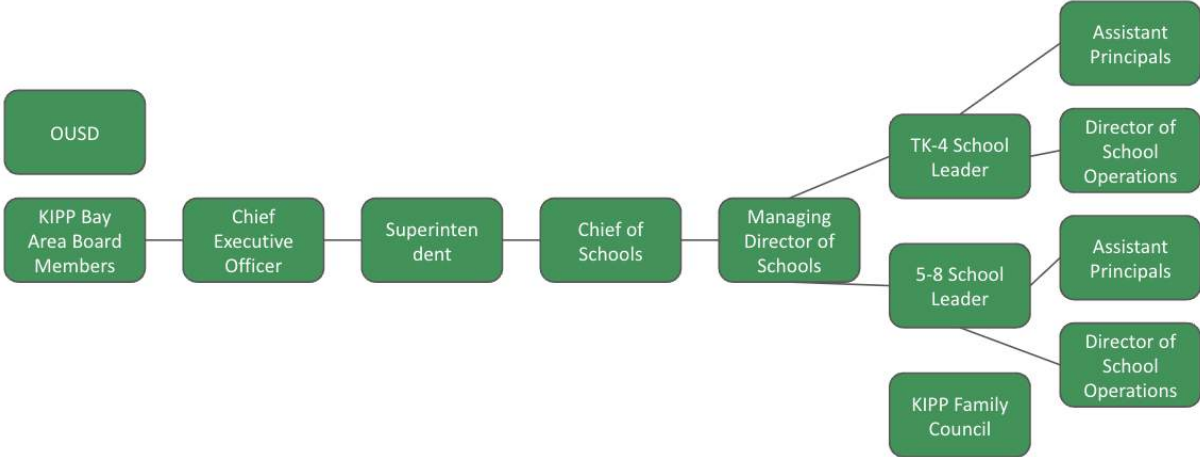
Governance Structure

The governance structure of KIPP Northern California serves three primary objectives:

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

Below is an organizational chart of KIPP Bridge’s governance structure:

Figure 10. KIPP Bridge Governance Structure



Board of Directors

The KIPP Northern California Board of Directors (“Board”) is the governing body of KIPP Bridge. The Board complies with the Ralph M. Brown Act. Please see Appendix 16 for the Board’s job description, list of board members, and their biographies.

Governance, policy-making authority, and fiduciary responsibility for KIPP Bridge rests with the KIPP Northern California Board of Directors. The Board works closely with its Chief Executive Officer and the School Leader of KIPP Bridge to implement KIPP Northern California’s educational philosophy.

Composition of KIPP Northern California’s Board of Directors

KIPP Northern California’s Board of Directors holds public meetings in accordance with the Ralph M. Brown Act and Education Code Section 47604.1(c) and complies with the California Public Records Act. Board directors support the mission of KIPP Northern California and serve voluntarily. KIPP Northern California seeks to ensure that its directors represent a broad area of expertise and cross-section of the community at large. KIPP Northern California aims to have directors with expertise in real estate, nonprofits, law, finance, management, education, community outreach, philanthropy, and diversity, equity, and inclusion.

KIPP Northern California’s Board will be comprised of 21 directors for the 2024-25 school year, pursuant to its Bylaws, which allows for no less than 15 and no more than 27 directors. Board members are elected to serve three-year terms and may serve up to three consecutive terms. In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, KIPP Northern California may designate an additional member to ensure that the Board is maintained with an odd number of directors. In 2022, the KIPP NorCal Board elected two KIPP Northern California parents to serve on the Board, and plans to include parents on the Board into the future. We are excited by this addition in ensuring our families are involved at all levels of the decision making process.

Board Recruitment Process

The KIPP Northern California Board recruiting process includes the following actions:

- Identification of a prospective Board member
- Cultivation of prospective Board member
- The Board’s Governance Committee reviews nominations quarterly and ranks prospective members based on their ability to meet KIPP Northern California’s strategic goals and maintain KIPP Northern California’s best-in-class Board

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

- Shares information concerning the history and future plans of KIPP Northern California including specific information regarding the Board and its role in the governance and support of KIPP Northern California (i.e. Board member roles and responsibilities, meeting schedule, committee structure, etc.)
- Prospective Board member visits one or more schools operated by KIPP Northern California
- Prospective Board member meets with the Chief Executive Officer of KIPP Northern California
- Prospective Board member interviews with the Governance Committee member(s)
- Prospective Board member interviews with the Board Chairperson
- Governance Committee presents formal recommendation to the full Board of KIPP Northern California; Board votes on prospective candidate(s)

- Board Chairperson meets with the candidate and extends offer to join KIPP Northern California Board of Directors

Board Selection Process

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 Northern California
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks
- Ability to work within a team structure
- Expectation that all students can and will realize high academic achievement
- Specific knowledge, experience, and/or interest in at least one element of governance for KIPP Northern California
- Strategic expertise that will advance KIPP Northern California’s mission

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

Roles and Responsibilities of Board Members

The KIPP Northern California Board of Directors’ primary responsibility is to help set policies and guide the executive team and School Leader of KIPP Northern California’s respective charter schools, including KIPP Bridge.

The Board is empowered to:

- Ensure that KIPP Bridge adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP Northern California policies
- Hold the School Leader of KIPP Bridge and the Chief Executive Officer of KIPP Northern California accountable for the academic and fiscal performance of the Charter School
- Provide support to KIPP Bridge for additional fundraising, marketing and other services as needs arise
- Advocate on behalf of KIPP Bridge by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education
- Seek parent, family, and community feedback to support success of schools
- Define and refine KIPP Bridge’s mission, vision, and strategic direction
- Recruit, support, and evaluate the Chief Executive Officer of KIPP Northern California
- 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
- Provide support to KIPP Bridge for additional fundraising, marketing and other services as needs arise

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, and Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached as Appendix 15.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual Board members on their responsibilities with topics to include, at minimum, ethics, conflicts of interest and the Brown Act.

Board Meetings

The KIPP Northern California Board of Directors meets at least quarterly. Meetings comply with the Brown Act. Meeting notices, agendas, and approved minutes are posted publicly as well as on the KIPP Northern California website, in compliance with the requirements of the Brown Act. The Board Secretary is responsible for recording governing Board actions.

Pursuant to Education Code Section 47604.1(c)(4)(A)-(B), the KIPP Northern California Board of Directors shall meet within the physical boundaries of the county in which the greatest number of students enrolled in those charter schools managed by KIPP Northern California reside, and a two-way teleconference location shall be established at each KIPP Northern California schoolsite and resource

center. In addition, pursuant to Section 47604.1(c)(4)(C), the KIPP Northern California Board shall audio record, video record, or both, all Board meetings and post the recordings on each KIPP Northern California charter school's website.

Board Committees

The KIPP Northern California Board may include several committees designed to enhance the operation of the Board and provide additional oversight. Individuals who are not directors may participate and be members of Board committees. Committees of the Board may include:

- Finance and Investment. The Finance and Investment Committee reviews and recommends approval of the annual operating budget to the full Board, regularly reviews and monitors financial results, ensures the maintenance of an appropriate capital structure, and oversees the management of financial assets.
- Governance. The Governance Committee ensures the health and effectiveness of the full Board and the work it performs for the organization. The committee focuses on Board evaluation, composition, recruiting, nominating, training and education.
- Audit and Risk Management. The Audit and Risk Management Committee oversees accounting and financial reporting processes including internal controls, recommends selection of the organization's auditor to the Board, and oversees the organization's annual fiscal audit.
- Grievance. The Grievance Committee may act on behalf of the Board in reviewing student expulsions, and responding to employee workplace-related concerns and parent grievances.
- Executive. The Executive Committee assists the Board by having the authority to carry out limited, expressly delegated functions between Board meetings.

Consistent with the Bylaws, meetings and actions of Board committees shall be governed by and held in accordance with the provisions of the Bylaws relating to meetings and actions of the Board, including compliance with the Brown Act.

The KIPP Northern California Board may also use, from time to time, ad hoc committees as well as task forces and/or management advisory teams to help with the foregoing topics and specific issues or projects.

KIPP Northern California has and exercises the right to regularly inspect and evaluate the operations and performance of KIPP Bridge to ensure that the Charter School's educational programs are closely monitored and maintain KIPP Northern California standards.

Role and Responsibilities of the Chief Executive Officer in Governance

The Chief Executive Officer of KIPP NorCal is accountable directly to the Board of Directors for the performance of the region and the charter schools within it. The Chief Executive Officer's primary goal is to ensure the high quality, strategic growth and operational sustainability of KIPP Northern California charter schools in his or her region. Key responsibilities include:

- Developing and executing the region's vision
- Building and managing a high-performing Regional Team that is able to support schools in their drive to deliver transformational educational outcomes for students
- Building the short and long-term organizational capacity required for operational excellence and sustainability
- Engaging key constituents

Please see Appendix 17 for the job description for KIPP Northern California's Chief Executive Officer.

Engaging Parents and the Community

KIPP Bridge operates under the premise that teachers, parents/families, and students must work together as partners to create the potential for a quality education. Parents and families are a vital part of this partnership. KIPP Bridge involves parents and families as key stakeholders in the Charter School. KIPP Bridge utilizes opportunities for parent and family engagement and seeks feedback from them as key partners in the success of the Charter School. In order to improve our governance practices and have a board reflective of our values of equity and including, in 2022, two KIPP Public Schools Northern California parents were elected to the Board of Directors. We plan to continue ensuring parent representation on our board.

Opportunities for family involvement may include participation in the KIPP Family Council, Coffee with Principal, English Learner Advisory Committee, parent-teacher conferences, report card pick up, literacy workshops, newsletters, local field trips, and a variety of school events each year such as Eid Festival and Pride Parade. KIPP Bridge parents are encouraged to join the KFA, a direct forum for the School Leader and families to engage in ongoing collaboration to ensure the success of the Charter School. The KFA advises and assists the School Leader with activities such as hiring, fundraising, event planning, community outreach, resource development, extracurricular programs, and community service projects. Parents are also encouraged to engage with the school through the KIPP Family Council and engage with KIPP leadership and the Board directly. In addition, we seek opportunities for members of the Board and regional leadership to reach out with parents, either by hosting in-person Q&A sessions onsite at the Charter School or by enabling parents to present their testimony and attend Board meetings. Parents and family members are welcome at KIPP Bridge and are encouraged to volunteer at the Charter School through a variety of opportunities, although there will not be a required number of volunteer hours or days.

Parent Advisory Council

KIPP Bridge has established a KIPP Family Council (“KFC”) to receive and communicate input from the school community to the school leader, as well as to give input on the Local Control and Accountability Plan, in accordance with state and federal legal requirements and as its chose method of meeting federal requirements applicable to Title I recipients. The KFC shall be composed of: the School Leader; teachers selected by teachers at the Charter School; other Charter School personnel selected by other Charter School personnel at the Charter School; and families of students attending the Charter School and/or community members selected by such families.

Community Engagement

Building strong links with the local community is critically important to KIPP Bridge’s success. KIPP Bridge seeks to partner with individuals and organizations in the community that complement KIPP’s mission. A KIPP staff member operating within the role of Community & Collaborative Support Manager serves as a liaison between our schools and community partners, with the aim of establishing partnerships that support our families and students. Current and past partnerships include Alameda County Community Food Bank, Sidra MENA Community Wellness, Safe Passages, Family Support Services, Family Paths, One Warm Coat, and Oakland Adopt a Spot.

KIPP Northern California’s 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 up to one week prior to the next Board meeting. Complaints submitted later will be addressed at the subsequent Board meeting. 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 School Leader or other responsible party to act upon the complaint and report to the Board. The Board of Directors shall as necessary render its determination in writing.

ELEMENT 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(I). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Teacher Certification

KIPP Bridge adheres to the legal requirements of Education Code Sections 47605(l) and 47605.4(a), and shall ensure that KIPP Bridge teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025 to obtain the certificate required for the teacher's certificated assignment.

Certificated teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operational policies. The School Leader, together with the Human Resources team at KIPP Northern California, will monitor the credentials and ensure all teachers hold their required certification(s). KIPP Northern California may also employ or retain non-certificated instructional support staff at the 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 Charter School's rigorous academic environment.

KIPP Bridge will not discriminate or harass based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. KIPP Bridge will be a School of Choice and no employee will be required to be employed. KIPP Bridge will comply with all state and federal laws concerning the maintenance and disclosure of employee records and applicable federal mandates and legal guidelines in the Education Code as well as all federal and state laws for background checks.

The following section outlines the commitments and qualifications of staff at KIPP Bridge.

Staff Commitments

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

All KIPP Bridge faculty will commit to:

- Abide by applicable federal, state, and local laws
- Maintain a professional relationship with all students and a high level of professional conduct
- Refrain from the abuse of alcohol or drugs during the course of professional practice
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property
- Comply with state, federal, and local laws regarding the confidentiality of student records
- Fulfill the terms and obligations detailed in the Charter School's charter
- File necessary reports of child abuse
- Adhere to all guidelines in the KIPP Northern California Staff Handbook (Appendix 18) and the KIPP Bridge Team and Family Handbook (Appendix 19)
- Maintain unquestioned integrity and commitment to KIPP Northern California and students

School Leadership

The School Leader will be responsible for the implementation of all aspects of this charter, and for the day-to-day operations and management of KIPP Bridge Academy.

KIPP NorCal has created a Leadership Excellence Rubric for School Leaders. The Leadership Excellence Rubric was created to support leader growth and development. We believe establishing a rigorous and shared vision for what leadership excellence looks like at KIPP NorCal will help us accelerate leader growth, develop leadership pipelines, align leadership development activities and ultimately, drive stronger and more consistent outcomes for our students. The Leadership Excellence Rubric is attached as Appendix 20.

The following detail the roles, responsibilities, and qualifications of KIPP Bridge's leadership team:

School Leaders

Reporting to a Managing Director of Schools for KIPP Northern California, the School Leaders set the tone, and is an ambassador of, a powerful vision for student achievement based on KIPP's philosophy and guiding principles. The School Leaders must strategically implement KIPP Bridge Academy's mission through effective leadership and management of students and staff. The School Leaders' collaboration

with their leadership teams will result in an instructional program and school environment that prepares every student for success in college and in life.

Qualifications:

- Bachelor’s Degree (required); Master’s Degree (preferred)
- A minimum of 3-5 years teaching in a low income school with demonstrated exemplary student results
- At least two years of leadership in a low income school with demonstrated exemplary student results
- A valid teaching credential in California or a transferable credential from another state preferred
- Deep knowledge of effective research based instructional strategies
- Ability to effectively manage instructional and non-instructional personnel
- Ability to evaluate instructional programs and teaching effectiveness
- Excellent communication, public relations, and interpersonal skills
- Ability to implement effective business systems that ensure proper stewardship of school funds
- Ability to exercise excellent judgment in decision-making
- Knowledge in the selection, training, and supervision of personnel
- cursory knowledge of the laws, rules, procedures, and programs specifically related to the operation of charter schools
- Proficient knowledge of Google Suite applications (Google Classroom, Hangout, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and distance learning (i.e. Zoom, Nearpod)

Assistant Principals

At KIPP Public Schools Northern California, we believe that Assistant Principals are our future School Leaders. We actively develop Assistant Principals for School Leadership and feel the Assistant Principal should consider themselves as an apprentice to the School Leader. The Assistant Principal should gradually build capacity to lead a KIPP school.

The Assistant Principal’s job is to support the Charter School in driving academic and social emotional learning outcomes for students as a key member of the Charter School’s leadership team. Assistant Principals are expected to lead both instruction and school culture, while developing the skills of the Charter School's emerging leaders.

Qualifications:

- Bachelor’s Degree (required); Master’s Degree (preferred)
- A minimum of 3-5 years teaching in a low income school with demonstrated exemplary student results
- A valid teaching credential in California or a transferable credential from another state preferred

- Student Focus: Belief that all students, regardless of background, have the ability to go to and through college; demonstrated commitment to the Charter School’s unique community
- Direction Setting: Ability to set direction for a team and motivate others to action
- Achievement Orientation and Performance Management: Demonstrated student achievement results in own classroom and from teachers that he/she manages
- Cultural Competence: Demonstrated ability to create inclusive environments that honors and supports a diversity of backgrounds and perspectives
- Instructional Leadership: Adept at data analysis; ability to extract meaningful insights across school-wide data
- Instructional Leadership: Expertise in what the school-wide academic standards and state assessments require of students’ knowledge and skills to demonstrate mastery; able to translate student mastery requirements into instructional plans and strategies
- Instructional Leadership: Deep understanding of appropriate application and differentiation of high-leverage instructional strategies (e.g. make kids sweat, pacing, stretch it, etc.) based on comprehension of child development and pedagogy
- Relationship Building: Expertise in cultivating relationships and managing a diverse group of stakeholders
- Achievement Orientation: Demonstrated resilience and focus on student outcomes
- Proficient knowledge of Google Suite applications (Google Classroom, Hangout, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and distance learning (i.e. Zoom, Nearpod)

Directors of School Operations

The Directors of School Operations (“DSOs”) lead strategic operational priorities, manage day-to-day school operations, drive efficiencies and systematization, and partner with our instructional leaders to ensure procedures at our school maximize time students spend learning – both in-person and virtually.

The DSOs are instrumental in building and sustaining a thriving school that lasts. At KIPP Northern California, DSOs are the strategic business and operational directors of our schools, whose job is to drive exemplary operational results as key members of the Charter School’s leadership team. KIPP’s DSOs are passionate about working with kids, parents and staff, know the importance of an excellent education and believe all students deserve the opportunity to attend an excellent school.

The DSOs report to the School Leader and are coached and supported by the Operations team at the Regional Support Office (“RSO”), which supports all KIPP schools in the Bay Area.

Qualifications:

Experience:

- Deep integrity and commitment to KIPP Public Schools Northern California’s mission and values required
- 2+ years of experience in project or program management, operations, human resources or accounting - with clear experience driving stakeholder engagement required
- 1+ year of direct people management and team development experience required
- 1+ year of experience in K-12 education or youth development preferred

Education:

- Bachelor’s Degree in Policy, Business, or related field and 3+ years of work experience or 5+ years’ work experience required

Knowledge/Skills Required:

- Highly self-aware and reflective, with a commitment to feedback and growth
- Ability to self-direct, prioritize and multi-task among competing goals
- Demonstrated experience working and solving problems in a fast-paced, entrepreneurial environment
- Demonstrated ability to work well with others, build relationships across teams, and influence even in the absence of formal authority
- Success leading change initiatives in a complex environment with multiple stakeholders
- Excellent written and verbal communication skills
- Proficiency in one or more of the languages spoken by the communities we work with is required/preferred
- Proficiency in Microsoft Suite or Google Suite required
- Ability to learn and utilize technology necessary to operate in a virtual office environment (i.e. Zoom, Go to Meeting)

Instructional Staff

Teachers

Our teachers play a key role in the establishment of curriculum and culture as they develop a world-class education program from the stages of vision to execution.

The outcomes our students deserve necessitate continuously strong teaching from the time our students enter kindergarten until they graduate from college. As such, our teachers work closely with each KIPP Northern California school’s leadership team to ensure our students learn, grow, and eventually achieve transformative life outcomes. Each teacher will be responsible for ensuring that our students have the opportunity to learn in an environment of joyful, excellent teaching.

Above all else, the most effective teachers find joy and purpose in teaching children the habits necessary to be successful in school and relish the opportunity to imbue our students with a love for learning.

Teachers must also be committed to KIPP Northern California’s mission, while possessing the beliefs, character traits, and skills necessary to ensure student growth and achievement.

Teachers are expected to plan, organize and implement an appropriate instructional program in a TK-12 learning environment, both in an in-person classroom setting and virtually, that guides and encourages students to develop and fulfill their academic and socio-emotional potential. Work is performed under the supervision of the School Leader.

Qualifications:

Education:

- B.A/B.S. degree from a regionally accredited institution
- Valid CA certificate, permit, or other document required for the teacher’s certificated assignment, as issued by the Commission on Teacher Credentialing.
 - Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025 to obtain the certificate required for the teacher’s certificated assignment

Experience:

- Experience as an educator in a traditionally underserved community for one or more years with demonstrated strong achievement results and documented growth on formative assessments
- Knowledge of child cognitive development and different learning styles
- Ability to establish and maintain cooperative and effective working relationships with others
- Report to work on a regular and punctual basis

Knowledge/Skills Required:

- Model KIPP values
- Possess strong content area knowledge and classroom management skills
- Proficient knowledge of Google Suite applications (Google Classroom, Hangout, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and distance learning (i.e. Zoom, Nearpod)
- Communicate well with students, families, and colleagues
- Be committed to working with educationally underserved students
- Believe all students can achieve at the highest academic levels
- Teach in our extended day and year schedule
- Contribute to a relentless and dedicated team of outstanding professionals
- Proficiency in one or more of the languages spoken by the communities we serve a plus

Special Education Teachers (Education Specialists)

Education Specialists serve as Special Education Teachers and Case Managers, working primarily with

students with Individualized Education Plans in inclusive settings, resource programs, and highly specialized Special Education programs, both in an in-person classroom setting and virtually. Education Specialists work closely with school leadership, general education teachers, program specialists, and multidisciplinary teams to plan and implement individualized and rigorous educational programming for students in Special Education. Education Specialists are responsible for Case Management and Compliance, Goal Setting and Progress Monitoring, Stakeholder Engagement and Empowerment, as well as Lesson Planning and Delivery of effective teaching practices for all students.

Above all else, the ideal Education Specialist will find joy and purpose in supporting children to develop the habits necessary to be successful in school and beyond, and they will relish the opportunity to imbue our students with a love for learning. They must also be committed to KIPP Northern California’s mission while possessing the beliefs, character traits, and skills necessary to ensure student growth and achievement.

Qualifications:

Education

- B.A/B.S degree from a regionally accredited institution
- Hold a valid credential or permit as an Education Specialist authorizing service in grade levels & areas assigned as an Education Specialist in the state of CA, along with any appropriate authorizations (e.g., Autism Authorization, Cross-Cultural Language and Academic Development (“CLAD”) Certificate, etc.), or be in the process of securing a valid teaching document

Experience

- Two years of successful, full time teaching experience in Special Education
- Demonstrated success teaching students from educationally underserved areas with strong achievement results and documented growth on formative assessment and/or IEP goal assessment
- Experience as an educator in a traditionally underserved community for one or more years with demonstrated strong achievement results and documented growth on formative assessments
- Knowledge of child cognitive development and different learning styles
- Ability to establish and maintain cooperative and effective working relationships with others
- Spanish, Arabic, Vietnamese, or Mandarin speaking proficiency

Knowledge/Skills Required

- Model KIPP Northern California values
- Possess strong content area knowledge and classroom management skills
- Proficient knowledge of Google Suite applications (Google Classroom, Hangout, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and distance learning (i.e. Zoom, Nearpod)
- Communicate well with students, families, and colleagues

- Be committed to working with educationally underserved students
- Believe all students can achieve at the highest academic levels
- Teach in our extended day and year schedule
- Contribute to a relentless and dedicated team of outstanding professionals

Non-Instructional Staff

Paraeducator

Reporting to the School Leader and under the direction of the Education Specialist or other certificated employee, the Paraeducator primarily assists by performing a variety of academic and behavior support duties to individual or small groups of students within the special education classroom, regular classroom and other school settings (both in an in-person classroom setting and virtually). These duties shall be designed to complement the instructional program to maximize learning opportunities for students in a variety of educational settings. The Paraeducator also assists in the establishment and implementation of appropriate classroom and school-wide behavior and assists students to access all aspects of the educational environment of the Charter School and the community.

Qualifications:

Education:

- Completed at least two years of study at an institution of higher education - defined as completion of 48 semester hours (or equivalent trimester hours) of college coursework; or
- Obtained an associate (or higher) degree; or
- Pass the CBEST or a local assessment of knowledge and skills in assisting in instruction
- Registered Behavior Technician certification is preferred, but not required.

Experience:

- Paid or volunteer experience working with or serving individuals with autism or behavioral deficits is preferred

Knowledge/Skills Required:

- Bilingual in languages that are a reflection of populations that the Charter School works with is preferred
- Proficient knowledge of Google Suite applications (Google Classroom, Hangout, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and distance learning (i.e. Zoom, Nearpod)
- A deep passion for social justice and equity for all children; believes that all students can achieve at the highest levels, regardless of demography
- Experience working with a diverse staff and students

- Excellent organizational, planning, and implementation skills
- Excellent communication and interpersonal skills
- Results-oriented team player who is dedicated to getting the job done
- Unquestioned integrity and commitment to KIPP Northern California’s mission and values

Mental Health Clinicians

Reporting to the School Leader and receiving coaching from the Regional Clinical Supervisor, the Mental Health Clinician will provide psychotherapeutic interventions, behavioral supports, and mental health treatment services including counseling, consultation, treatment and case management for all students. The Mental Health Clinician also offers collaboration and training for teachers on mental health topics and interventions that are culturally appropriate and trauma responsive.

Qualifications:

Experience:

- At least one year (2+ years preferred) of post-master’s experience providing mental health and substance abuse services in school-based settings
- At least one year (2+ years preferred) of post-master’s experience providing mental health services in a community mental health setting

Education:

- Master’s Degree in Psychology, Social Work, Marriage and Family Therapy, or a related field
- Possession of associate level registration or counseling licensure as dictated by the California Board of Behavioral and Social Sciences

Knowledge/Skills Required:

- Familiarity with community behavioral health systems of care, including the philosophy of care, levels of care for counseling services, and the delivery of such services, highly preferred
- Familiarity with local community resources/services (which may include health, mental health, substance abuse, vocational, housing, etc.) highly preferred
- Strong commitment to the philosophy, goals, and mission of KIPP Public Schools Northern California and to providing community-based, culturally competent, and client centered mental health treatment and prevention services for the school community
- Commitment to engaging in professional development activities such as trainings, continuing education seminars, case conferences, and reviewing up-to-date material, etc., as related to treatment and intervention strategies for the Charter School community
- Strong interpersonal skills and the ability to work effectively, function independently, and interact professionally with a diverse, multicultural, and interdisciplinary staff of all levels

- Knowledge of crisis intervention, strong work ethic, demonstrated flexibility, superior time management and boundary-holding skills, and a commitment to KIPP Northern California’s philosophy as well as to the foundational school-wide systems at this campus
- Strong skills in self advocacy as well as for advocacy of students and families
- Commitment to systems change, equity and justice as well as to providing services with a trauma-informed care lens
- Familiarity with socio-emotional learning competencies and restorative practices is a plus
- Must be able to effectively communicate with the student or family population
- Bilingual candidates in Spanish, Arabic or Vietnamese also a plus, though not required

Hiring Procedure

KIPP Bridge recruits teachers through various channels including but not limited to: Education Week, Teach for America, Idealist, Ed-Join, the KIPP NorCal website, graduate schools of education, Teacher Residency Programs, LinkedIn and referrals. The KIPP Northern California Regional Support Office supports KIPP Bridge with talent recruitment, primarily by advertising open positions and conducting early-stage interviews.

Prospective teachers usually teach demonstration lessons that must be student-driven and exhibit a strong command of the subject area. Each applicant undergoes formal and informal interviews to ensure that their values are aligned with the KIPP educational philosophy. The School Leader is responsible for the final hiring decision of all Charter School employees.

All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI. The applicants are required to provide a full disclosure statement regarding prior criminal records. The Charter School shall verify employment eligibility of all Charter School staff pursuant to all applicable state and federal requirements. In accordance with Education Code Section 49406 and Health and Safety Code Sections 121525 -121555, all Charter School employees shall undergo a tuberculosis (“TB”) risk assessment (and examination, if necessary), upon hire and every four years thereafter.

Compensation

Teachers are the core element of KIPP Northern California’s success. It is therefore essential that teachers are supported, developed, and well-compensated. The Charter School will offer competitive salaries, and compensation is determined individually based on teaching experience and responsibilities undertaken.

In addition to salary, teachers will be offered a competitive benefits package. Salary, and as applicable other financial compensation, is outlined in formal employment offer letters signed by KIPP Northern

California and the employee. In addition, KIPP Northern California has a formalized salary scale that will be updated as necessary to adjust for cost of living standards. Standards of professional conduct are clearly explained in the Employee Handbook.

Teacher Professional Development and Evaluation

A Professional Teaching and Learning Environment

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

In return, KIPP Bridge's teachers are treated as the professionals that they are. They are supported in their professional growth with time for planning and collaboration, coaching, and resources for improving instruction. Teachers at KIPP Bridge are encouraged to regularly visit each other's classrooms to create consistency in content of lessons as well as classroom culture, and to learn from their peers. To continually improve instruction and the implementation of the KIPP model at KIPP Bridge, teachers have the opportunity to receive feedback from the Charter School's leadership team on the results of their students. Each teacher is also provided with the necessary tools for effective lesson preparation and communication with families, including a laptop computer, cell phone, and high-speed Internet access. In addition to school-site professional development budgets, teachers have the opportunity to apply for funds from KIPP Northern California to support their professional growth.

Professional Development

At KIPP Bridge, the School Leader and instructional leadership team will set the tone and develop the conditions under which staff members become the keepers of the Charter School's culture and values and grow as teachers and learners. As a result, staff development supports the Charter 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 School Leader and instructional leadership team will ensure that teachers fully understand and support the Charter School's mission, goals, and basic values, emphasizing a rigorous, standards-based college-preparatory program. This orientation will involve specific activities designed to align the staff and foster teamwork, such as learning about our community through community, student, and family panels.

During the school year, staff development continues through professional development days, whole staff meetings, and department and grade level team meetings. Over the course of the year, teachers may receive two weeks of professional development during which they are trained to function

effectively within the parameters of the Charter School and to meet the goals outlined in the accountability plan. Teachers are encouraged to observe each other and other excellent teachers in the community and receive regular feedback on their performance, goals, and growth. Staff development also occurs through weekly observation and coaching meetings between teachers and their instructional coaches. Coaches use classroom observations, aligned to the KIPP Northern California Teaching Excellence Rubric, and student data to determine which teaching skills will be highest leverage in increasing student learning and meeting goals.

Prior to the beginning of the school year, teachers attend staff development sessions in order to provide teachers with an opportunity to design their goals, objectives, and curriculum for the summer and the upcoming school year. Also during this time, teachers continue their preparation by adapting curriculum to address the specific needs and interests of the students.

KIPP Northern California teachers consistently exchange best practices with each other and teachers at similar schools. Professional development involves structured whole staff and small group practice, and is individualized to best serve each teacher's needs. Teachers may also receive approximately 40 hours of professional development at conferences sponsored by the KIPP Foundation, including the KIPP School Leadership Programs and the Research for Better Teaching programs. Finally, staff may participate in online communities of teachers throughout the KIPP network of schools.

Staff Evaluation Plan

The School Leader is responsible for setting a clear vision for the evaluation of all teachers and support staff. Assistant Principals and other instructional coaches serve as evaluators and lead the development of Personal Development Plans with their coaches throughout the course of the year. The School Leader provides oversight and coaching to instructional leaders and participate in evaluations as appropriate or needed. A critical part of teacher evaluation and retention is based on performance outcomes, measuring student achievement and the teacher's implementation of the curriculum. The annual performance assessment is based on those standards.

The Charter School has established clearly defined criteria for performance reviews that include:

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

Tools used in the evaluation process include:

- Written evaluations based on classroom observations

- Self-evaluation completed by teacher being evaluated
- Student performance on major assessments
- Evaluation based on the KIPP Northern California’s Teaching Excellence Rubric

Those teachers failing to adhere to the guidelines outlined above, and/or failing to meet the specifications of the evaluation plan, will be subject to dismissal or may not have their employment renewed at the request of the School Leader. See Table 20 for a sample teacher evaluation plan.

Table 20: Sample Staff Evaluation Plan

Frequency	Mode of Evaluation
Weekly	<ul style="list-style-type: none"> ● 10-15 minute observations focused on a particular aspect of teaching excellence
Mid-Year Evaluation	<ul style="list-style-type: none"> ● Full class observation ● Review professional goals: means of achievement and criteria for success ● Describe performance related to criteria ● Compare performance to criteria
Annual End of Year Evaluation	<ul style="list-style-type: none"> ● Discuss evaluation ● Convey findings of evaluation ● Discuss goals for next year ● Supervisor summarizes goals, criteria, and findings ● Teacher reads summary and responds

ELEMENT 6 – Health and Safety

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff.

These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”

– Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

The following is a summary of additional health and safety policies of KIPP Bridge:

Employees

Mandated Child Abuse Reporters

All staff at KIPP Bridge are mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Drug Free/Alcohol Free/Smoke Free Environment

KIPP Bridge shall function as a drug, alcohol and smoke free environment.

Students

Immunizations and Health Screenings

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations to the same extent that this is required for non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. Additionally, KIPP Bridge complies with all other applicable student immunization and health screening requirements.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication at School

KIPP Bridge adheres to Education Code Section 49423 regarding administration of medication in school. Students requiring prescription medications and other medicines during school hours are accommodated in accordance with applicable policies and procedures. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to trainings, notices, and the stocking of albuterol inhalers.

Vision, Hearing, Scoliosis

Students will be screened for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes
2. A description of the risk factors and warning signs associated with type 2 diabetes

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
4. A description of treatments and prevention methods of type 2 diabetes
5. A description of the different types of diabetes screening tests available

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised. The policy shall specifically address the needs of high-risk groups, include consideration of suicide awareness and prevention training for teachers, and ensure that a school employee acts only within the authorization and scope of the employee's credential or license.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of pupil's eligibility for a federally funded free or reduced-

price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School will teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall comply with Education Code Section 47605(c)(5)(F)(ii). The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire

Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Leader and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood Borne Pathogens

KIPP Bridge shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the Charter School. KIPP Bridge will establish an infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus (“HBV”). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Comprehensive Discrimination and Harassment Policies and Procedures

KIPP Bridge is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. KIPP Northern California has developed a comprehensive policy to prevent and immediately address any concerns about 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 Charter School’s anti-discrimination and harassment policy, which is outlined in detail in the KIPP Northern California Staff Handbook (Appendix 18).

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at

the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

The Charter School shall maintain procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School’s emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Facility Safety

KIPP Bridge shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. KIPP Bridge shall ensure that prior to commencement of operations such facilities shall comply with local building and zoning ordinances. Fire inspections at the Charter School facilities shall be conducted in compliance with all applicable laws and regulations. KIPP Bridge will annually test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School will hold emergency drills in conjunction with the District (if at a District facility) in compliance with all applicable laws and regulations.

ELEMENT 7 – Balance of Racial/Ethnic, Special Education, and English Learner Students

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(5)(G)

KIPP Bridge 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 strives to serve a student population that will achieve a balance of racial and ethnic students, special education students, and English Learners that is reflective of the general population residing within Oakland.

Outreach

KIPP Bridge may take any of the following steps to recruit and welcome all students who are representative of Oakland’s diverse communities:

- Variety of languages for marketing and recruitment materials, included languages that are emerging (simplified Chinese and Arabic)
- Partner with local community-based organizations to recruit a diverse population of students and provide services to ensure a smooth transition to middle school for new students
- Host information sessions for families of students with disabilities
- Host visits to KIPP Bridge Academy for families of students with disabilities
- Visit and speak at local community based organizations in targeted low-income neighborhoods
- Hire and develop diverse staff from the community to implement recruitment activities, including in the native language of families in the community
- Post flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhood
- Visit and explain to prospective students and their families the mission of the KIPP Bridge
- Conduct parent information sessions to elaborate on the commitment involved with attending KIPP Bridge
- Canvas various neighborhoods to reach interested families
- Promote KIPP Bridge at various neighborhood festivals and community events
- Make local school visits in the surrounding communities
- Encourage referrals from students and families at other KIPP schools
- Speak at civic organizations, with a particular focus on local community populations

- Place advertisements in local newspapers and community association newsletters
- Speak on local radio stations
- Encourage teacher referrals of students from other campuses
- Hire staff that is representative of the community that KIPP Bridge serves, including parents
- Establish priority for students in-district and families who qualify for FRPM if admission will be determined by a public lottery. See Element 8 for additional details.
- Run digitally placed advertisements across various online media and applications in multiple languages
- Utilize social media to advertise informational nights and school opening

KIPP Bridge shall evaluate its balance of racial and ethnic students, special education students, and English Learners, and adjust recruitment practices, as needed, in order to build a school community that reflects the general population residing within the geographic boundaries of the District.

KIPP Bridge supports the ongoing diversity of student enrollment by ensuring student and subgroups needs are met once enrolled. A comprehensive overview of how we support our Special Education, and English Learner students can be found in Element 1, and a description of our community and family engagement structures are available in Element 2. Additional descriptions can also be found in the 2024-25 Renewal Performance Report in Appendix 26. Examples of support include our Specialized Teaching Program (STP) serving students with moderate to severe disabilities, culturally-affirming events, translating school newsletters, hosting English Learner Advisory Committee meetings, and hiring and retaining talented English Language Development teachers to support English Learner students.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

***“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].”
– Ed. Code § 47605(c)(5)(H)***

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. 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.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

[Insert additional language showing how Charter School will comply with the above requirements, including how the preferences “shall not result in limiting enrollment access access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation” per Education Code section 47605(e)(2)(B)(iii).

KIPP Bridge will be a tuition-free public school that is open to all residents of the State of California. KIPP Bridge will not discriminate against any student on the basis of race, ethnicity, religion, gender, gender expression, gender identity, national origin, sexual orientation, or disability of the students, parents or guardians, or any of the characteristics listed in Education Code Section 220. KIPP Bridge shall be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. Families’ inability to pay for materials or activities will not preclude students from being admitted to the Charter School or participating in these activities.

KIPP Bridge intends to serve approximately 570 students in transitional kindergarten through eighth grade. Formal recruitment of incoming students may begin as early as fall of each calendar year for the following school year. KIPP Bridge shall advertise open enrollment within the Oakland community so that all families may have an equal opportunity to apply for admission. The application shall request basic student and family data, including name, date of birth, address and contact information and any other information that could qualify the student(s) for a specific admission preference should a public

random drawing (“lottery”) be required. Interested families shall be able to meet with staff to review the expectations of the Charter School. The Charter School’s website will include information that allows students and parents to be informed about KIPP Bridge’s operation as a charter school, its educational programs, and the academic expectations of students.

KIPP Bridge shall admit all pupils who wish to attend the Charter School to the extent that space allows. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. KIPP Bridge will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or of his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. KIPP Bridge will notify parents/guardians of applicant students on the application that parental involvement is not a requirement for acceptance to, or continued enrollment at, KIPP Bridge.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47650(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The public random drawing process will be open to the public, transparent, and fair. It will be held in a public space large enough to accommodate all interested in attending the drawing and a neutral member of KIPP Northern California’s regional staff will conduct the drawing process. Parents and guardians do not have to be present to participate in the drawing. Details about the timeline and process of the drawing will be available to all applicants’ parents/guardians prior to the drawing,

including admission preferences outlined above and other details of when parents/guardians will be notified about the results of the drawing and how to enroll their students after admission.

Pursuant to the stated admission preferences listed above, families will self-report the applicant's qualification for FRPM on the application; no other demographic or socio-economic information will be required on the application.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued

enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Public Random Drawing

Following the open enrollment period each year that aligns with the District (mid-November to early February), applications shall be counted to determine whether any grade level has received more applications than availability. In the event the number of applications exceeds capacity, a public random drawing will be held to determine admission in the oversubscribed grade level(s), with the exception of existing students who are guaranteed admission in the following school year.

In the case of a public random drawing, admission preferences shall be given to the following students in the following order:

1. Siblings²⁰ of current students and children of employees
2. Students who reside within West Oakland (defined as District 3, west of 980 freeway; as stipulated in OUSD’s Fall Call for Quality Schools) and who are eligible for free and reduced price meals
3. Students who reside within West Oakland (defined as District 3, west of 980 freeway; as stipulated in OUSD’s Fall Call for Quality Schools) and who are ineligible for free and reduced priced meals
4. Students who are eligible for free and reduced priced meals who reside within Oakland Unified School District but outside of West Oakland
5. Students who are ineligible for free and reduced priced meals who reside within Oakland Unified School District but outside of West Oakland
6. Students who are eligible for free and reduced priced meals who reside outside Oakland Unified School District
7. Students who are ineligible for free and reduced priced meals who reside outside Oakland Unified School District
8. All other applicants

The Charter School will take all necessary efforts to ensure lottery procedures are fairly executed. A public random drawing (i.e. lottery) is a random selection process by which applicants are admitted to the Charter School. The Charter School will conduct the lottery in the spring for enrollment in fall of that year. In order to be part of the lottery, a family must complete the school’s application in full and submit it by the stated open enrollment deadline.

²⁰ Siblings given preference in the public random drawing are defined as those who share a biological parent, legal guardian or primary caregiver.

During the lottery, the pool of applicants is randomized using a random sequence generator (currently, SchoolMint Student Enrollment System) and takes into consideration the preferences as stated above. Applicants are admitted to the charter school in the order determined by the lottery until all available spaces are filled. Applicants who are not selected for admission will be placed on a wait list according to the order determined by the lottery. A neutral third-party witness will be present to verify the fairness of the lottery.

An applicant may remain on the waitlist for the school year to which they applied until the end of that school year. Once on the waitlist, an applicant would remain in that position until he/she is offered a spot in the charter school or expresses no further interest. Late applications are held in abeyance for a subsequent lottery, as needed. Applicants are contacted in the order of the waitlist. If applicants from the waitlist are offered a position, they must accept that position within the deadline stated by the school. All schools will make a reasonable attempt to contact applicants before the deadline. If the applicant declines admission or fails to respond, they may be removed from the waitlist or placed at the bottom of the waitlist. Wait lists are not maintained year over year for admission purposes. For admission to subsequent school years, applicants on the waitlist must reapply.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Parents/guardians of accepted students must complete all steps in the registration process in order to attend the school. As part of this process, all applicants must submit the following registration documents to the charter school:

- Indication of whether the student may require special education or related services, the student's home language and whether the student may be an English language learner
- Authorization for the school to request and receive student records from all schools the student has previously attended or is currently attending²¹
- Proof of full immunization or exemption from a medical professional
- Proof of health examinations and oral examination required by the Health and Safety Code
- Proof of age
- Emergency Card
- Proof of residency

²¹ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

As outlined in Element 7 above, it is KIPP Bridge’s intention to enroll students who are traditionally underserved and who represent the balance of racial and ethnic students, special education students, and English Learners, that is reflective of the general population residing within Oakland Unified School District.

ELEMENT 9 – Independent Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” – Ed. Code § 47605(c)(5)(I)

An annual independent financial audit of the books and records of KIPP Bridge will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles (“GAAP”), and as required by applicable law, the audit will employ generally accepted accounting procedures. The Board of Directors has formed an Audit and Risk Management Committee. This audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide, and will verify the accuracy of KIPP Bridge’s financial statements, attendance and enrollment accounting practices, and internal controls.

The Audit and Risk Management Committee annually oversees the selection of an independent auditor who has experience in education finance, and will oversee the completion of an annual audit of KIPP Bridge’s financial books and records. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required by applicable federal law, the scope of this audit will be expanded to include any relevant items or processes identified in applicable Office of Management and Budget Circulars. KIPP NorCal 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 Charter School will also make available the receivable and disbursement files.

The annual audit will be completed each year and will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. KIPP NorCal’s most recent audit report is included as Appendix 21.

The Audit and Risk Management Committee will review any audit exceptions or deficiencies and report recommendations to the KIPP Northern California Board as to how these have been, or will be, resolved. The Board will act upon these recommendations, and report its actions to the District, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disagreement between the District and the Charter School concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element 14, herein. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of KIPP Bridge will be public record to be provided to the public upon request. KIPP NorCal will budget in the cost of a full financial audit in its yearly budgeting process.

ELEMENT 10 – Procedures by which Pupils Can Be Suspended or Expelled

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

KIPP Bridge strives to create an environment where students, staff, and community members feel positive and valued, are engaged with their surroundings, form relationships with others, ascribe meaning to what they do, and feel a sense of accomplishment. At KIPP Bridge, we believe that all students can learn. Staying true to that belief means keeping students with KIPP Bridge and supporting not only their academic success, but students' overall well-being and sense of belonging in the community.

Restorative Practices

KIPP Bridge will be focused on restorative practices and social emotional learning as it relates to our retention and disciplinary methods. Restorative practices at KIPP Bridge focuses on the needs of those affected, the offender, as well as the surrounding community. Restorative practices in schools emphasize repairing the harm caused by negative behavior using cooperative processes that include all stakeholders; it means involving students in designing and implementing disciplinary processes that take into account what's best for the student and the community. As much as possible, KIPP Bridge staff will seek to utilize restorative practices in response to any violations of school values. Furthermore, KIPP Bridge will be focused on reducing suspensions and protecting student learning. Even if suspension is deemed the most appropriate disciplinary action, we aim to keep students in school with a teacher to ensure instructional minutes are not lost. We will also work to restore students to the Charter School community even after strong disciplinary actions such as suspensions.

KIPP Bridge will be built on an understanding of the history and context of the communities it serves and will work closely with the students, families and community to establish practices that will instill a sense of self-awareness, community-orientation, and pride in students.

Pupil Suspension and Expulsion Policy

KIPP Bridge staff is committed to providing a safe learning environment for all students. KIPP Bridge will rely on restorative practices and social emotional supports to address behavioral challenges whenever possible.

However, when a student's behavior may endanger other students or staff or are excessively disruptive to the learning of other students, there may be grounds for suspension and/or recommendation for expulsion, subject to normal due process requirements described in the KIPP Northern California Pupil Suspension and Expulsion Policy and Procedures, included as Appendix 22. As much as possible, students will remain in school to continue to learn and be part of the Charter School community.

The Pupil Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describe the

offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language included in the Pupil Suspension and Expulsion Policy and Procedures is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, and involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. The Pupil Suspension and Expulsion Policy and Procedures shall serve as KIPP Bridge's policy and procedures for student suspension, recommendation for expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

KIPP Bridge will not dismiss students based on poor achievement or minimum grade point average, incomplete or missing assignments, poor attendance nor discipline issues that do not meet criteria for recommending expulsion.

KIPP Bridge will not dismiss students with disabilities who do not meet criteria for recommendation for expulsion. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and recommendation for expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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.

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 shall ensure that students and their parents/guardians²² are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the Policy and its Procedures are available upon request at the School Leader's office.

²² The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension

notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.

ELEMENT 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Ed. Code § 47605(c)(5)(K)

KIPP Northern California is committed to providing the most competitive benefit package to its teachers and staff that it can reasonably afford. All KIPP Bridge staff will participate in the Federal Social Security system. KIPP Bridge employees have the option to participate in the KIPP Northern California’s sponsored 401(k) retirement savings plan. KIPP Northern California currently matches eligible individual contributions up to 4% of eligible compensation (including regular wages, overtime pay and discretionary pay such as bonuses and stipends), capped at their annual salary. Employees are fully vested after three years of service. Policies may change during the term of the charter. KIPP Northern California’s Retirement Administrative Committee²³ routinely reviews potential retirement options for its faculty and staff and will provide the most valuable and convenient options to its employees that the organization can sustain. The Retirement Administrative Committee and Human Resources Department of KIPP Northern California are responsible for ensuring that all appropriate arrangements for retirement coverage have been made for employees.

²³ KIPP NorCal’s Retirement Administrative Committee is a staff committee supervised by the Director of Human Resources.

ELEMENT 12 – Pupil Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

No student may be required to attend KIPP Bridge.

ELEMENT 13 – Employee Rights of Return

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school district employee shall be required to work at KIPP Bridge.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to KIPP Bridge. Employment by KIPP Bridge provides no rights of employment at any other entity, including any rights in the case of closure of KIPP Bridge. The District will determine whether former employees continue to earn service credit while employed at KIPP Bridge.

ELEMENT 14 – Dispute Resolution

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

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 impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

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.

Complaints by Students and Employees

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.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

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

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

KIPP Public Schools Northern California

Attn: Beth Thompson, Chief Executive Officer; Michael Burks, School Leader; Rosie Allen, School Leader

1000 Broadway, Suite 460

Oakland, CA 94607

To Director, Office of Charter Schools:

1011 Union Street #947
Oakland, CA 94607

(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 facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic 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 calendar 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.

Internal Disputes

KIPP Bridge shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. KIPP Bridge will maintain a Uniform Complaint Policy and Procedures, as required by state law. Furthermore, KIPP Bridge will have a Parent and Guardian Grievance policy, the intent of which is to fairly and promptly resolve any concern, dispute, or complaint brought by parents or guardians against any KIPP policy, practice, procedure, or employee. KIPP Bridge’s policies and internal dispute resolution process will be made available to stakeholders. The District shall promptly refer all disputes not related to a possible violation of the charter or law to KIPP Bridge.

ELEMENT 15 – Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full

name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
 - a. Name and contact of person(s) handling the liquidation;
 - b. Each item in excess of \$500 (computers, laptops, printers, and other equipment);
 - c. An identification number that corresponds to a tag on that item;
 - d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business 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 of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Principal Apportionment Data (P1, P2, and P-Annual)

- Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School’s facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)

Additionally, Charter School shall notify OCS in writing in a timely manner of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Financial Plan and District Impact Statement

KIPP Bridge operates with a sound financial model. The operation of the Charter School is designed to be self-sufficient. However, KIPP Northern California may contract with the District for various operational services including leasing of facilities, food service, and special education services.

Financial Position

Due to a focus on a fiscally sound business and management structure, KIPP Northern California has received unqualified audit opinions year after year. KIPP Northern California closed FY23 with a fund balance of approximately 132% of annual expenses. We ended FY23 with cash reserves totaling approximately 111% of annual expenses.

KIPP Bridge’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. If KIPP Bridge’s financial goals were to fall short, the organization’s substantial fund balance would provide a cushion while the Charter School made necessary changes to its operating model.

KIPP Bridge will maintain a relatively lean administrative staff and low overhead in order to allocate more funds to direct instructional materials and teaching staff. KIPP Bridge will pay KIPP Northern California a management and service fee. This fee supports the shared services at the KIPP Northern California regional support office, capturing efficiencies and economies of scale so that the administration at KIPP Bridge can focus on instructional leadership. Services provided by the regional office include compliance, reporting, facilities management, human resources, technology support, accounting, payroll, benefits administration, financial management, audit preparation, board development, teacher recruitment, academic oversight and support, special education, blended learning support, fundraising, outreach, strategy, and alumni support.

Budgeting

***Governing Law:** The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).*

The Chief Executive Officer of KIPP Northern California will submit an annual budget for KIPP Bridge to its Board during the spring of each year. KIPP Northern California's annual fiscal period runs from July 1 through June 30. The KIPP Northern California Board of Directors must approve the annual budget by June 30 of each fiscal year.

The financial plan for KIPP Bridge is based on KIPP Northern California's experiences to date. As required by Education Code Section 47605(h), please refer to Appendix 25 for multi-year financial projections, including a budget and cash flow for the next three years of operation. These documents are based upon the best data available to the petitioners at this time.

Financial Reporting

KIPP Bridge shall provide reports to the District as follows as required by Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Audits

As mentioned above, KIPP Northern California will conduct yearly independent financial audits, to be completed by December 15 of each year. An auditor with knowledge and experience in auditing publicly funded schools will be engaged. The Charter School will also keep records of what other information has been requested by the various ad-hoc audits it undergoes throughout the year so that it can prepare for them in advance from year to year. Please see Appendix 21 for KIPP Northern California's most recent audited financial statements.

Potential Users of Financial Information

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow will be prepared by KIPP Northern California. Financial statements will be used by the independent auditors hired each year. KIPP Northern California also expects the financial statements to be requested by such

institutional sources of financing as KIPP Bridge may require, including commercial banks and issuers of bonds. The financial statements will also be available for review as desired by any of the Charter School's administration, managers, or Board Members who want to assess the Charter School's financial condition. In addition, Board Members will use the financial statements to confirm existing policies or to create new policies. Finally, KIPP Northern California will submit its annual audited financial statement to the appropriate authorities within the California Department of Education and the District.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

KIPP Northern California provides or procures most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor, and is responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The School Leaders, Chief Executive Officer, and the KIPP Northern California Board of Directors have also developed other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, and student information systems.

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

KIPP Northern California 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 Northern California has a check signing policy in place to ensure multiple levels of internal controls involving the School Leader, finance and accounting staff, and the executive team.

Tools Used for Tracking and Reporting Financial Matters

KIPP Northern California 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 Northern California finance and accounting team. The finance and accounting team will prepare financial reports (i.e. a balance sheet, income statement, and statement of cash flows) for the School Leaders of KIPP Bridge. KIPP Northern California will submit quarterly interim reports and submit them to the District.

Attendance Accounting

KIPP Bridge will report attendance requirements directly to the District in a format acceptable to the District. Required reports regarding daily attendance will be completed and submitted to OUSD.

Payroll

KIPP Northern California may choose to either contract with a private vendor for full payroll services – including tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees – or may provide payroll services in-house.

Vendor Selection and Purchasing

The Board of Directors is responsible for approving KIPP Bridge’s annual budget, with substantial input from the School Leaders and Chief Executive Officer. The School Leaders will develop the budget proposal in coordination with the finance and executive teams, and have the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors is responsible for long-range financial and facilities planning.

Food Services

KIPP Northern California may choose to contract for food services with the District. KIPP Northern California provides daily meals to students through the National School Lunch Program (“NSLP”). Eligible students are provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. We expect that the proportion of students who will be eligible for this program will be similar to the proportion eligible within the District, and all eligible students will be included in the District’s reported student counts.

Oversight

Pursuant to California law, the District is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. If the Charter School is able to obtain substantially rent free facilities from the District, the District may charge for the actual costs of supervisory oversight not to exceed three (3) percent of the revenue of the Charter School in accordance with Education Code Section 47613(b). Pursuant to Education Code Section 47613(f), “revenue of the charter school” means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

KIPP Bridge Academy is committed to serving the Oakland community. In 2016, KIPP Bridge entered an agreement with the Oakland Unified School District for the former Lafayette Elementary School, located at 1700 Market Street in Oakland. The agreement is for an initial 20 year lease term with two additional 10 year terms, extending the lease to June 30, 2056. As part of the agreement, KIPP constructed an additional 22,000-square-foot facility at the premises for the KIPP Bridge Middle School. Construction of the improvements was completed during 2018 in time for the 2018-2019 academic year.

Thanks to its partnership with OUSD, KIPP NorCal is happy to be able to provide its students with the sense of security that comes with a permanent school site.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The Board of Directors of KIPP Northern California, the Charter School's administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of KIPP Bridge, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like.

KIPP Bridge shall be operated by KIPP Northern California, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. KIPP Bridge shall work diligently to assist the Oakland Unified School District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The KIPP Northern California Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

KIPP Northern California will hold harmless and indemnify 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 Northern California’s employees, or by any person, firm, or corporation employed directly or indirectly by KIPP Bridge
- Any injury to person or property sustained by any person, firm, or corporation caused by an act, neglect, default, or omission of KIPP Bridge, its officers, employees, or agents
- The furnishings or use of any copyrighted or un-copyrighted composition, or patented or un-patented invention

KIPP Northern California, 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 Northern California 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, the Board of Directors or their officers and employees. KIPP Northern California has complete liability for all actions of the Charter School and its employees in the performance of their duties. KIPP Northern California will further indemnify and hold harmless the Oakland Unified School District of any present or future liability for the Charter School’s actions.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School’s Board, officers, agents, and employees. In order to mitigate both the potential legal and fiscal liabilities of KIPP Bridge, KIPP Northern California will have in force at all times prepaid liability insurance for KIPP Bridge. The Oakland Unified School District Board of Trustees will be named as additionally insured on KIPP Bridge’s general liability insurance.

The Oakland Unified School District will be furnished with certificates of insurance signed by an authorized representative of the insurance carriers. OUSD has the right to require complete certified copies of the required insurance policies. Facsimile or reproduced signatures may be acceptable upon review by OUSD. However, OUSD reserves the right to require certified copies of any required insurance policies.

Should KIPP Bridge deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, its purchase shall be the responsibility of the Charter School.

Oversight, Reporting, Revocation, and Renewal

Oakland Unified School District may inspect or observe any part of KIPP Bridge at any time, but shall provide reasonable notice of at least three (3) working days to the Charter School prior to doing so. In the event that the District believes a cause exists to revoke this charter, it shall follow the requirements of Education Code Section 47607 and all applicable regulations.

No later than 120 days prior to the expiration of this charter, KIPP Northern California will present the District with a request for renewal (as well as for any amendments), in response to which the District will render a decision pursuant to the processes set forth in Education Code Sections 47605 and 47607, and all applicable regulations. KIPP Northern California's charter may be renewed by the District for additional two, five, or five to seven year terms in accordance with the applicable charter renewal criteria as set forth in Education Code Sections 47607 and 47607.2.

Term of Charter

The term of this charter shall be for five years beginning July 1, 2025 and expiring on June 30, 2030.

Scope of Charter

KIPP Northern California shall not operate under the KIPP Bridge name satellite schools, campuses, sites, resource centers or meeting spaces not identified in this charter without the prior written approval of the Superintendent of the Oakland Unified School District.

Material Revisions and Amendments

This petition may be materially revised or otherwise altered, amended, changed, or modified only by mutual agreement of KIPP Northern California and the District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

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.

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.

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, to the 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 Northern California and KIPP Bridge:

KIPP Public Schools Northern California

Attn: Beth Thompson, Chief Executive Officer; Rosie Allen, School Leader; Michael Burks, School Leader

1000 Broadway, Suite 460

Oakland, CA 94607

To Oakland Unified School District:

Dr. Kyla Johnson-Trammell , Superintendent

Oakland Unified School District

1000 Broadway, Suite 300

Oakland, CA 94607

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Appendix 24 - Research Demonstrating Efficacy of KIPP's Model

Appendix 25 - Financial Packet (as required by OUSD)

Appendix 26 - Performance Report (as required by OUSD)

Appendix 27 - Verified Data– mCLASS by Amplify (as required by OUSD)

Appendix 1 - KIPP Northern California's Executive Team Profiles

FY 24 Executive Team Bios

Person	Current Bio
Beth Thompson	<p>CHIEF EXECUTIVE OFFICER</p> <p>Beth Thompson is the founding CEO of KIPP Northern California where she is responsible for the organization’s performance, growth, and sustainability. KIPP Northern California currently works with over 6,500 students and their families in 21 schools across seven cities and has supported over 4,000 alumni on their journeys to fulfilling lives.</p> <p>Before becoming KIPP Northern California’s CEO in 2006, Beth created and implemented a strategic growth plan for KIPP schools on the West Coast, including securing charters, start-up funding, facilities, and community support. She has also worked on the founding team of NewSchools Venture Fund, and more recently, as an Executive Coach building capacity in KIPP CEOs across the country. She holds a B.A. in political science, M.A. in education, and an MBA with a certificate in nonprofit management—all from Stanford University. She is a proud resident of Oakland, parent of two elementary-school children, board member of Cambiar Education, and co-founder of Greenhouse E3.</p>
Jorge Miranda	<p>CHIEF OF SCHOOLS</p> <p>He was most recently the Vice President of High Schools with the KIPP Foundation where he led KIPP’s national high school strategy, including school design, leadership implementation, academic health support, assessment strategy and curriculum development. Over the last 12 years with the KIPP Foundation, he has had the pleasure of working with many KIPP NorCal high schools and leaders and is excited to join the team. Jorge came to KIPP following his time as principal at Match Public High School in Boston from 2006 to 2011, during which Match was recognized several times as one of the top charter high schools in the country by Newsweek, U.S. News and World Report, and New Leaders for New Schools. Jorge was the first in his family to graduate from college, graduating from Dartmouth College with a major in government and minor in education.</p>
Jenny Tan	<p>SUPERINTENDENT</p> <p>Jenny Tan graduated from the University of California at Berkeley with an undergraduate degree in Cognitive Science. Tan earned a Master's Degree and a Licensure for School Leadership from Harvard University's Graduate School of Education. During her tenure as the elementary school principal of the Andre Agassi College Preparatory Academy, she helped the school achieve the highest distinctions possible: "Exemplary" and "High</p>

	<p>Achieving" as determined by the Nevada Department of Education. She later became the first Chief Academic Officer for KIPP Colorado, where she supported their elementary, middle, and high schools to become top performing schools as designated by Denver Public Schools. Tan then joined the KIPP Foundation allowing her to work with senior academic leaders across the KIPP network. She was most recently an Associate Dean with the Relay Graduate School of Education where she conducted leadership training for principals and assistant principals throughout California. Tan is excited to serve KIPP NorCal's 6500 students and 21 schools every day.</p>
Cory Vastola	<p>CHIEF FINANCIAL AND OPERATING OFFICER Cory joined the KIPP Bay Area Public Schools Finance Team in 2013 as an Education Pioneers Analyst Fellow. Prior to KIPP, he worked in economic consulting in New York City. A native of Seal Beach, California, Cory holds a B.A. in Economics from Brown University. Education is his passion, but in his spare time, Cory enjoys playing the viola in the Bay Area Rainbow Symphony.</p>
Dave Ling	<p>CHIEF PEOPLE OFFICER David is the Chief People Officer for KIPP Northern California. In this role David oversees the Talent, People Initiatives, and Human Resources departments in an effort to recruit, develop and retain incredible individuals to support joyful, academically excellent schools. He also oversees the KIPP Forward team and their work to ensure that KIPP Northern California alumni feel empowered to pursue their vision of a fulfilling life and build a more just world.</p> <p>Prior to becoming Chief People Officer, David served as KIPP Bay Area Public Schools Managing Director of Talent, Managing Director of Student Services, and the Director of KIPP Through College, as well as the school leader at KIPP Bridge Charter School in Oakland, California from 2003 –2009. Before joining KIPP, David taught 7th and 8th grade Social Studies in Baltimore, Maryland as a Teach For America corps member. A Bay Area native, he is a graduate of UC Berkeley (B.A.) and Johns Hopkins University (M.A.T.), as well as the 2002 KIPP School Leadership Program. David lives in the East Bay with his wife and two sons.</p>
Hillary Harmssen	<p>CHIEF EXTERNAL IMPACT OFFICER Hillary is the Chief External Impact Officer at KIPP Public Schools Northern California where she is responsible for leading her teams to build effective partnerships with key external stakeholders including district and statewide electeds, community leaders, families, donors and the media to ensure our schools continue to grow and thrive. Hilary brings over 20 years of experience in the nonprofit sector in the arenas of educational equity, community development, affordable housing and economic development. Prior to joining KIPP, she worked at the California Charter Schools Association for 10 years serving as a relentless advocate for charter public schools and leading the organization's</p>

	<p>advocacy, policy and political work across the Bay Area and Northern California. A Bay Area native, Hilary holds a BA in American Studies from Cornell University and a Master of Public Policy from the University of Southern California. Hilary lives on the Peninsula with her husband and three children.</p>
Savina Woodyard	<p>CHIEF EQUITY AND STRATEGY OFFICER Dr. Savina Woodyard is a Bay Area native, hailing from Oakland, California. She graduated from UCLA in 2005 and completed her Masters in Education from Loyola Marymount University in 2007. She graduated from the University of Southern California with her Doctorate in Education in 2011 and was accepted into the Miles Family Fellowship, a part of the KIPP Leadership pipeline. She worked as an Assistant Principal for two years at KIPP Academy of Opportunity, before returning to the Bay Area to help open KIPP San Francisco College Preparatory, as a founding Dean of Instruction and College Counselor and became the principal of the school in the Fall of 2017. In 2019, she transitioned into the role as the Director of People Initiatives, in which she oversaw the region's Teacher Residency Program, Teacher Induction Program, Leadership Development and piloted the Emerging Leaders of Color program.</p>

Appendix 2- KIPP Forward Program Update March 2024

KIPP Forward Update

Allyson Takara, Director of KIPP Forward

KIPP:Public Schools

NORTHERN CALIFORNIA

0181

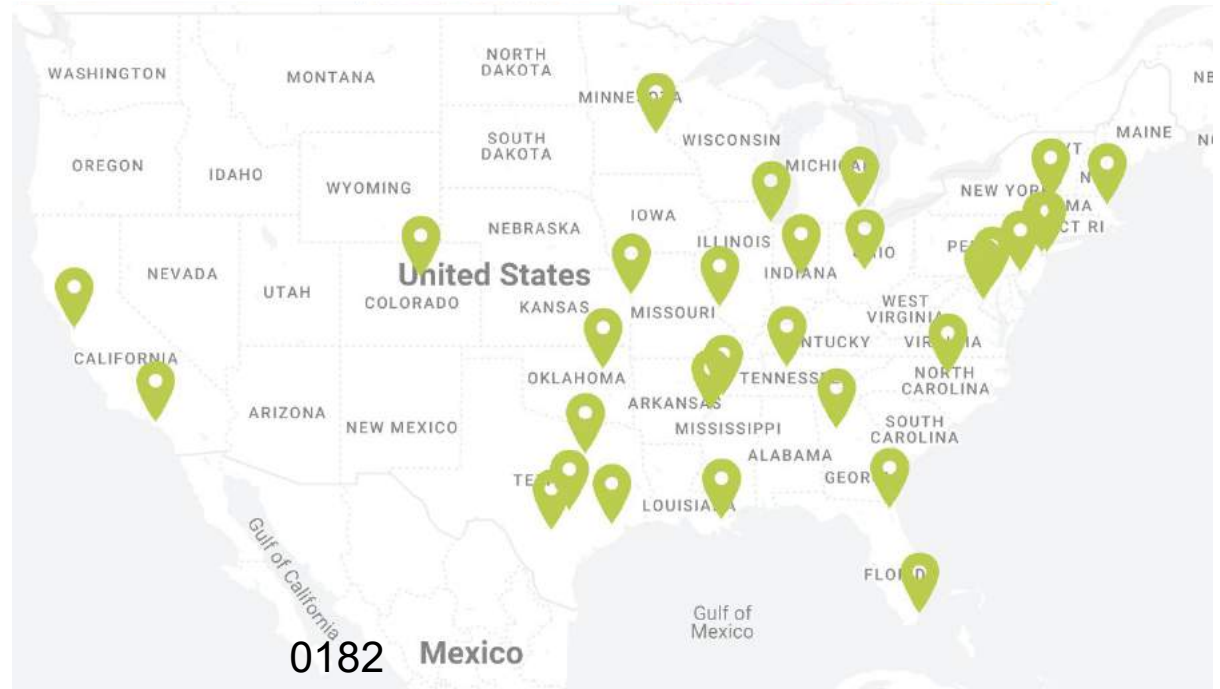
One KIPP - Across the Network

75%+ of our students will be on track for positive college and career outcomes by school year 2027-28

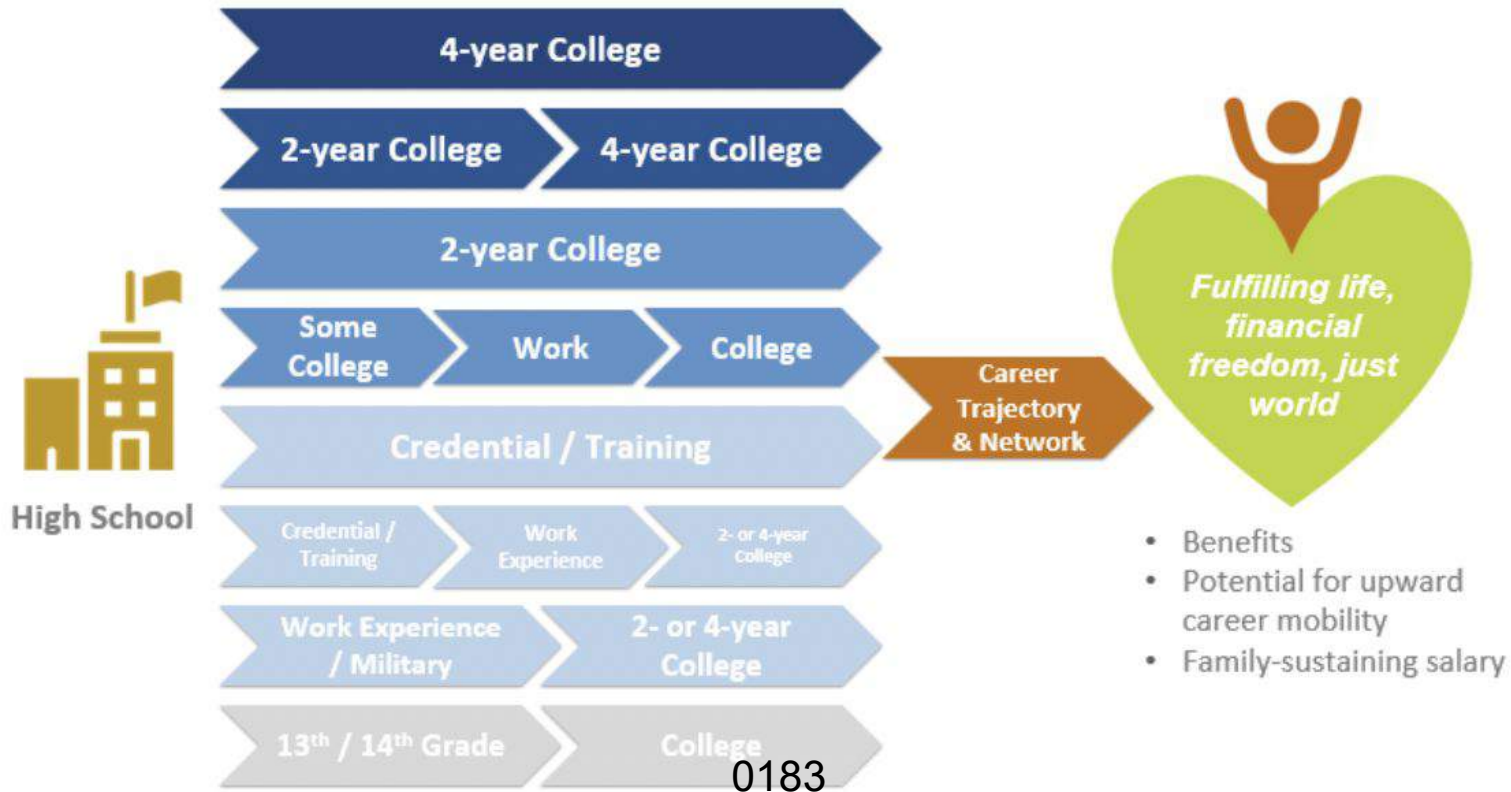
By SY27-28,



of our K-12 students are on track for **positive college and career outcomes**



College, Career, and Beyond Still Remains, with a Clearer Focus



KIPP NorCal KIPP Forward's purpose has **not** changed - we are "business as usual"

What Shifted for KIPP NorCal

- The KIPP Foundation is focusing **all** of their efforts on K-12 academics
- Commitment and alignment to **all** national initiatives
 - Postsecondary Match as a national priority means more resources, and also more alignment and oversight
- More collaboration across schools and the region to improve HS matriculation and share back alumni experience

What's the Same for KIPP NorCal

- Continued commitment to support students across all pathways in their postsecondary journeys
 - KIPP Forward support starting in 11th grade through postsecondary program
 - 1:1 Postsecondary Advising
 - Emergency Funds
 - Career Programming for HS students and Alumni
 - Strong Transition

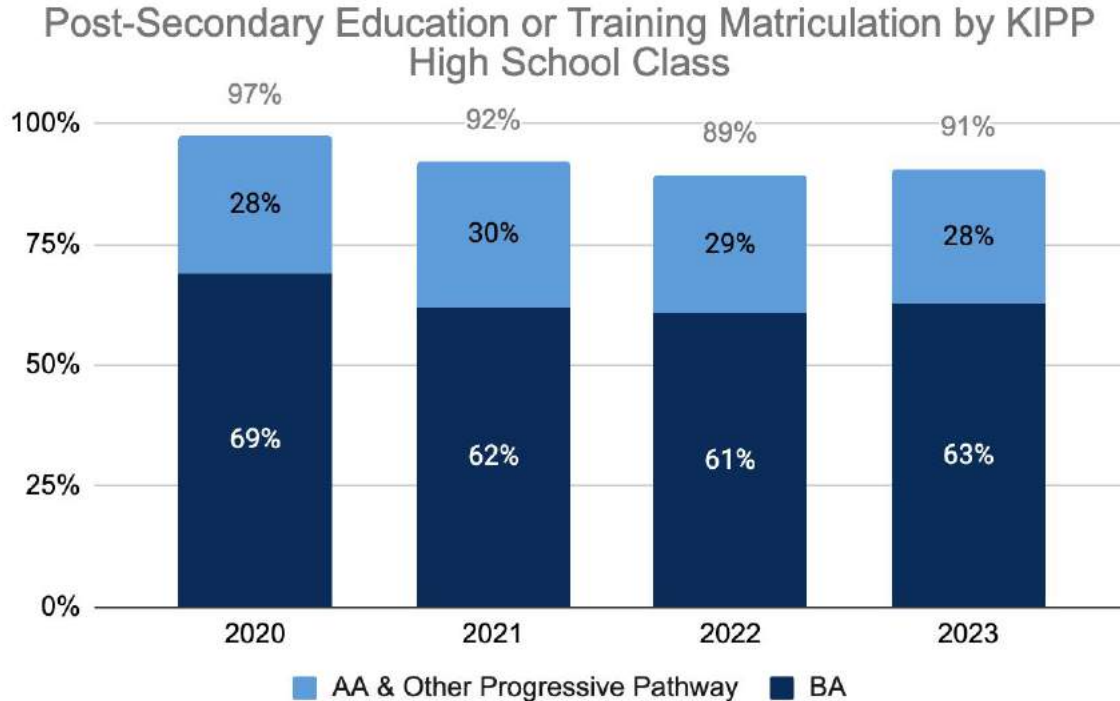
Attainment Data

And Programmatic Highlights

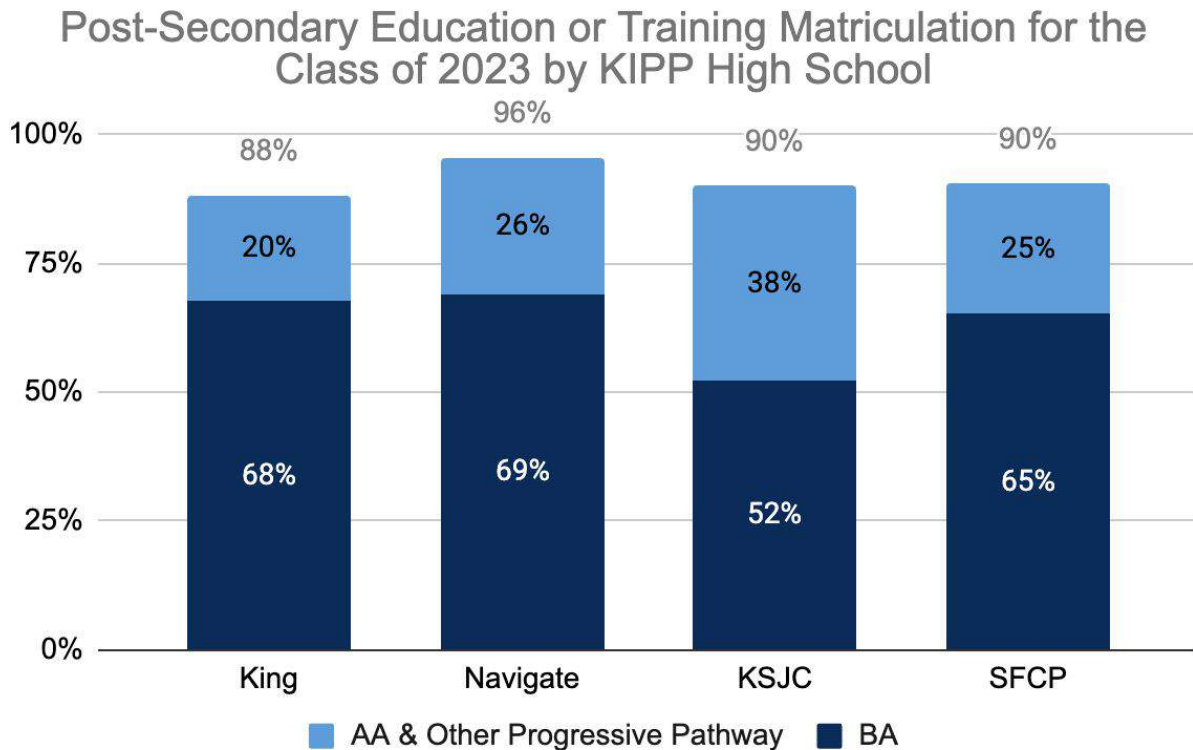
All KIPP NorCal HS Alumni

	Key Metrics	Overall across Time
Post-Secondary Education or Training Program (<i>Overall</i>)	Matriculation	94%
	College (<i>BA</i>)	65%
	<i>AA, Career Technical Edu (CTE), Military, Apprenticeship</i>	29%
	College Persistence (<i>BA</i>)	51%
	6-Year ¹ College Completion (<i>BA</i>)	42%
	All-Time ¹ College Completion (<i>BA</i>)	48%

Matriculation Rates Are Up 2%

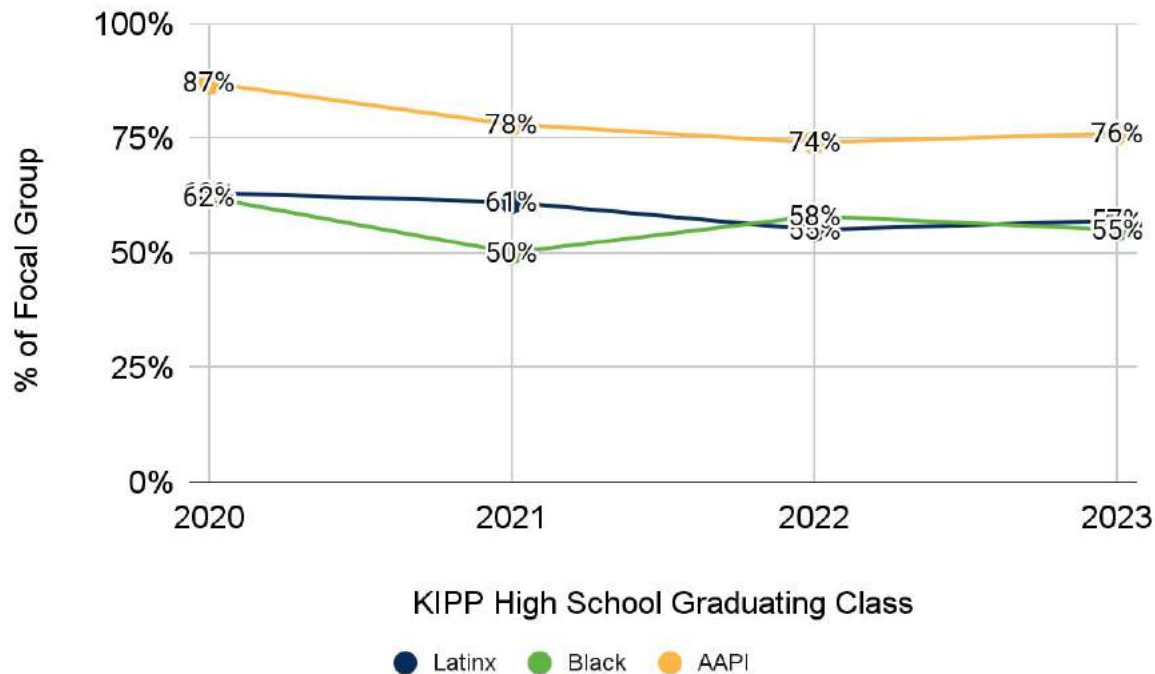


There Is Some Variation in Matriculation Rates by High School



The Gaps in Matriculation Have Remained Steady by Race/Ethnicity

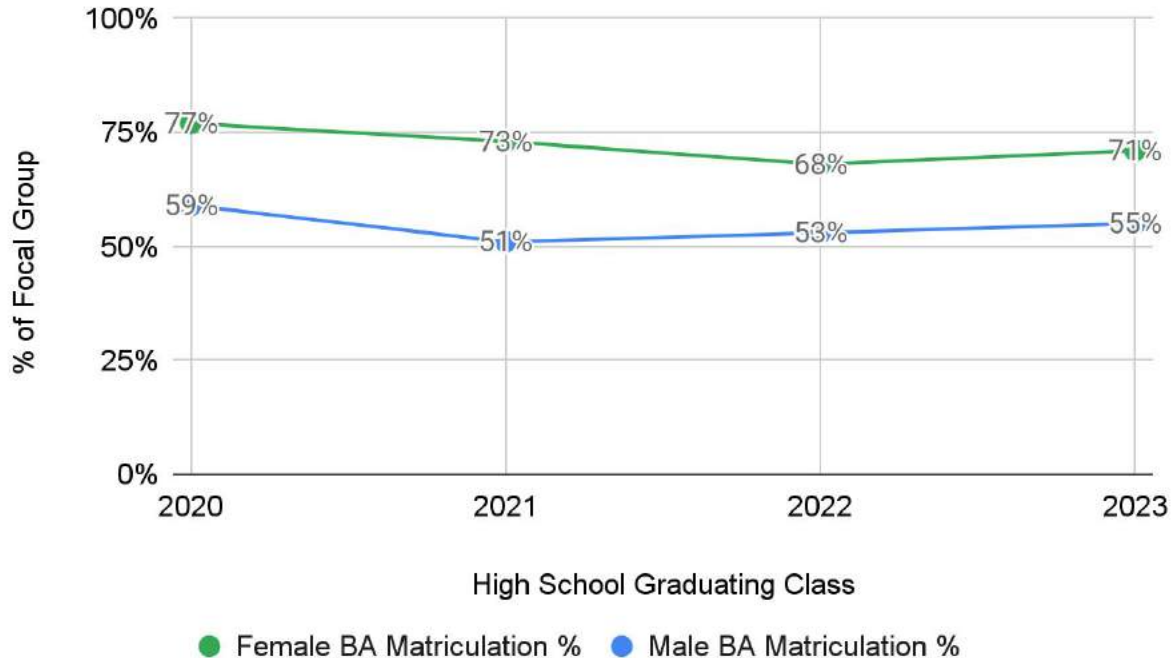
College (BA) Matriculation by Race/Ethnicity



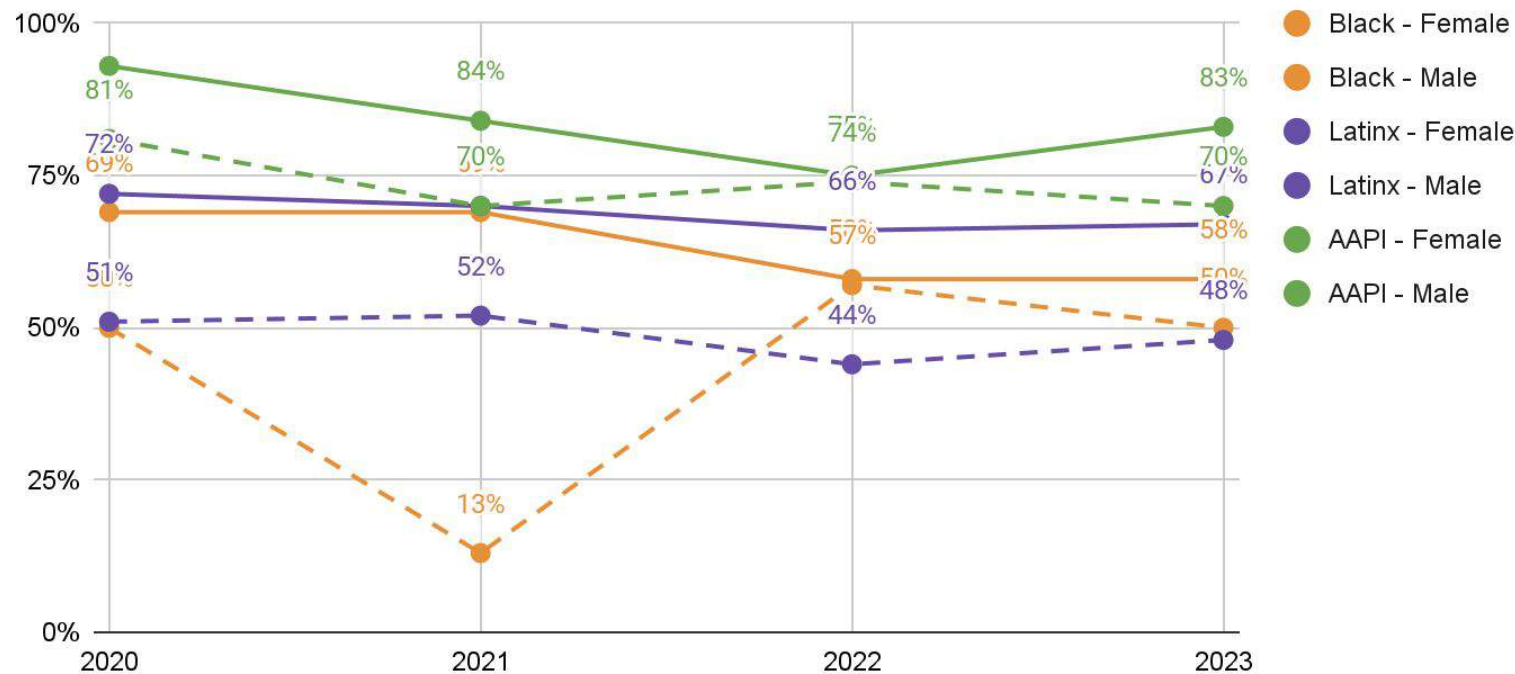
0189

Matriculation Gaps by Gender Have Also Stayed Consistent

College (BA) Matriculation by Gender

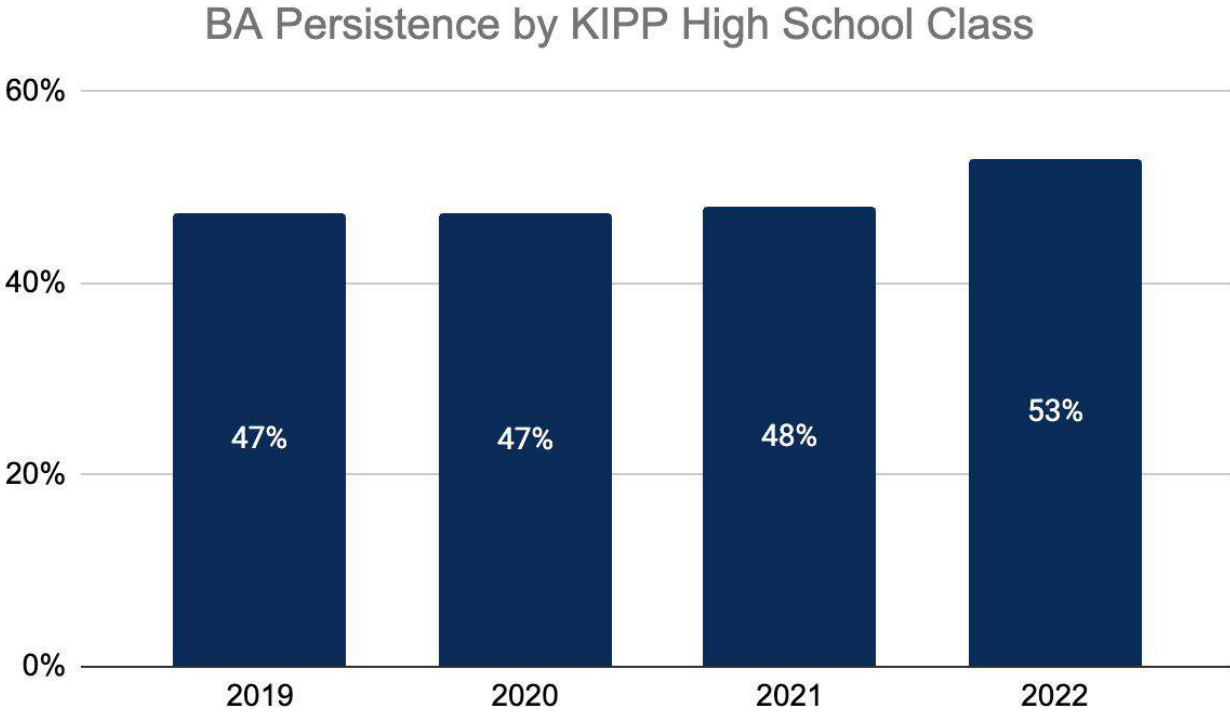


College (BA) Matriculation: Race/Ethnicity & Gender



0191

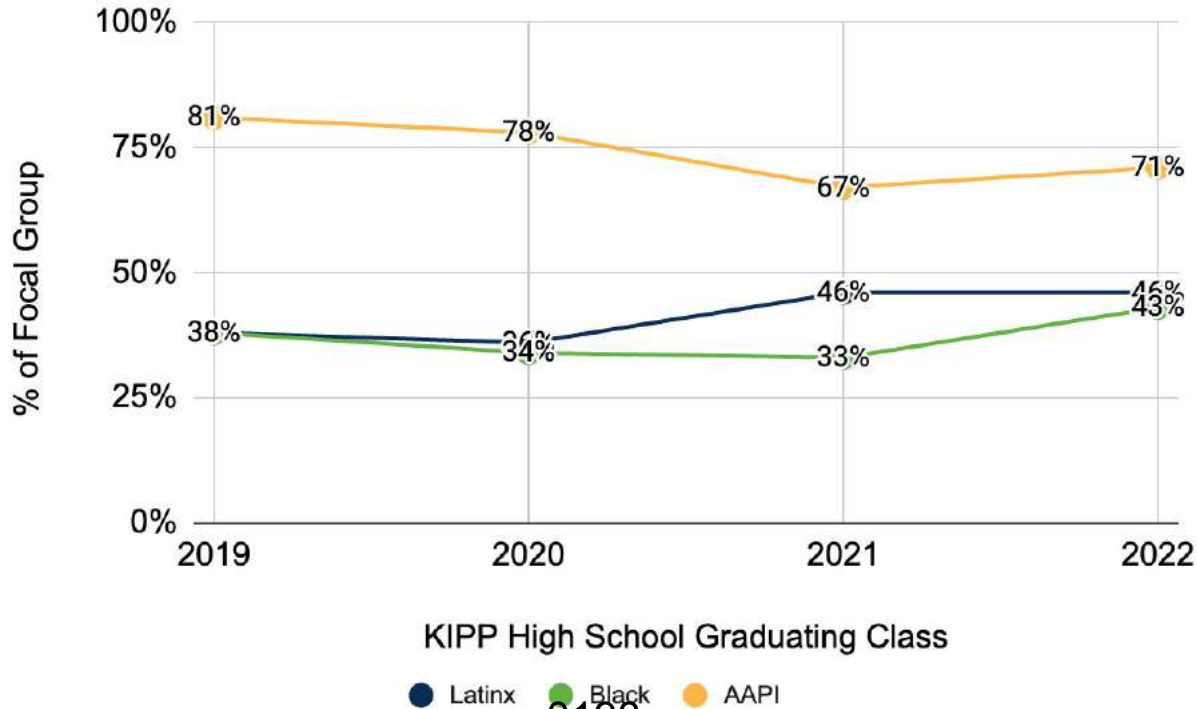
BA Persistence Remains Steady After the Second Year of Enrollment



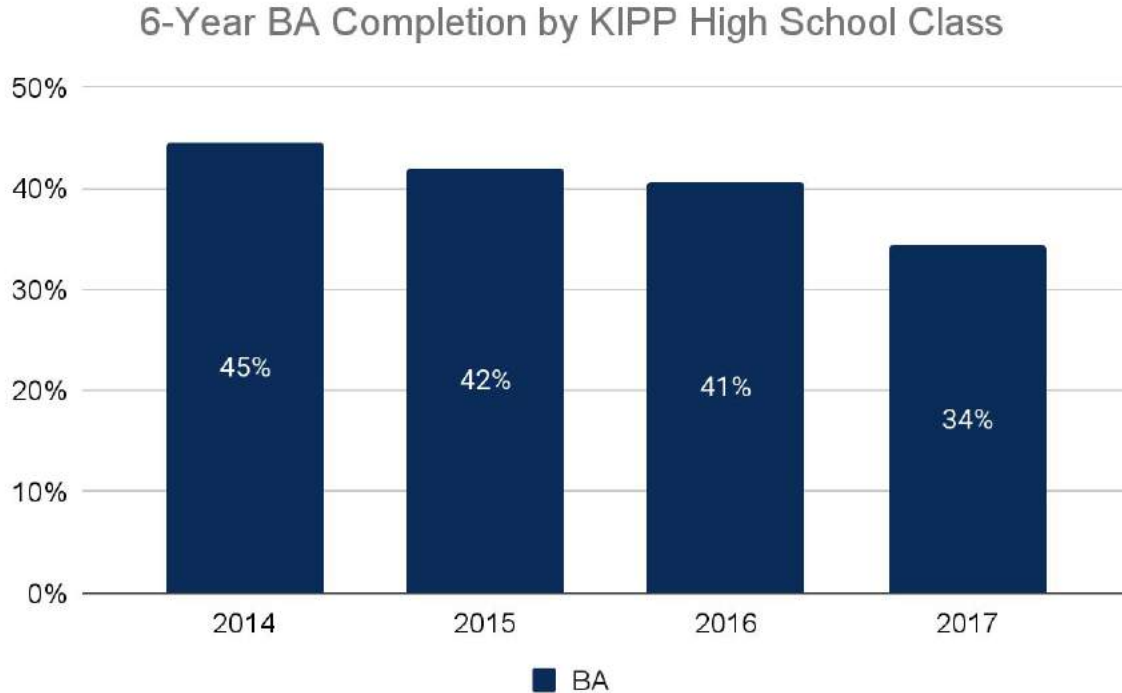
■ BA 0192

Although Still Experiencing Gaps Compared to AAPI Student Population, Latinx and Black Student Persistence Is Increasing

College (BA) Persistence by Race/Ethnicity



6-Year Graduation Rate is Down; Pandemic Impacts Were Significant



In FY23, we prioritized:

Re-enrolling
Alumni to
Postsecondary
Programs



Piloting
Mentorship Pilot
for Black
Students



Partnering with
community orgs
and higher ed



We Are Seeing Some Promising Results!

Re-Enrolling Alumni



- **76** students have re-enrolled; **72%** are persisting
- Grant will sunset at the end of FY24; re-enrollment will be integrated to Postsecondary Success team

Piloting Mentorship Pilot for Black Students



- Paired **6** Black Juniors at KIPP King in SY22-23
- **100%** of students' post assessment results indicate professional or personal development
- Continuing to run the pilot at KIPP King in SY 23-24 (currently recruiting students)

Partnering with community orgs and higher ed



- We've partnered with a number of organizations to bring career connected learning experiences to our students!
 - Hall Capital
 - Accenture
 - Veggielution
 - Field trips to college campuses



Manase % 2020 completed
CyberHigh to graduate, then
enrolled at EVC for a Medical
Assisting Certificate



*"I'd describe my experience as
delightful and inspiring. Even if you
learn that the career you planed on
isn't what you want to do anymore
it is still nice to gain some type of
knowledge [about] the working life
of an adult. I'd say the pros of this
program is getting to know new
people and building a professional
network"*

0197



15 Girls from SFCP and King
participated in Girls Take
Wall Street event with Hall
Capital Partners.

In FY24, We Are Prioritizing Aligning to KIPP National Initiatives to Support Postsecondary Match

Re-Prioritizing
Early Action/Early
Decision Cohorts



Using Aligned
Curriculum and
Assessment to
Measure Growth
and Impact

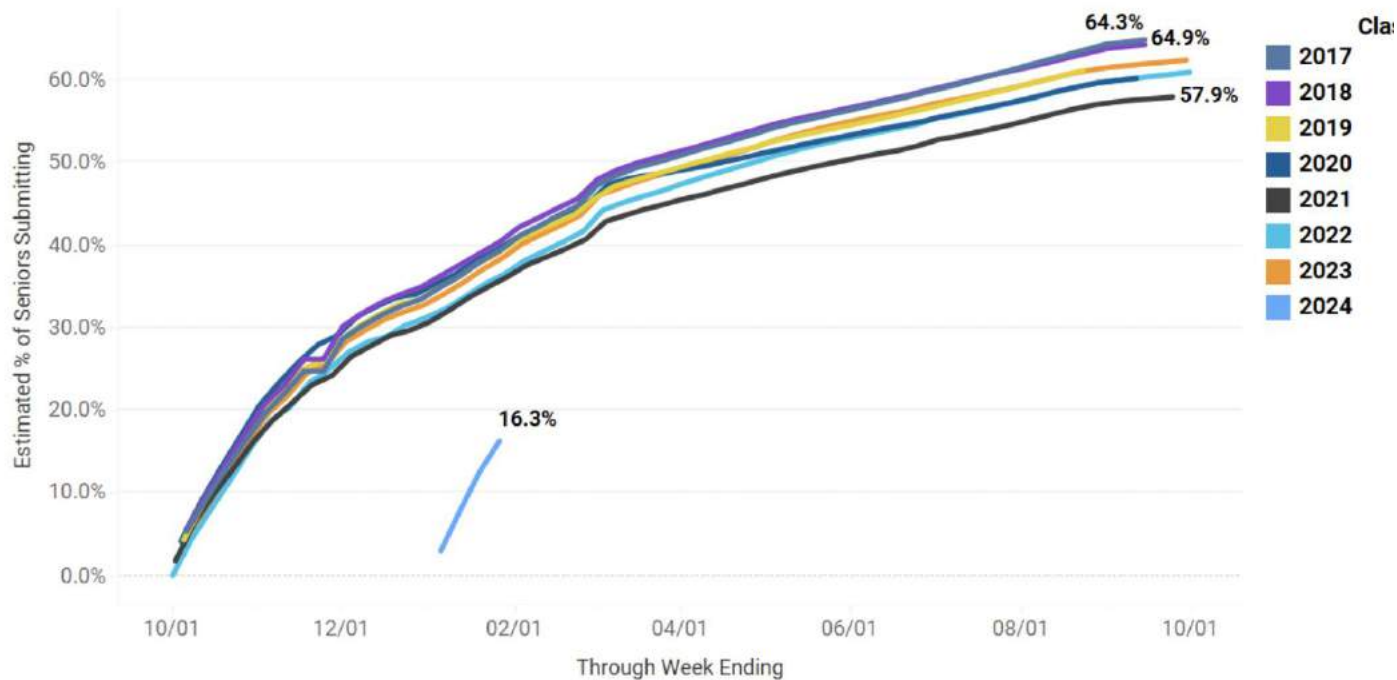


Supporting
Families Through
New Federal
Financial Aid
Process

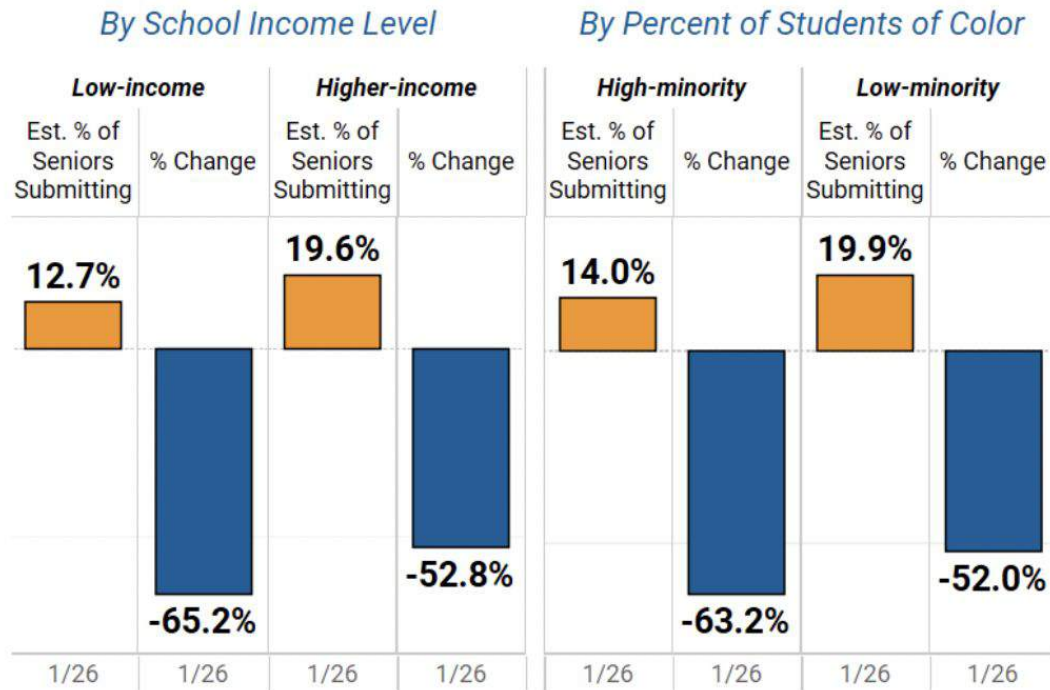


The Impact of FAFSA Delays Are Indisputable

Estimated Percent of Seniors Submitting a FAFSA in the United States, By High School Class



Low-Income, High-Minority Students Trail in FAFSA Submission Compared to their High-Income, Low-Minority Peers



We Are Also Excited to Learn More About...

Alumni Early Career Outcomes Survey



Several factors are correlated with better early career outcomes across three key categories:

Programming in High School

Choice of Postsecondary Pathway

Career Related Opportunities

Drivers of variability | Several factors are correlated with better early career outcomes, across three key categories

DRIVERS OF VARIABILITY

FINDINGS

Note: These drivers were validated as meaningful using linear regression analysis

Programming in high school



High school GPA > 3.5

- +10pp earning a living wage



HS helped understand career opportunities

- +12pp 'thriving'
- +10pp with strong early job

Choice of postsecondary pathway



Obtained a bachelor's degree

- +\$9k average annual income
 - Even more for those who attend the most selective colleges (+\$17k) and/or had a college GPA over 3.5 (+\$11k), vs. those without a bachelor's degree
- +16pp earn a living wage



Studied STEM, business, or skilled trades

- +\$7k average income for STEM bachelor's grads over other majors



Obtained a professional certificate

- Income similar to bachelor's grads
- \$7k less debt than bachelor's grads

Career related opportunities



Work in science, tech, or engineering

- +\$17k average annual income
- +28pp earning a living wage



Took a class that taught skills related to future job

- +13pp with a strong early job
- +13pp 'thriving'



Major field of study aligned with current job

- +\$9k average annual income



Internship aligned with career interests

- +\$7k average annual income



Used college career counseling services

- +\$7k average annual income



Received networking experience

- +\$6k average annual income



Received career skill building support

- +9pp with a strong early job
- +7pp 'thriving'

0202

Note: Drivers of outcomes are simple mean differences from the data that also showed statistical significance when we tested a series of multi-variate regression analysis; Source: 2023 Alumni Early Career Outcomes Survey (N=2359); MIT living wage

Questions?

*I'm always open to feedback or further discussion!
Please feel free to reach out: allyson.takara@kippnorcal.org*

Appendix 3- KIPP Northern California College Partnerships

97 KIPP College Partners Across the Country

Cal Poly San Luis Obispo
 Colorado State University
 De Anza College
 Loyola Marymount University
 Notre Dame de Namur University
 Saint Mary's College of California
 San Francisco State University
 San Jose State University
 Sonoma State University
 University of California, Berkeley
 University of California, Davis
 University of California, Irvine
 University of California, Merced
 University of California, Santa Cruz
 University of San Francisco

Austin Community College
 Blinn College
 Houston Baptist University
 Houston Community College
 Lone Star College System
 Rice University
 Saint Edward's University
 St. Mary's University
 Southern Methodist University
 Texas A & M University-College Station
 Texas A&M University-Kingsville
 Texas State University
 Texas Tech University
 Texas Southern University
 Trinity University
 University of Houston
 University of North Texas
 University of St. Thomas
 University of Texas-Austin
 University of Texas-Permian Basin
 University of Texas-San Antonio

Dillard University
 Hendrix College
 Ouachita Baptist University
 University of Arkansas
 University of Arkansas at Pine Bluff

Missouri State University
 Monmouth College
 Northern Illinois University
 Ohio State University-Main Campus
 University of Kansas
 University of Notre Dame
 Washington University in St. Louis

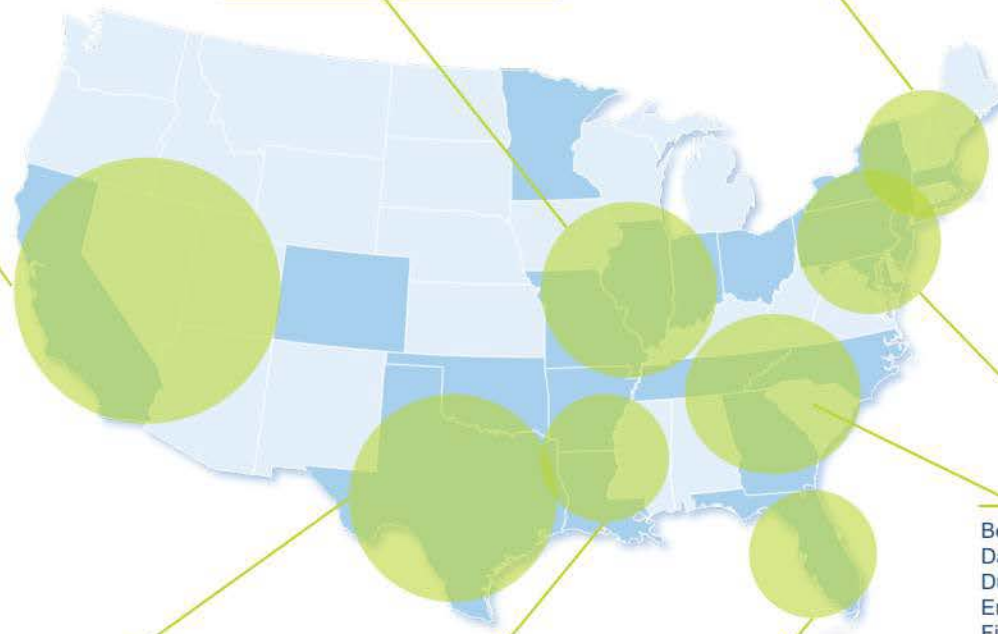
Bennington College
 Bloomfield College
 Bowdoin College
 Brown University
 Colby College
 CUNY City College
 CUNY Guttman Community College
 CUNY Hunter College

CUNY Kingsborough Community College
 CUNY Lehman College
 Lesley University
 Mercy College
 Syracuse University
 Vassar College
 Wentworth Institute of Technology

Bloomsburg University of Pennsylvania
 Franklin and Marshall College
 Georgetown University
 Howard University
 Kutztown University of Pennsylvania
 Lycoming College
 Montclair State University
 Rosemont College
 Rowan University
 Rutgers University-Camden
 Rutgers University-Newark
 Temple University
 Trinity Washington University
 University of Maryland College Park
 University of Pennsylvania
 University of Richmond

Berea College
 Davidson College
 Duke University
 Emory University
 Fisk University
 Georgia College & State University
 Georgia State University
 Middle Tennessee State University
 Morehouse College
 North Carolina Central University
 Spelman College
 University of Georgia
 University of North Carolina at Chapel Hill
 Vanderbilt University

Florida A&M University
 Florida State College at Jacksonville
 Florida State University
 University of North Florida



Appendix 4- KIPP Principal in Residence Training Overview

KIPP® Public Schools

NORTHERN CALIFORNIA

Principal In Residence

Program Overview

Principal In Residence Program

Are you ready to lead for wider impact?

At KIPP NorCal, we believe the role of the principal is the most important cultural and instructional leadership position within our organization. As such, KIPP NorCal is therefore investing in a residency program to ensure that there is a transparent pathway to principalship with an equitable selection process.

The highly selective 1 to 2-year residency is designed to prepare aspiring principals in the adaptive, technical, and managerial skills to lead a KIPP Northern California school as either a successor or a founding leader.



Residencies

PIRs are placed in a 1-2 year residency at a high-performing school with intensive on-the-ground development. Your residency school will expose you to excellent school design and provide a Mentor School Leader who serves as the model and coach for strong leadership.



Development Roadmap & Performance Assessments

Each PIR has a development plan that is mapped to critical School Leadership skills. You will be observed frequently in-school and must pass ~30 performance assessments aligned to these skills to demonstrate school leader readiness.



Coaching

You will receive ongoing coaching against the development plan by two on-the-ground mentors: the Mentor School Leader and the Director of Leadership Development.



Formal Professional Development

You will receive formal professional development aligned to the Development Roadmap and targeting specific developmental needs.



Readiness Checkpoints

Quarterly readiness checkpoints provide an opportunity for the PIR and the development team – the Mentor SL, Director of Leadership Development, and other regional stakeholders, to reflect on progress towards School Leader Readiness.



Transition/Launch Planning

PIRs receive supported planning throughout the process to step into the School Leader seat as a Successor or Founder school leader.



Potential



People



Principal Role

KIPP NorCal PIR program invests in the potential of our highest performing talent to create impact for students and lead our network of schools in the coming years.

As a PIR, you are a full-time member of your residency school leadership team.

You will be supported in your development by a Mentor School Leader, a Director of Leadership Development, School Leader Manager, and your cohort of PIRs.

KIPP NorCal aims to develop all PIRs towards the school leader seat contingent on the right school match and progression through the Development Roadmap skills.

PIRs do not always assume a School Leadership position in the same school as their Residency placement.

Selection Process



We're excited about your interest in the KIPP Northern California's Principal in Residence program. Once we have reviewed your application, we will invite you to our pre-selection process and gather references from your current and past teammates. We will then invite you to full-day, in-person interviews with KIPP Northern California's senior and school-based leadership.

What We're Looking For...

KIPP Leading for Learning Readiness Criteria

The [LFL Readiness Criteria](#) outline the skills needed to be an effective school leader. PIRs will develop these skills through a personalized development plan supported by aligned professional development, coaching, and on-the-job practice.

Readiness

To get the most out of the Principal in Residence, candidates should enter the program as an "Experienced Assistant Principal" having demonstrated the ability to coach and develop teachers, drive grade/department-wide culture, and lead school-wide initiatives.

How do I Apply?

[KIPP NorCal Careers Page](#)
kipnorcal.org/careers/

Contact us to learn more:

Micah Stilwell

Director of Leadership Development

micah.stilwell@kipnorcal.org

Appendix 5- KIPP Bridge Online Program List



KIPP BRIDGE
ACADEMY

KIPP Bridge Online Programs

- Literacy
 - BOOST Reading for TK-4
 - Ignite Reading for TK-4
 - Epic Books for TK-4
 - Lexia for TK-8
- Math
 - Zearn Math for TK-8
 - ST Math for TK-4
 - IXL Math for 5-8
 - iReady for 5-8
- Science
 - IXL Science for 5-8
- Multilingual Learner Support
 - Rosetta Stone

Appendix 6- Relay Graduate School Instructional Power Moves Overview

Leading for Learning -- Part II: Instructional Power Moves Research and Theory of Impact

We believe . . .

If we have the “right people” in the “right roles” at the “right time” doing the “right things”, KIPP will be able to drive student outcomes and serve more students.

Part I: Leading For Learning “Right Roles”

In 2015, the KIPP network rallied around the research that high-performing schools were led by 3 school-based leaders: a **School Leader** who dedicated 75% of his/her time to improving instruction; an apprentice **Assistant Principal** whose role mirrored the School Leader and had responsibilities for culture and instruction¹; and a **School Operations Leader** who helped to drive operational excellence and free instructional leaders’ time.

We have seen significant progress on getting to the “right roles”:

- School Leaders reduced their time spent on operations by more than half since 2015 and are hovering at ~70% time spent on instructional leadership
- 85% of KIPP Schools have an apprentice Assistant Principal
- 75% of KIPP schools have a School Operations Leader versus 32% in 2015

Primacy of Instructional Leadership:

In our extensive Leading for Learning research², we identified 8 actions that, when combined, have proven to produce consistent outcomes for students. We found high-performing School Leaders:

1. Set ambitious school-wide vision and goals that lead students on a path to and through college
2. Relentlessly plan and prioritize to achieve goals
3. Develop a pipeline of future leaders and teach and insist that leadership team members are true owners of the work
4. Proactively model a positive learning culture, but refrain from frequent involvement in low-leverage reactive student discipline
5. Hire and retain diverse, highly-effective teachers
6. Build his/her own and all staff’s knowledge of effective instructional design and academic standards
7. Develop teachers to provide rigorous and high-quality instruction
8. Foster sustainability by engaging lifelines and renewing to get stronger

¹ IMPORTANT CLARIFICATION ON AP ROLE: Responsibilities for “culture” and “instruction” do not indicate a grade level AP; in most schools, because APs are novice, they will need to be coaching by content (e.g. ELA AP) because they will not have sufficient expertise across subjects to support content knowledge development of teachers.

² Large-scale analytical studies: We read over 50 books, articles and large-scale analytical studies on principal effectiveness. A sampling of this literature includes: Michael Fullan’s *The Principal*; Paul Bambrick-Santoyo’s *Leverage Leadership*; Richard DuFour and Robert J. Marzano’s *Leaders of Learning*; Kim Marshall’s *High Leverage School Leader Activities*; McKinsey & Co.’s *Capturing the Leadership Premium*; New Leaders for New Schools’ *Playmakers: How Great Principals Build and Lead Great Teams of Teachers*; Public Impact’s *School Turnaround Competencies*; US DOE’s *Achieving Dramatic School Improvement*; and Stanford Education Institute’s *Principal Time Use*. Case Studies on KIPP Leaders and cousin CMOs: We reviewed the performance of KIPP’s 362 past and present School Leaders and identified 15 School Leaders who had sustained in their role and met our cut-offs on student achievement, student retention, and teacher tenure. We also spoke with leaders from the following CMOs: Aspire Schools, Achievement First, Brooke Charter Schools, Success Charter Network, Uncommon Schools. In interviews with these School Leaders, we uncovered common themes in the behaviors and competencies that have informed our recommendations. In interviews with these School Leaders, we uncovered common themes in the behaviors and competencies that have informed our recommendations.

Leading for Learning -- Part II: Instructional Power Moves Research and Theory of Impact

And, the research concluded that the difference between good school leaders and exceptional school leaders rests on expertise in improving the quality of instruction in the building (through actions #6 and #7). In a review of 27 studies on the effects of school leadership on student outcomes, researchers found that on average “instructional leaders,” who focused on improving classroom instruction, had a 3-4 times greater effect on student achievement than more general “transformational leaders.” They concluded, “the more leaders focus their relationships, their work and their learning on the core business of teaching and learning, the greater their influence on student outcomes.”³

Part II: The Instructional Power Moves

Given the importance of actions #6 (build own and staff content knowledge) and #7 (develop teachers), we have continued to clarify how, specifically, leaders can drive excellent instruction. In particular we found that a School Leader’s job is to train and develop the instructional coaches in their building and that these instructional coaches executed 3 Instructional Power Moves to develop their teachers.

We start with the research that high-performing teachers do three things in a continuous instructional cycle:

- Internalize standards and content and plan strong lessons⁴
- Deliver strong instruction (managing the class and teaching rigorous lessons)⁵
- Monitor student learning and respond both in-the-moment and after lesson delivery

While high-performing teachers are able to perform these actions independently, most KIPP teachers are novice. Across the KIPP network, ~60% of our teachers are in their first two years of teaching at KIPP (and these trends persist year-over-year). As such, instructional coaches⁶ play a critical role in accelerating teacher excellence by supporting the instructional cycle through 3

Instructional Power Moves:

- **Internalization and Planning:** Lead teachers in internalization and planning and provide feedback on lesson plans
- **Observation/Feedback:** Observe lesson delivery and provide feedback on instruction [real-time feedback or observation/feedback meeting]
- **DDI:** Facilitate data analysis meetings [Weekly Data Meetings, Interim Assessment Data Days] and provide feedback on teacher’s data analysis and reteach plans⁷

³ Viviane M. Robinson, Claire Lloyd, Kenneth J. Rowe, *The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types*.

⁴ There is a wealth of research on the impact that planning and internalization of content and standards has in driving strong instructional practice. (Jackson & Davis, 2000; Bain & Jacobs, 1990; Walls, Nardi, von Minden & Hoffman, 2002) “Organizing time and preparing materials in advance of instruction have been noted as important aspects of effective teachers” (James Stronge, *Qualities of Effective Teachers*) and “effective teachers take into account the abilities of their students and the students’ strengths and weaknesses... [they] planned in response to individual student performance” (Fuchs, et al, 1994).

⁵ Bain, H.P. & Jacobs, R. (1990). *The case for smaller classes and better teachers*.

⁶ At KIPP, instructional coaches are inclusive of anyone who directly coaches teachers (School Leaders, APs, deans, instructional coaches, etc.). Approximately 70% of KIPP School Leaders directly coach teachers and have an average coaching load of 5 teachers.

⁷ Bambrick-Santoyo, P. (2010). *Driven by Data*.

Leading for Learning -- Part II: Instructional Power Moves Research and Theory of Impact

Our research suggests that the Power Moves are a reinforcing cycle that support teachers throughout their instructional coaching cycle and are focused on building teachers' capacity.⁸ They drive significant results when teachers received support on all three.⁹ In fact, Charter School Growth Fund recently published an article chronicling Achievement First's rapid student achievement gains after Common Core (a CMO in the northeast).¹⁰ Notably, after investing in the 3 Power Moves combined, the network saw strong, sustained growth in the 2016 and 2017 school years, seeing +24% proficiency gains in ELA and +20% gains in math.¹¹



Power Move: Internalization and Planning

Coaches play a critical role in developing teachers' content knowledge and helping them be prepared to deliver high-quality lessons.¹² In particular, our research found coaches spent their time with teachers on internalization and planning in three main ways: 1) supporting teachers in unpacking standards for upcoming modules/units and lessons; 2) producing a strong, executable lesson plan that the teacher is prepared to deliver; and 3) when there was not a pre-existing curricula, backwards mapping lessons to standards to create a teaching scope and sequence¹³.

⁸ Pearson and Gallagher. *Gradual Release of Responsibility Model*. 1983.

⁹ We do not yet have conclusive evidence on whether it is most effective to coach a teacher on one lesson across an integrated cycle (i.e. co-plan the same lesson that is then observed and analyzed). This is a subject of further study.

¹⁰ Charter School Growth Fund published a study of Achievement First's remarkable student gains in the 2016 & 2017 school years. In it, Superintendents Dacia Tool and Doug McCurry credit their success to their teacher development that focused on: planning, delivery, and attention to results/data (which mirror KIPP's Power Moves).

¹¹ Charter School Growth Fund's The Achievement First Story: <https://stories.chartergrowthfund.org/the-achievement-first-story-part-2-big-steps-to-a-storybook-ending-4356d5b4764f>.

¹² In a review of practices from high-performing CMOs, we found a focus on preparing teachers to unpack standards in preparation for lesson delivery including Uncommon Schools, Success Academies, Aspire, IDEA, Friendship Public Charter School. Knight, Jim. *Instructional Coaches Make Progress Through Partnership*, 2004; Garet, M., et. al. (2010). Middle School Mathematics Professional Development Impact Study: Findings after the first year of implementation (NCEE 2010-4009). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

¹³ McTighe, Jay and Williams, Grant. *Understanding By Design*. 2005. Farr, Steven. *Teaching as Leadership*. 2010.

Leading for Learning -- Part II: Instructional Power Moves Research and Theory of Impact

What To Do:

Specifically, coaches should:

- Review or co-plan one high-priority¹⁴ lesson plan per teacher per week (note: if a teacher is struggling with planning, may need to co-plan the lesson)
- Lead the “Lesson Internalization and Planning Meeting” (in KIPP high schools, called a “co-planning” meeting) in either a 1:1 meeting or Content Team each week¹⁵
- Observe teacher lesson delivery with lesson plans in hand

And to ensure that coaches can effectively support teachers in their internalization and planning, School Leaders should:

- Observe and provide feedback to coaches leading the “Lesson Internalization and Planning Meeting” using the “Internalization and Planning Mastery Rubric”¹⁶

Power Move: Observation and Feedback

Extensive research has demonstrated the importance of observation and feedback in instructional coaching¹⁷ and for years, KIPP leaders have implemented the practice of observation and feedback. From our research, the key differentiator in effectiveness of observation and feedback rests on the coach: 1) accurately diagnosing the highest leverage needs of the classroom against a research-based rubric¹⁸; 2) creating a bite-sized action step so that a teacher can develop incrementally¹⁹; 3) effectively delivering the action step to a teacher (which is dependent on a trusting relationship)²⁰; 4) practicing the action step before lesson delivery²¹.

¹⁴ High-priority lessons will be designated in ‘module/unit internalization’ and include important foundational standards

¹⁵ Content Teams (i.e. groups of teachers internalizing the same grade/subject’s curricula) are the ideal construct for internalization; when this construct is not feasible within a single school, may want to construct virtual collaboration opportunities across schools in a region or use a 1:1 coaching meeting

¹⁶ Once a coach has demonstrated proficiency in leading these meetings and the underlying content knowledge, School Leader will check in as needed.

¹⁷ Marzano, R. and Simms, J. *Coaching Classroom Instruction*. 2013.

¹⁸ In his findings on effective instructional coaching practices, Kirk Walters (*Instructional Coaching Strategies to Support Student Success in Algebra*, 2014) noted that effective coaching included: “structured feedback on a narrow set of instructional practices” and coaches focused on “identifying the key aspects of instruction that the coaching will target. Instead of launching general coaching initiatives, select a rubric that is research based and focus on a subset of practices that teachers can digest and incrementally improve.”

¹⁹ Marzano, R. and Simms, J. *Coaching Classroom Instruction*. 2013, According to Marzano’s research: “focusing on one goal at a time is key to effective growth and sustainable performance.” (21-28).

²⁰ Marzano, R. and Simms, J. *Coaching Classroom Instruction*. 2013, According to Marzano’s research: “trust among coaches and teachers greatly increases teachers’ willingness to make changes in their instructional habits or behaviors” (9-10); Rogers, C. R., & Farson, R. E. (2006). Active listening. In J. S. Osland, M. E. Turner, D. A. Kolb, & I. M. Rubin (Eds.), *The organizational behavior reader* (8th ed., pp. 279–290).

²¹ According to research by TNTP: “The goal of deliberate practice is to create automaticity in the execution of a skill or technique. In the classroom, this translates to a teacher’s ability to implement a skill with minimal intellectual effort...These action steps should be concrete, clear, and immediately actionable – “bite-sized” – and focus on only one routine.” Dr. K. Anders Ericsson defines deliberate practice as “activities designed...for the sole purpose of effectively improving specific aspects of an individual’s performance.” Implementing deliberate practice techniques is one of the most effective ways for school leaders to support teachers in developing their instructional skills.” https://tntp.org/assets/tools/Deliberate_Practice_TNTP_6JUN2013.pdf.

Leading for Learning -- Part II: Instructional Power Moves Research and Theory of Impact

About two-thirds of KIPP coaches are new to their role and therefore novice in their instructional coaching. In our research on KIPP coaches, we found that a major challenge for novice coaches was providing precise, accurate action steps for teachers. We also heard resounding feedback from the network that the Relay tools for observation and feedback were helping them to get better:

“Relay is set out with indicators to check off - there’s step one, here’s how to do this, here’s the script. It’s literally the difference between improv and a dramatic reading. Both are great -- but to do improv, you have to have a certain amount of skills and talent to do it.” (KIPP Regional Leader)

“I used to go into a feedback meeting and O3 and not know how to deliver the feedback. Relay has helped me and my AP a ton in that regard. I now use the ‘See It, Name It, Do It’ approach from Relay. When I’m using it in an O3, it’s productive, and I can get through the whole thing.” (KIPP School Leader)

Therefore, KIPP has opted to adopt Relay’s tools for Observation/Feedback including the *Get Better Faster Scope and Sequence* (to aid in diagnosing action steps), the *Giving Effective Feedback. See It. Name It. Do It. Protocol* (for instructional coaches to provide feedback), and the *Observation/Feedback Mastery Rubric* (to evaluate coaches’ proficiency in observation/feedback).

What To Do:

Specifically, coaches should:

- Schedule and conduct at least one, 15-minute observation weekly of each teacher using *Get Better Faster* to diagnose instruction
- Allocate at least 15 minutes of a weekly “prep block” per teacher to plan for the Observation/Feedback meeting and write the script for the *Giving Effective Feedback* protocol
- Schedule and lead one, 30-minute (max) Observation/Feedback meeting weekly with each teacher to provide and practice a bite-sized, high-leverage action step

And to ensure that coaches can effectively support teachers in their lesson execution, School Leaders should:

- Schedule at least one opportunity to progress monitor and develop each coach’s Observation/Feedback per week, which may include:
 - Co-observing classes with the coach to norm on action steps or provide feedback on real-time coaching
 - Observing coach leading an Observation/Feedback meeting and providing feedback on his/her coaching (and assess the coach against the “Observation/Feedback Mastery Rubric”)
 - Reviewing observation tracker (looking for bite-sized action steps, strong progression of action steps toward PD goal, etc.) and giving feedback on quality of action steps
 - Norming and reflecting on a common bar of excellence across school instructional leadership team by leading walkthroughs

Power Move: Data Driven Instruction (DDI)

In his seminal book *Driven By Data*, Paul Bambrick-Santoyo asserts that the key practice that separates the great schools from an average school are the schools’ DDI practices. Bambrick-Santoyo states, “I am convinced that data-driven instruction is the single most effective use of a

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school leader's time."²² At the heart of DDI is the data-analysis meeting where a coach facilitates a teacher through analyzing his/her student data and determining next steps for student mastery.

There are three aspects of DDI that KIPP will focus on to ensure that we are able to truly unleash the power of data in our schools.

1. **Strategic Assessments:** Our research demonstrated that in the most high-performing schools, the assessments used were a) instructional interims (administered every 6-8 weeks); b) common across the region across grades and classes (allowing for comparison); and c) aligned to both rigorous standards (e.g. College and Career Readiness Standards or Common Core Standards) AND the high-stakes exam (e.g. ACT).²³

In addition, high-performing schools created "assessment maps" that outlined the expected data that would be available over the course of the year including interims, unit/module exams, quizzes, or exit tickets. They then used these maps to outline their anticipated DDI structures. For example, interims would necessitate a whole-school Data Day to analyze the results and make programmatic decisions for the school; whereas, unit/module exams might necessitate a Weekly Data Meeting in a "content team."

2. **Rigorous Data Analysis:** To make data meetings effective, the analysis of the data must be accurate, rigorous and deep. From our research, that means cutting data to be analyzed in a variety of different "views" including the *student level*, *skill/standard level*, *question level*, *whole class level*, and *comparative level (against other classes)*. It also means that the coach and teacher understand the implications of the analysis on the upcoming teaching plans.
3. **Frequent Action:** Rigorous analysis is a mere intellectual exercise if there are a no concrete actions and adjustments to instruction. To aid in this, **KIPP will adopt the practice of Weekly Data Meetings** whereby a coach facilitates an analysis of the most recent, highest stakes assessment in a weekly meeting either 1:1 with a coach or within a content team. Given the positive impact of the Relay DDI tools and resources in the KIPP network, we will adopt the Weekly Data Meeting Protocol and associated reteach strategies.

"It's great that we're emphasizing weekly data meetings. It's powerful to see a coach and teacher sitting down and planning what would be changed. I've never seen us be so intentional about using the weekly data meetings to drive reteaching. I know I've seen an immediate impact on students, as well as our teachers' ability to do it without the coach." (KIPP Regional Leader)

What To Do:

Specifically, coaches should:

- Conduct a Weekly Data Meeting with a group of teachers who have administered the same assessment (may necessitate cross-region collaboration) or 1:1 if no other teacher has administered the same assessment (for formative and unit/module assessments)
- Prepare for said Weekly Data Meeting by:

²² Bambrick-Santoyo, Paul. (2012). *Leverage Leadership*.

²³ Note: In our own KIPP network, data indicates that KIPP high schools who implemented the interim assessments with more fidelity had greater growth on ACT scores (on average high-implementers had 3.5x higher ACT scores than low performers in 9th grade, .75x higher scores in 10th grade, and .2x higher score in 11th grade); Bambrick-Santoyo, Paul. *Driven by Data*.

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- Taking the assessment/doing the student work and outlining an “exemplar”
- Reviewing the students’ completed work and independently analyzing the student work against the exemplar
- Evaluating the teacher’s data analysis based on own coach analysis
- When applicable, coach will also lead a data day for interim assessment analysis

To ensure strong teacher and coach DDI practices in the school, School Leaders should:

- Observe and provide feedback to coaches leading the “Weekly Data Meeting” (live or video) using the “Weekly Data Meeting Mastery Rubric”²⁴

And a School Leader should execute the following as needed:

- Analyze interim assessment data and determine school-wide action steps
- Audit teacher analysis of assessments
- Review student assessment data and probe on reteach plans
- Analyze teacher practice data (e.g. coaching action steps) and student mastery data to identify school-wide trends; determine interventions for individual teachers (e.g. next steps for their 1:1 coaching), instructional coaches or whole school (e.g., PD)²⁵

SUMMARY OF TOOLS:

	Internalization and Planning	Observation / Feedback	DDI
Teacher Support Tool: <i>Tool to specify excellence in teacher practice</i>	<i>Curriculum Internalization Guides (e.g., Wheatley Reading Internalization Guide)</i>	<i>Get Better Faster</i>	<i>Weekly Data Meeting Protocol* (note: WDM Protocol acts as both coach/teacher facing support tool) K-12 LASR Daily Data Dive (D3)</i>
Meeting Protocol: <i>Tool that coach uses to run the Power Move meeting</i>	<i>Lesson Internalization and Planning Meeting Protocol</i>	<i>Giving Effective Feedback. See It. Name It. Do It. Protocol.</i>	<i>Weekly Data Meeting Protocol</i>
Mastery Rubric: <i>Tool that the School Leader uses to assess coach’s mastery of the Power Move</i>	<i>Internalization and Planning Mastery Rubric</i>	<i>Observation/Feedback Mastery Rubric</i>	<i>Weekly Data Meeting Mastery Rubric</i>

Conditions for Success:

While the Power Moves are a proven recipe to improve instruction, we know that these moves cannot be executed in a vacuum and are aided by important conditions for success. We found that coaches are dependent on school-based conditions for success, the most important of which are:

- Strong learning environment with consistent expectations for staff and student behavior
- Rigorous, aligned curriculum and assessment strategy

²⁴ Once a coach has demonstrated proficiency in leading these meetings and the underlying content knowledge, School Leader will check in as needed.

²⁵ Review of practices at high-performing KIPP schools did not indicate a *weekly* school leadership team meeting was a high-leverage action to ensure strong teacher and coach DDI practices in the school. KF will undertake further research in 2018-19 to inform recommendations around SLT time reflecting on broader trend data.

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- Time to prepare and execute the full instructional coaching cycle
- Lines-of-sight into student outcome and teacher practice data (aided by data infrastructure, like Whetstone)
- Opportunity to develop leaders' technical and adaptive skills

A note on time: According to survey data, the average KIPP AP coaches 8 teachers²⁶ and works about 50 hours per week.²⁷ Our research revealed that instructional coaches should allocate about 3.25-4.25 hours per teacher per week to run the full cycle of Instructional Power Moves (note that ~1.5 hours is meeting time). ***This amounts to 26-34 hours of dedicated coaching time per week and ~16-24 hours left in the school week to accomplish other non-coaching tasks.***

While these time estimates are based on actual schools' experiences in implementing the Power Moves, there are three important considerations that will dictate time:

- **Coaching Load:** To do the instructional coaching cycle well, coaches need to allocate appropriate time. When coaches begin to have coaching loads in excess of 12 teachers, it becomes difficult for them to perform the cycle well due to lack of time.
- **Skill of Coach:** APs who are brand new to their role may be less efficient in their role and thus will require more time (the upper ranges of time in the chart below). Many schools in our research accounted for this by reducing the coaching load of rookie coaches.
- **Needs of Teachers:** Ultimately the instructional coaching cycle is intended to support teachers and thus the needs of the individual teachers will dictate the coaching time. Teachers who are strong in planning may not need as much Internalization and Planning support. Teachers who are new or struggling need more time in Observation/Feedback.

Anticipated Coach Time Per Week for Each Teacher			
	Internalization/Planning	Observation/Feedback	DDI
Meeting Time and Structure	45 minutes	30 minutes max ²⁸	30-45 minutes
	ES: Content Team focused on Internalization and Planning	ES/MS/HS: 1:1 with coach	ES: Content Team focused on WDM
	MS: Content Team (if other teachers with same content) or 1:1 with coach		MS: Content Team (if other teachers with same content) or 1:1 with coach
	HS: 1:1 with coach		HS: 1:1 with coach
Observation Time	n/a	15 minutes	n/a
Individual Prep Time	30 minutes – 1 hour (should include: a) read lesson and re-read associated text* for 10-20 min; b) prep Lesson Internalization and Planning meeting for 20-40 min)	15-30 minutes	30 minutes (analyze data; review teacher's analysis)
Total Time	1.25 -1.75 hours	1-1.5 hours	1 -1.25 hours
TOTAL TIME PER TEACHER	3.25-4.25 hours per teacher coached * Note: comprehensive reading of texts are outside of this weekly accounting; will be dependent on text length and can add substantive prep work to a coach's load		

²⁶ According to TNTP survey data in answer to the question: "How many teachers do you coach?"

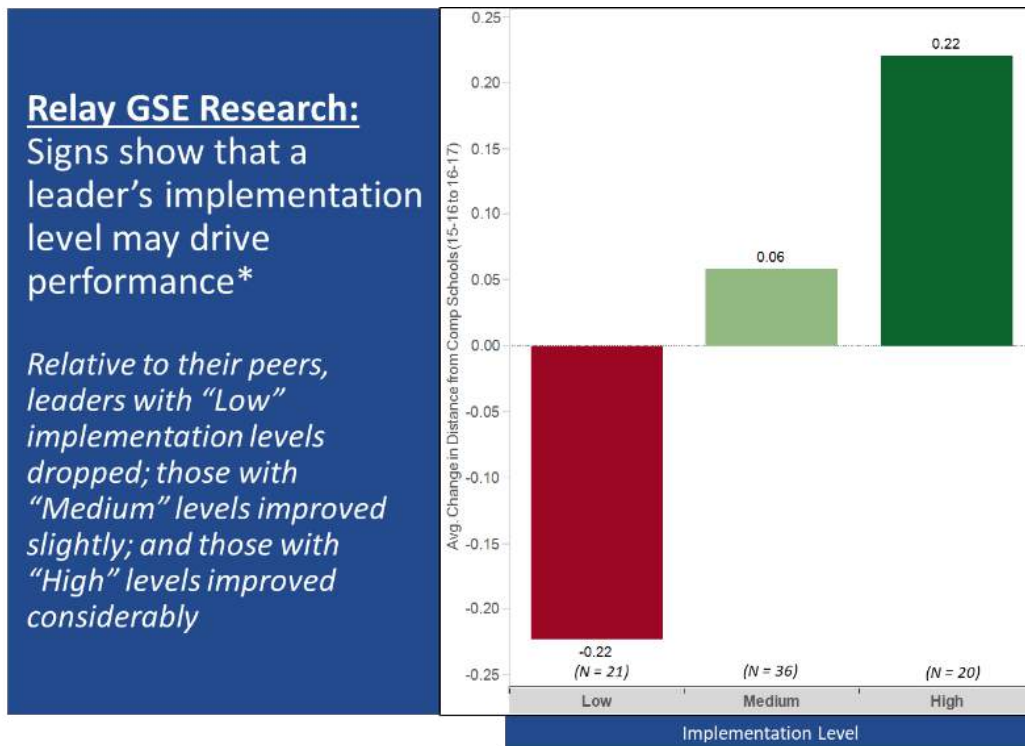
²⁷ According to TNTP survey data on average hours worked per week

²⁸ While many instructional coaches spend more than 30 minutes in the Observation/Feedback cycle, our research with Relay indicates that it is less than optimum and may result in coaching not focused on bite-sized action steps.

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Partnership with Relay:

From our research, the schools with strong results had well-trained coaches who had expertise in instructional coaching. Given that, KIPP Foundation has decided to partner with Relay Graduate School of Education to develop our instructional leaders on two Power Moves: Observation/Feedback and DDI. In the 2018-19 school year, all KIPP Foundation programming will headline with Relay instructors and practices. Based on the research that has found that schools and regions that had high implementation of Relay practices resulted in statistically significant increases in student achievement, our programs will insist on high-implementation to ensure that we are best serving students. In fact, this data suggests that with low implementation, there can be a potentially negative effect on student outcomes (red bar below).



*There is a statistically significant difference between "High" and "Low" implementers when considering how their "distance" from peers changed ($p = .03$)

Appendix 7a- Bridge Rising School Schedule

Appendix 7b- Bridge Upper School Schedule

Block	Time	5th Grade		6th Grade	
HR		Howard	Hampton	Florida	Texas
Arrival	8:10 - 8:20	Arrival			
HR	8:20 – 8:30	AM HR	AM HR	AM HR	AM HR
1	8:30 - 10:00	ELA	Math	ELA	Math
2	10:00 - 11:05	Enrichment	Science	Social Studies	Enrichment
3	11:05 - 12:15	Science	Enrichment	Enrichment	Social Studies
4	12:15 - 12:55	Lunch & Recess			
5	12:55 - 2:20	Math	ELA	Math	ELA
6	2:20 - 3:10	Literacy Block	Literacy Block	Literacy Block	Literacy Block
HR	3:10 - 3:15	PM HR	PM HR	PM HR	PM HR
	3:15 - 3:25	Dismissal			
	3:30 - 4:30	Staff Meeting Monday = Whole School Meeting Tuesday = Grade Team Meeting Wednesday = Practice Clinic Thursday = Content Team Meeting			

*[A Day/B Day Rotation](#)



Block	Time	7th Grade		8th Grade	
HR		St Mary's	Stanford	Spelman	Morehouse
Arrival	8:10 - 8:20	Arrival			
HR	8:20 - 8:30	AM HR	AM HR	AM HR	AM HR
1	8:30 - 10:00	Math	ELA	ELA	Math
2	10:00 - 11:25	ELA	Math	Math	ELA
3	11:30 - 12:05	Lunch & Recess			
4	12:10 - 1:05	Literacy Block	Literacy Block	Literacy Block	Literacy Block
5	1:05 - 2:05	Social Studies	Enrichment	Science	Enrichment
6	2:05 - 3:10	Enrichment	Social Studies	Enrichment	Science
HR	3:10 - 3:15	PM HR	PM HR	PM HR	PM HR
	3:15 - 3:25	Dismissal			
	3:30 - 4:30	Staff Meeting Monday = Whole School Meeting Tuesday = Grade Team Meeting Wednesday = Practice Clinic Thursday = Content Team Meeting			



*A Day/B Day Rotation

Appendix 8-Bridge Academy School Calendar 2024-25

1700 Market
Oakland, CA 94607

Office: 510-123-5678
Email: kipp@kipp.org

www.kippschool.org

176 Instructional Days

Orientation (select grades)
Orientation (all grades)
First / Last Day of School
Holiday / Break: No School
Staff Development: No School
Testing
Parent Conferences
Regular School Day

Saturday School
Special Events
End of Tri / Qrt
12pm Dismissal
1:30pm Dismissal

July 2024	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			

July Detailed
7/4 Independence Day
7/11-7/12 Leader Summer Learning
7/15-7/19 New Staff Summer Development
7/22-7/31 School Based Summer PD available days
8 teacher work days 13 New Teacher Work Days

Aug 2024	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

August- WELCOME BACK
8/1-8/2 School Based Summer PD available days
8/5 Required Student Orientation (TK, K, 5th; 12pm Dismissal)
8/6 Required Student Orientation (TK, K, 4th, 5th, New; 12pm Dismissal)
8/7 First Day of School (12 pm Dismissal)
8/8 12pm Dismissal
8/9 Staff PD Day (No School for Students)
8/12 Start of 3pm dismissal everyday
8/16 Staff PD Day (No School for Students)
16 school days 22 teacher work days

Sept 2024	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					

September - Pride Month
9/2 Labor Day(No School)
20 school days 20 teacher work days

Oct 2024	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

October - Latinx Heritage Month
10/14 Indigenous People's Day(No School)
10/15-10/25 IA #1 Testing Window
10/28 Staff PD Day (No School for Students)
21 school days 22 teacher work days

Nov 2024	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30

November - Indigenous People's History Month
11/4 TK-8 Regional Learning Day(No School for Students)
11/8 Trimester 1 Ends
11/11 Veteran's Day(No School)
11/20-11/22 Family Listening Conferences(1:30pm Dismissal)
11/25-11/29 Thanksgiving Break(No School)
14 school days 15 teacher work days

Dec 2024	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

December - Holidays Around the World
12/23-1/3 Winter Break(No School)
15 school days 15 teacher work days

Jan 2025	Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	

January - Disability Awareness Month
1/1 New Year's Day(No School)
1/6 Staff PD Day(No School for Students)
1/20 Martin Luther King Jr. Day(No School)
1/13 - 1/24 IA #2 Testing Window
18 school days 19 teacher work days

Feb 2025	Sun	Mon	Tue	Wed	Thu	Fri	Sat
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	

February - Black History Month
2/3 TK-8 Regional Learning Day(No School for Students)
2/17 President's Day(No School)
2/17-2/24 February Break (No School)
13 school days 14 teacher work days

Mar 2025	Sun	Mon	Tue	Wed	Thu	Fri	Sat
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

March - Women's Herstory Month
3/10 - 3/21 IA #3 Testing Window
3/14 End of Trimester 2
3/25 - 3/27 Family Listening Conferences(1:30 dismissal)
3/28 TK-8 Regional Learning Day (Non SF schools)
3/31 Cesar Chavez Day(No School)
3/31-4/4 Spring Break(No School)
19 school days 20 teacher work days

Apr 2025	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

April - Arab Heritage Month
3/31-4/4 Spring Break (No School)
4/7 Staff PD Day(No School for Students)
17 school days 18 teacher work days

May 2025	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

May - Asian American Pacific Islander Heritage Month
5/12 - 5/23 SBAC Testing
5/26 Memorial Day(No School)
21 school days 21 teacher work days

June 2025	Sun	Mon	Tue	Wed	Thu	Fri	Sat
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30						

June - Juneteenth
6/2 - 6/3 1:30 Dismissal
6/3 Last Day of School
6/4 Staff PD Day(No School)
6/19 Juneteenth
2 school days 3 teacher work days

Appendix 9- Scope and Sequence for Bridge Academy Core Curriculum



KIPP Bridge Curriculum Scope and Sequence Cover Page

- I. **Science:** Amplify Scope and Sequence (Gr. K-8)
- II. **ELA:** Wheatley Scope and Sequence (Gr. 5-8)
- III. **ELA:** Wit & Wisdom Scope and Sequence (Gr. K-4)
- IV. **Literacy:** CKLA (Science of Reading) Scope and Sequence (Gr. K-2)
- V. **Math:** Eureka Math Squared (Gr. TK-8)

Curriculum Matrix

	TK	K	1	2	3	4	5	6	7	8	
Literacy		Wit & Wisdom					KIPP Wheatley				
		CKLA Skills		Bookworms							
		Small Group Intervention									
Social Studies		Wit & Wisdom					TCI: History Alive! and Discovery Education				
Math		Eureka Math Squared									
Science		Amplify Science									

5-8 Unit, Standard, and Assessment Overview							
Gr	Unit (and link to all materials)	Standards (Bold = Priority)	SEPs	CCCs	Assessment Links	Resources	High-Level Progress Builds
5	(PS) Pathway of Earth and Sky	5-ESS1-1 5-ESS1-2 5-ESS2-1	SEP-#1 SEP-#2 SEP-#3	CCC1 CCC3 CCC3	PS_CJA PS_EJU	Multi-Language Glossary Full Progress Builds Cohesive Flowchart Science Background	PB #1: The sun looks bigger and brighter than all other stars because it is much closer to earth than all other stars. PB #2: As Earth spins (rotates), what we see in the sky changes throughout the day. PB #3: As Earth orbits (revolves) around the sun, the stars we see in the night sky change throughout the year.
Fall Science Interim - 5th Grade							
5	(MM) Modeling Matter	4-PS1-1 4-PS1-2 4-PS1-3 3-5-ETS1-2	SEP-#1 SEP-#2 SEP-#3	CCC1 CCC3 CCC3	MM_CJA MM_EJU	Multi-Language Glossary Full Progress Builds Cohesive Flowchart Science Background	PB#1: Observable properties result from molecular properties. PB #2: Mixing is a result of attraction between molecules of different substances. PB #3: Separation is a result of the attraction between molecules of the same substance. Addition: Conservation of matter
5	(TS) The Earth System	5-ESS2-1 5-ESS2-2 5-ESS1-4 3-5-ETS1-1, 2, 3	SEP-#4 SEP-#5 SEP-#6	CCC4 CCC5 CCC5	TS_CJA TS_EJU	Multi-Language Glossary Full Progress Builds Cohesive Flowchart Science Background	PB#1: Rain can happen when water vapor gets cold and condenses into liquid water. PB#2: Water vapor condenses as it moves higher, to where the water is colder. PB#4: Mountains can redirect water vapor higher in the atmosphere. Addition: Chemical reactions
Winter Science Interim - 5th Grade							
5	(ER) Ecosystem Interaction	4-LS1-1 4-LS2-1 4-PS3-1	SEP-#7 SEP-#8 SEP-#9	CCC4 CCC5	ER_CJA ER_EJU	Multi-Language Glossary Full Progress Builds Cohesive Flowchart Science Background	PB#1: The food matter that animals need to grow and use for energy can always be traced back to plants. PB#2: Energy from the sun is brought into an ecosystem when plants make food by using water molecules, carbon dioxide from the air, and energy from the sun. PB#3: Decomposers consume dead matter and release nutrients that plants use to help them make food molecules.
Spring Science Interim - 5th Grade							
6	(MB) Microbioms	MS-LS1-1 MS-LS1-2	SEP-#1 SEP-#2	CCC2 CCC3		Unit Map Science Background	
6	(MET) Metabolism	MS-LS1-2 MS-LS1-3 MS-LS1-7	SEP-#1 SEP-#2 SEP-#3	CCC4 CCC5	MET_CJA MET_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: Cells in the body need molecules from outside to function. PB#2: Systems in the body work together to take in, break down, and deliver needed molecules to cells. PB#3: Cells can use these molecules to release energy for the body to function.
6	(MET) Engineering Internship	MS-ETS1-1-4	SEP-#1 SEP-#2 SEP-#3	CCC6		Unit Map Science Background	
Fall Science Interim - 6th Grade							
6	(TR) Traits & Reproduction	MS-LS1-6 MS-LS3-1 MS-LS3-2	SEP-#2 SEP-#3 SEP-#4	CCC2 CCC6	TR_CJA TR_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: The traits of an organism are determined by the structure of protein molecules and the interactions of those protein molecules in cells. PB#2: Genes are instructions for producing proteins. PB#3: Through sexual reproduction, an organism inherits a random combination of gene versions (alleles) from its parents. PB#4: The temperature of an object is related to the kinetic energy of its molecules, which increases as the speed of the molecules increases. PB#5: Warmer objects transfer energy to cooler objects when they are in contact. PB#6: The size of the objects in contact affects the amount of energy transfer between them and the amount of temperature change.
6	(TE) Thermal Energy	MS-PS1-4 MS-PS1-3 MS-PS1-4	SEP-#1 SEP-#2 SEP-#3	CCC5 CCC7	TE_CJA TE_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: The amount of energy transferred from the sun to the surface of a location depends on the location's latitude. PB#2: Ocean currents can affect the air temperature of a location by affecting the amount of energy in the surface of the location. PB#3: The direction of prevailing winds and the position of the continents determine the path of the ocean currents. PB#4: Rain can happen when an air parcel cools and loses energy. The loss of energy causes water vapor in the air parcel to condense and fall as rain. PB#5: A warmer air parcel has more energy, so it can rise higher into the troposphere and lose more energy, which can result in a greater amount of rain. PB#6: Wind can push an air parcel higher into the troposphere causing the air parcel to lose more energy, which can result in a greater amount of rain.
Winter Science Interim - 6th Grade							
6	(OAC) Oceans, Atmosphere, & Climate	MS-ESS2-3 MS-ESS2-6	SEP-#4 SEP-#5	CCC1 CCC2	OAC_CJA OAC_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: The amount of energy transferred from the sun to the surface of a location depends on the location's latitude. PB#2: Ocean currents can affect the air temperature of a location by affecting the amount of energy in the surface of the location. PB#3: The direction of prevailing winds and the position of the continents determine the path of the ocean currents. PB#4: Rain can happen when an air parcel cools and loses energy. The loss of energy causes water vapor in the air parcel to condense and fall as rain. PB#5: A warmer air parcel has more energy, so it can rise higher into the troposphere and lose more energy, which can result in a greater amount of rain. PB#6: Wind can push an air parcel higher into the troposphere causing the air parcel to lose more energy, which can result in a greater amount of rain.
6	(WP) Weather Patterns	MS-ESS2-4 MS-ESS2-6 MS-ESS2-4	SEP-#4 SEP-#5	CCC1 CCC2	WP_CJA WP_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: Rain can happen when an air parcel cools and loses energy. The loss of energy causes water vapor in the air parcel to condense and fall as rain. PB#2: A warmer air parcel has more energy, so it can rise higher into the troposphere and lose more energy, which can result in a greater amount of rain. PB#3: Wind can push an air parcel higher into the troposphere causing the air parcel to lose more energy, which can result in a greater amount of rain.
Spring Science Interim - 6th Grade							
6	(ECO) Earth's Changing Climate	MS-ESS3-4 MS-ESS3-6	SEP-#2 SEP-#3	CCC2 CCC6	ECO_CJA ECO_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: Changes in the amount of carbon dioxide and methane in the atmosphere are correlated with changes in the amount of energy absorbed by Earth's surface. PB#2: Carbon dioxide and methane affect the balance of energy entering and exiting the Earth system. PB#3: Carbon dioxide and methane redirect outbound energy, which causes less energy to exit.
6	(ECO) Engineering Internship	MS-ESS3-3 MS-ETS1-1-4	SEP-#1 SEP-#2 SEP-#3	CCC4		Unit Map Science Background	
6	(GOM) Geology on Mars	MS-ESS1-3	SEP-#4 SEP-#5	CCC4 CCC7		Unit Map Science Background	
7	(PM) Plate Motion	MS-ESS2-2 MS-ESS2-3 MS-ESS2-2	SEP-#4 SEP-#5 SEP-#6	CCC1 CCC3	PM_CJA PM_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: The Earth's entire outer layer (below the water and soil that we see) is made of solid rock that is divided into plates. Earth's plates can move. PB#2: The plates move on top of a soft, solid layer of rock called the mantle. At plate boundaries where the plates are moving away from each other, rock rises from the mantle and hardens, adding new solid rock to the edges of the plates. At plate boundaries where plates are moving toward each other, one plate moves underneath the other and sinks into the mantle. PB#3: Plates travel at a rate too slow to be experienced by humans but can travel great distances over time.
7	(PM) Engineering Internship	MS-ESS2-2	SEP-#1 SEP-#2 SEP-#3	CCC4		Unit Map Science Background	
Fall Science Interim - 7th Grade							
7	(RT) Rock Transformations	MS-ESS2-1	SEP-#2	CCC5	RT_CJA RT_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: Rocks that form in different ways are different types of rock. PB#2: Material for rock formations can come from rock formations that are weathered or melted. PB#3: Rock formations can move between Earth's surface and its interior, which can lead to their transformation.
7	(PC) Phase Change	MS-PS1-4 MS-PS1-6	SEP-#2 SEP-#3	CCC3 CCC5	PC_CJA PC_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: When a substance changes phase, the freedom of movement of its molecules has changed. PB#2: Energy transfers cause phase changes. PB#3: Molecular attraction affects the amount of energy transfer required for a phase change.
7	(EC) Engineering Internship	MS-ETS1-1-4	SEP-#1 SEP-#2 SEP-#3	CCC4		Unit Map Science Background	
Winter Science Interim - 7th Grade							
7	(CR) Chemical Reactions	MS-PS1-1 MS-PS1-2 MS-PS1-3 MS-PS1-6	SEP-#2 SEP-#3 SEP-#4	CCC3 CCC5	CR_CJA CR_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: Different substances have different properties. This is because every substance is made of a unique group of certain type and number of atoms. This group repeats to make up the substance. PB#2: During chemical reactions, atoms that make up the starting substance(s) rearrange to form different groups of atoms that repeat, resulting in different substances(s). PB#3: During chemical reactions, the ending substances are formed from the same type and number of atoms that made up the starting substances because atoms cannot be created or destroyed.
7	(BP) Populations & Resources	MS-LS2-1 MS-LS2-2 MS-LS2-4 MS-LS2-6	SEP-#2 SEP-#3 SEP-#4	CCC2 CCC7	BP_CJA BP_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: There are always births and deaths occurring in a population. Changes in the number of births and deaths can change the size of a population. PB#2: A change in the number of births and deaths in a population can be caused by a change in the size of its resource populations or consumer populations. PB#3: A change in the number of births and deaths in a population can be caused by a change in the size of a population other than its resource or consumer population.
Spring Science Interim - 7th Grade							
7	(ME) Matter, Energy, & Ecosystems	MS-LS1-6 MS-LS2-3	SEP-#2 SEP-#3	CCC2 CCC5	ME_CJA ME_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: Producers make energy storage molecules using the carbon from carbon dioxide. PB#2: All organisms give off carbon dioxide when they release energy from energy storage molecules. PB#3: Carbon cannot be produced or used up, so in a closed system there is a fixed amount.
8	(HHE) Harnessing Human Energy	MS-PS3-1 MS-PS3-6	SEP-#1 SEP-#2	CCC4 CCC5	HHE_CJA HHE_EJU	Unit Map Science Background	
8	(FM) Force & Motion	MS-PS2-1 MS-PS2-2 MS-PS2-1	SEP-#1 SEP-#2 SEP-#3	CCC2 CCC3	FM_CJA FM_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: A force causes a change in an object's velocity. PB#2: An object's mass determines its velocity change for a given force. PB#3: When two objects collide, both experience the same strength force, but in opposite directions.
8	(FM) Engineering Internship	MS-ETS1-1-4	SEP-#1 SEP-#2 SEP-#3	CCC6		Unit Map Science Background	
Fall Science Interim - 8th Grade							
8	(MF) Magnetic Force	MS-PS2-3 MS-PS2-5 MS-PS2-2 MS-PS2-6	SEP-#2 SEP-#3 SEP-#4	CCC4 CCC5 CCC6	MF_CJA MF_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: Magnetic fields exert force from a distance that can repel like poles or attract opposite poles. PB#2: Potential energy is stored in a system when a magnet is moved against magnetic force. PB#3: Moving a magnet against a stronger magnetic force transfers more energy to the magnetic field. PB#4: Force is a stronger closer to a magnet.
8	(LW) Light Waves	MS-PS4-1 MS-PS4-2 MS-PS4-3	SEP-#2 SEP-#3 SEP-#4	CCC3 CCC5 CCC6	LW_CJA LW_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: Light carries energy that can be absorbed by a material, causing the material to change. PB#2: Different types of light can change a material in different ways; a material can absorb energy from some types of light but not others. PB#3: Light can be absorbed, reflected, or transmitted by a material; if the light is reflected or transmitted, the energy is not absorbed and the material will not change.
Winter Science Interim - 8th Grade							
8	(NS) Natural Selection	MS-LS4-4 MS-LS4-4 MS-LS4-6	SEP-#4 SEP-#5 SEP-#6	CCC2 CCC7	NS_CJA NS_EJU	Full Progress Builds Cohesive Flowchart Science Background	PB#1: Adaptive traits become more common while traits that are non-adaptive become less common in a population over many generations. PB#2: Individuals with adaptive traits are more likely to live longer and pass on those traits to their offspring. PB#3: Mutations can sometimes introduce new traits into a population.
8	(NS EU) Natural Selection Engineering Internship	MS-ETS1-1-4	SEP-#1 SEP-#2 SEP-#3	CCC2		Unit Map Science Background	
Spring Science Interim - 8th Grade							
8	(EH) Evolutionary History	MS-LS4-1 MS-LS4-2 MS-LS4-4 MS-LS4-5 MS-ESS1-4	SEP-#4 SEP-#5 SEP-#6	CCC1 CCC3	EH_CJA	Full Progress Builds Cohesive Flowchart Science Background	PB#1: Body structures shared between species are evidence that these two species inherited the shared structures from a common ancestor population. PB#2: Species that share structures can have differences because they have been in separate environments, and have changed in different ways over time. PB#3: Fossil populations separate and begin evolving differences at different points in time, similarities and differences in body structures can be used to interpret evolutionary relationships.

23-24 SCOPE + PACING GUIDE - Grade 5

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	#	Green = Interims Red = Due dates		Purple = Priority lesson Green= Assessments Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting		Lessons Skipped to review or spiral back
	0	Mon, 8/14/23		Use week to build culture, systems, and routines.			
	0	Tue, 8/15/23		Use week to build culture, systems, and routines.			
	0	Wed, 8/16/23		Use week to build culture, systems, and routines.			
	0	Thu, 8/17/23		Use week to build culture, systems, and routines.			
	0	Fri, 8/18/23		Use week to build culture, systems, and routines.			
PES	1	Mon, 8/21/23	PES 1.2	use models to find evidence for the shape of Earth and begin to explain the location of stars in space. First Academic Day	5-ESS1-1	#2: Developing and Using Models	
PES	1	Tue, 8/22/23	PES 1.3	use a book to make visualizations and compare the size and distance of objects on Earth and in space.	5-ESS1-1	#8: Obtaining, Evaluating, and Communicating Information	
PES	1	Wed, 8/23/23	PES 1.4	investigate models to visualize and explain where stars are and how far stars are from Earth.	5-ESS1-1	#2: Developing and Using Models	
PES	1	Thu, 8/24/23	1.5	use models to visualize and make measurements to explain when stars are in the sky and why stars appear to be different sizes in the sky.	5-ESS1-1	#2: Developing and Using Models	
	1	Fri, 8/25/23	FLEX				
PES	2	Mon, 8/28/23	1.6	gather evidence from different sources to explain why the sun appears so bright and why we can't see stars in the daytime.	5-ESS1-1	#6/7: Constructing Explanations and Arguing from Evidence	
PES	2	Tue, 8/29/23	1.7	write scientific explanations with evidence and reasoning to explain why we don't see a lot of stars in the daytime.	5-ESS1-1	#6/7: Constructing Explanations and Arguing from Evidence	
PES	2	Wed, 8/30/23	2.1	use a model to observe and explain the pattern of when stars are visible in the sky.	5-ESS1-2	#2: Developing and Using Models	
PES	2	Thu, 8/31/23	2.2	investigate what causes the pattern of when constellations are visible in the sky by gathering and analyzing data.	5-ESS1-2	#3: Planning and Carrying Out Investigations	
	2	Fri, 9/1/23	Flex				
		Mon, 9/4/23	Break				
		Tue, 9/5/23	2.2a	use data to explain why shadows change size and direction throughout the day.	5-ESS1-2	#6/7: Constructing Explanations and Arguing from Evidence	
PES	3	Wed, 9/6/23	2.3	use models to gather evidence and draw conclusions about how the earth moves.	5-ESS1-2	#2: Developing and Using Models	
PES	3	Thu, 9/7/23	2.4	gather evidence and draw conclusions about the way things fall.	5-PS2-1	#3: Planning and Carrying Out Investigations	
	3	Fri, 9/8/23	Flex	<i>Note - Recommend spending this flex day on shadows (Lesson 2.2 c)</i>			
PES	4	Mon, 9/11/23	2.5	model the movement of Earth to show which way is up and which way is down in different locations.	5-PS2-1	#2: Developing and Using Models	
PES	4	Tue, 9/12/23	2.6	write scientific explanations with evidence and reasoning to explain why the sun is up sometimes, but not other times.	5-PS2-1	#6/7: Constructing Explanations and Arguing from Evidence	
PES	4	Wed, 9/13/23		PES Critical Juncture Assessment			
PES	4	Thu, 9/14/23	3.1	create a systematic investigation to gather data and explain when we see different constellations in the sky.	5-ESS1-2	#3: Planning and Carrying Out Investigations	
	4	Fri, 9/15/23	Flex	<i>Note - Recommend spending this flex day on writing structure</i>			
PES	5	Mon, 9/18/23	3.2	use models to describe why we see different constellations at different times of the year.	5-ESS1-2	#2: Developing and Using Models	
PES	5	Tue, 9/19/23	3.3	plan an investigation to show when we see different constellations in the sky throughout the year.	5-ESS1-2	#3: Planning and Carrying Out Investigations	

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PES	5	Wed, 9/20/23	3.4	use text evidence to obtain information about when we see different stars and to identify the location of a specific star.	5-ESS1-2	#8: Obtaining, Evaluating, and Communicating Information	
PES	5	Thu, 9/21/23	3.5	Identify patterns to write explanations about when we see different stars throughout the year.	5-ESS1-2	#6/7: Constructing Explanations and Arguing from Evidence	
	5	Fri, 9/22/23	Flex				
PES	6	Mon, 9/25/23	3.6	use evidence to identify the missing piece of the artifact and write scientific explanations.	5-ESS1-2	#6/7: Constructing Explanations and Arguing from Evidence	
PES	6	Tue, 9/26/23	4.1	use text to understand what makes an investigation successful and how we can plan our own investigations.	5-ESS1-2	#3: Planning and Carrying Out Investigations	
PES	6	Wed, 9/27/23	4.2	plan a systematic investigation to look at patterns in the constellations.	5-ESS1-2	#3: Planning and Carrying Out Investigations	
PES	6	Thu, 9/28/23	4.3	collect data and reflect on their investigation Plans to explain why we see constellations sometimes, but not all the time.	5-ESS1-2	#3: Planning and Carrying Out Investigations	
	6	Fri, 9/29/23	Flex				
	7	Mon, 10/2/23		PES End of Unit Assessment			
MM	7	Tue, 10/3/23	1.2	describe and classify substances based on the observable properties of substances and mixtures. <i>Note - Our regional content lead recommends MM 1.2 before 1.1.</i>	5-PS1-3	#3: Planning and Carrying Out Investigations	
MM	7	Wed, 10/4/23	1.1	use observations to make a hypothesis about what happened to different mixtures.	5-PS1-3	#3: Planning and Carrying Out Investigations	
MM	7	Thu, 10/5/23	1.3a	identify the different particles that make up matter and explain how they are different.	5-PS1-1	#2: Developing and Using Models	
	7	Fri, 10/6/23	Flex				
	8	Mon, 10/9/23		Indigenous People's Day			
MM	8	Tue, 10/10/23	1.3b	identify the different phases of matter, how they're different, and how they change between phases.	5-PS1-1	#2: Developing and Using Models	
MM	8	Wed, 10/11/23	1.4	perform an experiment to identify the different atoms or molecules in a mixture and explain how and why those molecules separate.	5-PS1-3	#3: Planning and Carrying Out Investigations	
MM	8	Thu, 10/12/23	1.5	use a physical model to observe how molecules separate in chromatography and use those observations to identify similarities and differences in molecules.	5-PS1-3	#2: Developing and Using Models	
	8	Fri, 10/13/23	Flex				
	9	Mon, 10/16/23		Fall Science Interim 3-8 Fall Interim Window Opens			
MM	9	Tue, 10/17/23	1.9	revise chromatography models using their knowledge of molecules and the separation of mixtures.	5-PS1-3	#2: Developing and Using Models	
MM	9	Wed, 10/18/23	2.1	use their knowledge of the properties of mixtures to analyze different ingredients to make an ideal salad dressing with given properties.	5-PS1-3	#3: Planning and Carrying Out Investigations	
MM	9	Thu, 10/19/23	2.2	use a digital model to investigate how and why some substances dissolve in water.	5-PS1-3	#2: Developing and Using Models	
	9	Fri, 10/20/23	Flex				
MM	10	Mon, 10/23/23	2.3	use observations and inferences to determine what happens on the macroscale and nanoscale when substances are added to water.	5-PS1-3	#3: Planning and Carrying Out Investigations	
MM	10	Tue, 10/24/23	2.4	analyze and compare models of solubility and use them to create their own nanoscale model and written explanation of the behavior of molecules within salad dressing.	5-PS1-1	#2: Developing and Using Models	
MM	10	Wed, 10/25/23	2.5a	analyze a digital model to determine the solubility of different substances and demonstrate their understanding of solubility and how/why substances dissolve.	5-PS1-3	#2: Developing and Using Models	

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MM	10	Thu, 10/26/23	2.5b	Purple = Priority lesson Green = Assessments Orange = RLDs Grey = Holiday	5-ESS2-2	#6/7: Constructing Explanations and Arguing from Evidence	Lessons Skipped to review or spiral back
MM	10	Fri, 10/27/23	Flex	3-8 Fall Interim Window Closes			
MM	11	Mon, 10/30/23		MM End of Unit Assessment			Skip chapter 3 and 4 of modeling matter.
MM	11	Tue, 10/31/23	1.1	will complete a hands-on activity to identify the amount of water on Earth and be able to identify the percentage of fresh water compared to all water found on Earth. evaluate and determine human impact on water availability to create a written statement defining the problem of fresh water availability in East Ferris. Note - Combine lessons, include more relevant scenarios from California water crisis. 3-8 Fall Interim Data Due	5-ESS2-2	#4: Analyzing and Interpreting Data	
MM	11	Wed, 11/1/23	1.2 + 1.3		5-ESS2-2	#1/6: Defining Problems and Designing Solutions	
MM	11	Thu, 11/2/23	Flex				
MM	11	Fri, 11/3/23	Fall RLD	FALL RLD - TK-8			
MM	12	Mon, 11/6/23	2.1	make predictions and explanations about the process of condensation through a hands on investigation.			
MM	12	Tue, 11/7/23	2.2	complete an investigation to understand that when water vapor gets cold, it causes condensation (liquid water) to form.	5-ESS2-1	#3: Planning and Carrying Out Investigations	
MM	12	Wed, 11/8/23	2.3	observe water vapor at the nanoscale in the Simulation and show that observation through a visual model and written explanation.	5-ESS2-1	#2: Developing and Using Models	
MM	12	Thu, 11/9/23	Flex				
MM	12	Fri, 11/10/23		Veterans Day			
TES	13	Mon, 11/13/23	2.4	use the Simulation as well as hands on activities to explain where water vapor comes from through the process of evaporation.	5-ESS2-1	#2: Developing and Using Models	
TES	13	Tue, 11/14/23	2.5	explain how water on Earth is a non-renewable resource that cycles through the Earth System.	5-ESS2-2	#6/7: Constructing Explanations and Arguing from Evidence	
TES	13	Wed, 11/15/23	2.5b	reflect on their learning and create a hands on presentation of their understanding of concepts of the water cycle	5-ESS2-1	#8: Obtaining, Evaluating, and Communicating Information	
TES	13	Thu, 11/16/23	2.6	TES Critical Juncture Assessment			
TES	13	Fri, 11/17/23	Flex				
TES	14	Mon, 11/20/23		Thanksgiving Break			
TES	14	Tue, 11/21/23		Thanksgiving Break			
TES	14	Wed, 11/22/23		Thanksgiving Break			
TES	14	Thu, 11/23/23		Thanksgiving Break			
TES	14	Fri, 11/24/23		Thanksgiving Break			
TES	14	Mon, 11/27/23	3.1	use readings as well as a hands-on activity to explain where condensation happens in the atmosphere.	5-ESS2-1	#8: Obtaining, Evaluating, and Communicating Information	
TES	14	Tue, 11/28/23	3.2	collect and graph data to show how temperature can affect the physical state of water molecules.	5-ESS2-1	#4: Analyzing and Interpreting Data	
TES	14	Wed, 11/29/23	3.3	explain why East Ferris does not get a lot of rain using their understanding of condensation and evaporation.	5-ESS2-1	#6/7: Constructing Explanations and Arguing from Evidence	
TES	14	Thu, 11/30/23	4.1	investigate how the shape of a landform can affect the way that water vapor moves in the atmosphere.	5-ESS2-1	#4: Analyzing and Interpreting Data	
TES	14	Fri, 12/1/23	Flex				

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TES	15	Mon, 12/4/23	4.2	observe and analyze the interaction between the geosphere and the hydrosphere and identify the cause of the rain shadow effect.			
TES	15	Tue, 12/5/23	4.4	explain how changes in one part of the Earth system can cause changes in another part of the Earth System.	5-ESS2-1	#6/7: Constructing Explanations and Arguing from Evidence	
TES	15	Wed, 12/6/23	2.7	use what they have learned about The Earth System to design a freshwater system that converts saltwater to freshwater.	3-5-ETS1-1-4	#1/6: Defining Problems and Designing Solutions	
TES	15	Thu, 12/7/23	2.8	understand the engineering design process to determine design criteria for their freshwater systems.	3-5-ETS1-1-4	#1/6: Defining Problems and Designing Solutions	
	15	Fri, 12/8/23	Flex				
TES	16	Mon, 12/11/23	3.4	evaluate their freshwater systems, compare results with peers, and decide which changes could be made to improve the design of their freshwater systems.	3-5-ETS1-1-4	#1/6: Defining Problems and Designing Solutions	
TES	16	Tue, 12/12/23	4.5	evaluate and compare two freshwater design systems and articulate which is the better system using evidence and reasoning.	5-ESS2-1	#1/6: Defining Problems and Designing Solutions	
TES	16	Wed, 12/13/23	Flex				
TES	16	Thu, 12/14/23	Flex				
	16	Fri, 12/15/23	Flex				
		Mon, 12/18/23		Winter Break			
		Tue, 12/19/23		Winter Break			
		Wed, 12/20/23		Winter Break			
		Thu, 12/21/23		Winter Break			
		Fri, 12/22/23		Winter Break			
		Mon, 12/25/23		Winter Break			
		Tue, 12/26/23		Winter Break			
		Wed, 12/27/23		Winter Break			
		Thu, 12/28/23		Winter Break			
		Fri, 12/29/23		Winter Break			
TES	17	Mon, 1/1/24		Winter Break			
TES	17	Tue, 1/2/24		Winter Break			
TES	17	Wed, 1/3/24	Flex	Flex - use for interim review, reteach or to finish objectives			
TES	17	Thu, 1/4/24	Flex	Flex - use for interim review, reteach or to finish objectives			
	17	Fri, 1/5/24	Flex	Flex - use for interim review, reteach or to finish objectives			
TES	18	Mon, 1/8/24	5.1	investigate the properties of substances before a chemical reaction and the properties of a mixture after a chemical reaction.	5-PS1-4	#3: Planning and Carrying Out Investigations	
TES	18	Tue, 1/9/24	5.2	determine how chemical reactions occur through reading a text and completing written reflections based on the text.	5-PS1-4	#8: Obtaining, Evaluating, and Communicating Information	
	18	Wed, 1/10/24	5.3	use the Simulation to observe conservation of matter in a chemical reaction and identify a chemical reaction using visual models.	5-PS1-2	#2: Developing and Using Models	
	18	Thu, 1/11/24	5.4	identify how changing variables affect chemical reactions and complete a written analysis of our observations.	5-PS1-4	#3: Planning and Carrying Out Investigations	Skip end of unit since we are so close to the interim window - prioritize chemical reactions.
	18	Fri, 1/12/24	Flex	Flex - use for interim review, reteach or to finish objectives			
		Mon, 1/15/24		MLK Jr. Day			

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	19	Tue, 1/16/24	5.6	reflect on the Earth System unit and provide ideas about how people can solve water shortage issues. 3-8 Interim Window Opens	5-ESS3-1	#8: Obtaining, Evaluating, and Communicating Information	
	19	Wed, 1/17/24		Winter Science Interim - Day 1			
TES	19	Thu, 1/18/24		Winter Science Interim - Day 2			
TES	19	Fri, 1/19/24	Flex				
TES	19	Mon, 1/22/24	1.1	make inferences from a diagram and a data table to write an argument about why snakes are not growing and thriving in a forest ecosystem.	5-LS2-1	#4: Analyzing and Interpreting Data	
TES	20	Tue, 1/23/24	1.2	write and share out ideas about what is happening to the Natural Resources Rescue project site based on provided data; set up a model ecosystem in a terrarium for future analysis.	5-LS2-1	#3: Planning and Carrying Out Investigations	
TES	20	Wed, 1/24/24	1.3	list items that are made of matter and explain how matter flows through an ecosystem; apply this understanding to food chains.	5-LS2-1	#6/7: Constructing Explanations and Arguing from Evidence	
	20	Thu, 1/25/24	1.4	use evidence from a video and model to write a claim that states how organisms use the food molecules that they eat.	5-LS2-1	#6/7: Constructing Explanations and Arguing from Evidence	
	20	Fri, 1/26/24	Flex	3-8 Interim Window Closes			
ER	20	Mon, 1/29/24	1.5	use the simulation to predict and verify what happens to the food molecules when an organism eats.	5-LS2-1	#2: Developing and Using Models	
ER	21	Tue, 1/30/24	1.6	use a digital model to represent what happens to matter within an ecosystem; identify multiple food chains within a food web.	5-LS2-1	#2: Developing and Using Models	
ER	21	Wed, 1/31/24	1.7	build an interactive model of an everglades swamp ecosystem and use the model to explain how the removal of an organism would affect the other organisms. 3-8 Winter Interim Data due	5-LS2-1	#2: Developing and Using Models	
ER	21	Thu, 2/1/24	1.8	write a scientific argument, supported with at least three pieces of evidence, that explains to Natural Resources Rescue why the jaguars and sloths aren't growing and thriving in the rainforest project site.	5-LS2-1	#6/7: Constructing Explanations and Arguing from Evidence	
	21	Fri, 2/2/24	Flex				
		Mon, 2/5/24		TK-8 Winter RLD			
ER	22	Tue, 2/6/24	2.1	use data and observations from the simulation and terrariums to identify and verify where plants get their food molecules from.	5-LS1-1	#4: Analyzing and Interpreting Data	
ER	22	Wed, 2/7/24	2.2	use evidence from a text and evidence from the unit simulation to synthesize an understanding of where plants get their food molecules from.	5-LS1-1	#6/7: Constructing Explanations and Arguing from Evidence	
ER	22	Thu, 2/8/24	2.3	apply knowledge and understanding of how plants make food molecules through a board game and a digital modeling tool.	5-LS1-1	#2: Developing and Using Models	
	22	Fri, 2/9/24	Flex				
ER	23	Mon, 2/12/24	2.4	use evidence from the unit simulation to choose and justify between two competing claims.	5-LS1-1	#6/7: Constructing Explanations and Arguing from Evidence	
ER	23	Tue, 2/13/24	2.5	model the path of energy into and through an ecosystem; analyze a restoration case study.	5-PS3-1	#2: Developing and Using Models	
ER	23	Wed, 2/14/24	2.6	explain how and why scientists engage in arguments by reading about Rachel Carson's work on pesticides in ecosystems.	5-ESS3-1	#8: Obtaining, Evaluating, and Communicating Information	
ER	23	Thu, 2/15/24	2.7a	write a scientific argument, supported with at least three pieces of evidence, that explains to Natural Resources Rescue why the cecropia trees are not growing and thriving in the rainforest project site.	5-PS3-1	#6/7: Constructing Explanations and Arguing from Evidence	

23-24 SCOPE + PACING GUIDE - Grade 5

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Module	Wk.	Date	Lesson #	Topic + Lesson and Assessment Links	Priority Standard	Focus Science and Engineering Practice (SEP #)	NOTES
		Green = Interims Red = Due dates		Purple = Priority lessons Green = Assessments Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting		Lessons Skipped to review or spiral back
	23	Fri, 2/16/24		ER Critical Juncture Assessment			
				February Break			
				February Break			
				February Break			
				February Break			
ER	24	Mon, 2/26/24	3.1	observe two soil samples and our terrariums to investigate how soil conditions can affect plant growth and survival	5-LS1-1	#4: Analyzing and Interpreting Data	
ER	24	Tue, 2/27/24	3.2	synthesize what makes up soil and summarize the role of decomposers.	5-LS2-1	#8: Obtaining, Evaluating, and Communicating Information	
ER	24	Wed, 2/28/24	3.3	gather and analyze evidence from the simulation for how decomposers affect the soil.	5-LS2-1	#6/7: Constructing Explanations and Arguing from Evidence	
ER	24	Thu, 2/29/24	3.4	observe how adding and removing nutrients from soil affects plant health, size, and growth in the simulation.	5-LS2-1	#6/7: Constructing Explanations and Arguing from Evidence	
	24	Fri, 3/1/24	Flex				
ER	24	Mon, 3/4/24	3.5	use a digital modeling tool, a resource book, and an incomplete argument to fully identify the role that nutrients play in plant growth and health. 3-8 Spring Interim Window Opens	5-LS2-1	#2: Developing and Using Models	
ER	25	Tue, 3/5/24	3.6	write a scientific argument, supported with at least three pieces of evidence, that explains to Natural Resources Rescue why the cecropia trees are not growing and thriving in the soil.	5-LS2-1	#6/7: Constructing Explanations and Arguing from Evidence	
ER	25	Wed, 3/6/24	Flex				
ER	25	Thu, 3/7/24	Flex				
ER	25	Fri, 3/8/24	Flex				
ER	26	Mon, 3/11/24		Spring Science Interim - Day 1			
ER	26	Tue, 3/12/24		Spring Science Interim - Day 2			
ER	26	Wed, 3/13/24	Flex				
ER	26	Thu, 3/14/24	Flex				
ER	26	Fri, 3/15/24	Flex				
				Note: We recommend finishing all 5th grade content <i>before</i> the Spring interim window. Use the remainder of the year to teach K-4 content from Amplify so students are better prepared for CAST. The units selected for review are based on their frequency of assessment in the CAST BLUEPRINT .			
K-4 Standards	27	Mon, 3/18/24	1	Inheritance and Traits Mini-Unit			
K-4 Standards	27	Tue, 3/19/24	2	Inheritance and Traits Mini-Unit			
K-4 Standards	27	Wed, 3/20/24	3	Inheritance and Traits Mini-Unit			
K-4 Standards	27	Thu, 3/21/24	1	Environments and Survival Mini-Unit			
K-4 Standards	27	Fri, 3/22/24	2	Environments and Survival Mini-Unit			
K-4 Standards	27	Mon, 3/25/24	3	3-8 Spring Interim Window Closes Environments and Survival Mini-Unit			
K-4 Standards	28	Tue, 3/26/24	4	Environments and Survival Mini-Unit 3-8 Spring Interim Data Due			

23-24 SCOPE + PACING GUIDE - Grade 5

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K-4 Standards	28	Green = Interims Red = Due dates Wed, 3/27/24	5	Purple = Priority lesson Green = Assessments Orange = RLDs Grey = Holiday Environments and Survival Mini-Unit	5-ESS3-1		
	28	Thu, 3/28/24	Flex				
	28	Fri, 3/29/24		TK-8 Spring RLD #1			
		Mon, 4/1/24		Cesar Chavez Day			
		Tue, 4/2/24		TK-8 Spring RLD #2- SF SCHOOLS			
		Wed, 4/3/24		Spring Break			
		Thu, 4/4/24		Spring Break			
		Fri, 4/5/24		Spring Break			
K-4 Standards	29	Mon, 4/8/24	1	Changing Landforms Mini-Unit	5-ESS2-1		
K-4 Standards	29	Tue, 4/9/24	2	Changing Landforms Mini-Unit	5-ESS2-1		
K-4 Standards	29	Wed, 4/10/24	3	Changing Landforms Mini-Unit	5-ESS2-1		
K-4 Standards	29	Thu, 4/11/24	4	Changing Landforms Mini-Unit	5-ESS2-1		
	29	Fri, 4/12/24	Flex				
K-4 Standards	30	Mon, 4/15/24	1	Energy Conversions Mini-Unit	5-ESS2-1		
K-4 Standards	30	Tue, 4/16/24	2	Energy Conversions Mini-Unit	5-ESS2-1		
K-4 Standards	30	Wed, 4/17/24	3	Energy Conversions Mini-Unit	5-ESS2-1		
K-4 Standards	30	Thu, 4/18/24	4	Energy Conversions Mini-Unit	5-ESS2-1		
	30	Fri, 4/19/24	Flex				
K-4 Standards	31	Mon, 4/22/24	1	Vision and Light Mini-Unit	5-ESS2-1		
K-4 Standards	31	Tue, 4/23/24	2	Vision and Light Mini-Unit	5-ESS2-1		
K-4 Standards	31	Wed, 4/24/24	3	Vision and Light Mini-Unit	5-ESS2-1		
K-4 Standards	31	Thu, 4/25/24	4	Vision and Light Mini-Unit	5-ESS2-1		
	31	Fri, 4/26/24	Flex				
CAST Prep	31	Mon, 4/29/24	Flex	CAST PREP			
CAST Prep	32	Tue, 4/30/24	Flex	CAST PREP			
CAST Prep	32	Wed, 5/1/24	Flex	CAST PREP			
CAST Prep	32	Thu, 5/2/24	Flex	CAST PREP			
CAST Prep	32	Fri, 5/3/24	Flex	CAST PREP			
CAST Prep	33	Mon, 5/6/24	Flex	CAST PREP			
CAST Prep	33	Tue, 5/7/24	Flex	CAST PREP			
CAST Prep	33	Wed, 5/8/24	Flex	CAST PREP			
CAST Prep	33	Thu, 5/9/24	Flex	CAST PREP			
CAST Prep	33	Fri, 5/10/24	Flex	CAST PREP			
	34	Mon, 5/13/24	CAST EXAM				
	34	Tue, 5/14/24	CAST EXAM				
	34	Wed, 5/15/24	CAST EXAM				
	34	Thu, 5/16/24	CAST EXAM				
	34	Fri, 5/17/24	Flex				

23-24 SCOPE + PACING GUIDE - Grade 5

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Module	Wk.	Date	Lesson #	Topic + Lesson and Assessment Links	Priority Standard	Focus Science and Engineering Practice (SEP #)	NOTES
	#	Green = Interims Red = Due dates		Purple = Priority Lesson Green= Assessments Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting		Lessons Skipped to review or spiral back
	35	Mon, 5/20/24	Flex	Use as needed: Complete sequence, STEM project, etc.			
	35	Tue, 5/21/24	Flex	Use as needed: Complete sequence, STEM project, etc.			
	35	Wed, 5/22/24	Flex	Use as needed: Complete sequence, STEM project, etc.			
	35	Thu, 5/23/24	Flex	Use as needed: Complete sequence, STEM project, etc.			
	35	Fri, 5/24/24	Flex	Use as needed: Complete sequence, STEM project, etc.			
		Mon, 5/27/24		Memorial Day			
	36	Tue, 5/28/24	Flex	Use as needed: Complete sequence, STEM project, etc.			
	36	Wed, 5/29/24	Flex	Use as needed: Complete sequence, STEM project, etc.			
	36	Thu, 5/30/24	Flex	Use as needed: Complete sequence, STEM project, etc.			
	36	Fri, 5/31/24	Flex	Use as needed: Complete sequence, STEM project, etc.			
	37	Mon, 6/3/24	Flex	Use as needed: Complete sequence, STEM project, etc.			
	37	Tue, 6/4/24	Flex	Use as needed: Complete sequence, STEM project, etc.			
	37	Wed, 6/5/24	Flex	Use as needed: Complete sequence, STEM project, etc.			
		Thu, 6/6/24		Estimated Last Day of School			
	37	Fri, 6/7/24					
	38	Mon, 6/10/24					
	38	Tue, 6/11/24					
	38	Wed, 6/12/24					
	38	Thu, 6/13/24					
	38	Fri, 6/14/24					

23-24 SCOPE + PACING GUIDE - Grade 6

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Module	Wk.	Date	Lesson #	Topic + Lesson and Assessment Links	Standard(s)	Focus Science and Engineering Practice (SEP #)	NOTES
	#	Green = Interims Red = Due Dates		Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting Italic = Additional		Lessons Skipped to review or spiral back
	0	Mon, 8/14/23		Use week to build culture, systems, and routines.			
	0	Tue, 8/15/23		Use week to build culture, systems, and routines.			
	0	Wed, 8/16/23		Use week to build culture, systems, and routines.			
	0	Thu, 8/17/23		Use week to build culture, systems, and routines.			
	0	Fri, 8/18/23		Use week to build culture, systems, and routines.			
MB	1	Mon, 8/21/23	1.2	gather evidence from the Scale Tool and their own scale models to obtain information about the size of cells. First Day of Academics	MS-LS1-1		
MB	1	Tue, 8/22/23	1.3	compare the sizes of cells and molecules, then conduct a simulated investigation to gather evidence about microorganisms on the human body.	MS-LS1-1	#8: Obtaining, Evaluating, and Communicating Information	
MB	1	Wed, 8/23/23	2.2	analyze and interpret data and text to make connections between the microorganisms in the gut microbiome and the effects on the human body.	MS-LS1-1	#8: Obtaining, Evaluating, and Communicating Information	
MB	1	Thu, 8/24/23	2.3	evaluate evidence to explain the effects of antibiotics in the human microbiome.	MS-LS1-2	#6/7: Constructing Explanations and Arguing from Evidence	
	1	Fri, 8/25/23	Flex				
MB	2	Mon, 8/28/23	2.4	analyze experimental data and text to explain how the interactions between bacteria and its environment can affect the human body.	MS-LS1-2	#6/7: Constructing Explanations and Arguing from Evidence	
MB	2	Tue, 8/29/23	2.5	analyze and interpret data to argue the effects of fecal transplants on bacteria in the human gut microbiome.	MS-LS1-2	#6/7: Constructing Explanations and Arguing from Evidence	
MB	2	Wed, 8/30/23	2.7	construct a scientific argument using strong, relevant evidence that supports how different bacteria can have helpful or harmful effects on the human gut microbiome.	MS-LS1-2	#6/7: Constructing Explanations and Arguing from Evidence	
MB	2	Thu, 8/31/23	Flex				
	2	Fri, 9/1/23	Flex				
		Mon, 9/4/23	Break	LABOR DAY			
MET	3	Tue, 9/5/23	1.2	analyze models of a body cell to predict what molecules they require to function properly.	MS-LS1-3	#2: Developing and Using Models	
MET	3	Wed, 9/6/23	1.3	create a model to explain which molecules are important for our cells to be able to function properly; evaluate medical data to determine why Elisa feels tired all of the time.	MS-LS1-3	#2: Developing and Using Models	
MET	3	Thu, 9/7/23	2.1	model the human body, its component molecules, and subsystems.	MS-LS1-3	#2: Developing and Using Models	
	3	Fri, 9/8/23	Flex				
MET	4	Mon, 9/11/23	2.2, 2.3	obtain information to create body system models that represent different medical conditions.	MS-LS1-3	#2: Developing and Using Models	
MET	4	Tue, 9/12/23	2.4	explain how oxygen, glucose, and amino acid levels differ in a functioning body and a body with a medical condition.	MS-LS1-3	#6/7: Constructing Explanations and Arguing from Evidence	
MET	4	Wed, 9/13/23	2.5	Critical Juncture Assessment			
MET	4	Thu, 9/14/23	2.7	analyze and interpret medical data to diagnose Elisa with a medical condition.	MS-LS1-3	#4: Analyzing and Interpreting Data	
	4	Fri, 9/15/23	Flex				
MET	5	Mon, 9/18/23	3.1	collect and analyze evidence to explain what molecules cells need to create energy.	MS-LS1-7	#6/7: Constructing Explanations and Arguing from Evidence	
MET	5	Tue, 9/19/23	3.2	participate in a chemical reaction lab to explain what happens when cellular respiration occurs in our body.	MS-LS1-7	#2: Developing and Using Models	

23-24 SCOPE + PACING GUIDE - Grade 6

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MET	5	Wed, 9/20/23	3.3	create a model and explain how Elisa's condition prevents her body's ability to grow and repair cells.	MS-LS1-7	#2: Developing and Using Models	
MET	5	Thu, 9/21/23	3.4	analyze and create models to explain how oxygen levels and rate of cellular respiration differ between a healthy person, an athlete, and a blood doper.	MS-LS1-7	#6/7: Constructing Explanations and Arguing from Evidence	
	5	Fri, 9/22/23	Flex				
MET	6	Mon, 9/25/23	3.5	analyze and create models to explain how oxygen levels and rate of cellular respiration differ between a healthy person, an athlete, and a blood doper.	MS-LS1-7	#6/7: Constructing Explanations and Arguing from Evidence	
MET	6	Tue, 9/26/23	4.1	evaluate the highest-quality evidence to figure out how a cyclist enhanced his athletic performance.	MS-LS1-7	#6/7: Constructing Explanations and Arguing from Evidence	
MET	6	Wed, 9/27/23	4.2	participate in a science seminar and argue how JJ enhanced his performance.	MS-LS1-7	#6/7: Constructing Explanations and Arguing from Evidence	
MET	6	Thu, 9/28/23	4.3	participate in a science seminar and argue how JJ enhanced his performance.	MS-LS1-7	#6/7: Constructing Explanations and Arguing from Evidence	
	6	Fri, 9/29/23	Flex				
MET	7	Mon, 10/2/23	4.4	MET End of Unit Assessment			
MET EI	7	Tue, 10/3/23	1.2	Researching Ingredients	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions	
MET EI	7	Wed, 10/4/23	1.3	Learning about Target Populations	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions	
MET EI	7	Thu, 10/5/23	1.4	Analyzing Ingredients	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions	
	7	Fri, 10/6/23	Flex				
	8	Mon, 10/9/23		Indigenous People's Day			
MET EI	8	Tue, 10/10/23	2.1	Designing Futura Bars	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions	
MET EI	8	Wed, 10/11/23	2.2	Choosing an Optimal Design	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions	
MET EI	8	Thu, 10/12/23	3.1	Composing Proposal Outlines	MS-ETS1-1-4	#8: Obtaining, Evaluating, and Communicating Information	
	8	Fri, 10/13/23	Flex				
MET EI	9	Mon, 10/16/23	3.2	Writing Design decisions 3-8 Fall Interim Window Opens	MS-ETS1-1-4	#8: Obtaining, Evaluating, and Communicating Information	
MET EI	9	Tue, 10/17/23	3.3	Completing the proposal	MS-ETS1-1-4	#8: Obtaining, Evaluating, and Communicating Information	
MET EI	9	Wed, 10/18/23	3.4	Reflecting on Engineering Process	MS-ETS1-1-4	#8: Obtaining, Evaluating, and Communicating Information	
	9	Thu, 10/19/23		Fall Science Interim			
	9	Fri, 10/20/23	Flex				
TR	10	Mon, 10/23/23	1.2	explain how traits vary between parents and offspring by obtaining information from a simulation.	MS-LS3-1	#2: Developing and Using Models	
TR	10	Tue, 10/24/23	1.3	create and analyze models to explain how the structure of protein molecules determines their function.	MS-LS3-1	#2: Developing and Using Models	
TR	10	Wed, 10/25/23	1.4	create models to explain how the structure of protein molecules cause differences in traits.	MS-LS3-1	#2: Developing and Using Models	

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TR	10	Thu, 10/26/23	1.5	analyze and interpret evidence to apply what they know about protein molecules and traits to a human muscle protein	MS-LS3-1	#6/7: Constructing Explanations and Arguing from Evidence	
	10	Fri, 10/27/23	Flex	3-8 Fall Interim Window Closes			
TR	11	Mon, 10/30/23	2.1	explain the role of genes by constructing models of protein molecules and simulating mutations.	MS-LS3-1	#2: Developing and Using Models	
TR	11	Tue, 10/31/23	2.2	explain the role of genes by constructing models of protein molecules and simulating mutations.	MS-LS3-1	#2: Developing and Using Models	
TR	11	Wed, 11/1/23	2.3	gather evidence from digital models to summarize the effects of an organism's gene copies on the number of protein instructions provided for the cell. 3-8 Fall Interim Data Due	MS-LS3-1	#6/7: Constructing Explanations and Arguing from Evidence	
TR	11	Thu, 11/2/23	2.4	construct models to explain how gene variations at the molecular scale cause variations at the macroscale.	MS-LS3-1	#2: Developing and Using Models	
	11	Fri, 11/3/23	Fall RLD	FALL RLD - TK-8			
TR	12	Mon, 11/6/23	2.4a	Punnett Squares Lesson #1	MS-LS3-2	#2: Developing and Using Models	
TR	12	Tue, 11/7/23	2.4b	Punnett Squares Lesson #2	MS-LS3-2	#2: Developing and Using Models	
TR	12	Wed, 11/8/23	3.1	investigate how organisms receive their gene copies by using a digital model to gather evidence on inheritance.	MS-LS3-2	#2: Developing and Using Models	
TR	12	Thu, 11/9/23	3.2	investigate how organisms receive their gene copies by using a digital model to gather evidence on inheritance.	MS-LS3-2	#2: Developing and Using Models	
	12	Fri, 11/10/23		Veterans Day			
TR	13	Mon, 11/13/23	3.3	use models to make and test predictions regarding inheritance of gene versions.	MS-LS3-2	#2: Developing and Using Models	
TR	13	Tue, 11/14/23	3.4	TR Critical Juncture Assessment			
TR	13	Wed, 11/15/23	3.6	analyze and interpret data to write a scientific argument regarding spider offspring.	MS-LS3-2	#4: Analyzing and Interpreting Data	
	13	Thu, 11/16/23	Flex				
	13	Fri, 11/17/23	Flex				
		Mon, 11/20/23		Thanksgiving Break			
		Tue, 11/21/23		Thanksgiving Break			
		Wed, 11/22/23		Thanksgiving Break			
		Thu, 11/23/23		Thanksgiving Break			
		Fri, 11/24/23		Thanksgiving Break			
TR	14	Mon, 11/27/23	4.1	analyze and interpret data to investigate how protein molecules are linked to traits and obtain information to determine the factors that can affect traits.	MS-LS3-2	#4: Analyzing and Interpreting Data	
TR	14	Tue, 11/28/23	4.2	make and evaluate arguments as to whether or not the cause of a trait is a result of environmental factors, inherited gene version combinations, or a genetic mutation.	MS-LS3-2	#6/7: Constructing Explanations and Arguing from Evidence	
TR	14	Wed, 11/29/23	4.3	make and evaluate arguments as to whether or not the cause of a trait is a result of environmental factors, inherited gene version combinations, or a genetic mutation.	MS-LS3-2	#6/7: Constructing Explanations and Arguing from Evidence	
TR	14	Thu, 11/30/23	4.4	End of Unit Assessment			
	14	Fri, 12/1/23	Flex				
TE	15	Mon, 12/4/23	1.2	describe the difference between the movement of hot water and cold water by conducting a hands-on investigation (lab).	MS-PS3-5	#3: Planning and Carrying Out Investigations	
TE	15	Tue, 12/5/23	1.3	describe the difference between warm water and cold water on a molecular scale by investigating on the Sim.	MS-PS3-5	#2: Developing and Using Models	

23-24 SCOPE + PACING GUIDE - Grade 6

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TE	15	Wed, 12/6/23	1.4	compare the average speed of objects in a molecule by creating models and calculating averages.	MS-PS3-5	#5: Using Mathematics and Computational Thinking	
TE	15	Thu, 12/7/23	2.2	explain what causes molecules to change speed by reading an article and simulating temperature change.	MS-PS3-4	#8: Obtaining, Evaluating, and Communicating Information	
	15	Fri, 12/8/23	Flex				
TE	16	Mon, 12/11/23	2.3	explain what causes molecules to change speed by reading an article and simulating temperature change.	MS-PS3-4	#8: Obtaining, Evaluating, and Communicating Information	
TE	16	Tue, 12/12/23	2.4	identify what causes the transfer of energy between two things to stop by investigating in the Sim.	MS-PS3-4	#2: Developing and Using Models	
TE	16	Wed, 12/13/23	2.5	communicate how energy transfers between things and when energy stops transferring between things, by creating and explaining models that represent Riverdale School.	MS-PS3-4	#8: Obtaining, Evaluating, and Communicating Information	
TE	16	Thu, 12/14/23	2.6	<u>Critical Juncture Assessment</u>			
	16	Fri, 12/15/23	Flex				
		Mon, 12/18/23		Winter Break			
		Tue, 12/19/23		Winter Break			
		Wed, 12/20/23		Winter Break			
		Thu, 12/21/23		Winter Break			
		Fri, 12/22/23		Winter Break			
		Mon, 12/25/23		Winter Break			
		Tue, 12/26/23		Winter Break			
		Wed, 12/27/23		Winter Break			
		Thu, 12/28/23		Winter Break			
		Fri, 12/29/23		Winter Break			
TE	17	Mon, 1/1/24		Winter Break	MS-PS3-4	#2: Developing and Using Models	
TE	17	Tue, 1/2/24		Winter Break	MS-PS3-4	#2: Developing and Using Models	
TE	17	Wed, 1/3/24	3.1	demonstrate how things made of different numbers of molecules transfer energy and reach equilibrium by reading an article and building a physical model.	MS-PS3-3	#2: Developing and Using Models	
TE	17	Thu, 1/4/24	3.2	demonstrate how things made of different numbers of molecules transfer energy and reach equilibrium by reading an article and building a physical model.	MS-PS3-3	#6/7: Constructing Explanations and Arguing from Evidence	
	17	Fri, 1/5/24	Flex				
TE	18	Mon, 1/8/24	3.3	identify the main factors that determine a system's equilibrium temperature by analyzing a demo and modeling the factors in the Sim.	MS-PS3-3	#6/7: Constructing Explanations and Arguing from Evidence	
TE	18	Tue, 1/9/24	3.4	use multiple sources of evidence to write a recommendation of which heating system the principal should use by completing a Reasoning Tool.	MS-PS3-3	#6/7: Constructing Explanations and Arguing from Evidence	
TE	18	Wed, 1/10/24	4.1	analyze evidence by engaging in a card sort in order to prepare for the Science Seminar.	MS-PS3-3	#6/7: Constructing Explanations and Arguing from Evidence	Note - Option to skip TE EOU bec
	18	Thu, 1/11/24	4.2	engage in and facilitate a Science Seminar to discuss why people on Louis Island are sick.			
	18	Fri, 1/12/24	Flex				
		Mon, 1/15/24		MLK Jr. Day			
	19	Tue, 1/16/24	4.3	write a scientific argument to explain what happened on Louis Island.			
	19	Wed, 1/17/24		3-8 Winter Interim Window Opens Winter Science Interim - Day 1			

23-24 SCOPE + PACING GUIDE - Grade 6

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	19	Thu, 1/18/24		Winter Science Interim - Day 2			
	19	Fri, 1/19/24	Flex				
OAC	19	Mon, 1/22/24	1.2	identify the relationship between temperature and energy using the simulator in order to predict how energy in the air in Colombia would likely be different during El Niño years.	MS-ESS2-5	#4: Analyzing and Interpreting Data	
OAC	20	Tue, 1/23/24	1.3	analyze data from a model to defend a claim that explains how energy is transferred to the air above Christchurch.	MS-ESS2-5	#4: Analyzing and Interpreting Data	
OAC	20	Wed, 1/24/24	1.4	analyze and interpret world maps of incoming solar energy and temperature to construct visual models and explain why two locations have different temperatures.	MS-ESS2-6	#4: Analyzing and Interpreting Data	
OAC	20	Thu, 1/25/24	1.5	analyze solar energy and ocean temperature data during normal years and El Niño years to determine the factors that affect air temperature in Christchurch.	MS-ESS2-6	#4: Analyzing and Interpreting Data	
	20	Fri, 1/26/24	Flex	3-8 Winter Interim Window Closes			
OAC	20	Mon, 1/29/24	2.2	analyze maps and evidence from “Oceans in Motion” in order to predict the ocean surface temperature at two locations with the same latitude.	MS-ESS2-6	#4: Analyzing and Interpreting Data	
OAC	21	Tue, 1/30/24	2.3	observe the transfer of energy from two different locations in the simulator in order to explain how the temperature of ocean currents affects the air temperature of the locations the currents pass by.	MS-ESS2-6	#6/7: Constructing Explanations and Arguing from Evidence	
OAC	21	Wed, 1/31/24	2.4	analyze data collected in Christchurch during El Niño years in order to infer why the water temperature is colder in those years.	MS-ESS2-6	#4: Analyzing and Interpreting Data	
OAC	21	Thu, 2/1/24	2.5	Critical Juncture Assessment			
	21	Fri, 2/2/24	Flex				
		Mon, 2/5/24		TK-8 Winter RLD			
OAC	22	Tue, 2/6/24	3.1+3.2	analyze the results of a physical model in order to infer the ways in which the direction of currents is influenced.	MS-ESS2-6	#2: Developing and Using Models	
OAC	22	Wed, 2/7/24	3.3	determine the relationship between ocean currents and prevailing winds in order to change the air temperature at a location in the Simulator.	MS-ESS2-6	#4: Analyzing and Interpreting Data	
OAC	22	Thu, 2/8/24	3.4	analyze evidence in order to determine why Christchurch has cooler than usual temperatures during El Niño years.	MS-ESS2-6	#6/7: Constructing Explanations and Arguing from Evidence	
	22	Fri, 2/9/24	Flex				
OAC	23	Mon, 2/12/24	4.1	analyze evidence cards in order to align them with specific claims.	MS-ESS2-6	#6/7: Constructing Explanations and Arguing from Evidence	
OAC	23	Tue, 2/13/24	4.2	evaluate the quality of evidence in order to argue in favor of a claim that explains the climate of South China during the late carboniferous period.	MS-ESS2-6	#6/7: Constructing Explanations and Arguing from Evidence	
OAC	23	Wed, 2/14/24	4.3	implement their understanding of the effect of the prevailing winds, ocean currents, and energy transfer on air temperature in order to write an argument about how South China’s air temperature during the late carboniferous period compares to its air temperature today.	MS-ESS2-6	#6/7: Constructing Explanations and Arguing from Evidence	
OAC	23	Thu, 2/15/24	4.4	End of Unit Assessment			
	23	Fri, 2/16/24	Flex				
		Mon, 2/19/24		February Break			
		Tue, 2/20/24		February Break			
		Wed, 2/21/24		February Break			
		Thu, 2/22/24		February Break			

23-24 SCOPE + PACING GUIDE - Grade 6

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		Fri, 2/23/24		February Break			
WP	24	Mon, 2/26/24	1.2	gather evidence from a sim investigation to explore the relationship between surface water and rainfall.	MS-ESS2-4	#6/7: Constructing Explanations and Arguing from Evidence	
WP	24	Tue, 2/27/24	1.3	use models to collect evidence of why and when condensation occurs.	MS-ESS2-4	#2: Developing and Using Models	
WP	24	Wed, 2/28/24	1.4+1.5	gather evidence from a text and data from the sim to understand how temperature changes lead to rainfall.	MS-ESS2-4	#6/7: Constructing Explanations and Arguing from Evidence	
WP	24	Thu, 2/29/24	1.6	create a model to explain how changes in the amount of surface water can affect the amount of rainfall.	MS-ESS2-4	#2: Developing and Using Models	
	24	Fri, 3/1/24	Flex				
				create models to explain how energy transfer can determine how high an air parcel will rise.			
WP	24	Mon, 3/4/24	2.1	3-8 Spring Interim Window Opens	MS-ESS2-5	#2: Developing and Using Models	
WP	25	Tue, 3/5/24	2.2, 2.3	gather evidence from text and analyze data from the sim to identify relationships between energy transfer, air parcels, and the amount of rainfall.	MS-ESS2-5	#6/7: Constructing Explanations and Arguing from Evidence	
WP	25	Wed, 3/6/24	2.4	create models to explain how changes to an air parcel's temperature can affect the amount of rainfall.	MS-ESS2-5	#2: Developing and Using Models	
	25	Thu, 3/7/24	Flex				
	25	Fri, 3/8/24	Flex				
	25	Mon, 3/11/24		Spring Interim - Day 1			
	26	Tue, 3/12/24		Spring Interim - Day 2			
WP	26	Wed, 3/13/24	3.1	investigate the effects of air pressure on wind and rainfall.	MS-ESS2-5	#3: Planning and Carrying Out Investigations	
WP	26	Thu, 3/14/24	3.2	evaluate, analyze, and interpret evidence to determine how wind can affect the severity of a storm.	MS-ESS2-5	#6/7: Constructing Explanations and Arguing from Evidence	
	26	Fri, 3/15/24	Flex				
WP	27	Mon, 3/18/24	3.3a	analyze and interpret data, create visual models, and write final arguments about the factors that caused Galetown's recent severe rainstorms.	MS-ESS2-5	#6/7: Constructing Explanations and Arguing from Evidence	
WP	27	Tue, 3/19/24	3.3b	analyze and interpret data, create visual models, and write final arguments about the factors that caused Galetown's recent severe rainstorms.	MS-ESS2-5	#6/7: Constructing Explanations and Arguing from Evidence	
WP	27	Wed, 3/20/24	4.1	evaluate the strength of available evidence.	MS-ESS2-5	#6/7: Constructing Explanations and Arguing from Evidence	
WP	27	Thu, 3/21/24	4.2	analyze and interpret data about factors that affected the weather near the Carson Education Center.	MS-ESS2-5	#6/7: Constructing Explanations and Arguing from Evidence	
	27	Fri, 3/22/24	Flex	3-8 Spring Interim Window Closes			
WP	27	Mon, 3/25/24	4.3	discuss data about weather events and make an argument about what type of storm damaged the wilderness education center.	MS-ESS2-5	#6/7: Constructing Explanations and Arguing from Evidence	
WP	28	Tue, 3/26/24	4.4	Weather Patterns End of Unit 3-8 Spring Interim Data Due			
	28	Wed, 3/27/24	Flex				
	28	Thu, 3/28/24	Flex				
	28	Fri, 3/29/24		TK-8 Spring RLD #1			
		Mon, 4/1/24		Cesar Chavez Day			

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		Tue, 4/2/24		TK-8 Spring RLD #2- SF SCHOOLS			
		Wed, 4/3/24		Spring Break			
		Thu, 4/4/24		Spring Break			
		Fri, 4/5/24		Spring Break			
ECC	29	Mon, 4/8/24	1.2	describe the general trends in Earth's global average temperature and ice cover in order to understand what two main aspects of climate change are.	MS-ESS3-5	#4: Analyzing and Interpreting Data	
ECC	29	Tue, 4/9/24	1.3	use the Sim to model why Earth's ice is decreasing.	MS-ESS3-5	#2: Developing and Using Models	
ECC	29	Wed, 4/10/24	1.4	test changes to the atmosphere in order to observe how they change the amount of energy absorbed by Earth's surface.	MS-ESS3-5	#3: Planning and Carrying Out Investigations	
ECC	29	Thu, 4/11/24	1.5	describe trends in global average temperature as well as changes to the gases in the atmosphere by analyzing graphs.	MS-ESS3-5	#4: Analyzing and Interpreting Data	
	29	Fri, 4/12/24	Flex				
ECC	30	Mon, 4/15/24	2.1	explore how energy entering and exiting the Earth system impacts global average temperature by using a physical model and analyzing tests on the Sim.	MS-ESS3-5	#2: Developing and Using Models	
ECC	30	Tue, 4/16/24	2.2	obtain and evaluate information from "Past Climate Change" to explain how energy entering and exiting the Earth system affects climate.	MS-ESS3-5	#8: Obtaining, Evaluating, and Communicating Information	
ECC	30	Wed, 4/17/24	2.3	construct a model showing how carbon dioxide affects the amount of energy entering and exiting the Earth system.	MS-ESS3-5	#2: Developing and Using Models	
ECC	30	Thu, 4/18/24	2.4	Critical Juncture Assessment			
	30	Fri, 4/19/24	Flex				
ECC	31	Mon, 4/22/24	2.6	use the Sim to gather evidence on how carbon dioxide and methane impact energy that is entering and exiting the Earth system, in order to explain how these gases affect global average temperature.	MS-ESS3-5	#6/7: Constructing Explanations and Arguing from Evidence	
ECC	31	Tue, 4/23/24	2.7	explain what climate change is by creating a visual model and constructing an explanation for the public.	MS-ESS3-5	#6/7: Constructing Explanations and Arguing from Evidence	
ECC	31	Wed, 4/24/24	3.1	use the Sim to test and describe the impact that human activities have on the makeup of the atmosphere, and therefore, climate change.	MS-ESS3-5	#3: Planning and Carrying Out Investigations	
ECC	31	Thu, 4/25/24	3.2	ask questions and obtain information about how human actions cause and reduce climate change.	MS-ESS3-4	#8: Obtaining, Evaluating, and Communicating Information	
	31	Fri, 4/26/24	Flex				
ECC	31	Mon, 4/29/24	3.3	describe and model different actions we can take to reduce climate change and how these actions would affect gases in the atmosphere.	MS-ESS3-4	#2: Developing and Using Models	
ECC	32	Tue, 4/30/24	4.1	investigate volcanic eruptions and how they impact global temperature by analyzing graphs and running tests on the Sim.	MS-ESS3-2	#3: Planning and Carrying Out Investigations	
ECC	32	Wed, 5/1/24	4.2	make an initial argument about how volcanic eruptions impact Earth's atmosphere by carefully analyzing evidence cards and drawing a conclusion.	MS-ESS3-2	#6/7: Constructing Explanations and Arguing from Evidence	
ECC	32	Thu, 5/2/24	4.3	engage in a Science Seminar to discuss how a large volcanic eruption could have affected the atmosphere and global average temperature in the past.	MS-ESS3-2	#6/7: Constructing Explanations and Arguing from Evidence	
	32	Fri, 5/3/24	Flex				
ECC	33	Mon, 5/6/24	4.4	End of Unit Assessment			
ECC EI	33	Tue, 5/7/24	1.1	<i>Introducing the Engineering Internship</i>	MS-ESS3-3	#1/6: Defining Problems and Designing Solutions	
ECC EI	33	Wed, 5/8/24	1.2	<i>Becoming a Roof Specialist</i>	MS-ESS3-3	#1/6: Defining Problems and Designing Solutions	

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ECC EI	33	Thu, 5/9/24	1.3	Testing Roof Modifications	MS-ESS3-3	#1/6: Defining Problems and Designing Solutions	
	33	Fri, 5/10/24	Flex				
	34	Mon, 5/13/24	Flex	SBAC Week - Use as Flex			
	34	Tue, 5/14/24	Flex	SBAC Week - Use as Flex			
	34	Wed, 5/15/24	Flex	SBAC Week - Use as Flex			
	34	Thu, 5/16/24	Flex	SBAC Week - Use as Flex			
	34	Fri, 5/17/24	Flex	SBAC Week - Use as Flex			
ECC EI	35	Mon, 5/20/24	1.4	Roof Modification Designs	MS-ESS3-3	#1/6: Defining Problems and Designing Solutions	
ECC EI	35	Tue, 5/21/24	1.5	Considering Feedback and Redesign	MS-ESS3-3	#1/6: Defining Problems and Designing Solutions	
ECC EI	35	Wed, 5/22/24	1.6	Choosing and optimal design	MS-ESS3-3	#1/6: Defining Problems and Designing Solutions	
ECC EI	35	Thu, 5/23/24	1.7	Composing proposal outlines	MS-ESS3-3	#1/6: Defining Problems and Designing Solutions	
	35	Fri, 5/24/24	Flex				
		Mon, 5/27/24		Memorial Day			
ECC EI	36	Tue, 5/28/24	1.8	Writing design decisions	MS-ESS3-3	#8: Obtaining, Evaluating, and Communicating Information	
ECC EI	36	Wed, 5/29/24	1.9	Completing the proposal	MS-ESS3-3	#8: Obtaining, Evaluating, and Communicating Information	
ECC EI	36	Thu, 5/30/24	1.10	Reflection on engineering cycle	MS-ESS3-3	#8: Obtaining, Evaluating, and Communicating Information	
	36	Fri, 5/31/24	Flex				
	37	Mon, 6/3/24	Flex	<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>			
	37	Tue, 6/4/24	Flex	<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>			
	37	Wed, 6/5/24	Flex	<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>			
		Thu, 6/6/24		Estimated Last Day of School			
	37	Fri, 6/7/24					
		Mon, 6/10/24					
		Tue, 6/11/24					
		Wed, 6/12/24					
		Thu, 6/13/24					
		Fri, 6/14/24					

23-24 SCOPE + PACING GUIDE - Grade 7

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	0	Mon, 8/14/23		<i>Use week to build culture, systems, and routines.</i>			
	0	Tue, 8/15/23		<i>Use week to build culture, systems, and routines.</i>			
	0	Wed, 8/16/23		<i>Use week to build culture, systems, and routines.</i>			
	0	Thu, 8/17/23		<i>Use week to build culture, systems, and routines.</i>			
	0	Fri, 8/18/23		<i>Use week to build culture, systems, and routines.</i>			
GOM	1	Mon, 8/21/23	1.2	Gather evidence about how the landforms on Mars were formed, Construct explanations about how the channels on Mars were formed using the observations made about geologic processes on Earth. First Day of Academics	MS-ESS2-2	#6/7: Constructing Explanations and Arguing from Evidence	
GOM	1	Tue, 8/22/23	1.3	analyze evidence about the origin of a mystery object on the surface of Mars, evaluate two claims about how the channel formed on the surface of Mars.	MS-ESS2-2	#6/7: Constructing Explanations and Arguing from Evidence	
GOM	1	Wed, 8/23/23	2.2	Gather evidence from multiple sources to determine how flowing water can erode rock to form channels.	MS-ESS2-2	#6/7: Constructing Explanations and Arguing from Evidence	
GOM	1	Thu, 8/24/23	2.3	Use models to investigate how the channel formed on Mars.	MS-ESS2-2	#2: Developing and Using Models	
	1	Fri, 8/25/23	Flex				
GOM	2	Mon, 8/28/23	3.1	determine the geologic process that formed the channel on Mars by interpreting evidence.	MS-ESS2-2	#6/7: Constructing Explanations and Arguing from Evidence	
GOM	2	Tue, 8/29/23	3.2	Analyze and evaluate a final piece of evidence to determine how the channel on Mars was formed.	MS-ESS2-2	#6/7: Constructing Explanations and Arguing from Evidence	
GOM	2	Wed, 8/30/23	3.3, 3.4	Construct final arguments about which geologic process formed the channel on Mars.	MS-ESS2-2	#6/7: Constructing Explanations and Arguing from Evidence	
GOM	2	Thu, 8/31/23		Geology on Mars End of Unit			
	2	Fri, 9/1/23	Flex				
		Mon, 9/4/23	Break	LABOR DAY			
PM	3	Tue, 9/5/23	1.2	describe the composition of Earth's outer layer where the Mesosaurus fossils are found by analyzing data from core samples.	MS-ESS2-2	#4: Analyzing and Interpreting Data	
PM	3	Wed, 9/6/23	1.3	obtain evidence from a digital model and map to determine the relationship between earthquakes and plate boundaries.	MS-ESS2-3	#4: Analyzing and Interpreting Data	
PM	3	Thu, 9/7/23	1.4	construct visual models of the plate boundary between South American and Africa using earthquake data to explain what the land is like where the Mesosaurus fossils were found.	MS-ESS2-3	#2: Developing and Using Models	
	3	Fri, 9/8/23	Flex				
PM	4	Mon, 9/11/23	2.1	use evidence from physical and digital models to explain how Earth's plates interact with Earth's mantle.	MS-ESS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
PM	4	Tue, 9/12/23	2.2	actively read "Listening to Earth" to explain what happens to plates at convergent and divergent plate boundaries.	MS-ESS2-3	#8: Obtaining, Evaluating, and Communicating Information	
PM	4	Wed, 9/13/23	2.3	use a physical model and the article "Listening to Earth" to explain what happens to the plates and mantle at convergent and divergent plate boundaries.	MS-ESS2-3	#2: Developing and Using Models	
PM	4	Thu, 9/14/23	2.4	gather evidence from the SIM in order to create models that explain what happens to rock during divergent and convergent plate motion.	MS-ESS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
	4	Fri, 9/15/23	Flex				

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PM	5	Mon, 9/18/23	2.5	use a plate boundary evidence map to determine the plate boundary located between South America and Africa and explain how this affects the rock from the mantle at this boundary.	MS-ESS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
PM	5	Tue, 9/19/23	2.6	Plate Motion Critical Juncture			
PM	5	Wed, 9/20/23	3.1	use evidence from the SIM to explain the rate of plate motion.	MS-ESS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
PM	5	Thu, 9/21/23	3.2	identify evidence that supports the theory of continental drift as they read "A Continental Puzzle".	MS-ESS2-3	#8: Obtaining, Evaluating, and Communicating Information	
	5	Fri, 9/22/23	Flex				
PM	6	Mon, 9/25/23	3.3	explain the location of continents in the past and present using the article "A Continental Puzzle" and creating a paper model of an ancient supercontinent.	MS-ESS2-3	#8: Obtaining, Evaluating, and Communicating Information	
PM	6	Tue, 9/26/23	3.4	analyze and interpret evidence to construct scientific arguments about how and why plate motion separated the Mesosaurus fossils.	MS-ESS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
PM	6	Wed, 9/27/23	4.1	use patterns in landforms and geologic events to determine which kind of plate motion is occurring near Jalisco, Mexico.	MS-ESS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
PM	6	Thu, 9/28/23	4.2	engage in a class discussion using evidence to support whether divergent or convergent plate motion explains patterns of geologic activity near Jalisco, Mexico.	MS-ESS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
	6	Fri, 9/29/23	Flex				
PM	7	Mon, 10/2/23	4.3	construct written arguments using evidence and reasoning to explain which type of plate motion best explains the patterns of geologic activity near Jalisco, Mexico.	MS-ESS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
PM	7	Tue, 10/3/23	4.4	Plate Motion End of Unit			
PMEI	7	Wed, 10/4/23	1.1	Introducing the Engineering Internship	MS-ESS3-2	#1/6: Defining Problems and Designing Solutions	
PMEI	7	Thu, 10/5/23	1.2	Modeling a Tsunami Wave	MS-ESS3-2	#1/6: Defining Problems and Designing Solutions	
	7	Fri, 10/6/23	Flex				
	8	Mon, 10/9/23		Indigenous People's Day			
PMEI	8	Tue, 10/10/23	1.3	Researching Plate Motion and Tsunamis	MS-ESS3-2	#1/6: Defining Problems and Designing Solutions	
PMEI	8	Wed, 10/11/23	1.4	Learning About Tsunami Warning Systems	MS-ESS3-2	#1/6: Defining Problems and Designing Solutions	
PMEI	8	Thu, 10/12/23	1.5	Designing Tsunami Warning Systems	MS-ESS3-2	#1/6: Defining Problems and Designing Solutions	
	8	Fri, 10/13/23	Flex				
PMEI	9	Mon, 10/16/23	1.6	Choosing Optimal Design 3-8 Fall Interim Window Opens	MS-ESS3-2	#1/6: Defining Problems and Designing Solutions	
PMEI	9	Tue, 10/17/23	1.7	Composing Proposal Outline	MS-ESS3-2	#8: Obtaining, Evaluating, and Communicating Information	
PMEI	9	Wed, 10/18/23	1.8	Completing Proposal Presentation	MS-ESS3-2	#8: Obtaining, Evaluating, and Communicating Information	
PMEI	9	Thu, 10/19/23	1.9	Presentations	MS-ESS3-2	#8: Obtaining, Evaluating, and Communicating Information	
PMEI	9	Fri, 10/20/23	1.10	Engineering Process Reflection	MS-ESS3-2	#8: Obtaining, Evaluating, and Communicating Information	
	10	Mon, 10/23/23		Fall Science Interim			

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RT	10	Tue, 10/24/23	1.2	make detailed observations of the properties of four different rock samples to gather evidence about how and where the rocks formed.	MS-ESS2-1	#4: Analyzing and Interpreting Data		
RT	10	Wed, 10/25/23	1.3	use a digital model and cross section models to discover the ways that rocks form.	MS-ESS2-1	#2: Developing and Using Models		
RT	10	Thu, 10/26/23	1.4	use a physical model to explain how igneous and sedimentary rock form.	MS-ESS2-1	#2: Developing and Using Models		
	10	Fri, 10/27/23	Flex	3-8 Fall Interim Window Closes				
RT	11	Mon, 10/30/23	1.5	create a visual model showing how sedimentary rock and igneous rock formed, and use that model to analyze evidence to evaluate claims for how the Rocky Mountains and Great Plains formed.	MS-ESS2-1	#2: Developing and Using Models		
RT	11	Tue, 10/31/23	2.1	gather evidence from a video and the SIM to describe the energy source that drives the formation of sediment and magma.	MS-ESS2-1	#6/7: Constructing Explanations and Arguing from Evidence		
RT	11	Wed, 11/1/23	2.2	actively read "Devils Tower" to gather information about how energy sources transform rock material.	MS-ESS2-1	#8: Obtaining, Evaluating, and Communicating Information		
	11	Thu, 11/2/23	Flex					
	11	Fri, 11/3/23	Fall RLD	FALL RLD - TK-8				
RT	12	Mon, 11/6/23	2.3	gather evidence from a physical model, a video and the article to explain how energy from the sun and the Earth's interior can transform rock.	MS-ESS2-1	#8: Obtaining, Evaluating, and Communicating Information	Note - skip critical juncture, since we are so close to EOU and interims.	
RT	12	Tue, 11/7/23	2.4	explain in writing and create a model to show which energy source formed the rock of the Great Plains and the Rocky Mountains.	MS-ESS2-1	#6/7: Constructing Explanations and Arguing from Evidence		
RT	12	Wed, 11/8/23	3.1, 3.2	actively read about how uplift and subduction move rock formations and use the sim to model how these motions change rock.	MS-ESS2-1	#8: Obtaining, Evaluating, and Communicating Information		
	12	Thu, 11/9/23	Flex					
	12	Fri, 11/10/23		Veterans Day				
RT	13	Mon, 11/13/23	3.3	use a classroom model to show how uplift and subduction can expose rock formations to new energy sources.	MS-ESS2-1	#2: Developing and Using Models		
RT	13	Tue, 11/14/23	3.4	analyze evidence, create a model and write a scientific explanation explaining how the Rocky Mountains and Great Plains formed.	MS-ESS2-1	#6/7: Constructing Explanations and Arguing from Evidence		
RT	13	Wed, 11/15/23	4.4	<u>End of Unit Assessment</u>				Skip chapter 4 of rock transformations
	13	Thu, 11/16/23	Flex					
	13	Fri, 11/17/23	Flex					
		Mon, 11/20/23		Thanksgiving Break				
		Tue, 11/21/23		Thanksgiving Break				
		Wed, 11/22/23		Thanksgiving Break				
		Thu, 11/23/23		Thanksgiving Break				
		Fri, 11/24/23		Thanksgiving Break				
PC	14	Mon, 11/27/23	1.2	identify the 3 states of matter; describe the macroscale appearance of the 3 states of matter.	MS-PS1-4	#2: Developing and Using Models		
PC	14	Tue, 11/28/23	1.3	use a model to describe how the appearance of a substance is related to the behavior of its molecules.	MS-PS1-4	#2: Developing and Using Models		

23-24 SCOPE + PACING GUIDE - Grade 7

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PC	14	Wed, 11/29/23	1.4, 1.5	Develop models to describe what happens at the macroscale and microscale during a phase change.	MS-PS1-4	#2: Developing and Using Models	
PC	14	Thu, 11/30/23	1.6	Explain what happens to the molecules when a substance changes phase; Begin developing models that show what happens to substances during freezing and evaporation.	MS-PS1-4	#6/7: Constructing Explanations and Arguing from Evidence	
	14	Fri, 12/1/23	Flex				
PC	15	Mon, 12/4/23	2.1	model how the transfer of energy into or out of a substance can cause a molecules' freedom of movement to change	MS-PS1-4	#2: Developing and Using Models	
PC	15	Tue, 12/5/23	2.2	explain how energy is related to temperature.	MS-PS3-5	#6/7: Constructing Explanations and Arguing from Evidence	
PC	15	Wed, 12/6/23	2.3	evaluate evidence in order to construct arguments about energy transfer caused the Methane lake on Titan to evaporate.	MS-PS3-5	#6/7: Constructing Explanations and Arguing from Evidence	
PC	15	Thu, 12/7/23	3.1	explain whether adding and removing energy always leads to a phase change; identify the connection between attraction and the amount of energy needed for a phase change.	MS-PS1-4	#6/7: Constructing Explanations and Arguing from Evidence	
	15	Fri, 12/8/23	Flex				
PC	16	Mon, 12/11/23	3.2	use a digital model to investigate how molecular attraction affects the amount of energy that must be transferred to or from a substance to cause a phase change.	MS-PS1-4	#2: Developing and Using Models	
PC	16	Tue, 12/12/23	3.3	Synthesize the factors that affect phase change of liquid methane on Titan.	MS-PS1-4	#6/7: Constructing Explanations and Arguing from Evidence	
PC	16	Wed, 12/13/23	3.4	Phase Change Critical Juncture Assessment /End of Unit combined assessment			
	16	Thu, 12/14/23	Flex				
	16	Fri, 12/15/23	Flex				
		Mon, 12/18/23		Winter Break			
		Tue, 12/19/23		Winter Break			
		Wed, 12/20/23		Winter Break			
		Thu, 12/21/23		Winter Break			
		Fri, 12/22/23		Winter Break			
		Mon, 12/25/23		Winter Break			
		Tue, 12/26/23		Winter Break			
		Wed, 12/27/23		Winter Break			
		Thu, 12/28/23		Winter Break			
		Fri, 12/29/23		Winter Break			
PCEI	17	Mon, 1/1/24		Winter Break			
PCEI	17	Tue, 1/2/24		Winter Break			
PCEI	17	Wed, 1/3/24	1.1 + 1.2	Introducing the Engineering Internship + Learning about Phase Change Materials	MS-PS1-4	#8: Obtaining, Evaluating, and Communicating Information	
PCEI	17	Thu, 1/4/24	1.3	Researching the Temperature Plateau	MS-PS1-4	#1/6: Defining Problems and Designing Solutions	
	17	Fri, 1/5/24	Flex				
PCEI	18	Mon, 1/8/24	1.4	Analyzing Incubator Materials	MS-PS1-4	#1/6: Defining Problems and Designing Solutions	

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PCEI	18	Tue, 1/9/24	1.5, 1.6	Designing Portable Incubators + Choosing an Optimal Design	MS-PS1-4	#1/6: Defining Problems and Designing Solutions	
PCEI	18	Wed, 1/10/24	1.7, 1.8	Composing Proposal Outlines + Writing Design Decisions	MS-PS1-4	#8: Obtaining, Evaluating, and Communicating Information	
PCEI	18	Thu, 1/11/24	1.9	Presentations	MS-PS1-4	#8: Obtaining, Evaluating, and Communicating Information	
	18	Fri, 1/12/24	Flex				
		Mon, 1/15/24		MLK Jr. Day			
	19	Tue, 1/16/24		Winter Science Interim - Day 1 3-8 Winter Interim Window Opens			
	19	Wed, 1/17/24		Winter Science Interim - Day 2			Putting in two days for potential
CR	19	Thu, 1/18/24	1.2	Compare the properties of brown well water, water pipes, and fertilizer to make an initial prediction about whether these substances are similar or different.	MS-PS1-2	#4: Analyzing and Interpreting Data	
CR	19	Fri, 1/19/24	1.3	Make detailed observations while observing, discussing and recording the properties of four unknown substances; identify the strongest pieces of evidence that can be used to answer the focus question.	MS-PS1-2	#4: Analyzing and Interpreting Data	
CR	19	Mon, 1/22/24	1.4, 1.5	define atoms; explain why different substances are different from one another.	MS-PS1-1	#6/7: Constructing Explanations and Arguing from Evidence	
CR	20	Tue, 1/23/24	1.6	Apply the key concepts, observable and atomic scale in order to write an argument; Describe subatomic particles that make up atoms.	MS-PS1-1	#6/7: Constructing Explanations and Arguing from Evidence	
CR	20	Wed, 1/24/24	2.1	Investigate if a substance can change into another substance.	MS-PS1-2	#3: Planning and Carrying Out Investigations	
CR	20	Thu, 1/25/24	2.2	Explain what happens at the atomic scale during a chemical reaction by using a simulation and written explanation	MS-PS1-2	#2: Developing and Using Models	
	20	Fri, 1/26/24	Flex	3-8 Winter Interim Window Closes			
CR	20	Mon, 1/29/24	2.3	create a model of their claim to demonstrate their understanding of how chemical reactions occur; use the model created to write an argument.	MS-PS1-2	#2: Developing and Using Models	Skip critical juncture since we are
CR	21	Tue, 1/30/24	3.1, 3.2	explain what happens to the atoms in fuel when it burns at a macro and a micro-scale.	MS-PS1-2	#6/7: Constructing Explanations and Arguing from Evidence	
CR	21	Wed, 1/31/24	3.3	Explain how products during a chemical reaction are formed.	MS-PS1-5	#6/7: Constructing Explanations and Arguing from Evidence	
				3-8 Winter Interim Data Due			
CR	21	Thu, 2/1/24	3.4	construct visual models and write an argument to explain how the atoms in the reactants rearrange to form new substances in a chemical reaction.	MS-PS1-5	#2: Developing and Using Models	
	21	Fri, 2/2/24	Flex				
		Mon, 2/5/24		TK-8 Winter RLD			
CR	22	Tue, 2/6/24	4.1, 4.2	Apply knowledge of chemical reactions and the conservation of mass to solve a robbery at the Westfield Museum.	MS-PS1-5	#6/7: Constructing Explanations and Arguing from Evidence	
CR	22	Wed, 2/7/24	4.3	Apply knowledge of chemical reactions and the conservation of mass to solve a robbery at the Westfield Museum.	MS-PS1-5	#6/7: Constructing Explanations and Arguing from Evidence	
CR	22	Thu, 2/8/24	4.4	Chemical Reactions End of Unit Assessment (combined with CJA)			
	22	Fri, 2/9/24	Flex				
PR	23	Mon, 2/12/24	1.2	investigate and model factors that could cause the moon jelly population to increase in the Glacier Sea.	MS-LS2-1	#4: Analyzing and Interpreting Data	

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PR	23	Tue, 2/13/24	1.3	gather data from a hands on model to create line graphs showing how births and deaths can cause a population to remain stable.	MS-LS2-1	#4: Analyzing and Interpreting Data	
PR	23	Wed, 2/14/24	1.4	analyze data and create a visual model to show how births and deaths changed the moon jelly population size.	MS-LS2-1	#4: Analyzing and Interpreting Data	
PR	23	Thu, 2/15/24	2.1	actively read to identify and describe how organisms obtain the energy needed for reproduction.	MS-LS2-3	#8: Obtaining, Evaluating, and Communicating Information	
	23	Fri, 2/16/24	Flex				
		Mon, 2/19/24		February Break			
		Tue, 2/20/24		February Break			
		Wed, 2/21/24		February Break			
		Thu, 2/22/24		February Break			
		Fri, 2/23/24		February Break			
PR	24	Mon, 2/26/24	2.2	gather evidence by conducting a hands on experiment and actively reading to describe how populations get the energy they need to reproduce.	MS-LS2-3	#8: Obtaining, Evaluating, and Communicating Information	
PR	24	Tue, 2/27/24	2.3	use a food web and the sim to gather evidence about the size of the resource population can affect the size of the consumer population.	MS-LS2-2	#8: Obtaining, Evaluating, and Communicating Information	
PR	24	Wed, 2/28/24	2.4	gather evidence from a digital model to construct an explanation of how the size of a consumer population affects the number of deaths in the resource population.	MS-LS2-2	#2: Developing and Using Models	
PR	24	Thu, 2/29/24	2.5	Populations and Resources Critical Juncture Assessment			
	24	Fri, 3/1/24	Flex				
PR	24	Mon, 3/4/24	2.7	construct a model and a written explanation of the factors that could have lead to the moon jelly population increase. 3-8 Spring Interim Window Opens	MS-LS2-2	#2: Developing and Using Models	
PR	25	Tue, 3/5/24	3.1	gather information about how human impact and competition can affect the jelly population.	MS-LS2-2	#8: Obtaining, Evaluating, and Communicating Information	
PR	25	Wed, 3/6/24	3.2	gather evidence from the article and the sim to investigate how competition can affect the size of populations in an ecosystem.	MS-LS2-2	#8: Obtaining, Evaluating, and Communicating Information	
PR	25	Thu, 3/7/24	3.3	use the sim to investigate how populations can indirectly affect each other.	MS-LS2-2	#3: Planning and Carrying Out Investigations	
	25	Fri, 3/8/24	Flex				
PR	25	Mon, 3/11/24	3.4	analyze evidence and apply what they have learned about indirect affects to make a model and write an argument about what causes the increase in the jelly population.	MS-LS2-2	#6/7: Constructing Explanations and Arguing from Evidence	
PR	26	Tue, 3/12/24	4.1	create a food web and analyze evidence to identify why the orange-bellied parrot population on an island in the South Pacific Ocean is decreasing.	MS-LS2-2	#6/7: Constructing Explanations and Arguing from Evidence	
PR	26	Wed, 3/13/24	4.2	analyze and sort evidence to prepare scientific arguments about what caused the decrease in the orange-bellied parrot population	MS-LS2-2	#6/7: Constructing Explanations and Arguing from Evidence	
PR	26	Thu, 3/14/24	4.3	engage in a science seminar to discuss what caused the parrot population to decrease.	MS-LS2-2	#6/7: Constructing Explanations and Arguing from Evidence	No EOU for PR since we are so cl
	26	Fri, 3/15/24	Flex				
	27	Mon, 3/18/24		3-8 Spring Science Interim - Day 1			
	27	Tue, 3/19/24		3-8 Spring Science Interim - Day 2			
MEE	27	Wed, 3/20/24	1.2	generate initial ideas about what caused the biodome to collapse.	MS-LS2-4	#1: Asking Questions	

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MEE	27	Thu, 3/21/24	1.3	actively read "Sunlight and Life" in order to explain where energy storage molecules in an ecosystem come from.	MS-LS2-3	#8: Obtaining, Evaluating, and Communicating Information	
	27	Fri, 3/22/24	Flex	3-8 Spring Interim Window Closes			
MEE	27	Mon, 3/25/24	1.4	construct explanations about how producers make energy storage molecules	MS-LS1-6	#6/7: Constructing Explanations and Arguing from Evidence	
MEE	28	Tue, 3/26/24	1.5	create a model to explain where energy storage molecules in an ecosystem come from and determine what factors cause the amount of energy storage molecules in living things to decrease	MS-LS1-6	#2: Developing and Using Models	
MEE	28	Wed, 3/27/24	1.6	create visual models and written explanations to explain how the amount of energy storage molecules in living things in the biodome decreased	MS-LS2-3	#2: Developing and Using Models	
		Thu, 3/28/24	Flex				
	28	Fri, 3/29/24		TK-8 Spring RLD #1			
		Mon, 4/1/24		Cesar Chavez Day			
		Tue, 4/2/24		TK-8 Spring RLD #2- SF SCHOOLS			
		Wed, 4/3/24		Spring Break			
		Thu, 4/4/24		Spring Break			
		Fri, 4/5/24		Spring Break			
MEE	29	Mon, 4/8/24	2.1	predict which parts of the ecosystem give off carbon dioxide to the atmosphere	MS-LS2-3	#2: Developing and Using Models	
MEE	29	Tue, 4/9/24	2.2	explain and create a visual model to show how carbon dioxide gets into abiotic matter of an ecosystem	MS-LS2-3	#2: Developing and Using Models	
MEE	29	Wed, 4/10/24	2.3	analyze evidence to determine what caused the amount of carbon dioxide in the biodome to decrease	MS-LS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
MEE	29	Thu, 4/11/24	2.4	Critical Juncture Assessment			
	29	Fri, 4/12/24	Flex				
MEE	30	Mon, 4/15/24	3.1	explain how carbon moves through the Earth system and the role of fossil fuels in changing the distribution of carbon in this system	MS-LS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
MEE	30	Tue, 4/16/24	3.2	determine the causes and effects of the movement of carbon through a closed system	MS-LS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
MEE	30	Wed, 4/17/24	3.3	determine what happened to the missing carbon in the biodome system	MS-LS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
MEE	30	Thu, 4/18/24	3.4	construct explanations and create a visual model to show what caused the plants and animals of the biodome to not have enough energy storage molecules	MS-LS2-3	#6/7: Constructing Explanations and Arguing from Evidence	
	30	Fri, 4/19/24	Flex				
MEE	31	Mon, 4/22/24	4.1	analyze evidence to determine how deforestation causes the amount of carbon dioxide in the atmosphere to increase	MS-ESS3-3	#6/7: Constructing Explanations and Arguing from Evidence	
MEE	31	Tue, 4/23/24	4.2	make and evaluate arguments through a class discussion	MS-ESS3-4	#6/7: Constructing Explanations and Arguing from Evidence	
MEE	31	Wed, 4/24/24	4.3	write a scientific argument using evidence explaining how deforestation causes the amount of carbon dioxide in the atmosphere to increase	MS-ESS3-4	#6/7: Constructing Explanations and Arguing from Evidence	
MEE	31	Thu, 4/25/24	4.4	MEE End of Unit Assessment			
	31	Fri, 4/26/24	Flex				

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	31	Mon, 4/29/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	32	Tue, 4/30/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	32	Wed, 5/1/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	32	Thu, 5/2/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	32	Fri, 5/3/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	33	Mon, 5/6/24	Flex	<i>Use to complete sequence, STEM project, etc.</i> <i>Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate</i>			
	33	Tue, 5/7/24	Flex	<i>Use to complete sequence, STEM project, etc.</i> <i>Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate</i>			
	33	Wed, 5/8/24	Flex	<i>Use to complete sequence, STEM project, etc.</i> <i>Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate</i>			
	33	Thu, 5/9/24	Flex	<i>Use to complete sequence, STEM project, etc.</i> <i>Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate</i>			
	33	Fri, 5/10/24	Flex	<i>Use to complete sequence, STEM project, etc.</i> <i>Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate</i>			
	34	Mon, 5/13/24	Flex	<i>Use to complete sequence, STEM project, etc.</i> <i>Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate</i>			
	34	Tue, 5/14/24	Flex	<i>Use to complete sequence, STEM project, etc.</i> <i>Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate</i>			
	34	Wed, 5/15/24	Flex	<i>Use to complete sequence, STEM project, etc.</i> <i>Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate</i>			
	34	Thu, 5/16/24	Flex	<i>Use to complete sequence, STEM project, etc.</i> <i>Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate</i>			
	34	Fri, 5/17/24	Flex	<i>Use to complete sequence, STEM project, etc.</i> <i>Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate</i>			

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	35	Mon, 5/20/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	35	Tue, 5/21/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	35	Wed, 5/22/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	35	Thu, 5/23/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	35	Fri, 5/24/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
		Mon, 5/27/24		Memorial Day			
	36	Tue, 5/28/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	36	Wed, 5/29/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	36	Thu, 5/30/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	36	Fri, 5/31/24	Flex	Use to complete sequence, STEM project, etc. Schools with no 6th grade science: complete Thermal Energy and Earth's Changing Climate			
	37	Mon, 6/3/24	Flex	Use where needed. Check for impact on End-of-Year Date and IA Windows			
	37	Tue, 6/4/24	Flex	Use where needed. Check for impact on End-of-Year Date and IA Windows			
	37	Wed, 6/5/24	Flex	Use where needed. Check for impact on End-of-Year Date and IA Windows			
		Thu, 6/6/24		Estimated Last Day of School			
	37	Fri, 6/7/24					
		Mon, 6/10/24					
		Tue, 6/11/24					
		Wed, 6/12/24					
		Thu, 6/13/24					
		Fri, 6/14/24					

23-24 SCOPE + PACING GUIDE - Grade 8 Amplify Science

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	#	Green = Interims Red = Due Dates		Bold = Priority Standard Unbolded = Supporting		Lessons Skipped to review or spiral back
	0	Mon, 8/14/23		<i>Use week to build culture, systems, and routines.</i>		
	0	Tue, 8/15/23		<i>Use week to build culture, systems, and routines.</i>		
	0	Wed, 8/16/23		<i>Use week to build culture, systems, and routines.</i>		
	0	Thu, 8/17/23		<i>Use week to build culture, systems, and routines.</i>		
	0	Fri, 8/18/23		<i>Use week to build culture, systems, and routines.</i>		
HHE	1	Mon, 8/21/23	1.2	conduct a hands on investigation in order to determine whether something has energy. First Day of Academic Instruction	MS-PS3-1	#3: Planning and Carrying Out Investigations
HHE	1	Tue, 8/22/23	1.3	analyze diagrams and scenarios in order to determine if an object has kinetic and potential energy.	MS-PS3-1	#2: Developing and Using Models
HHE	1	Wed, 8/23/23	1.4	annotate a nonfiction text in order to investigate energy inventions.	MS-PS3-1	#8: Obtaining, Evaluating, and Communicating Information
HHE	1	Thu, 8/24/23	2.2	gather evidence in order to explain how objects obtain energy.	MS-PS3-1	#6/7: Constructing Explanations and Arguing from Evidence
	1	Fri, 8/25/23	FLEX			
HHE	2	Mon, 8/28/23	2.3	write a scientific argument in order to persuade the rescue team to solve their energy problems by using a specific energy source	MS-PS3-1	#6/7: Constructing Explanations and Arguing from Evidence
HHE	2	Tue, 8/29/23	3.1	obtain information from a scientific text in order to begin planning a design for an energy system that uses human kinetic energy.	MS-PS3-1	#8: Obtaining, Evaluating, and Communicating Information
HHE	2	Wed, 8/30/23	3.2	construct a visual model displaying their energy system design in order to generate a report to energy workers.	MS-PS3-1	#2: Developing and Using Models
HHE	2	Thu, 8/31/23	3.3	determine which pieces of evidence are reliable in order to construct a scientific argument.	MS-PS3-1	#6/7: Constructing Explanations and Arguing from Evidence
	2	Fri, 9/1/23	Flex			
		Mon, 9/4/23	Break	LABOR DAY		
HHE	3	Tue, 9/5/23	3.4	End of Unit Assessment		
FM	3	Wed, 9/6/23	1.2	explain how an object can change direction by drawing a model and describing what happened.	MS-PS2-2	#2: Developing and Using Models
FM	3	Thu, 9/7/23	1.3	analyze evidence using a digital model in order to explain how an object can experience different changes in velocity.	MS-PS2-2	#2: Developing and Using Models
	3	Fri, 9/8/23	Flex			
FM	4	Mon, 9/11/23	1.4	collect evidence from a model in order to explain how force strength determines how an object experiences a change in velocity.	MS-PS2-2	#2: Developing and Using Models
FM	4	Tue, 9/12/23	1.5	create a model in order to show how force direction and strength impacts velocity change.	MS-PS2-2	#2: Developing and Using Models
FM	4	Wed, 9/13/23	1.6	construct a visual and written scientific explanation in order to explain the cause and effect relationship between force strength and velocity change.	MS-PS2-2	#6/7: Constructing Explanations and Arguing from Evidence
FM	4	Thu, 9/14/23	2.1	calculate velocity during a hands on investigation in order to determine how same strength force impacts velocity changes in different mass objects.	MS-PS2-2	#5: Using Mathematics and Computational Thinking
	4	Fri, 9/15/23	Flex			
FM	5	Mon, 9/18/23	2.2 + 2.3	identify the effects of mass on force and velocity in order to analyze how mass impacts changes in velocity.	MS-PS2-2	#4: Analyzing and Interpreting Data
FM	5	Tue, 9/19/23	2.4	Force and Motion Critical Juncture Assessment		
FM	5	Wed, 9/20/23	3.1	gather evidence from a scientific text in order to explain the direction force is exerted during a collision.	MS-PS2-1	#8: Obtaining, Evaluating, and Communicating Information
FM	5	Thu, 9/21/23	3.2	execute same mass collisions and different mass collisions in order to analyze the factors that determine changes in velocity	MS-PS2-2	#3: Planning and Carrying Out Investigations

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	5	Fri, 9/22/23	Flex			KWBAT solve word problems to find the missing variable, applying Newton's 2nd law of motion.
FM	6	Mon, 9/25/23	3.3	compare how collision forces affect the change in velocity of objects with different masses	MS-PS2-2	#4: Analyzing and Interpreting Data
FM	6	Tue, 9/26/23	3.4	analyze evidence using a digital model in order to explain how objects can experience different changes in velocity during a collision.	MS-PS2-2	#4: Analyzing and Interpreting Data
FM	6	Wed, 9/27/23	4.1	describe the effects of friction on motion in order to recreate a car crash in a movie scene.	MS-PS2-1	#4: Analyzing and Interpreting Data
FM	6	Thu, 9/28/23	4.3	construct a scientific argument in order to explain how the laws of motion determine force direction, force strength and mass during collisions.	MS-PS2-1	#6/7: Constructing Explanations and Arguing from Evidence
	6	Fri, 9/29/23	Flex			
FM	7	Mon, 10/2/23	4.4	Force and Motion End of Unit Assessment		
FMEI	7	Tue, 10/3/23	1.1	Introduce Engineering and Design Internship	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions
FMEI	7	Wed, 10/4/23	1.2	Design an Egg Drop Model	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions
FMEI	7	Thu, 10/5/23	1.3	Redesign Egg Drop Model	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions
	7	Fri, 10/6/23	Flex			
	8	Mon, 10/9/23		Indigenous People's Day		
FMEI	8	Tue, 10/10/23	1.4	Introduce Futura Supply Drop	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions
FMEI	8	Wed, 10/11/23	1.5	Analyze Supply Drop Designs	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions
FMEI	8	Thu, 10/12/23	1.6	Choose optimal design	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions
	8	Fri, 10/13/23	Flex			
FMEI	9	Mon, 10/16/23	1.7	Compose proposal outlines 3-8 Fall Interim Window Opens	MS-ETS1-1-4	#8: Obtaining, Evaluating, and Communicating Information
FMEI	9	Tue, 10/17/23	1.8	Write design proposals	MS-ETS1-1-4	#8: Obtaining, Evaluating, and Communicating Information
FMEI	9	Wed, 10/18/23	1.9	Complete design proposals	MS-ETS1-1-4	#8: Obtaining, Evaluating, and Communicating Information
FMEI	9	Thu, 10/19/23	1.10	Reflecting + Applying on Engineering Process	MS-ETS1-1-4	#8: Obtaining, Evaluating, and Communicating Information
	9	Fri, 10/20/23	Flex			
	10	Mon, 10/23/23		Fall Science Interim		
MF	10	Tue, 10/24/23	1.2	explore the movement of magnetic and explain the conditions necessary for magnets to move closer together or farther apart.	MS-PS2-5	#1: Asking Questions
MF	10	Wed, 10/25/23	1.3	create a model to show the motion of attractive and repulsive magnets and describe the forces involved in magnetic pairs.	MS-PS2-5	#2: Developing and Using Models
MF	10	Thu, 10/26/23	1.4	explain how magnetic forces on earth impact navigational compasses by engaging with a text on Earth's magnetic field.	MS-PS2-5	#1: Asking Questions
	10	Fri, 10/27/23	Flex	3-8 Fall Interim Window Closes		
MF	11	Mon, 10/30/23	1.5	describe the motion of magnets by modeling magnetic field lines in attracting and repelling magnetic systems.	MS-PS2-5	#2: Developing and Using Models
MF	11	Tue, 10/31/23	1.6	writing evidence based arguments by analyzing force and magnetic field lines in systems of repelling magnets	MS-PS2-5	#6/7: Constructing Explanations and Arguing from Evidence

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MF	11	Wed, 11/1/23	2.1	analyzing real world magnetic systems and describe changes in potential and kinetic energy. 3-8 Fall Interim Data Due	MS-PS3-2	#2: Developing and Using Models
MF	11	Thu, 11/2/23	2.2	gather evidence from different magnetic systems and describe how potential and kinetic energy are created in magnetic systems.	MS-PS3-2	#6/7: Constructing Explanations and Arguing from Evidence
	11	Fri, 11/3/23	Fall RLD	FALL RLD - TK-8		
MF	12	Mon, 11/6/23	2.3	use models to describe the transfer of potential to kinetic energy in a system of magnets.	MS-PS3-2	#2: Developing and Using Models
MF	12	Tue, 11/7/23	2.4	writing evidence based arguments by describing how distance and motion impact potential and kinetic energy in magnetic systems.	MS-PS2-3	#6/7: Constructing Explanations and Arguing from Evidence <i>Skip Magnetic Force Critical Juncture, unless there is additional time</i>
MF	12	Wed, 11/8/23	3.1	gather evidence from repelling magnets and describe how distance impacts potential and kinetic energy in magnetic systems	MS-PS2-3	#6/7: Constructing Explanations and Arguing from Evidence
MF	12	Thu, 11/9/23	3.2	explain the changes in potential energy of attracting and repelling magnets when magnets are moved against a force by gathering evidence from simulated magnets	MS-PS3-2	#6/7: Constructing Explanations and Arguing from Evidence
	12	Fri, 11/10/23		Veterans Day		
MF	13	Mon, 11/13/23	3.3	model and explain the transfer of potential to kinetic energy in a system of moving magnets.	MS-PS3-2	#2: Developing and Using Models
MF	13	Tue, 11/14/23	4.1	use scientific evidence in a design analysis to select a magnetic car design that will have the greatest transfer of potential to kinetic energy.	MS-PS3-2	#6/7: Constructing Explanations and Arguing from Evidence
MF	13	Wed, 11/15/23	4.2	explain how different variables change the amount of potential and kinetic energy in a system of magnets by gathering evidence from a simulation	MS-PS3-2	#6/7: Constructing Explanations and Arguing from Evidence
MF	13	Thu, 11/16/23	4.4	Magnetic Force End of Unit Assessment		
	13	Fri, 11/17/23	Flex			
		Mon, 11/20/23		Thanksgiving Break		
		Tue, 11/21/23		Thanksgiving Break		
		Wed, 11/22/23		Thanksgiving Break		
		Thu, 11/23/23		Thanksgiving Break		
		Fri, 11/24/23		Thanksgiving Break		
LW	14	Mon, 11/27/23	1.2	gather evidence to prove that light carries energy	MS-PS4-1	#6/7: Constructing Explanations and Arguing from Evidence
LW	14	Tue, 11/28/23	1.3	use evidence to explain why light can cause materials to change.	MS-PS4-1	#6/7: Constructing Explanations and Arguing from Evidence
LW	14	Wed, 11/29/23	1.4	create a model that shows how light from the sun can cause skin cancer	MS-PS4-2	#2: Developing and Using Models
LW	14	Thu, 11/30/23	2.1	use digital evidence to explain why different light sources may have different effects on materials	MS-PS4-2	#6/7: Constructing Explanations and Arguing from Evidence
	14	Fri, 12/1/23	Flex			
LW	15	Mon, 12/4/23	2.2	use textual evidence to explain why plants can only grow under certain types of light	MS-PS4-2	#6/7: Constructing Explanations and Arguing from Evidence
LW	15	Tue, 12/5/23	2.3	analyze wave models to compare and contrast light sources and their effects on materials.	MS-PS4-1	#2: Developing and Using Models
LW	15	Wed, 12/6/23	2.4	use evidence to create models that demonstrate how different types of light affect genetic material.	MS-PS4-2	#2: Developing and Using Models
LW	15	Thu, 12/7/23	2.5	use evidence to explain how melanin provides protection against skin cancer.	MS-PS4-2	#6/7: Constructing Explanations and Arguing from Evidence
	15	Fri, 12/8/23	Flex			
LW	16	Mon, 12/11/23	3.1	use a model to explain how light can be reflected, transmitted, or absorbed	MS-PS4-2	#2: Developing and Using Models

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LW	16	Tue, 12/12/23	3.2	use models and textual evidence to explain why and when we see different colors.	MS-PS4-2	#2: Developing and Using Models
LW	16	Wed, 12/13/23	3.3	determine how a material is impacted when light is reflected or transmitted by using a model in order to construct an explanation	MS-PS4-2	#2: Developing and Using Models
LW	16	Thu, 12/14/23	3.6	construct an explanation using evidence from a model to explain why there is such a high rate of skin cancer in Australia.	MS-PS4-2	#6/7: Constructing Explanations and Arguing from Evidence
	16	Fri, 12/15/23	Flex			
		Mon, 12/18/23		Winter Break		
		Tue, 12/19/23		Winter Break		
		Wed, 12/20/23		Winter Break		
		Thu, 12/21/23		Winter Break		
		Fri, 12/22/23		Winter Break		
		Mon, 12/25/23		Winter Break		
		Tue, 12/26/23		Winter Break		
		Wed, 12/27/23		Winter Break		
		Thu, 12/28/23		Winter Break		
		Fri, 12/29/23		Winter Break		
LW	17	Mon, 1/1/24		Winter Break		
LW	17	Tue, 1/2/24		Winter Break		
LW	17	Wed, 1/3/24	4.1	analyze various pieces of evidence in order to determine whether crabs can see the plankton they eat near the ocean floor.	MS-PS4-2	#6/7: Constructing Explanations and Arguing from Evidence
LW	17	Thu, 1/4/24	4.2 + 4.3	use evidence to support and refute claims by participating in a class discussion; write a scientific argument using multiple pieces of evidence to prove whether crabs can see the plankton they eat near the ocean floor.	MS-PS4-2	#6/7: Constructing Explanations and Arguing from Evidence
	17	Fri, 1/5/24	Flex			
	18	Mon, 1/8/24	Flex	Flex - use for interim review, reteach or to finish objectives		Some schools have slightly different calendars/break schedules so exact dates of lessons may shift
	18	Tue, 1/9/24	Flex	Flex - use for interim review, reteach or to finish objectives		
	18	Wed, 1/10/24	Flex	Flex - use for interim review, reteach or to finish objectives		
	18	Thu, 1/11/24	Flex	Flex - use for interim review, reteach or to finish objectives		
	18	Fri, 1/12/24	Flex	Flex - use for interim review, reteach or to finish objectives		
		Mon, 1/15/24		MLK Jr. Day		
	19	Tue, 1/16/24		Winter Science Interim 3-8 Winter Window Opens		
NS	19	Wed, 1/17/24	1.2	observe physical traits in order to describe variation amongst a population.	MS-LS4-5	#4: Analyzing and Interpreting Data
NS	19	Thu, 1/18/24	1.3	build a histogram in order to display the variation of traits that exist in a single population.	MS-LS4-5	#4: Analyzing and Interpreting Data
NS	19	Fri, 1/19/24	Flex			
NS	19	Mon, 1/22/24	1.4	analyze a histogram and environmental factors in order to explain why the frequency of non-adaptive and adaptive traits in a population change over time.	MS-LS4-5	#4: Analyzing and Interpreting Data
NS	20	Tue, 1/23/24	1.5	analyze evidence in a SIM in order to explain how the environment determines whether a trait is adaptive or nonadaptive.	MS-LS4-5	#4: Analyzing and Interpreting Data
NS	20	Wed, 1/24/24	1.6	analyze evidence in order to explain how the newt population became more poisonous over time.	MS-LS4-4	#6/7: Constructing Explanations and Arguing from Evidence
NS	20	Thu, 1/25/24	2.1	describe how an organism's trait is perpetuated through generations in order to describe natural selection.	MS-LS4-4	#6/7: Constructing Explanations and Arguing from Evidence

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NS	20	Fri, 1/26/24	Flex	3-8 Winter Interim Window Closes		
NS	20	Mon, 1/29/24	2.2	analyze genes on a cellular level in order to describe how reproduction leads to leads to a trait becoming more or less common in a population over time.	MS-LS4-4	#4: Analyzing and Interpreting Data
NS	21	Tue, 1/30/24	2.3, 2.4	describe how traits become adaptive over generations in order to explain how species change over time.	MS-LS4-4	#6/7: Constructing Explanations and Arguing from Evidence
NS	21	Wed, 1/31/24		Natural Selection Critical Juncture Assessment 3-8 Winter Interim Data Due		
NS	21	Thu, 2/1/24	3.1, 3.2	describe how mutations can perpetuate certain traits over time in order to explain how new traits are introduced to a population.	MS-LS4-4	#6/7: Constructing Explanations and Arguing from Evidence
NS	21	Fri, 2/2/24	Flex			
		Mon, 2/5/24		TK-8 Winter RLD		
NS	22	Tue, 2/6/24	3.3	analyze histograms in order to explain how mutations can influence changes in trait distribution within populations.	MS-LS4-5	#4: Analyzing and Interpreting Data
NS	22	Wed, 2/7/24	4.1	analyze evidence in order to construct a scientific argument to describe how populations change over time.	MS-LS4-4	#6/7: Constructing Explanations and Arguing from Evidence
NS	22	Thu, 2/8/24	4.2	analyze relevant evidence in order to engage in a scientific argument to describe how populations change over time.	MS-LS4-4	#6/7: Constructing Explanations and Arguing from Evidence
NS	22	Fri, 2/9/24	Flex			
NS	23	Mon, 2/12/24	4.3	Construct a scientific argument to describe how populations change over time.	MS-LS4-4	#6/7: Constructing Explanations and Arguing from Evidence
NS	23	Tue, 2/13/24	4.4	<u>Natural Selection End of Unit Assessment</u>		
NSEI	23	Wed, 2/14/24	1.1	Introducing the Engineering Internship	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions
NSEI	23	Thu, 2/15/24	1.2	Researching Selection Pressure	MS-ETS1-1-4	#8: Obtaining, Evaluating, and Communicating Information
NSEI	23	Fri, 2/16/24	Flex		MS-ETS1-1-4	
		Mon, 2/19/24		February Break		
		Tue, 2/20/24		February Break		
		Wed, 2/21/24		February Break		
		Thu, 2/22/24		February Break		
		Fri, 2/23/24		February Break		
NSEI	24	Mon, 2/26/24	1.3	Understanding Drug Resistance	MS-ETS1-1-4	#8: Obtaining, Evaluating, and Communicating Information
NSEI	24	Tue, 2/27/24	1.4	Exploring Anti-Malarial Drugs	MS-ETS1-1-4	#8: Obtaining, Evaluating, and Communicating Information
NSEI	24	Wed, 2/28/24	1.5	Designing Malaria Treatments	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions
NSEI	24	Thu, 2/29/24	1.6	Choosing an Optimal Design	MS-ETS1-1-4	#1/6: Defining Problems and Designing Solutions
NSEI	24	Fri, 3/1/24	Flex			
NSEI	24	Mon, 3/4/24	1.7	Considering Design Decisions 3-8 Spring Interim Window Opens		#1/6: Defining Problems and Designing Solutions
NSEI	25	Tue, 3/5/24	1.8	Writing Design Decisions		#8: Obtaining, Evaluating, and Communicating Information
NSEI	25	Wed, 3/6/24	1.9	Composing Final Proposal		#8: Obtaining, Evaluating, and Communicating Information
NSEI	25	Thu, 3/7/24	1.10	Reflection on engineering processes and presentation		#8: Obtaining, Evaluating, and Communicating Information

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NSEI	25	Fri, 3/8/24	Flex			
	25	Mon, 3/11/24		Spring Science Interim		
EH	26	Tue, 3/12/24	1.2	group different species by analyzing and interpreting similarities in body structures.	MS-LS4-2	#4: Analyzing and Interpreting Data
EH	26	Wed, 3/13/24	1.3	explain how similarities in body structures of different species to identify evidence of a common ancestor.	MS-LS4-2	#6/7: Constructing Explanations and Arguing from Evidence
EH	26	Thu, 3/14/24	1.4	make inferences about the relationships between organisms by interpreting evolutionary trees.	MS-LS4-2	#4: Analyzing and Interpreting Data
EH	26	Fri, 3/15/24	Flex			
EH	27	Mon, 3/18/24	1.5	use observations of body structures to make inferences about common ancestors.	MS-LS4-2	#4: Analyzing and Interpreting Data
EH	27	Tue, 3/19/24	2.1	construct explanations about how differences in body structures affect the function of that structure in different environments	MS-LS1-4	#6/7: Constructing Explanations and Arguing from Evidence
EH	27	Wed, 3/20/24	2.2	identify how organisms evolve into different species by reading a scientific article.	MS-LS4-2	#8: Obtaining, Evaluating, and Communicating Information
EH	27	Thu, 3/21/24	2.3	model how environmental changes may influence speciation	MS-LS1-4	#2: Developing and Using Models
EH	27	Fri, 3/22/24	Flex	3-8 Spring Interim Window Closes		
EH	27	Mon, 3/25/24	2.4	investigate and model how evolutionary changes happen on a large time scale.	MS-LS4-1	#2: Developing and Using Models
EH	28	Tue, 3/26/24	2.5	create a model that represents how organisms with common ancestors can have similar and different body structures	MS-LS4-2	#2: Developing and Using Models
EH	28	Wed, 3/27/24	2.6	3-8 Spring Interim Data Due		
	28			Evolutionary History Critical Juncture Assessment		
	28	Thu, 3/28/24	Flex			
	28	Fri, 3/29/24		TK-8 Spring RLD #1		
		Mon, 4/1/24		Cesar Chavez Day		
		Tue, 4/2/24		TK-8 Spring RLD #2- SF SCHOOLS		
		Wed, 4/3/24		Spring Break		
		Thu, 4/4/24		Spring Break		
		Fri, 4/5/24		Spring Break		
EH	29	Mon, 4/8/24	3.1	model similarities and differences in species that have a common ancestor; explain how embryos provide clues for understanding evolution	MS-LS4-3	#2: Developing and Using Models
EH	29	Tue, 4/9/24	3.2	evaluate the placement of a whale on the evolutionary tree using a digital model.	MS-LS4-2	#6/7: Constructing Explanations and Arguing from Evidence
EH	29	Wed, 4/10/24	3.3	evaluate whether the mystery fossil is better placed in the whale or wolf exhibit by analyzing and interpreting evidence.	MS-LS4-2	#6/7: Constructing Explanations and Arguing from Evidence
EH	29	Thu, 4/11/24	4.1	explain whether the Tometti fossil is more closely related to ostriches or crocodiles by examining body structures.	MS-LS4-2	#6/7: Constructing Explanations and Arguing from Evidence
EH	29	Fri, 4/12/24	Flex			
EH	30	Mon, 4/15/24	4.2	analyze and interpret new evidence about ostriches and crocodiles to identify similarities and differences to the Tometti Fossil	MS-LS4-2	#4: Analyzing and Interpreting Data
EH	30	Tue, 4/16/24	4.3	support their claims about the Tometti fossil in a science seminar discussion; write a scientific explanation using evidence to support their claim about the relatedness of two species	MS-LS4-2	#6/7: Constructing Explanations and Arguing from Evidence
EH	30	Wed, 4/17/24	4.4	Evolutionary History End of Unit Assessment		
EMS	30	Thu, 4/18/24	1.2	explain where the moon gets its light by analyzing photos and a digital model	MS-ESS1-1	#6/7: Constructing Explanations and Arguing from Evidence
EMS	30	Fri, 4/19/24	Flex			

23-24 SCOPE + PACING GUIDE - Grade 8 Amplify Science

DIRECTIONS FOR USE:

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Unit	Wk.	Date	Lesson #	Standard	Priority Science and Engineering Practice (SEP #)	NOTES
	#	Green = Interims Red = Due Dates		Bold = Priority Standard Unbolded = Supporting		Lessons Skipped to review or spiral back
EMS	31	Mon, 4/22/24	1.3	use models to explain why half of the moon is always dark	MS-ESS1-1	#2: Developing and Using Models
EMS	31	Tue, 4/23/24	2.2	create models to show how the Moon's position in the Earth-Moon-sun system determines the phases we see from Earth.	MS-ESS1-1	#2: Developing and Using Models
EMS	31	Wed, 4/24/24	2.3	analyze and create models to construct explanations about the monthly pattern of the Moon's orbit and the monthly pattern of the Moon phases we see.	MS-ESS1-1	#2: Developing and Using Models
EMS	31	Thu, 4/25/24	3.1	use physical and digital models to explain how lunar eclipses occur	MS-ESS1-1	#6/7: Constructing Explanations and Arguing from Evidence
EMS	31	Fri, 4/26/24	Flex			
	31	Mon, 4/29/24	Flex	CAST PREP		SS example CAST prep unit plan from 21-22
	32	Tue, 4/30/24	Flex	CAST PREP		
	32	Wed, 5/1/24	Flex	CAST PREP		
	32	Thu, 5/2/24	Flex	CAST PREP		
	32	Fri, 5/3/24	Flex	CAST PREP		
	33	Mon, 5/6/24	Flex	CAST PREP		
	33	Tue, 5/7/24	Flex	CAST PREP		
	33	Wed, 5/8/24	Flex	CAST PREP		
	33	Thu, 5/9/24	Flex	CAST PREP		
	33	Fri, 5/10/24	Flex	CAST PREP		
	34	Mon, 5/13/24	CAST EXAM			
	34	Tue, 5/14/24	CAST EXAM			
	34	Wed, 5/15/24	CAST EXAM			
	34	Thu, 5/16/24	CAST EXAM			
	34	Fri, 5/17/24	Flex			
	35	Mon, 5/20/24	Flex	Use as needed: Complete sequence, STEM project, etc.		Heritage example school-wide "Exploring Underrepresentation in STEM" project
	35	Tue, 5/21/24	Flex	Use as needed: Complete sequence, STEM project, etc.		
	35	Wed, 5/22/24	Flex	Use as needed: Complete sequence, STEM project, etc.		
	35	Thu, 5/23/24	Flex	Use as needed: Complete sequence, STEM project, etc.		
	35	Fri, 5/24/24	Flex	Use as needed: Complete sequence, STEM project, etc.		
		Mon, 5/27/24		Memorial Day		
	36	Tue, 5/28/24	Flex	Use as needed: Complete sequence, STEM project, etc.		
	36	Wed, 5/29/24	Flex	Use as needed: Complete sequence, STEM project, etc.		
	36	Thu, 5/30/24	Flex	Use as needed: Complete sequence, STEM project, etc.		
	36	Fri, 5/31/24	Flex	Use as needed: Complete sequence, STEM project, etc.		
	37	Mon, 6/3/24	Flex	Use as needed: Complete sequence, STEM project, etc.		
	37	Tue, 6/4/24	Flex	Use as needed: Complete sequence, STEM project, etc.		
	37	Wed, 6/5/24	Flex	Use as needed: Complete sequence, STEM project, etc.		
		Thu, 6/6/24		Estimated Last Day of School		
	37	Fri, 6/7/24				
		Mon, 6/10/24				
		Tue, 6/11/24				
		Wed, 6/12/24				
		Thu, 6/13/24				

23-24 SCOPE + PACING GUIDE - Grade 8 Amplify Science

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Unit	Wk.	Date	Lesson #	Standard	Priority Science and Engineering Practice (SEP #)	NOTES
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		Fri, 6/14/24				

Wheatley Resources 23-24

Includes: KIPP Foundation Online Lesson Hub, KIPP Wheatley "print" lessons and handouts, PDFs of texts, module internalization template, lesson internalization protocol, ELA Regional Content Lead resources

Click on the links below for resources

Document/Resource	Description
KIPP Wheatley Online Lesson Hub	Virtual versions of KIPP Wheatley lessons released during SY20-21 (no changes for this year). Make note of unavailable "print lessons."
KIPP Wheatley "Print Lessons" and assessments, and PDFs of texts (available 8/16/23)	19-20 Wheatley "print lessons," checkpoints, and end-of-module assessments downloaded from KIPP Share and PDFs of texts within grade level folders
Module Internalization Template	Template for KIPP Wheatley Module Internalization (the major difference between network and our region is backwards planning from interim)
Expanded Module Internalization Guide	23-24 KIPP Wheatley reading lesson internalization protocol
Reading lesson internalization protocol	23-24 KIPP Wheatley writing lesson internalization protocol
Writing lesson internalization protocol	From the KIPP Foundation: thinking steps listed for each reading standard
KIPP Teacher Resource Guide	Teacher leaders created sample module internalization guides, pacing guides, and listening and vocabulary routines. Resources from 20-21 are included for reference and 23-24 will be added as our regional content leads complete them.
ELA Regional Content Lead folder (vocabulary routines here)	

GRADE 3- WHEATLEY STANDARDS SCOPE + PACING GUIDE

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Module	Wk.	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES	Foundational Modules + Topics + Lessons
	#	Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority lesson Green= Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting Italic = Additional	Lessons Skipped to review or spiral back	
	0	Mon, 8/14/23				Use week to build culture, systems, and routines.			
	0	Tue, 8/15/23				Use week to build culture, systems, and routines.			
	0	Wed, 8/16/23				Use week to build culture, systems, and routines.			
	0	Thu, 8/17/23				Use week to build culture, systems, and routines.			
	0	Fri, 8/18/23				Use week to build culture, systems, and routines.			
2 THE SEA	1	Mon, 8/21/23	First Day of Academics	N/A	Foundational	Lesson 0 Part 1: SWBAT identify three facts about the ocean.	N/A		
2 THE SEA	1	Tue, 8/22/23	Amos & Boris	Fiction	Content Knowledge and Component Skill	Lesson 0 Part 2: describe character traits important to friendship.	RL.3.3		
2 THE SEA	1	Wed, 8/23/23	Amos & Boris	Fiction	Content Knowledge and Component Skill	Lesson 1: SWBAT describe a character in a story.	RL.3.3		
2 THE SEA	1	Wed, 8/23/23	Amos & Boris	Fiction	Content Knowledge and Component Skill	Lesson 2: SWBAT explain how a character's actions affect events in a story.	RL.3.3		
2 THE SEA	1	Thu, 8/24/23	Amos & Boris	Fiction	Content Knowledge and Component Skill	Lesson 3: SWBAT describe a character in a story.	RL.3.3		
2 THE SEA	1	Fri, 8/25/23	Writing Lesson			SWBAT plan an informative essay by studying the prompt.	W.3.2, W.3.5		
2 THE SEA	2	Mon, 8/28/23	Amos & Boris	Fiction	Content Knowledge and Component Skill	Lesson 4: SWBAT explain how a character's actions affect events in a story.	RL.3.3		
2 THE SEA	2	Tue, 8/29/23	Amos & Boris	Fiction	Content Knowledge and Component Skill	Lesson 5: recount the details of a story.	RL.3.2		
2 THE SEA	2	Wed, 8/30/23	Amos & Boris	Fiction	Content Knowledge and Component Skill	Lesson 6: explain how key details convey the central message of a story.	RL.3.2		
2 THE SEA	2	Thu, 8/31/23	Amos & Boris	Fiction	Content Knowledge and Component Skill	Lesson 7: SWBAT explain how key details convey the central message of a story by participating in a Socratic seminar.	RL.3.2		
2 THE SEA	2	Fri, 9/1/23	Writing Lesson			SWBAT generate ideas about how sailors prepare and what challenges they might face by brainstorming.	W.3.2, W.3.8		
2 THE SEA		Mon, 9/4/23	Break			LABOR DAY			
2 THE SEA	3	Tue, 9/5/23	Amos & Boris	Fiction	Content Knowledge and Component Skill	Lesson 8: SWBAT determine the meaning of nonliteral language in a story.	RL.3.4		
2 THE SEA	3	Wed, 9/6/23	Shark Attack!	Nonfiction	Content Knowledge Only	Lesson 9 Part 1: SWBAT gather evidence to answer the Focus Question.	RI.3.1		
2 THE SEA	3	Thu, 9/7/23	Shark Attack!	Nonfiction	Content Knowledge and Component Skill	Lesson 9 Part 2: SWBAT determine the author's point of view in a text.	RI.3.6		
2 THE SEA	3	Fri, 9/8/23	Reading Checkpoint 1	Assessment		KW-23-24-G3-M2-Reading Checkpoint 1			
2 THE SEA	4	Mon, 9/11/23	Shark Attack!	Nonfiction	Content Knowledge and Component Skill	Lesson 10: SWBAT determine the main idea in a portion of a text.	RI.3.2		
2 THE SEA	4	Tue, 9/12/23	Shark Attack!	Nonfiction	Content Knowledge and Component Skill	Lesson 13: SWBAT explain how key details support a main idea.	RI.3.2		
2 THE SEA	4	Wed, 9/13/23	Shark Attack!	Nonfiction	Content Knowledge and Component Skill	Lesson 14: SWBAT determine the main idea in a portion of a text.	RI.3.2		
2 THE SEA	4	Thu, 9/14/23	Shark Attack! Great White Sharks Are Closer Than You Think	Nonfiction	Content Knowledge Only	Lesson 15: SWBAT gather evidence to answer the Focus Question.	RI.3.1		
2 THE SEA	4	Fri, 9/15/23	Writing Lesson			SWBAT identify details in a text for an informative essay by collecting evidence.	W.3.2, W.3.8		
2 THE SEA	5	Mon, 9/18/23	Titanic: The Disaster That Shocked the World	Nonfiction	Content Knowledge and Component Skill	Lesson 16: SWBAT determine the author's point of view in a text.	RI.3.6		

GRADE 3- WHEATLEY STANDARDS SCOPE + PACING GUIDE

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2 THE SEA	5	Tue, 9/19/23	<i>Titanic: The Disaster That Shocked the World</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 17: SWBAT use text features to locate information efficiently.	RI.3.5		
2 THE SEA	5	Wed, 9/20/23	<i>Titanic: The Disaster That Shocked the World</i>	Nonfiction	Content Knowledge Only	Lesson 18: SWBAT gather evidence to answer the Focus Question.	RI.3.1		
2 THE SEA	5	Thu, 9/21/23	<i>Titanic: The Disaster That Shocked the World</i>	Nonfiction	Content Knowledge Only	Lesson 19: SWBAT determine the main idea in a portion of a text.	RI.3.2		
2 THE SEA	5	Fri, 9/22/23	Writing Lesson			SWBAT organize ideas for an informative essay by outlining.	W.3.2, W.3.5		
2 THE SEA	6	Mon, 9/25/23	<i>Titanic: The Disaster That Shocked the World</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 20: SWBAT explain how key details support a main idea.	RI.3.2		
2 THE SEA	6	Tue, 9/26/23	<i>Titanic: The Disaster That Shocked the World</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 21: SWBAT use information from illustrations and words to show understanding of a text.	RI.3.7		
2 THE SEA	6	Wed, 9/27/23				Lesson 22: SWBAT answer questions to demonstrate understanding.	RI.3.1		
2 THE SEA	6	Thu, 9/28/23	Reading Checkpoint 2		Assessment	KW-23-24-G3-M2-Reading Checkpoint 2			
2 THE SEA	6	Fri, 9/29/23	Writing Lesson			SWBAT draft the introduction and body of an informative essay by writing from the plan.	W.3.2		
2 THE SEA	7	Mon, 10/2/23	<i>Giant Squid: Searching for a Sea Monster</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 25: SWBAT use text features to locate information efficiently.	RI.3.5		
2 THE SEA	7	Tue, 10/3/23				Lesson 26			
2 THE SEA	7	Wed, 10/4/23	<i>Giant Squid: Searching for a Sea Monster</i>	Nonfiction	Content Knowledge Only	Lesson 27: SWBAT gather evidence to answer the Focus Question.	RI.3.1		
2 THE SEA	7	Thu, 10/5/23	Writing Lesson			SWBAT write a conclusion for an informative essay by freewriting.	W.3.2, W.3.2.D		
2 THE SEA	7	Fri, 10/6/23	Writing Lesson			SWBAT include rich descriptions of facts and details by sifting and sorting.	W.3.2		
	8	Mon, 10/9/23	Break			Indigenous People's Day			
2 THE SEA	8	Tue, 10/10/23	Writing Lesson			SWBAT add specific description to informative text by imitating author's craft.	W.3.2, W.3.2.B		
2 THE SEA	8	Wed, 10/11/23	Writing Lesson			SWBAT identify needed revisions and make edits by annotating.	W.3.2, W.3.5		
2 THE SEA	8	Thu, 10/12/23	Writing Lesson			SWBAT edit drafts to ensure the verbs make sense by reading their work slowly.	W.3.2, W.3.5		
2 THE SEA	8	Fri, 10/13/23	Writing Lesson			SWBAT publish an informative essay.	W.3.2, W.3.6		
	9	Mon, 10/16/23	3-8 Fall Interim Window Opens		ELA -PT	23-24 ELA Performance Task - Informational			
	9	Tue, 10/17/23			ELA -PT	23-24 ELA Performance Task - Informational			
	9	Wed, 10/18/23			ELA-SR	23-24 ELA SR			
2 THE SEA	9	Thu, 10/19/23	<i>Giant Squid: Searching for a Sea Monster</i>	Nonfiction	Content Knowledge Only	Lesson 28: SWBAT gather evidence to answer the Focus Question.	RI.3.1		
2 THE SEA	9	Fri, 10/20/23	<i>Giant Squid: Searching for a Sea Monster</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 29: SWBAT distinguish personal views from those of the author.	RI.3.6		
2 THE SEA	10	Mon, 10/23/23	<i>Giant Squid: Searching for a Sea Monster</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 30: SWBAT use text features to locate information efficiently.	RI.3.5		
2 THE SEA	10	Tue, 10/24/23	<i>Giant Squid: Searching for a Sea Monster</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 31: SWBAT distinguish personal views from those of the author.	RI.3.6		
2 THE SEA	10	Wed, 10/25/23	<i>Giant Squid: Searching for a Sea Monster Shark Attack!</i>	Nonfiction	Content Knowledge Only	Lesson 32: SWBAT gather evidence to answer the Focus Question.	RI.3.1		
	10	Thu, 10/26/23	Flex						
	10	Fri, 10/27/23	Flex						
	11	Mon, 10/30/23	N/A		Foundational - content only	Lesson 0 Part 1: SWBAT describe abstract art. Lesson 0 Part 2: SWBAT explain why creativity is important to them.	N/A		
	11	Tue, 10/31/23	<i>Emma's Rug</i>	Fiction	Content Knowledge and Component Skill	Lesson 2: SWBAT answer questions to demonstrate understanding.	RL.3.1		

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	11	Wed, 11/1/23	<i>Emma's Rug</i>	Fiction	Content Knowledge and Component Skill	Lesson 3: SWBAT recount the details of a story.	RL.3.2		
	11	Thu, 11/2/23	<i>Emma's Rug</i>	Fiction	Content Knowledge and Component Skill	Lesson 4: SWBAT describe how problems in a story build on earlier problems.	RL.3.5		
	11	Fri, 11/3/23	Fall RLD			FALL RLD - TK-8			
1 INSPRING CREATIVITY	12	Mon, 11/6/23	<i>Emma's Rug</i>	Fiction	Content Knowledge and Component Skill	Lesson 5: SWBAT explain how the illustrations emphasize aspects of a character.	RL.3.7		
1 INSPRING CREATIVITY	12	Tue, 11/7/23	<i>Emma's Rug</i>	Fiction	Content Knowledge and Component Skill	Lesson 6: SWBAT explain how key details convey a central message.	RL.3.2		
1 INSPRING CREATIVITY	12	Wed, 11/8/23	<i>Emma's Rug</i>	Fiction	Content Knowledge Only	Lesson 7: SWBAT describe how the solution in a text builds on earlier events.	RL.3.5		
1 INSPRING CREATIVITY	12	Thu, 11/9/23	<i>A River of Words</i>	Fiction	Content Knowledge and Component Skill	Lesson 8: SWBAT explain how key details support a main idea.	RI.3.1		
	12	Fri, 11/10/23	<i>Break</i>			Veterans Day			
1 INSPRING CREATIVITY	13	Mon, 11/13/23	<i>A River of Words</i>	Fiction	Content Knowledge and Component Skill	Lesson 9: SWBAT determine the main idea in a portion of text.	RI.3.2		
1 INSPRING CREATIVITY	13	Tue, 11/14/23	<i>A River of Words</i>	Fiction	Content Knowledge and Component Skill	Lesson 10: SWBAT determine the main ideas in a portion of text.	RI.3.2		
1 INSPRING CREATIVITY	13	Wed, 11/15/23	<i>A River of Words</i>	Fiction	Content Knowledge and Component Skill	Lesson 11: SWBAT answer questions to demonstrate understanding.	RL.3.1		
1 INSPRING CREATIVITY	13	Thu, 11/16/23	<i>A River of Words</i>	Fiction	Content Knowledge and Component Skill	Lesson 12: SWBAT refer to stanzas correctly when writing and speaking about poems.	RL.3.5		
1 INSPRING CREATIVITY	13	Fri, 11/17/23	Reading Checkpoint 1		Assessment	KW-23-24-G3-M1-Reading Checkpoint 1			
		Mon, 11/20/23				Thanksgiving Break			
		Tue, 11/21/23				Thanksgiving Break			
		Wed, 11/22/23				Thanksgiving Break			
		Thu, 11/23/23				Thanksgiving Break			
		Fri, 11/24/23				Thanksgiving Break			
1 INSPRING CREATIVITY	14	Mon, 11/27/23	<i>A River of Words</i>	Fiction	Content Knowledge and Component Skill	Lesson 15: SWBAT explain how specific aspects of a text's illustrations contribute to the meaning of poems.	RL.3.7		
1 INSPRING CREATIVITY	14	Tue, 11/28/23	<i>When Marian Sang</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 16: SWBAT ask questions to demonstrate understanding.	RI.3.1		
1 INSPRING CREATIVITY	14	Wed, 11/29/23	<i>When Marian Sang</i>	Nonfiction	Content Knowledge Only	Lesson 17: SWBAT answer questions to demonstrate understanding.	RI.3.1		
1 INSPRING CREATIVITY	14	Thu, 11/30/23	<i>When Marian Sang</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 18: SWBAT determine the main idea of a portion of text.	RI.3.2		
1 INSPRING CREATIVITY	14	Fri, 12/1/23	Writing Lesson			SWBAT plan an opinion essay by studying the prompt.	W.3.1 W.3.5		
1 INSPRING CREATIVITY	15	Mon, 12/4/23	<i>When Marian Sang</i>	Nonfiction	Content Knowledge Only	Lesson 19: SWBAT answer questions to demonstrate understanding.	RI.3.1		
1 INSPRING CREATIVITY	15	Tue, 12/5/23	<i>When Marian Sang</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 20: SWBAT use correct language to describe cause/effect relationships in a text.	RI.3.3		

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1 INSPRING CREATIVITY	15	Wed, 12/6/23	When Marian Sang	Nonfiction	Content Knowledge and Component Skill	Lesson 21: SWBAT explain how details in an illustration emphasize setting.	RI.3.7		
1 INSPRING CREATIVITY	15	Thu, 12/7/23	Reading Checkpoint 2		Assessment	KW-23-24-G3-M1-Reading Checkpoint 2			
1 INSPRING CREATIVITY	15	Fri, 12/8/23	Writing Lesson			SWBAT identify key details in a text by annotating.	W.3.1 W.3.8		
1 INSPRING CREATIVITY	16	Mon, 12/11/23	Action Jackson	Fiction	Content Knowledge Only	Lesson 24: SWBAT ask questions to demonstrate understanding.	RI.3.1		
1 INSPRING CREATIVITY	16	Tue, 12/12/23	Action Jackson	Fiction	Content Knowledge Only	Lesson 25: SWBAT answer questions to demonstrate understanding.	RI.3.1		
1 INSPRING CREATIVITY	16	Wed, 12/13/23	Action Jackson	Fiction	Content Knowledge and Component Skill	Lesson 26: SWBAT use correct sequence language to describe the steps in a process in a text.	RI.3.3		
1 INSPRING CREATIVITY	16	Thu, 12/14/23	Action Jackson	Fiction	Content Knowledge and Component Skill	Lesson 27: SWBAT explain how aspects of a painting add to text meaning.	RI.3.7		
1 INSPRING CREATIVITY	16	Fri, 12/15/23	Action Jackson	Fiction	Content Knowledge and Component Skill	Lesson 28: SWBAT explain how key details support a text's main idea.	RI.3.2		
		Mon, 12/18/23				Winter Break			
		Tue, 12/19/23				Winter Break			
		Wed, 12/20/23				Winter Break			
		Thu, 12/21/23				Winter Break			
		Fri, 12/22/23				Winter Break			
		Mon, 12/25/23				Winter Break			
		Tue, 12/26/23				Winter Break			
		Wed, 12/27/23				Winter Break			
		Thu, 12/28/23				Winter Break			
		Fri, 12/29/23				Winter Break			
	17	Mon, 1/1/24				Winter Break			
	17	Tue, 1/2/24				Winter Break			
1 INSPRING CREATIVITY	17	Wed, 1/3/24	Writing Lesson			(Brainstorm)SWBAT generate ideas and examples to support an opinion by brainstorming.	W.3.1 W.3.8		
1 INSPRING CREATIVITY	17	Thu, 1/4/24	Writing Lesson			(Outline)SWBAT organize ideas for an opinion essay by outlining.	W.3.1 W.3.8		
1 INSPRING CREATIVITY	17	Fri, 1/5/24	Writing Lesson			(Sift & Sort) SWBAT compose an effective topic sentence for an opinion text by sifting and sorting.	W.3.1 W.3.8		
1 INSPRING CREATIVITY	18	Mon, 1/8/24	Writing Lesson			(Write From The Plan)SWBAT draft reasons and evidence to support an opinion by writing from a plan.	W.3.1 W.3.8		
1 INSPRING CREATIVITY	18	Tue, 1/9/24	Writing Lesson			SWBAT generate questions to add to an opinion text by imitating author's craft.	W.3.1 W.3.5		
1 INSPRING CREATIVITY	18	Wed, 1/10/24	Writing Lesson			SWBAT edit their work to improve sentence structure and variety by reading their work slowly.	W.3.1		
1 INSPRING CREATIVITY	18	Thu, 1/11/24	Writing Lesson			SWBAT publish an opinion essay.	W.3.1 W.3.6		
		Fri, 1/12/24	Flex						
		Mon, 1/15/24	Break			MLK Jr. Day			
	19	Tue, 1/16/24	3-8 Winter Interim Window Opens		ELA -PT	23-24 ELA Performance Task - Opinion			
	19	Wed, 1/17/24			ELA -PT	23-24 ELA Performance Task - Opinion			
	19	Thu, 1/18/24			ELA -SR	23-24 ELA SR			
	19	Fri, 1/19/24	Flex						
3 WE THE PEOPLE	19	Mon, 1/22/24	N/A	Nonfiction	Foundational Content Knowledge and Component Skill	Lesson 0 Part 1: SWBAT describe what it means to immigrate. Lesson 0 Part 2: SWBAT identify three reasons why people immigrate.	N/A		
3 WE THE PEOPLE	20	Tue, 1/23/24	Meet Young Immigrants	Nonfiction	Content Knowledge and Component Skill	Lesson 1: SWBAT ask and answer questions to demonstrate understanding.	RI.3.1		
3 WE THE PEOPLE	20	Wed, 1/24/24				Lesson 2:			

GRADE 3- WHEATLEY STANDARDS SCOPE + PACING GUIDE

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Module	Wk.	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES	Foundational Modules + Topics + Lessons
#		Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority lesson Green= Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting Italic = Additional	Lessons Skipped to review or spiral back	
3 WE THE PEOPLE	20	Thu, 1/25/24	Meet Young Immigrants	Nonfiction	Content Knowledge Only	Lesson 3: SWBAT ask and answer questions to demonstrate understanding.	RI.3.1		
3 WE THE PEOPLE	20	Fri, 1/26/24	Coming to America 3-8 Winter Interim Window Closes	Nonfiction	Content Knowledge and Component Skill	Lesson 4: SWBAT explain how paragraphs connect.	RI.3.8		
3 WE THE PEOPLE	20	Mon, 1/29/24	Coming to America	Nonfiction	Content Knowledge and Component Skill	Lesson 5: SWBAT explain how paragraphs connect.	RI.3.8		
3 WE THE PEOPLE	21	Tue, 1/30/24	Coming to America	Nonfiction	Content Knowledge and Component Skill	Lesson 6: use correct language to describe relationships.	RI.3.3		
3 WE THE PEOPLE	21	Wed, 1/31/24	Coming to America 3-8 Winter Interim Data Due	Nonfiction	Content Knowledge and Component Skill	Lesson 7: SWBAT use correct language to describe relationships.	RI.3.3		
3 WE THE PEOPLE	21	Thu, 2/1/24	Coming to America	Nonfiction	Content Knowledge and Component Skill	Lesson 8: SWBAT use correct language to describe relationships.			
3 WE THE PEOPLE	21	Fri, 2/2/24	Writing Lesson			SWBAT plan a narrative story by studying the prompt.	W.3.3, W.3.4		
TK-8 Winter RLD									
3 WE THE PEOPLE	22	Tue, 2/6/24	How Many Days to America? A Thanksgiving Story	Fiction	Content Knowledge and Component Skill	Lesson 9: SWBAT determine the narrator's point of view.	RI.3.6		
2 WE THE PEOPLE	22	Wed, 2/7/24	How Many Days to America? A Thanksgiving Story	Fiction	Content Knowledge and Component Skill	Lesson 10: SWBAT determine the narrator's point of view.	RI.3.6		
1 WE THE PEOPLE	22	Thu, 2/8/24	How Many Days to America? A Thanksgiving Story	Fiction	Content Knowledge and Component Skill	Lesson 11: SWBAT determine the narrator's point of view.	RI.3.6		
0 WE THE PEOPLE	22	Fri, 2/9/24	Writing Lesson			SWBAT identify details in a text for a narrative by collecting evidence.	W.3.3, W.3.8		
1 WE THE PEOPLE	23	Mon, 2/12/24	Reading Checkpoint 1		Assessment	KW-23-24-G3-M3-Reading Checkpoint 1			
2 WE THE PEOPLE	23	Tue, 2/13/24	Going Home	Fiction	Content Knowledge Only	Lesson 14: SWBAT answer questions to demonstrate understanding.	RL.3.1		
3 WE THE PEOPLE	23	Wed, 2/14/24	Going Home	Fiction	Content Knowledge and Component Skill	Lesson 15: explain how key details convey a central message.	RL.3.2		
3 WE THE PEOPLE	23	Thu, 2/15/24	Going Home	Fiction	Content Knowledge and Component Skill	Lesson 16: SWBAT explain how key details convey a central message by participating in a Socratic seminar.	RL.3.2		
3 WE THE PEOPLE	23	Fri, 2/16/24	Writing Lesson			SWBAT use a story map to plan a narrative.	W.3.3, W.3.3.A		
February Break February Break February Break February Break February Break									
3 WE THE PEOPLE	24	Mon, 2/26/24	Going Home	Fiction	Content Knowledge and Component Skill	Lesson 17: SWBAT distinguish personal views from those in the story.	RL.3.6		
2 WE THE PEOPLE	24	Tue, 2/27/24	"Going Home How Many Days to America"	Fiction	Content Knowledge and Component Skill	Lesson 18: SWBAT contrast stories by the same author.	RI.3.9		
1 WE THE PEOPLE	24	Wed, 2/28/24	Writing Lesson			SWBAT identify details in a text for a narrative by collecting evidence.	W.3.3, W.3.8		
0 WE THE PEOPLE	24	Thu, 2/29/24	Writing Lesson			SWBAT draft a series of events in a narrative story by writing from a plan.	W.3.3, W.3.3.C		

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1 WE THE PEOPLE	24	Fri, 3/1/24	Writing Lesson			SWBAT draft dialogue for a story by freewriting.	W.3.3, W.3.3.B		
2 WE THE PEOPLE	24	Mon, 3/4/24	3-8 Spring Interim Window Opens	Writing Lesson		SWBAT write sentences that conclude the narrative by sifting and sorting.	W.3.3, W.3.3.D		
3 WE THE PEOPLE	25	Tue, 3/5/24	Writing Lesson			SWBAT determine whether a dialogue sequence sounds natural by reading their work aloud.	W.3.3, W.3.3.B		
3 WE THE PEOPLE	25	Wed, 3/6/24	Writing Lesson			SWBAT add believable details to a narrative text by imitating author's craft.	W.3.3, W.3.5		
3 WE THE PEOPLE	25	Thu, 3/7/24	Writing Lesson			SWBAT revise a narrative to clarify the setting by annotating. SWBAT identify needed edits in specific language of a narrative story by using a rubric.	W.3.3, W.3.5		
3 WE THE PEOPLE	25	Fri, 3/8/24	Writing Lesson			SWBAT publish a narrative writing sample.	W.3.3		
3 WE THE PEOPLE	25	Mon, 3/11/24			ELA -PT	23-24 ELA Performance Task - Narrative			
3 WE THE PEOPLE	26	Tue, 3/12/24			ELA -PT	23-24 ELA Performance Task - Narrative			
3 WE THE PEOPLE	26	Wed, 3/13/24			ELA-SR	23-24 ELA SR			
3 WE THE PEOPLE	26	Thu, 3/14/24	Flex						
3 WE THE PEOPLE	26	Fri, 3/15/24	Flex						
3 WE THE PEOPLE	27	Mon, 3/18/24	"Going Home How Many Days to America"	Fiction	Content Knowledge and Component Skill	Lesson 19: SWBAT contrast stories by the same author.	RI.3.9		
3 WE THE PEOPLE	27	Tue, 3/19/24	"Going Home How Many Days to America"	Fiction	Content Knowledge and Component Skill	Lesson 20: SWBAT contrast stories by the same author by participating in a Socratic seminar.	RI.3.9		
3 WE THE PEOPLE	27	Wed, 3/20/24	<i>The Great Migration</i>	Fiction	Content Knowledge and Component Skill	Lesson 21: SWBAT answer questions to demonstrate understanding.			
3 WE THE PEOPLE	27	Thu, 3/21/24	<i>The Great Migration</i>	Fiction	Content Knowledge Only	Lesson 22: SWBAT distinguish personal views from those in the story.	RL.3.6		
3 WE THE PEOPLE	27	Fri, 3/22/24	3-8 Spring Interim Window Closes		Assessment	KW-23-24-G3-M3-Reading Checkpoint 2			
3 WE THE PEOPLE	27	Mon, 3/25/24	<i>The Great Migration</i>	Fiction	Content Knowledge and Component Skill	Lesson 26: SWBAT explain how key details convey a central message.	RL.3.2		
3 WE THE PEOPLE	28	Tue, 3/26/24	<i>The Great Migration</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 27: SWBAT use correct language to describe relationships.	RI.3.3		
3 WE THE PEOPLE	28	Wed, 3/27/24	<i>Ellis Island</i> 3-8 Spring Interim Data Due	Nonfiction	Content Knowledge Only	Lesson 28: SWBAT use correct language to describe relationships.	RI.3.3		
		Thu, 3/28/24	Flex						
		Fri, 3/29/24	Flex						
		Mon, 4/1/24	Cesar Chavez Day						
		Tue, 4/2/24	TK-8 Spring RLD #2- SF SCHOOLS						
		Wed, 4/3/24	Spring Break						
		Thu, 4/4/24	Spring Break						
		Fri, 4/5/24	Spring Break						
3 WE THE PEOPLE	29	Mon, 4/8/24	<i>Ellis Island</i>	Nonfiction	Content Knowledge Only	Lesson 29: SWBAT use correct language to describe relationships.	RI.3.3		
3 WE THE PEOPLE	29	Tue, 4/9/24	<i>Ellis Island</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 30: SWBAT explain how sentences connect.	RI.3.8		
3 WE THE PEOPLE	29	Wed, 4/10/24	<i>Ellis Island Coming to America</i>	Fiction	Content Knowledge and Component Skill	Lesson 31: SWBAT compare and contrast points and details in two texts on the same topic.	RI.3.9		
		Thu, 4/11/24	Flex						

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29		Fri, 4/12/24							
4 FASCINATING SPACE	30	Mon, 4/15/24	The Great Migration	Fiction	Content Knowledge and Component Skill	Lesson 0 Part 1: SWBAT name interesting facts about the solar system. Lesson 0 Part 2: SWBAT write a question to Katherine Johnson about working at NASA.	RL.3.9	Combine foundational lessons 1 and 2.	
4 FASCINATING SPACE	30	Tue, 4/16/24	First Space Encyclopedia Planets	Nonfiction	Content Knowledge and Component Skill	Lesson 1: SWBAT use text features to locate information efficiently.	RI.3.5		
4 FASCINATING SPACE	30	Wed, 4/17/24	Planets	Nonfiction	Content Knowledge and Component Skill	Lesson 2: SWBAT use text features to locate information efficiently.	RI.3.5		
4 FASCINATING SPACE	30	Thu, 4/18/24	Planets	Nonfiction	Content Knowledge and Component Skill	Lesson 3: SWBAT explain how paragraphs connect.	RI.3.8		
4 FASCINATING SPACE	30	Fri, 4/19/24	Planets	Nonfiction	Content Knowledge and Component Skill	Lesson 4: SWBAT compare and contrast points of view in a story.	RI.3.7		
4 FASCINATING SPACE	31	Mon, 4/22/24	First Space Encyclopedia Planets	Nonfiction	Content Knowledge and Component Skill	Lesson 5: SWBAT compare and contrast important points and details in two texts on the same topic.	RI.3.9		
4 FASCINATING SPACE	31	Tue, 4/23/24	First Space Encyclopedia Planets	Nonfiction	Content Knowledge and Component Skill	Lesson 6: SWBAT explain how details support the main idea.	RI.3.2		
4 FASCINATING SPACE	31	Wed, 4/24/24	First Space Encyclopedia Planets	Nonfiction	Content Knowledge and Component Skill	Lesson 7: SWBAT compare and contrast important points and details in two texts on the same topic.	RI.3.9		
4 FASCINATING SPACE	31	Thu, 4/25/24	What is a Planet?	Nonfiction	Content Knowledge and Component Skill	Lesson 8: SWBAT use electronic search tools to locate information efficiently.	RI.3.5		
4 FASCINATING SPACE	31	Fri, 4/26/24	Eyes on the Sky	Nonfiction	Content Knowledge and Component Skill	Lesson 9: SWBAT use information from illustrations and words to show understanding.	RI.3.7		
4 FASCINATING SPACE	31	Mon, 4/29/24	Eyes on the Sky	Nonfiction	Content Knowledge and Component Skill	Lesson 10: SWBAT use text features to locate information efficiently.	RI.3.5		
4 FASCINATING SPACE	32	Tue, 4/30/24	Starry Messenger	Nonfiction	Content Knowledge and Component Skill	Lesson 11: SWBAT use information from illustrations and words to show understanding.	RI.3.7		
4 FASCINATING SPACE	32	Wed, 5/1/24	Starry Messenger	Nonfiction	Content Knowledge and Component Skill	Lesson 12: SWBAT explain how sentences connect.	RI.3.8		
4 FASCINATING SPACE	32	Thu, 5/2/24	Reading Checkpoint 1		Assessment	KW-23-24-G3-M4-Reading Checkpoint 1			
		Fri, 5/3/24							
		Mon, 5/6/24						SBAC PREP	
		Tue, 5/7/24						SBAC PREP	
		Wed, 5/8/24						SBAC PREP	
		Thu, 5/9/24						SBAC PREP	
		Fri, 5/10/24						SBAC PREP	
	34	Mon, 5/13/24						SBAC EXAM	
	34	Tue, 5/14/24						SBAC EXAM	
	34	Wed, 5/15/24						SBAC EXAM	
	34	Thu, 5/16/24						SBAC EXAM	
	34	Fri, 5/17/24						Flex	
4 FASCINATING SPACE	35	Mon, 5/20/24	First Space Encyclopedia	Nonfiction	Content Knowledge Only	Lesson 15: SWBAT use text features to locate information efficiently.	RI.3.5		

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4 FASCINATING SPACE	35	Tue, 5/21/24	Starry Messenger	Nonfiction	Content Knowledge and Component Skill	Lesson 16: SWBAT use information from illustrations and words to show understanding.	RI.3.7		
4 FASCINATING SPACE	35	Wed, 5/22/24	Mae Jemison	Nonfiction	Content Knowledge and Component Skill	Lesson 17: SWBAT explain how key details support the main idea.	RI.3.2		
4 FASCINATING SPACE	35	Thu, 5/23/24	Mae Jemison	Nonfiction	Content Knowledge and Component Skill	Lesson 18: SWBAT use correct language to describe connections.	RI.3.3		
4 FASCINATING SPACE	35	Fri, 5/24/24	Mae Jemison	Nonfiction	Content Knowledge Only	Lesson 19: SWBAT explain how paragraphs connect.	RI.3.8		
		Mon, 5/27/24				Memorial Day			
4 FASCINATING SPACE	36	Tue, 5/28/24	Mae Jemison	Nonfiction	Content Knowledge and Component Skill	Lesson 20: SWBAT use correct language to describe connections by participating in a Socratic seminar.	RI.3.3		
4 FASCINATING SPACE	36	Wed, 5/29/24	Mae Jemison	Nonfiction	Content Knowledge and Component Skill	Lesson 21: SWBAT answer questions to demonstrate understanding.	RI.3.1		
4 FASCINATING SPACE	36	Thu, 5/30/24	One Giant Leap	Nonfiction	Content Knowledge and Component Skill	Lesson 22: SWBAT define words and phrases in a text.	RI.3.4		
4 FASCINATING SPACE	36	Fri, 5/31/24	Flex						
	37	Mon, 6/3/24	Flex					Use where needed. Check for impact on End-of-Year Date and IA Windows	
	37	Tue, 6/4/24	Flex					Use where needed. Check for impact on End-of-Year Date and IA Windows	
	37	Wed, 6/5/24	Flex					Use where needed. Check for impact on End-of-Year Date and IA Windows	
		Thu, 6/6/24				Estimated Last Day of School			
	37	Fri, 6/7/24							
	38	Mon, 6/10/24							
	38	Tue, 6/11/24							
	38	Wed, 6/12/24							
	38	Thu, 6/13/24							
	38	Fri, 6/14/24							

GRADE 4- WHEATLEY STANDARDS SCOPE + PACING GUIDE

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Module	Wk.	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES	Foundational Modules + Topics + Lessons	Foundational Standards
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	0	Mon, 8/14/23				Use week to build culture, systems, and routines.				
	0	Tue, 8/15/23				Use week to build culture, systems, and routines.				
	0	Wed, 8/16/23				Use week to build culture, systems, and routines.				
	0	Thu, 8/17/23				Use week to build culture, systems, and routines.				
	0	Fri, 8/18/23				Use week to build culture, systems, and routines.				
1 GROWING UP	1	Mon, 8/21/23	<i>Escape North! The Story of Harriet Tubman</i>	Nonfiction	Foundational - content only	First Day of Academics Lesson 0 Part 1: SWBAT retell key details about slavery in the United States. Lesson 0 Part 2: SWBAT identify a personal question about slavery for Harriet Tubman.	N/A			
1 GROWING UP	1	Tue, 8/22/23	<i>Quotations About the Heart</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 1: SWBAT draw inferences using details and examples in a text.	RI.4.1			
1 GROWING UP	1	Wed, 8/23/23	<i>Escape North! The Story of Harriet Tubman</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 2: SWBAT determine the main idea of a text and how it is supported by key details.	RI.4.2			
1 GROWING UP	1	Thu, 8/24/23	<i>Escape North! The Story of Harriet Tubman</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 3: SWBAT draw inferences using details and examples in a text.	RI.4.1			
1 GROWING UP	1	Fri, 8/25/23	Writing Lesson			SWBAT identify key features of informative writing by analyzing mentor text	W.4.2			
1 GROWING UP	2	Mon, 8/28/23	<i>Escape North! The Story of Harriet Tubman</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 4: SWBAT evaluate text details and evidence.	RI.4.1			
1 GROWING UP	2	Tue, 8/29/23	<i>Escape North! The Story of Harriet Tubman</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 5: SWBAT determine the main idea of a text and how it is supported by key details.	RI.4.2			
1 GROWING UP	2	Wed, 8/30/23	<i>Escape North! The Story of Harriet Tubman</i>	Nonfiction	Content Knowledge Only	Lesson 6: SWBAT gather evidence to answer the Focus Question: What does it mean to have a good heart?	RI.4.2			
1 GROWING UP	2	Thu, 8/31/23	<i>Escape North! The Story of Harriet Tubman</i>	Nonfiction	Content Knowledge Only	Lesson 7: SWBAT summarize a text.	RI.4.2			
1 GROWING UP	2	Fri, 9/1/23	Writing Lesson			SWBAT plan an informative essay by studying the prompt.	W.4.2			
1 GROWING UP		Mon, 9/4/23	Break			LABOR DAY				
1 GROWING UP	3	Tue, 9/5/23	<i>Escape North! The Story of Harriet Tubman</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 8: SWBAT describe the overall structure of ideas and information in a text.	RI.4.5			
1 GROWING UP	3	Wed, 9/6/23	<i>Escape North! The Story of Harriet Tubman</i>	Nonfiction	Content Knowledge Only	Lesson 9: SWBAT gather evidence to answer the Focus Question: What does it mean to have a good heart?	RI.4.2			
1 GROWING UP	3	Thu, 9/7/23	<i>Escape North! The Story of Harriet Tubman</i>	Nonfiction	Content Knowledge Only	Lesson 10: SWBAT describe the overall structure of events in a chapter.	RI.4.5			
1 GROWING UP	3	Fri, 9/8/23	Writing Lesson			SWBAT generate definitions of a good heart for focus writing task 1 by brainstorming.				
1 GROWING UP	4	Mon, 9/11/23	<i>Escape North! The Story of Harriet Tubman</i>	Nonfiction	Content Knowledge Only	Lesson 11: SWBAT summarize one event in a text.	RI.4.2			
1 GROWING UP	4	Tue, 9/12/23	Reading Checkpoint 1		Assessment	KW-23-24-G4-M1-Reading Checkpoint 1				
1 GROWING UP	4	Wed, 9/13/23	<i>The Red Wheelbarrow</i>	Fiction	Content Knowledge and Component Skill	Lesson 14: SWBAT explain differences in narrative forms.	RL.4.5			
1 GROWING UP	4	Thu, 9/14/23	<i>Love That Dog</i>	Fiction	Content Knowledge and Component Skill	Lesson 15: SWBAT describe a character using specific details.	RL.4.3			
1 GROWING UP	4	Fri, 9/15/23	Writing Lesson			SWBAT find details to support an opinion by collecting evidence.				
1 GROWING UP	5	Mon, 9/18/23	<i>Love That Dog</i>	Fiction	Content Knowledge and Component Skill	Lesson 16: SWBAT describe a character using specific details.	RL.4.3			
1 GROWING UP	5	Tue, 9/19/23	<i>Love That Dog</i>	Fiction	Content Knowledge and Component Skill	Lesson 17: SWBAT gather evidence to answer the Focus Question: What does it mean to have a good heart?	RL.4.1			
1 GROWING UP	5	Wed, 9/20/23	<i>Love That Dog</i>	Fiction	Content Knowledge Only	Lesson 18: SWBAT summarize a text.	RL.4.2			
1 GROWING UP	5	Thu, 9/21/23	<i>Love That Dog</i>	Fiction	Content Knowledge Only	Lesson 19: SWBAT draw inferences using details and examples in the text.	RL.4.3			
1 GROWING UP	5	Fri, 9/22/23	Writing Lesson			SWBAT organize ideas for an informative essay by outlining.	W.4.2			
1 GROWING UP	6	Mon, 9/25/23	<i>Love That Dog</i>	Fiction	Content Knowledge and Component Skill	Lesson 20: SWBAT gather evidence for our focus question: How was Brian challenged by his environment, and how did he respond?	RL.4.1			
1 GROWING UP	6	Tue, 9/26/23	<i>Love That Dog</i>	Fiction	Content Knowledge and Component Skill	Lesson 21: SWBAT draw inferences using details and examples.	RL.4.3			
1 GROWING UP	6	Wed, 9/27/23	Reading Checkpoint 2		Assessment	KW-23-24-G4-M1-Reading Checkpoint 2				
1 GROWING UP	6	Thu, 9/28/23	<i>Love That Dog</i>	Fiction	Content Knowledge Only	Lesson 23: SWBAT evaluate text details and evidence.	RL.4.1			
1 GROWING UP	6	Fri, 9/29/23	Writing Lesson			SWBAT draft a focus statement and introduction paragraph for an informative essay by writing orally.	W.4.2			
1 GROWING UP	7	Mon, 10/2/23	<i>The Circulatory Story</i>	Nonfiction	Content Knowledge Only	Lesson 24: SWBAT evaluate text details and evidence.	RL.4.1			
1 GROWING UP	7	Tue, 10/3/23	<i>The Circulatory Story</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 25: SWBAT determine the theme of a story.	RL.4.2			
1 GROWING UP	7	Wed, 10/4/23	<i>The Circulatory Story</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 26: SWBAT draw inferences using details and examples.	RI.4.1			
	7	Thu, 10/5/23	<i>The Circulatory Story</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 27: SWBAT determine the main idea of a text and how it is supported by key details.	RI.4.2			
	7	Fri, 10/6/23	Writing Lesson			SWBAT draft key supporting details for an informative essay about a good heart by freewriting.	W.4.2, W.4.2.B			
	8	Mon, 10/9/23	Break			Indigenous People's Day				

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	8	Tue, 10/10/23	Writing Lesson			SWBAT write a conclusion paragraph related to the focus statement by sifting and sorting.	W.4.2, W.4.2.E			
	8	Wed, 10/11/23	Writing Lesson			SWBAT find strengths and weaknesses of an informative essay by self-evaluating. SWBAT use linking words to connect ideas in an informative essay by imitating author's craft.	W.4.2, W.4.5, W.4.2.C			
	8	Thu, 10/12/23	Writing Lesson			SWBAT incorporate quotations in order to support points effe	W.4.2, W.4.2			
	8	Fri, 10/13/23	Writing Lesson			SWBAT revise writing to include concrete words and phrases to describe experiences and events precisely by reading their work slowly.	W.4.2, W.4.3.D			
	9	Mon, 10/16/23	3-8 Fall Interim Window Opens		ELA-PT		23-24 ELA Performance Task - Narrative			
	9	Tue, 10/17/23		ELA-PT		23-24 ELA Performance Task - Narrative				
	9	Wed, 10/18/23								
	9	Thu, 10/19/23		Flex						
	9	Fri, 10/20/23		Flex						
	10	Mon, 10/23/23	<i>The Circulatory Story</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 28: SWBAT summarize a text.	RI.4.2			
	10	Tue, 10/24/23	<i>The Circulatory Story</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 29: SWBAT describe the overall structure of information in a part of the text.	RI.4.5			
	10	Wed, 10/25/23	<i>The Circulatory Story</i>	Nonfiction	Content Knowledge Only	Lesson 30: SWBAT evaluate text details and evidence.	RI.4.1			
	10	Thu, 10/26/23	Flex							
	10	Fri, 10/27/23	3-8 Fall Interim Window Closes		Foundational	Lesson 0: SWBAT explain what an extreme setting is.	N/A			
2 EXTREME WEATHER	11	Mon, 10/30/23	<i>Snowflake Bentley</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 1: SWBAT xplain events, procedures, ideas or concepts.	RI.4.3			
2 EXTREME WEATHER	11	Tue, 10/31/23	<i>Snowflake Bentley</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 2: SWBAT xplain events, procedures, ideas or concepts.	RI.4.3			
2 EXTREME WEATHER	11	Wed, 11/1/23	<i>Snowflake Bentley</i> 3-8 Fall Interim Data Due	Nonfiction	Content Knowledge and Component Skill	Lesson 3: SWBAT describe the overall structure of events	RI.4.5			
2 EXTREME WEATHER	11	Thu, 11/2/23	<i>Snowflake Bentley</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 4: SWBAT explain how the author uses reasons and evidence to support particular points.	RI.4.8			
	11	Fri, 11/3/23	Fall RLD			FALL RLD - TK-8				
2 EXTREME WEATHER	12	Mon, 11/6/23	<i>Snowflake Bentley</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 5: SWBAT explain and interpret visual information.	RI.4.7			
2 EXTREME WEATHER	12	Tue, 11/7/23	<i>Snowflake Bentley</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 6: SWBAT explain text and draw inferences.	RI.4.1			
2 EXTREME WEATHER	12	Wed, 11/8/23	<i>Snowflake Bentley</i>	Nonfiction	Content Knowledge Only	Lesson 8: SWBAT explain how the author uses reasons and evidence to support particular points.	RI.4.8			
2 EXTREME WEATHER	12	Thu, 11/9/23	Writing Lesson			SWBAT plan a narrative by studying the prompt.	W.4.3			
	12	Fri, 11/10/23	Break			Veterans Day				
2 EXTREME WEATHER	13	Mon, 11/13/23	<i>Hurricanes</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 9: SWBAT interpret and explain quantitative information.	RI.4.7			
2 EXTREME WEATHER	13	Tue, 11/14/23	<i>Hurricanes</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 10: SWBAT interpret and explain visual information	RI.4.7			
2 EXTREME WEATHER	13	Wed, 11/15/23	<i>Hurricanes</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 11: SWBAT interpret and explain visual information.	RI.4.7			
2 EXTREME WEATHER	13	Thu, 11/16/23	Reading Checkpoint 1		Assessment	KW-23-24-G4-M2-Reading Checkpoint 1				
2 EXTREME WEATHER	13	Fri, 11/17/23	Writing Lesson			SWBAT generate ideas for the narrator of a story by brainstorming.	W.4.3			
		Mon, 11/20/23				Thanksgiving Break				
		Tue, 11/21/23				Thanksgiving Break				
		Wed, 11/22/23				Thanksgiving Break				
		Thu, 11/23/23				Thanksgiving Break				
		Fri, 11/24/23				Thanksgiving Break				
	14	Mon, 11/27/23	<i>Extreme Weather</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 14: SWBAT explain events, procedures, ideas or concepts.	RI.4.3			
	14	Tue, 11/28/23	<i>Extreme Weather</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 15: explain how the author uses reasons and evidence to support particular points	RI.4.3			
	14	Wed, 11/29/23	<i>Extreme Weather</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 16: explain events, procedures, ideas or concepts	RI.4.8			
	14	Thu, 11/30/23	<i>Hatchet</i>	Fiction	Content Knowledge and Component Skill	Lesson 17: SWBAT make connections between text and the oral presentation of the story	RI.4.3			
	14	Fri, 12/1/23	Writing Lesson			SWBAT prepare to write a narrative by collecting evidence.	W.4.3			
	15	Mon, 12/4/23	<i>Hatchet</i>	Fiction	Content Knowledge and Component Skill	Lesson 18: SWBAT summarize a text.	RL.4.2			
	15	Tue, 12/5/23	<i>Hatchet</i>	Fiction	Content Knowledge and Component Skill	Lesson 19: SWBAT describe a character using specific details.	RL.4.3			

GRADE 4- WHEATLEY STANDARDS SCOPE + PACING GUIDE

DIRECTIONS FOR USE:

- This scope will serve as a baseline as you build your own Wheatley pacing calendar aligned to your specific school calendars.
- The content of our 23-24 Interim assessments align to the prescribed sequence in our pacing calendars.
- Please aim to stay within 2 weeks of the listed dates to ensure that you are on pace.

Module	Wk.	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES	Foundational Modules + Topics + Lessons	Foundational Standards
	#	Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority lesson Green = Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting italic = Additional	Lessons Skipped to review or spiral back		
	15	Wed, 12/6/23	Hatchet	Fiction	Content Knowledge Only	Lesson 20-SWBAT make connections between a text and the oral presentation of it.	RL.4.1			
	15	Thu, 12/7/23	Hatchet	Fiction	Content Knowledge and Component Skill	Lesson 21: SWBAT describe an event using specific details.	RL.4.3			
	15	Fri, 12/8/23	Writing Lesson			SWBAT plan a narrative by mapping.	W.4.3			
	16	Mon, 12/11/23	Hatchet	Fiction	Content Knowledge and Component Skill	Lesson 23: SWBAT summarize text	RL.4.2			
	16	Tue, 12/12/23	Hatchet	Fiction	Content Knowledge Only	Lesson 24-SWBAT explain text and draw inferences.	RL.4.1			
	16	Wed, 12/13/23	Hatchet	Fiction	Content Knowledge and Component Skill	Lesson 25: SWBAT determine the theme of a story.	RL.4.2			
	16	Thu, 12/14/23	Writing Lesson			SWBAT develop an initial draft for a narrative by writing from the plan.	W.4.3, W.4.4			
	16	Fri, 12/15/23	Flex							
		Mon, 12/18/23				Winter Break				
		Tue, 12/19/23				Winter Break				
		Wed, 12/20/23				Winter Break				
		Thu, 12/21/23				Winter Break				
		Fri, 12/22/23				Winter Break				
		Mon, 12/25/23				Winter Break				
		Tue, 12/26/23				Winter Break				
		Wed, 12/27/23				Winter Break				
		Thu, 12/28/23				Winter Break				
		Fri, 12/29/23				Winter Break				
	17	Mon, 1/1/24				Winter Break				
	17	Tue, 1/2/24				Winter Break				
	17	Wed, 1/3/24	Hatchet	Fiction	Content Knowledge and Component Skill	Lesson 26: SWBAT describe the setting using specific details.	RL.4.3			
	17	Thu, 1/4/24	Hatchet	Fiction	Content Knowledge and Component Skill	Lesson 27: SWBAT determine a theme of a story.	RL.4.2			
	17	Fri, 1/5/24	Writing Lesson			SWBAT develop a narrative introduction by imitating author's craft.	W.4.3, W.4.4			
	18	Mon, 1/8/24	Writing Lesson			SWBAT develop a narrative draft by freewriting.	W.4.3			
	18	Tue, 1/9/24	Writing Lesson			SWBAT develop an effective conclusion by sifting and sorting.	W.4.3			
	18	Wed, 1/10/24	Writing Lesson			SWBAT use dialogue and/or description to make a narrative draft more interesting and realistic by imitating author's craft.	W.4.3, W.4.3.B			
	18	Thu, 1/11/24	Writing Lesson			SWBAT edit a narrative draft by self-evaluating.	W.4.3, W.4.5			
	18	Fri, 1/12/24	Writing Lesson			SWBAT publish a narrative.	W.4.3, W.4.6			
		Mon, 1/15/24	Break			MLK Jr. Day				
	19	Tue, 1/16/24	3-8 Winter Interim Window Opens		ELA -PT	23-24 ELA Performance Task - Narrative				
	19	Wed, 1/17/24			ELA -PT	23-24 ELA Performance Task - Narrative				
	19	Thu, 1/18/24			ELA-SR	23-24 ELA SR				
	19	Fri, 1/19/24	Flex							
	19	Mon, 1/22/24	Hatchet	Fiction	Content Knowledge and Component Skill	Lesson 28: SWBAT describe a character using specific details.	RL.4.3			
	20	Tue, 1/23/24	Hatchet	Fiction	Content Knowledge Only	Lesson 29: SWBAT describe the setting using specific details.	RL.4.3			
	20	Wed, 1/24/24	Hatchet	Fiction	Content Knowledge and Component Skill	Lesson 30: SWBAT determine a theme of a story.	RL.4.2			
	20	Thu, 1/25/24	Flex							
	20	Fri, 1/26/24	3-8 Winter Interim Window closes	Flex						
3 PERSPECTIVES ON REVOLUTION	20	Mon, 1/29/24	N/A	Nonfiction	Foundational	Lesson 0: SWBAT construct a timeline of events leading up to and resulting from the American Revolution	N/A			
3 PERSPECTIVES ON REVOLUTION	21	Tue, 1/30/24	Can't You Make Them Behave, King George?	Nonfiction	Content Knowledge and Component Skill	Lesson 1: SWBAT explain the text and draw inferences	RI.4.1			
3 PERSPECTIVES ON REVOLUTION	21	Wed, 1/31/24	Can't You Make Them Behave, King George? 3-8 Interim Data Due	Nonfiction	Content Knowledge and Component Skill	Lesson 2: SWBAT explain how an author uses reasons and evidence to support particular points in a text	RI.4.8			
3 PERSPECTIVES ON REVOLUTION	21	Thu, 2/1/24	Can't You Make Them Behave, King George?	Nonfiction	Content Knowledge and Component Skill	Lesson 3: determine the main idea and supporting details	RI.4.2			
3 PERSPECTIVES ON REVOLUTION	21	Fri, 2/2/24	George vs. George	Nonfiction	Content Knowledge and Component Skill	Lesson 4: describe the overall structure of information in a text.	RI.4.5			
		Mon, 2/5/24				TK-8 Winter RLD				
3 PERSPECTIVES ON REVOLUTION	22	Tue, 2/6/24	George vs. George	Nonfiction	Content Knowledge and Component Skill	Lesson 5: explain how an author uses reasons and evidence to support particular points in a text	RI.4.8			
3 PERSPECTIVES ON REVOLUTION	22	Wed, 2/7/24	George vs. George	Nonfiction	Content Knowledge and Component Skill	Lesson 7: compare and contrast accounts of the same event or topic in a text	RI.4.6			

GRADE 4- WHEATLEY STANDARDS SCOPE + PACING GUIDE

DIRECTIONS FOR USE:

- This scope will serve as a baseline as you build your own Wheatley pacing calendar aligned to your specific school calendars.
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Module	Wk.	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES	Foundational Modules + Topics + Lessons	Foundational Standards
	#	Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority lesson Green = Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting italic = Additional	Lessons Skipped to review or spiral back		
3 PERSPECTIVES ON REVOLUTION	22	Thu, 2/8/24	George vs. George	Nonfiction	Content Knowledge Only	Lesson 8: SWBAT compare and contrast accounts of the same topic in a text.	RI.4.6			
3 PERSPECTIVES ON REVOLUTION	22	Fri, 2/9/24	Writing Lesson			SWBAT plan an opinion essay by studying the prompt.	W.4.1, W.4.5			
3 PERSPECTIVES ON REVOLUTION	23	Mon, 2/12/24	King George	Nonfiction	Content Knowledge and Component Skill	Lesson 9: SWBAT integrate information from two texts on the same topic	RI.4.9			
3 PERSPECTIVES ON REVOLUTION	23	Tue, 2/13/24	Colonial Voices: Hear Them	Fiction	Content Knowledge and Component Skill	Lesson 10: explain differences in narrative forms	RI.4.5			
3 PERSPECTIVES ON REVOLUTION	23	Wed, 2/14/24	Colonial Voices: Hear Them Speak	Fiction	Content Knowledge and Component Skill	Lesson 11: compare and contrast points of view in a story	RI.4.6			
3 PERSPECTIVES ON REVOLUTION	23	Thu, 2/15/24	Reading Checkpoint 1		Assessment	KW-23-24-G4-M3-Reading Checkpoint 1				
3 PERSPECTIVES ON REVOLUTION	23	Fri, 2/16/24	Writing Lesson			SWBAT find text details for an opinion essay by annotating.	W.4.1, W.4.8			
		Mon, 2/19/24 Tue, 2/20/24 Wed, 2/21/24 Thu, 2/22/24 Fri, 2/23/24				February Break February Break February Break February Break February Break				
3 PERSPECTIVES ON REVOLUTION	24	Mon, 2/26/24				SWBAT plan to write an opinion essay by collecting evidence.	W.4.1, W.4.8			
3 PERSPECTIVES ON REVOLUTION	24	Tue, 2/27/24	Writing Lesson			SWBAT generate ideas for an opinion by brainstorming.	W.4.1			
3 PERSPECTIVES ON REVOLUTION	24	Wed, 2/28/24	Writing Lesson			SWBAT plan an opinion essay by outlining.	W.4.1, W.4.1.A			
3 PERSPECTIVES ON REVOLUTION	24	Thu, 2/29/24	Writing Lesson			SWBAT develop one or more body paragraphs by freewriting.	W.4.1, W.4.1.B,			
3 PERSPECTIVES ON REVOLUTION	24	Fri, 3/1/24	Writing Lesson			SWBAT draft an opinion essay by writing from the plan.	W.4.1, W.4.1.A			
3 PERSPECTIVES ON REVOLUTION	24	Mon, 3/4/24	3-8 Spring Interim Window Opens	Writing Lesson		SWBAT draft an introduction beyond a topic sentence by sifting and sorting.	W.4.1, W.4.1.A			
3 PERSPECTIVES ON REVOLUTION	25	Tue, 3/5/24	Writing Lesson			SWBAT revise and improve a conclusion by imitating the author's craft.	W.4.1, W.4.1.D			
3 PERSPECTIVES ON REVOLUTION	25	Wed, 3/6/24	Writing Lesson			SWBAT reflect on their opinion essay draft by self-evaluating. SWBAT use a checklist to correct and improve a draft by reading their work slowly.	W.4.1, W.4.5			
3 PERSPECTIVES ON REVOLUTION	25	Thu, 3/7/24	Writing Lesson			SWBAT publish an opinion essay.	W.4.1, W.4.6			
		Fri, 3/8/24	Flex			Review + Prepare for Spring Interim Administration				
		Mon, 3/11/24			ELA-PT	23-24 ELA Performance Task - Narrative				
		Tue, 3/12/24			ELA-PT	23-24 ELA Performance Task - Narrative				
		Wed, 3/13/24			ELA-SR	23-24 ELA SR				
		Thu, 3/14/24	Flex							
		Fri, 3/15/24	Flex							
3 PERSPECTIVES ON REVOLUTION	27	Mon, 3/18/24	Colonial Voices: Hear Them Speak	Fiction	Content Knowledge and Component Skill	Lesson 13: SWBAT determine theme in a poem.	RL.4.2			
3 PERSPECTIVES ON REVOLUTION	27	Tue, 3/19/24	George vs. George	Nonfiction	Content Knowledge and Component Skill	Lesson 14: SWBAT explain how authors use reasons and evidence to support particular po	RI.4.8			
3 PERSPECTIVES ON REVOLUTION	27	Wed, 3/20/24	"The Boston Massacre, 1770: The British Perspective"	Nonfiction	Content Knowledge Only	Lesson 15: SWBAT determine the main idea and supporting details in a text.	RI.4.2			
3 PERSPECTIVES ON REVOLUTION	27	Thu, 3/21/24	"The Boston Massacre, 1770: The British Perspective"	Nonfiction	Content Knowledge and Component Skill	Lesson 16: SWBAT explain how authors use reasons and evidence to support particular po	RI.4.8			
3 PERSPECTIVES ON REVOLUTION	27	Fri, 3/22/24	Boston Massacre Accounts 3-8 Spring Interim Window Closes	Nonfiction	Content Knowledge and Component Skill	Lesson 17: SWBAT compare and contrast accounts of the same event or topic.	RI.4.6			
3 PERSPECTIVES ON REVOLUTION	27	Mon, 3/25/24	Boston Massacre Accounts	Nonfiction	Content Knowledge and Component Skill	Lesson 18: SWBAT integrate information from two texts on the same topic	RI.4.9			
3 PERSPECTIVES ON REVOLUTION	28	Tue, 3/26/24	Samuel's Choice	Fiction	Content Knowledge and Component Skill	Lesson 19: SWBAT describe structural elements of Samuel's Choice.	RL.4.5			
3 PERSPECTIVES ON REVOLUTION	28	Wed, 3/27/24	Samuel's Choice 3-8 Spring Interim Data Due	Fiction	Content Knowledge and Component Skill	Lesson 20 Part 1: SWBAT describe a character using specific details.	RL.4.3			
		Thu, 3/28/24	Samuel's Choice	Fiction	Content Knowledge Only	Lesson 20 Part 2 :SWBAT determine a theme of a story	RL.4.2			
		Fri, 3/29/24				TK-8 Spring RLD #1				
		Mon, 4/1/24				Cesar Chavez Day				
		Tue, 4/2/24				TK-8 Spring RLD #2- SF SCHOOLS				
		Wed, 4/3/24				Spring Break				
		Thu, 4/4/24				Spring Break				

GRADE 4- WHEATLEY STANDARDS SCOPE + PACING GUIDE

DIRECTIONS FOR USE:

- This scope will serve as a baseline as you build your own Wheatley pacing calendar aligned to your specific school calendars.
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- Please aim to stay within 2 weeks of the listed dates to ensure that you are on pace.

Module	Wk.	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES	Foundational Modules + Topics + Lessons	Foundational Standards
		Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority lesson Green= Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting italic = Additional	Lessons Skipped to review or spiral back		
Spring Break										
3 PERSPECTIVES ON REVOLUTION	29	Mon, 4/8/24	<i>Tolliver's Secret and Samuel's Choice</i>	Fiction	Content Knowledge Only	Lesson 22: SWBAT compare and contrast points of view in a story.	RL.4.6			
3 PERSPECTIVES ON REVOLUTION	29	Tue, 4/9/24	<i>Tolliver's Secret</i>	Fiction	Content Knowledge and Component Skill	Lesson 24: SWBAT describe a character using specific details.	RL.4.3			
3 PERSPECTIVES ON REVOLUTION	29	Wed, 4/10/24	<i>Tolliver's Secret and Samuel's Choice</i>	Fiction	Content Knowledge and Component Skill	Lesson 25: compare and contrast points of view in a story	RL.4.6			
3 PERSPECTIVES ON REVOLUTION	29	Thu, 4/11/24	<i>Tolliver's Secret</i>	Fiction	Content Knowledge and Component Skill	Lesson 26: SWBAT explain the text and draw inferences.	RL.4.1			
	29	Fri, 4/12/24	Flex							
3 PERSPECTIVES ON REVOLUTION	30	Mon, 4/15/24	<i>Tolliver's Secret</i>	Fiction	Content Knowledge Only	Lesson 27: SWBAT describe a character using specific details in a text.	RL.4.1			
3 PERSPECTIVES ON REVOLUTION	30	Tue, 4/16/24	<i>Tolliver's Secret</i>	Fiction	Content Knowledge Only	Lesson 28: SWBAT summarize a text.	RL.4.2			
3 PERSPECTIVES ON REVOLUTION	30	Wed, 4/17/24	<i>Tolliver's Secret</i>	Fiction	Content Knowledge and Component Skill	Lesson 29: SWBAT describe a setting using specific details in a text.	RL.4.3			
3 PERSPECTIVES ON REVOLUTION	30	Thu, 4/18/24	<i>Tolliver's Secret</i>	Fiction	Content Knowledge and Component Skill	Lesson 30: SWBAT determine a theme in a story.	RL.4.2			
	30	Fri, 4/19/24	Flex							
3 PERSPECTIVES ON REVOLUTION	31	Mon, 4/22/24	<i>Tolliver's Secret</i>	Fiction	Content Knowledge Only	Lesson 31: SWBAT summarize a text.	RL.4.2			
3 PERSPECTIVES ON REVOLUTION	31	Tue, 4/23/24	<i>Tolliver's Secret</i>	Fiction	Content Knowledge Only	Lesson 32: SWBAT gather evidence to answer the focus question: What ways are there to fight for freedom besides being a soldier?	RL.4.1			
3 PERSPECTIVES ON REVOLUTION	31	Wed, 4/24/24	<i>Tolliver's Secret</i>	Fiction	Content Knowledge Only	Lesson 33: SWBAT determine a theme in a story.	RL.4.2			
3 PERSPECTIVES ON REVOLUTION	31	Thu, 4/25/24	<i>Tolliver's Secret</i>	Fiction	Content Knowledge and Component Skill	Lesson 34: SWBAT determine a theme in a story.	RL.4.2			
	31	Fri, 4/26/24	Flex							
4 GREEK MYTHOLOGY	31	Mon, 4/29/24			Foundational	Lesson 0: SWBAT explain two ways ancient Greek culture is still present today.	N/A			
4 GREEK MYTHOLOGY	32	Tue, 4/30/24	The Gods and Goddesses of Olympus	Fiction	Content Knowledge and Component Skill	Lesson 1: SWBAT explain text and draw inferences.	RL.4.1			
4 GREEK MYTHOLOGY	32	Wed, 5/1/24	The Gods and Goddesses of Olympus	Fiction	Content Knowledge and Component Skill	Lesson 2: SWBAT make connections between text and visual presentations.	RL.4.7			
4 GREEK MYTHOLOGY	32	Thu, 5/2/24	Gifts from the Gods	Fiction	Content Knowledge and Component Skill	Lesson 3: SWBAT define words related to characters from mythology.	RL.4.4			
4 GREEK MYTHOLOGY	32	Fri, 5/3/24	Gifts from the Gods	Fiction	Content Knowledge and Component Skill	Lesson 4: SWBAT define words related to characters from mythology.	RL.4.4			
	33	Mon, 5/6/24	Flex			SBAC PREP				
	33	Tue, 5/7/24	Flex			SBAC PREP				
	33	Wed, 5/8/24	Flex			SBAC PREP				
	33	Thu, 5/9/24	Flex			SBAC PREP				
	33	Fri, 5/10/24	Flex			SBAC PREP				
	34	Mon, 5/13/24	SBAC EXAM							
	34	Tue, 5/14/24	SBAC EXAM							
	34	Wed, 5/15/24	SBAC EXAM							
	34	Thu, 5/16/24	SBAC EXAM							
	34	Fri, 5/17/24	Flex							
4 GREEK MYTHOLOGY	35	Mon, 5/20/24	Gifts from the Gods	Fiction	Content Knowledge and Component Skill	Lesson 5: define words and phrases as used in a text	RL.4.4			
4 GREEK MYTHOLOGY	35	Tue, 5/21/24	The Gods and Goddesses of Ancient Greece	Nonfiction	Content Knowledge and Component Skill	Lesson 6: integrate information from two texts on the same topic	RI.4.9			
4 GREEK MYTHOLOGY	35	Wed, 5/22/24	Gifts from the Gods	Fiction	Content Knowledge and Component Skill	Lesson 7: define words related to characters from mythology	RL.4.4			
4 GREEK MYTHOLOGY	35	Thu, 5/23/24	Athena and Arachne: How Spiders Came to Be from Greek Myth Plays	Fiction	Content Knowledge and Component Skill	Lesson 8: SWBAT refer to structural elements of drama when answering questions	RL.4.5			
4 GREEK MYTHOLOGY	35	Fri, 5/24/24	Athena and Arachne: How Spiders Came to Be from Greek Myth Plays	Fiction	Content Knowledge and Component Skill	Lesson 9: SWBAT make connections between text and oral presentations	RL.4.7			
Memorial Day										
4 GREEK MYTHOLOGY	36	Tue, 5/28/24	Greek Gods and Goddesses	Fiction	Content Knowledge and Component Skill	Lesson 10: SWBAT integrate information from two texts on the same topic	RI.4.9			
4 GREEK MYTHOLOGY	36	Wed, 5/29/24	Reading Checkpoint 1		Assessment	KW-23-24-G4-M4-Reading Checkpoint 1				
4 GREEK MYTHOLOGY	36	Thu, 5/30/24	<i>The Lightning Thief</i>	Fiction	Content Knowledge and Component Skill	Lesson 12: Part 1 SWBAT explain text and draw inferences.	RL.4.1			
4 GREEK MYTHOLOGY	36	Fri, 5/31/24	<i>The Lightning Thief, Day 1.</i>	Fiction	Content Knowledge and Component Skill	Lesson 13: SWBAT explain differences in narrative forms.	RL.4.5			
	37	Mon, 6/3/24	Flex			Use where needed. Check for impact on End-of-Year Date and IA Windows				

GRADE 4- WHEATLEY STANDARDS SCOPE + PACING GUIDE

DIRECTIONS FOR USE:

- This scope will serve as a baseline as you build your own Wheatley pacing calendar aligned to your specific school calendars.
- The content of our 23-24 Interim assessments align to the prescribed sequence in our pacing calendars.
- Please aim to stay within 2 weeks of the listed dates to ensure that you are on pace.

Module	Wk.	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES	Foundational Modules + Topics + Lessons	Foundational Standards
	#	Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority lesson Green= Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting <i>italic = Additional</i>	Lessons Skipped to review or spiral back		
	37	Tue, 6/4/24	Flex			<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>				
	37	Wed, 6/5/24	Flex			<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>				
		Thu, 6/6/24				Estimated Last Day of School				
	37	Fri, 6/7/24								
	38	Mon, 6/10/24								
	38	Tue, 6/11/24								
	38	Wed, 6/12/24								
	38	Thu, 6/13/24								
	38	Fri, 6/14/24								

GRADE 5- WHEATLEY STANDARDS SCOPE + PACING GUIDE

DIRECTIONS FOR USE:

- This scope will serve as a baseline as you build your own Wheatley pacing calendar aligned to your specific school calendars.
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Module	Wk.	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES
	#	Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority lesson Green= Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting <i>Italic</i> = Additional	Lessons Skipped to review or spiral back
	0	Mon, 8/14/23						
	0	Tue, 8/15/23						Use week to build culture, systems, and routines.
	0	Wed, 8/16/23						Use week to build culture, systems, and routines.
	0	Thu, 8/17/23						Use week to build culture, systems, and routines.
	0	Fri, 8/18/23						Use week to build culture, systems, and routines.
1 THE POWER OF SPORT	1	Mon, 8/21/23	First Day of Academics	Fiction	Foundational Lesson	Lesson 0 SWBAT need to get objective from print lessons.	N/A	
1 THE POWER OF SPORT	1	Tue, 8/22/23	<i>The Crossover (3-10)</i>	Fiction	Content Knowledge and Component Skill	Lesson 1: SWBAT draw inferences from a text.	RL.5.5	
1 THE POWER OF SPORT	1	Wed, 8/23/23	<i>The Crossover (3-20)</i>	Fiction	Content Knowledge and Component Skill	Lesson 2: SWBAT explain how several poems fit together to provide the overall structure of a text.	RL.5.5	
1 THE POWER OF SPORT	1	Thu, 8/24/23	<i>The Crossover (21 - 51)</i>	Fiction	Content Knowledge and Component Skill	Lesson 3: SWBAT explain how several poems work together to tell a story.	RL.5.5	
1 THE POWER OF SPORT	1	Fri, 8/25/23	<i>The Crossover (52-85)</i>	Fiction	Content Knowledge and Component Skill	Lesson 4* SWBAT integrate information from words and quantitative or visual formats.	RL.5.1	
1 THE POWER OF SPORT	2	Mon, 8/28/23	<i>The Crossover (89 - 115)</i>	Fiction	Content Knowledge Only	Lesson 5: SWBAT describe how a speaker's point of view influences how events are described.	RL.5.6	
1 THE POWER OF SPORT	2	Tue, 8/29/23	<i>The Crossover (82-85; 116 - 134)</i>	Fiction	Content Knowledge and Component Skill	Lesson 6: SWBAT explain how several poems fit together to provide the overall structure of a text.	RL.5.5	
1 THE POWER OF SPORT	2	Wed, 8/30/23	<i>The Crossover (137 - 163)</i>	Fiction	Content Knowledge and Component Skill	Lesson 7: SWBAT quote accurately from a text.	RL.5.1	
1 THE POWER OF SPORT	2	Thu, 8/31/23	<i>The Crossover (162 - 163; 164 - 182)</i>	Fiction	Content Knowledge and Component Skill	Lesson 8: SWBAT draw inferences from a text.	RL.5.1	
1 THE POWER OF SPORT	2	Fri, 9/1/23	Writing Lesson			SWBAT plan a narrative by studying the prompt.	W.5.3	Link to narrative lessons rewritten by Academics team
		Mon, 9/4/23	<i>Break</i>			LABOR DAY		
1 THE POWER OF SPORT	3	Tue, 9/5/23	<i>The Crossover (183 - 196)</i>	Fiction	Content Knowledge Only	Lesson 9: SWBAT quote accurately from a text.	RL.5.1	
1 THE POWER OF SPORT	3	Wed, 9/6/23	<i>The Crossover (183 - 184; 199-222)</i>	Fiction	Content Knowledge and Component Skill	Lesson 10: SWBAT explain how several stanzas fit together to provide the overall structure of a text.	RL.5.5	
1 THE POWER OF SPORT	3	Thu, 9/7/23		Fiction	Content Knowledge and Component Skill	Lesson 11: SWBAT explain how a series of poems work together to provide the overall structure of a text.	RL.5.5	
1 THE POWER OF SPORT	3	Fri, 9/8/23	Writing Lesson			SWBAT identify elements for a narrative by brainstorming.	W.5.3, W.5.5	
1 THE POWER OF SPORT	4	Mon, 9/11/23	<i>The Crossover (223-237) and whole text</i>		Flex	Review for Reading checkpoint #1		
1 THE POWER OF SPORT	4	Tue, 9/12/23	Reading Checkpoint #1			KW-23-24-G5-M1-Reading Checkpoint 1		
1 THE POWER OF SPORT	4	Wed, 9/13/23	<i>Babe Didrikson Zaharias (Chapter 1)</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 13: SWBAT draw inferences from a text.	RI.5.1	
1 THE POWER OF SPORT	4	Thu, 9/14/23	<i>Babe Didrikson Zaharias (Chapters 1 and 3 revisited) and Tahmina Kohistani</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 19: SWBAT compare and contrast the overall structure in two texts.	RI.5.5	
1 THE POWER OF SPORT	4	Fri, 9/15/23	Writing Lesson			SWBAT find details for a narrative by collecting evidence.	W.5.3	
1 THE POWER OF SPORT	5	Mon, 9/18/23	<i>Babe Didrikson Zaharias (Chapters 1 and 3 revisited) and Tahmina Kohistani</i>	Nonfiction	Content Knowledge Only	Lesson 19.5: SWBAT gather evidence in support of the focus question: How do sports make people feel equal or accepted?	RI.5.1	
1 THE POWER OF SPORT	5	Tue, 9/19/23	<i>Coach Luma Mufleh and the Fugees</i>		Content Knowledge and Component Skill	Lesson 20: SWBAT identify reasons and evidence that support specific points.	RI.5.8	
1 THE POWER OF SPORT	5	Wed, 9/20/23	<i>Tahmina Kohistani and Coach Luma Mufleh and the Fugees (revisited)</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 21: SWBAT compare and contrast the overall structure in two texts.	RI.5.5	
1 THE POWER OF SPORT	5	Thu, 9/21/23	"Free Minds and Hearts at Work" plus additional video texts	Nonfiction	Content Knowledge and Component Skill	Lesson 22: SWBAT identify reasons and evidence that support specific points.	RI.5.8	
1 THE POWER OF SPORT	5	Fri, 9/22/23	Writing Lesson			SWBAT plan a narrative by mapping.	W.5.3, W.5.8	
1 THE POWER OF SPORT	6	Mon, 9/25/23	Reading Checkpoint 2			KW-23-24-G5-M1-Reading Checkpoint 2		

GRADE 5- WHEATLEY STANDARDS SCOPE + PACING GUIDE

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1 THE POWER OF SPORT	6	Tue, 9/26/23	"Free Minds and Hearts at Work" plus additional video texts	Nonfiction		Lesson 24: SWBAT integrate information from several texts on the same topic.	RI.5.9	
1 THE POWER OF SPORT	6	Wed, 9/27/23	<i>We Are the Ship (1st Inning)</i>	Nonfiction		Lesson 26: SWBAT quote accurately from a text.	RI.5.5	
1 THE POWER OF SPORT	6	Thu, 9/28/23	<i>We Are the Ship (2nd & 3rd Innings)</i>	Nonfiction		Lesson 27: SWBAT draw inferences from a text.	RI.5.1	
1 THE POWER OF SPORT	6	Fri, 9/29/23	Writing Lesson			SWBAT develop an introduction for a narrative by sifting and sorting.	W.5.3, W.5.	
1 THE POWER OF SPORT	7	Mon, 10/2/23	<i>We Are the Ship (4th and 5th Innings)</i>	Nonfiction		Lesson 28: SWBAT quote accurately from a text.	RI.5.1	
1 THE POWER OF SPORT	7	Tue, 10/3/23	<i>We Are the Ship (4th and 5th Innings)</i>	Fiction		Lesson 29: SWBAT identify reasons and evidence that support specific points.	RI.5.8	
1 THE POWER OF SPORT	7	Wed, 10/4/23	<i>We Are the Ship (7th & 8th Innings)</i> and <i>Babe Didrikson Zaharias</i>	Nonfiction		Lesson 30 Part 1: SWBAT compare and contrast the overall structure in two texts.	RI.5.5	
1 THE POWER OF SPORT	7	Thu, 10/5/23	<i>We Are the Ship (9th Inning & Extra Innings)</i> and "Free Minds and Hearts at Work" (revisited)	Nonfiction		Lesson 31: SWBAT compare and contrast the overall structure in two texts.	RI.5.5	
1 THE POWER OF SPORT	7	Fri, 10/6/23	Writing Lesson			SWBAT develop body paragraphs for a narrative draft by freewriting.	W.5.3, W.5.3.A	
	8	Mon, 10/9/23	<i>Break</i>			Indigenous People's Day		
1 THE POWER OF SPORT	8	Tue, 10/10/23	Writing Lesson			SWBAT compose a conclusion for a narrative by writing from the plan.	W.5.3, W.5.3.	
1 THE POWER OF SPORT	8	Wed, 10/11/23	Writing Lesson			SWBAT improve their use of linking words and phrases by imitating the author's craft.	W.5.3, W.5.3.C	
1 THE POWER OF SPORT	8	Thu, 10/12/23	Writing Lesson			SWBAT improve description and dialogue in a narrative draft by imitating the author's craft.	W.5.3, W.5.3.B	
1 THE POWER OF SPORT	8	Fri, 10/13/23	Writing Lesson			SWBAT improve sentence variety in a draft by reading their work aloud. SWBAT publish a narrative.	W.5.3, W.5.5, W.5.6	
	9	Mon, 10/16/23	3-8 Fall Interim Window Opens		ELA -PT	23-24 ELA Performance Task - Narrative		
	9	Tue, 10/17/23			ELA -PT	23-24 ELA Performance Task - Narrative		
	9	Wed, 10/18/23			ELA-SR	23-24 ELA SR		
	9	Thu, 10/19/23	Flex					
	9	Fri, 10/20/23	Flex					
2 WHOSE HOME?	10	Mon, 10/23/23	a Gallery Walk of Photos is included in both the print and Online editions of this lesson	Nonfiction	Foundational	Lesson 0: SWBAT SWBAT construct a timeline of events in Native American history.		
			1. <i>Thunder Rolling in the Mountains (Forward)</i> 2. "Nez Perce & U.S. Cavalry" - Forest Service 3. <i>Nez Perce Fight Battle of the Big Hole - History.com</i>		Content Knowledge and Component Skill			
2 WHOSE HOME?	10	Tue, 10/24/23		Nonfiction	Content Knowledge and Component Skill	Lesson 1: SWBAT integrate information from several texts on the same topic.	RI.5.9	
2 WHOSE HOME?	10	Wed, 10/25/23	<i>Thunder Rolling in the Moutains (Chapters 1 & 2)</i>	Fiction	Content Knowledge and Component Skill	Lesson 2: SWBAT connect text structure to the development of ideas.	RL.5.1	
2 WHOSE HOME?	10	Thu, 10/26/23	<i>Thunder Rolling in the Moutains (Chapters 3 & 4)</i>	Fiction	Content Knowledge and Component Skill	Lesson 3: SWBAT compare and contrast two or more characters.	RL.5.3	
	10	Fri, 10/27/23	3-8 Fall Interim Window Closes	Writing Lesson		SWBAT plan an informative essay by studying the prompt.	W.5.2	
2 WHOSE HOME?	11	Mon, 10/30/23	<i>Thunder Rolling in the Moutains (Chapters 5 & 6)</i>	Fiction	Content Knowledge and Component Skill	Lesson 4: SWBAT describe how point of view affects the way events are described.	RL.5.6	
2 WHOSE HOME?	11	Tue, 10/31/23	<i>Thunder Rolling in the Moutains (Chapters 7 & 8)</i>	Fiction	Content Knowledge and Component Skill	Lesson 5: SWBAT compare and contrast two or more settings.	RL.5.3	
			Fall Interim Data Due <i>Thunder Rolling in the Moutains (Chapters 9 & 10)</i>		Content Knowledge Only	Lesson 6: SWBAT gather evidence to answer the Focus Question: How do a character's actions, dialogue, and thoughts show their values?	RL.5.1	
2 WHOSE HOME?	11	Thu, 11/2/23	Writing Lesson			SWBAT plan an informative essay by studying the prompt.	W.5.2	
2 WHOSE HOME?	11	Fri, 11/3/23	Fall RLD			FALL RLD - TK-8		
2 WHOSE HOME?	12	Mon, 11/6/23	<i>Thunder Rolling in the Moutains (Chapters 11 & 12)</i>	Fiction	Content Knowledge and Component Skill	Lesson 7: SWBAT compare and contrast two or more characters.	RL.5.3	

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2 WHOSE HOME?	12	Tue, 11/7/23	<i>Thunder Rolling in the Moutains</i> (Chapters 13 & 14)	Fiction	Content Knowledge and Component Skill	Lesson 8: SWBAT explain how a series of chapters forms an overall structure.	RL.5.5	
2 WHOSE HOME?	12	Wed, 11/8/23	<i>Thunder Rolling in the Moutains</i> (Chapters 15-18)	Fiction	Content Knowledge and Component Skill	Lessons 9 and 10: SWBAT gather evidence to answer the Focus Question: How do a character's actions, dialogue, and thoughts show their values?	RL.5.1	
2 WHOSE HOME?	12	Thu, 11/9/23	Writing Lesson			SWBAT prepare to write an essay by outlining.	W.5.2, W.5.8	
	12	Fri, 11/10/23	Break			Veterans Day		
2 WHOSE HOME?	13	Mon, 11/13/23	Reading Checkpoint 1		Assessment	KW-23-24-G5-M2-Reading Checkpoint 1		
2 WHOSE HOME?	13	Tue, 11/14/23	<i>Thunder Rolling in the Moutains</i> (Chapter 19)	Fiction		Lesson 12: SWBAT describe how point of view affects the way events are described.	RL.5.6	
2 WHOSE HOME?	13	Wed, 11/15/23	<i>Thunder Rolling in the Moutains</i> (Chapters 20 & 21)	Fiction	Content Knowledge Only	Lesson 13: SWBAT gather evidence to answer the Focus Question: How do memories help preserve a culture?"	RL.5.1	
2 WHOSE HOME?	13	Thu, 11/16/23	<i>Thunder Rolling in the Moutains</i> (Chapters 22 & 23)	Fiction	Content Knowledge and Component Skill	Lesson 14 Part 1: SWBAT compare and contrast two or more settings.	RL.5.3	
2 WHOSE HOME?	13	Fri, 11/17/23	<i>Thunder Rolling in the Moutains</i> (Afterward)	Fiction	Content Knowledge and Component Skill	Lesson 14 Part 2: SWBAT explain relationships and interactions.	RI.5.3	
		Mon, 11/20/23				Thanksgiving Break		
		Tue, 11/21/23				Thanksgiving Break		
		Wed, 11/22/23				Thanksgiving Break		
		Thu, 11/23/23				Thanksgiving Break		
		Fri, 11/24/23				Thanksgiving Break		
2 WHOSE HOME?	14	Mon, 11/27/23	"A History of Native American Assimilation"	Non Fiction	Content Knowledge and Component Skill	Lesson 15: SWBAT define academic and domain-specific words in a grade 5 text.	RI.5.4	
2 WHOSE HOME?	14	Tue, 11/28/23	<i>Shi-shi-etko</i>	Fiction	Content Knowledge Only	Lesson 16: SWBAT gather evidence to answer the Focus Question: How do memories help preserve a culture?"	RL.5.1	
2 WHOSE HOME?	14	Wed, 11/29/23	1. "American Indian Boarding Schools Haunt Many" (NPR) 2. <i>Shi-shi-etko</i> (Preface)	Nonfiction		Lesson 17: SWBAT integrate information from several texts on the same topic.	RI.5.9	
2 WHOSE HOME?	14	Thu, 11/30/23	1. <i>Thunder Rolling in the Mountains</i> (whole text) 2. <i>Shi-shi-etko</i>	Fiction	Content Knowledge and Component Skill	Lesson 18: SWBAT compare and contrast the approach to topic within texts of the same type.	RL.5.9	
2 WHOSE HOME?	14	Fri, 12/1/23	Writing Lesson			SWBAT draft an introduction by freewriting.	W.5.2, W.5.4	
2 WHOSE HOME?	15	Mon, 12/4/23	"Chief Joseph" (PBS)	NonFiction	Content Knowledge and Component Skill	Lesson 19: SWBAT summarize a text.	RI.5.2	
2 WHOSE HOME?	15	Tue, 12/5/23	"Chief Joseph" (PBS)	NonFiction	Content Knowledge and Component Skill	Lessons 20: SWBAT determine two or more main ideas.	RI.5.2	
2 WHOSE HOME?	15	Wed, 12/6/23	"Nez Perce & U.S. Cavalry" - Forest Service	Nonfiction	Content Knowledge and Component Skill	Lesson 21: SWBAT explain relationships and interactions.	RI.5.3	
2 WHOSE HOME?	15	Thu, 12/7/23	Reading Checkpoint 2		Assessment	KW-23-24-G5-M2-Reading Checkpoint 2		Lesson 22 is Checkpoint 2. Virtual materials lesson 23 are not included on the lesson hub
2 WHOSE HOME?	15	Fri, 12/8/23	Writing Lesson			SWBAT draft a conclusion by sifting and sorting.	W.5.2, W.5.2.E	
2 WHOSE HOME?	16	Mon, 12/11/23	Writing Lesson			SWBAT improve an essay draft by sharing peer feedback (optional)	W.5.2, W.5.2.D,	
2 WHOSE HOME?	16	Tue, 12/12/23	Writing Lesson			SWBAT strengthen a draft with precise and domain-specific language by imitating author's craft.	(W.5.2, W.5.2.C,	
2 WHOSE HOME?	16	Wed, 12/13/23	Writing Lesson			SWBAT revise and improve the use of linking words in an essay draft by reading their work slowly.		
2 WHOSE HOME?	16	Thu, 12/14/23	Writing Lesson			SWBAT improve a draft through the inclusion of facts, quotes, and concrete details by imitating author's craft.	W.5.2, W.5.2.B	
2 WHOSE HOME?	16	Fri, 12/15/23	Writing Lesson			SWBAT edit a draft by self-evaluating.	W.5.2, W.5.6	
2 WHOSE HOME?	16	Fri, 12/15/23	Flex			SWBAT publish an informative essay.		
		Mon, 12/18/23				Winter Break		
		Tue, 12/19/23				Winter Break		
		Wed, 12/20/23				Winter Break		
		Thu, 12/21/23				Winter Break		
		Fri, 12/22/23				Winter Break		
		Mon, 12/25/23				Winter Break		
		Tue, 12/26/23				Winter Break		

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		Wed, 12/27/23 Thu, 12/28/23 Fri, 12/29/23				Winter Break Winter Break Winter Break		
	17	Mon, 1/1/24				Winter Break		
	17	Tue, 1/2/24				Winter Break		
2 WHOSE HOME?	17	Wed, 1/3/24	"Nez Perce & U.S. Cavalry" - Forest Service	Nonfiction	Content Knowledge and Component Skill	Lesson 23: SWBAT explain text and draw inferences with strongest evidence.	RI.5.1	
2 WHOSE HOME?	17	Thu, 1/4/24	Nez Perce National Historic Trail Brochure	Nonfiction	Content Knowledge Only	Lesson 24: SWBAT gather evidence to answer the Focus Question: How did the American government and the Nez Perce each feel about the removal of the Nez Perce from their land?	RI.5.1	
2 WHOSE HOME?	17	Fri, 1/5/24	Nez Perce National Historic Trail Brochure	Nonfiction	Content Knowledge Only	Lesson 25: SWBAT integrate information from several texts on the same topic.	RI.5.9	
2 WHOSE HOME?	18	Mon, 1/8/24	Nez Perce National Historic Trail Brochure	Nonfiction	Content Knowledge Only	Lesson 26: SWBAT analyze multiple accounts of the same topic.	RI.5.6	
2 WHOSE HOME?	18	Tue, 1/9/24	Nez Perce National Historic Trail Brochure	Nonfiction	Content Knowledge Only	Lesson 27:SWBAT explain how key details support each main idea	RL.5.2	
2 WHOSE HOME?	18	Wed, 1/10/24	Nez Perce National Historic Trail Brochure	Nonfiction	Content Knowledge Only	Lesson 28: SWBAT explain relationships and interactions.	RL.5.3	
2 WHOSE HOME?	18	Thu, 1/11/24	Chief Joseph's Lincoln Hall Speech	Non Fiction	Content Knowledge Only	Lesson 29: SWBAT explain how key details support each main idea.	RI.5.2	
2 WHOSE HOME?	18	Fri, 1/12/24	Flex					
		Mon, 1/15/24	Break			MLK Jr. Day		
	19	Tue, 1/16/24	3-8 Winter Interim Window Opens		ELA -PT	23-24 ELA Performance Task - Informational		
	19	Wed, 1/17/24			ELA -PT	23-24 ELA Performance Task - Informational		
	19	Thu, 1/18/24			ELA-SR	23-24 ELA SR		
	19	Fri, 1/19/24	Flex					
2 WHOSE HOME?	19	Mon, 1/22/24	Chief Joseph's Lincoln Hall Speech, Part 1	Non Fiction	Content Knowledge Only	Lesson 30 Part 1: SWBAT determine two or more main ideas.	RI.5.2	
2 WHOSE HOME?	20	Tue, 1/23/24	Chief Joseph's Lincoln Hall Speech, Part 2	Non Fiction	Content Knowledge Only	Lesson 30 Part 2: SWBAT explain relationships and interactions.	RI.5.3	
2 WHOSE HOME?	20	Wed, 1/24/24	Chief Joseph's Lincoln Hall Speech, Part 3	Non Fiction	Content Knowledge Only	Lesson 31: SWBAT identify which reasons and evidence support which points in a text.	RI.5.8	
2 WHOSE HOME?	20	Thu, 1/25/24	Socratic Seminar: Chief Joseph		Content Knowledge and Component Skill	Lesson 34: SWBAT integrate information from several texts on the same topic.	RI.5.9	
3 SHAKESPEARE: THEN & NOW	20	Fri, 1/26/24	3-8 Winter Interim Window closes	Nonfiction	Foundational	Lesson 0: SWBAT explain class roles, gender roles, and the importance of theatre in the Elizabethan era.	N/a	N/A
3 SHAKESPEARE: THEN & NOW	20	Mon, 1/29/24	Who Was William Shakespeare? (Introduction & Chapter 1, pp. 1-25)	Nonfiction	Content Knowledge and Component Skill	Lesson 1: SWBAT define academic and domain-specific words in a text.	RI.5.4	
3 SHAKESPEARE: THEN & NOW	21	Tue, 1/30/24	3-8 Winter Interim Data Due Who Was William Shakespeare? (Chapters 2 & 3, pp. 26 - 45)	Nonfiction	Content Knowledge and Component Skill	Lesson 2: SWBAT define academic and domain-specific words in a text.	RI.5.4	
3 SHAKESPEARE: THEN & NOW	21	Wed, 1/31/24	Who Was William Shakespeare? (Chapters 4 & 5, pp. 46 - 65)	Nonfiction	Content Knowledge and Component Skill	Lesson 3: SWBAT explain the relationships and interactions in a text.	RI.5.4	
3 SHAKESPEARE: THEN & NOW	21	Thu, 2/1/24	Who Was William Shakespeare?	Nonfiction	Content Knowledge and Component Skill	Lesson 4: SWBAT explain the relationships and interactions in a text.	RI.5.3	
3 SHAKESPEARE: THEN & NOW	21	Fri, 2/2/24	Writing Lesson			SWBAT analyze a mentor text to identify key features of opinion writing.	W.5.1	
		Mon, 2/5/24				TK-8 Winter RLD		
3 SHAKESPEARE: THEN & NOW	22	Tue, 2/6/24	Who Was William Shakespeare?	Nonfiction	Content Knowledge Only	Lesson 5: SWBAT explain the relationships and interactions in a text.	RI.5.1	Virtual materials for lessons 6 and 7 not included in the lesson hub.
3 SHAKESPEARE: THEN & NOW	22	Wed, 2/7/24	Who Was William Shakespeare?	NonFiction		Lesson 6: SWBAT summarize a text.	RI.5.2	
3 SHAKESPEARE: THEN & NOW	22	Thu, 2/8/24	3-8 Winter Interim Window closes. How Shakespeare Influences the Way We Speak Now?	NonFiction		Lesson 7: SWBAT define academic and domain-specific words in a text.	RI.5.4	
3 SHAKESPEARE: THEN & NOW	22	Fri, 2/9/24	Writing Lesson			SWBAT plan an opinion essay by studying the prompt.	W.5.1, W.5.5	

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3 SHAKESPEARE: THEN & NOW	23	Mon, 2/12/24	<i>The Shakespeare Stealer</i> (Chapter 1, pp. 3-8)	Fiction	Content Knowledge and Component Skill	Lesson 8: SWBAT summarize a text.	RI.5.2	
3 SHAKESPEARE: THEN & NOW	23	Tue, 2/13/24	<i>The Shakespeare Stealer</i> (Chapter 2, pp. 9-16 read; Chapter 3, pp. 17-23 summarize HW reading)	Fiction	Content Knowledge Only	Lesson 9: SWBAT define words used in a text.	RL.5.4	
3 SHAKESPEARE: THEN & NOW	23	Wed, 2/14/24	READING CHECKPOINT	Reading Checkpoint	Assessment	KW-23-24-G5-M3-Reading Checkpoint 1		Lesson 10 is Checkpoint 1.
3 SHAKESPEARE: THEN & NOW	23	Thu, 2/15/24	<i>The Shakespeare Stealer</i> (Chapter 4, pp. 24 - 29 summarize HW reading; Chapter 5, pp. 30-35 read)	Fiction	Content Knowledge Only	Lesson 11: SWBAT gather evidence for the Focus Question: What challenges and opportunities did Widge and others like him face in Elizabethan England?	RL.5.1	
3 SHAKESPEARE: THEN & NOW	23	Fri, 2/16/24	Writing Lesson			SWBAT generate ideas in response to a question about a writing task by brainstorming.	W.5.1, W.5.5	
		Mon, 2/19/24				February Break		
		Tue, 2/20/24				February Break		
		Wed, 2/21/24				February Break		
		Thu, 2/22/24				February Break		
		Fri, 2/23/24				February Break		
3 SHAKESPEARE: THEN & NOW	24	Mon, 2/26/24	<i>The Shakespeare Stealer</i> (Chapter 6, pp. 36-44)	Fiction	Content Knowledge and Component Skill	Lesson 12: SWBAT determine theme in a story	RL.5.2	
3 SHAKESPEARE: THEN & NOW	24	Tue, 2/27/24	<i>"The Shakespeare Stealer</i> (Chapter 7, pp. 45-51 read; Chapter 8, pp. 52-57 summarize homework reading)"	Fiction	Content Knowledge and Component Skill	Lesson 13: SWBAT interpret figurative language in a text.	RL.5.2	
3 SHAKESPEARE: THEN & NOW	24	Wed, 2/28/24	<i>The Shakespeare Stealer</i> (Chapters 9 & 10; alternate reading pp. 61-65 and 70-72 with summarizing HW reading for pp. 58-60 and pp. 66-69)	Fiction	Content Knowledge and Component Skill	Lesson 14: SWBAT determine theme in a story	RL.5.4	
3 SHAKESPEARE: THEN & NOW	24	Thu, 2/29/24	<i>The Shakespeare Stealer</i> (Chapter 11, pp. 73-81)	Fiction	Content Knowledge Only	Lesson 15: SWBAT interpret figurative language in a text.	RL.5.4	
3 SHAKESPEARE: THEN & NOW	24	Fri, 3/1/24	<i>The Shakespeare Stealer</i> (Chapter 12, pp. 82-90 summarize HW reading; Chapter 13, pp. 91-97 read)	Fiction	Content Knowledge and Component Skill	Lessons 16: SWBAT gather evidence for the Focus Question: What challenges and opportunities did Widge and others like him face in Elizabethan England?	RL.5.1	
	24	Mon, 3/4/24	Writing Lesson			SWBAT support an opinion for focus writing task 1 by collecting evidence.	W.5.1, W.5.5	
	25	Tue, 3/5/24	3-8 Spring Interim Window Opens			SWBAT organize ideas for an opinion essay by outlining.	W.5.1, W.5.1.A	
	25	Wed, 3/6/24	Writing Lesson			SWBAT write an introduction for an opinion essay by sifting and sorting.	W.5.1, W.5.1.B	
	25	Thu, 3/7/24	Writing Lesson			SWBAT write body paragraphs that incorporate reasons and evidence to support an opinion by freewriting.	W.5.1, W.5.1.D	
	25	Fri, 3/8/24	Writing Lesson			SWBAT write a conclusion paragraph that restates an opinion by imitating author's craft.	W.5.1, W.5.1.D	
	25	Fri, 3/8/24	Writing Lesson			SWBAT edit focus writing task 1 to correct subject-verb and pronoun-antecedent agreement by annotating. SWBAT publish an opinion essay.	W.5.1, W.5.5,	
3 SHAKESPEARE: THEN & NOW	25	Mon, 3/11/24			ELA -PT	23-24 ELA Performance Task - Opinion		
3 SHAKESPEARE: THEN & NOW	26	Tue, 3/12/24			ELA -PT	23-24 ELA Performance Task - Opinion		
3 SHAKESPEARE: THEN & NOW	26	Wed, 3/13/24			ELA-SR	23-24 ELA SR		
3 SHAKESPEARE: THEN & NOW	26	Thu, 3/14/24	Flex					
3 SHAKESPEARE: THEN & NOW	26	Fri, 3/15/24	Flex					
3 SHAKESPEARE: THEN & NOW	27	Mon, 3/18/24	<i>The Shakespeare Stealer</i> (Chapter 14, pp. 98-107 summarize HW reading; Chapter 15, pp. 108-113 read)	Fiction	Content Knowledge Only	Lesson 17: SWBAT gather evidence for the Focus Question: What challenges and opportunities did Widge and others like him face in Elizabethan England?	RL.5.1	
3 SHAKESPEARE: THEN & NOW	27	Tue, 3/19/24	<i>The Shakespeare Stealer</i> (Chapter 16, pp. 114-123)	Fiction	Content Knowledge Only	Lesson 18: SWBAT gather evidence for the Focus Question: What challenges and opportunities did Widge and others like him face in Elizabethan England?	RL.5.1	

GRADE 5- WHEATLEY STANDARDS SCOPE + PACING GUIDE

DIRECTIONS FOR USE:

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- Please aim to stay within 2 weeks of the listed dates to ensure that you are on pace.

Module	Wk.	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES
#		Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority lesson Green= Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting Italic = Additional	Lessons Skipped to review or spiral back.
3 SHAKESPEARE: THEN & NOW	27	Wed, 3/20/24	<i>The Shakespeare Stealer</i> (Chapter 17, pp. 124-133 read; Chapter 18, pp. 134 -140 summarize HW reading)	Fiction	Content Knowledge and Component Skill	Lesson 19: SWBAT define words and phrases in a text.	RL.5.4	
3 SHAKESPEARE: THEN & NOW	27	Thu, 3/21/24	"The Shakespeare Stealer (Chapter 20, pp. 151-160)"	Fiction	Content Knowledge and Component Skill	Lesson 22: SWBAT quote text evidence accurately to support ideas.	RL.5.1	
3 SHAKESPEARE: THEN & NOW	27	Fri, 3/22/24	3-8 Spring Interim Window Closes	Fiction	Content Knowledge Only	Lesson 23: SWBAT gather evidence for the Focus Question: How can facing challenges change the way people think and act?	RL.5.2	
3 SHAKESPEARE: THEN & NOW	27	Mon, 3/25/24	<i>The Shakespeare Stealer</i> (Chapter 22, pp. 169-175 summarize HW reading; Chapter 23, pp. 176-183 read)	Fiction	Content Knowledge Only	Lesson 24: SWBAT summarize a text.	RL.5.2	
3 SHAKESPEARE: THEN & NOW	28	Tue, 3/26/24	"Elizabeth I: Patron and Paragon"	Fiction	Content Knowledge and Component Skill	Lesson 25: SWBAT define academic and domain-specific words in a text.	RI.5.4	
3 SHAKESPEARE: THEN & NOW	28	Wed, 3/27/24	The Last Years of Good Queen Bess 3-8 Spring Interim Data Due	Fiction	Content Knowledge and Component Skill	Lesson 26: SWBAT quote text evidence accurately to support ideas.	RI.5.1	
	28	Thu, 3/28/24	The Shakespeare Stealer	Fiction	Content Knowledge and Component Skill	Lesson 27: SWBAT quote text evidence accurately to support ideas.	RL.5.1	
		Fri, 3/29/24				TK-8 Spring RLD #1		
		Mon, 4/1/24				Cesar Chavez Day		
		Tue, 4/2/24				TK-8 Spring RLD #2- SF SCHOOLS		
		Wed, 4/3/24				Spring Break		
		Thu, 4/4/24				Spring Break		
		Fri, 4/5/24				Spring Break		
3 SHAKESPEARE: THEN & NOW	29	Mon, 4/8/24	<i>The Shakespeare Stealer</i>	Fiction	Content Knowledge Only	Lesson 29 Part 1: SWBAT gather evidence for the Focus Question: How can facing challenges change the way people think and act?	RL.5.1	
3 SHAKESPEARE: THEN & NOW	29	Tue, 4/9/24	<i>Hamlet (Plot Summary)</i> <i>Hamlet (video)</i>	Fiction	Content Knowledge and Component Skill	Lesson 30 Part 1: SWBAT analyze how visual elements contribute to meaning.	RL.5.7	Lesson 30 parts 1 and 2 combined.
3 SHAKESPEARE: THEN & NOW	29	Wed, 4/10/24	<i>Hamlet (Plot Summary)</i> <i>Hamlet (video)</i>	Fiction	Content Knowledge and Component Skill	Lesson 30 Part 2: SWBAT analyze how visual elements contribute to tone.	RL.5.7	Virtual materials for lessons 32-34 are not included in the virtual lesson hub.
3 SHAKESPEARE: THEN & NOW	29	Thu, 4/11/24	<i>Hamlet (video)</i>	Fiction	Content Knowledge and Component Skill	Lesson 31: SWBAT analyze how visual elements contribute to meaning.	RL.5.7	
3 SHAKESPEARE: THEN & NOW	29	Fri, 4/12/24	Flex					
4 THE WAR BETWEEN US	30	Mon, 4/15/24	"Background to the Civil War" Video: "American Civil War"	Nonfiction	Foundational	Lesson 0: SWBAT "describe key details about the Civil War; describe key details about African American soldiers during the Civil War"	N/A	
4 THE WAR BETWEEN US	30	Tue, 4/16/24	"Split Over Slavery"	Nonfiction	Content Knowledge and Component Skill	Lesson 1: SWBAT summarize a text.	RI 5.2	
4 THE WAR BETWEEN US	30	Wed, 4/17/24	"The Fall of Fort Sumter"	Nonfiction	Content Knowledge and Component Skill	Lesson 2: SWBAT explain text and draw inferences with strongest	RI 5.1	
4 THE WAR BETWEEN US	30	Thu, 4/18/24	"Split Over Slavery" and "The Fall of Fort Sumter"	Nonfiction	Content Knowledge and Component Skill	Lesson 3: SWBAT compare and contrast structure in several texts	RI 5.5	
4 THE WAR BETWEEN US	30	Fri, 4/19/24	"The Politics of Unrest" and "Split Over Slavery"	Nonfiction	Content Knowledge and Component Skill	Lesson 4: SWBAT analyze multiple accounts of the same topic	RI 5.6	
4 THE WAR BETWEEN US	31	Mon, 4/22/24	Civil War Letters	Nonfiction	Content Knowledge and Component Skill	Lesson 5: SWBAT analyze multiple accounts of the same topic	RI 5.6	
4 THE WAR BETWEEN US	31	Tue, 4/23/24	African Americans Fight for Freedom	Nonfiction	Content Knowledge and Component Skill	Lesson 6: SWBAT analyze multiple accounts of the same topic	RI 5.6	
4 THE WAR BETWEEN US	31	Wed, 4/24/24	<i>Bull Run</i> (front and back cover, maps, p.104)	Nonfiction	Content Knowledge and Component Skill	Lesson 7: locate and use information from multiple sources	RI 5.7	
4 THE WAR BETWEEN US	31	Thu, 4/25/24	<i>Bull Run</i> (front and back cover, maps, p.104) and "Bull Run Animated Map" (video)	Nonfiction	Content Knowledge and Component Skill	Lesson 8: locate and use information from multiple sources	RI 5.7	
	31	Fri, 4/26/24	Flex					
	31	Mon, 4/29/24	Flex			SBAC PREP		

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Module	Wk.	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES
#		Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority lesson Green= Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting Italic = Additional	Lessons Skipped to review or spiral back
	32	Tue, 4/30/24	Flex				SBAC PREP	
	32	Wed, 5/1/24	Flex				SBAC PREP	
	32	Thu, 5/2/24	Flex				SBAC PREP	
	32	Fri, 5/3/24	Flex				SBAC PREP	
	33	Mon, 5/6/24	Flex				SBAC PREP	
	33	Tue, 5/7/24	Flex				SBAC PREP	
	33	Wed, 5/8/24	Flex				SBAC PREP	
	33	Thu, 5/9/24	Flex				SBAC PREP	
	33	Fri, 5/10/24	Flex				SBAC PREP	
	34	Mon, 5/13/24	SBAC EXAM					
	34	Tue, 5/14/24	SBAC EXAM					
	34	Wed, 5/15/24	SBAC EXAM					
	34	Thu, 5/16/24	SBAC EXAM					
	34	Fri, 5/17/24	Flex					
4 THE WAR BETWEEN US	35	Mon, 5/20/24	<i>Bull Run</i> (front and back cover, maps, p.104), "Bull Run Animated Map" (video), and "Bull Run" (video)	Nonfiction	Content Knowledge Only	Lesson 9: integrate information from several texts on the same topic	RI 5.9	Lesson 10 is Checkpoint 1. Lesson 11 is a Pause Point.
4 THE WAR BETWEEN US	35	Tue, 5/21/24	Reading Checkpoint 1		Assessment	KW-23-24-G5-M4-Reading Checkpoint 1		
4 THE WAR BETWEEN US	35	Wed, 5/22/24	<i>Bull Run</i> (Virgil Peavy & A.B. Tilbury)	Fiction	Content Knowledge and Component Skill	Lesson 12: SWBAT quote text evidence accurately to support ideas	RL.5.1	
4 THE WAR BETWEEN US	35	Thu, 5/23/24	<i>Bull Run</i> (Virgil Peavy & A.B. Tilbury)	Fiction	Content Knowledge and Component Skill	Lesson13 : SWBAT describe how point of view affects the way events are described.	RL.5.6	
4 THE WAR BETWEEN US	35	Fri, 5/24/24	<i>Bull Run</i> (Virgil Peavy & A.B. Tilbury)	Fiction	Content Knowledge and Component Skill	Lesson 14: SWBAT describe how point of view affects the way events are described.	RL.5.6	
		Mon, 5/27/24				Memorial Day		
4 THE WAR BETWEEN US	36	Tue, 5/28/24	<i>Bull Run</i>	Fiction	Content Knowledge and Component Skill	Lesson 15 :SWBAT describe how point of view affects the way events are described.	RL.5.6	
4 THE WAR BETWEEN US	36	Wed, 5/29/24	<i>Bull Run</i>	Fiction	Content Knowledge and Component Skill	Lesson 16: SWBAT compare and contrast author's approach to theme within text type.	RL.5.9	
4 THE WAR BETWEEN US	36	Thu, 5/30/24	<i>The River Between Us</i>	Fiction	Content Knowledge and Component Skill	Lesson 18: SWBAT explain text and draw inferences with strongest evidence.	RL.5.1	
4 THE WAR BETWEEN US	36	Fri, 5/31/24	<i>The River Between Us</i>	Fiction	Content Knowledge and Component Skill	Lesson 19: SWBAT determine theme in a story.	RL.5.2	
	37	Mon, 6/3/24	Flex			<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>		
	37	Tue, 6/4/24	Flex			<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>		
	37	Wed, 6/5/24	Flex			<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>		
		Thu, 6/6/24				Estimated Last Day of School		
	37	Fri, 6/7/24						
	38	Mon, 6/10/24						
	38	Tue, 6/11/24						
	38	Wed, 6/12/24						
	38	Thu, 6/13/24						
	38	Fri, 6/14/24						

GRADE 6- WHEATLEY STANDARDS SCOPE + PACING GUIDE

DIRECTIONS FOR USE:

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Wk.	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES
0	Mon, 8/14/23				Use week to build culture, systems, and routines.		
0	Tue, 8/15/23				Use week to build culture, systems, and routines.		
0	Wed, 8/16/23				Use week to build culture, systems, and routines.		
0	Thu, 8/17/23				Use week to build culture, systems, and routines.		
0	Fri, 8/18/23				Use week to build culture, systems, and routines.		
1	Mon, 8/21/23	Little Children, Big Dreams Survivors of the Great Depression The Great Depression: A Picture Book	Nonfiction	Knowledge and Component Skill	FIRST DAY OF ACADEMICS		
1	Tue, 8/22/23	History.com link about The Great Depression	Nonfiction	Content Knowledge and Component Skill	Lesson 1: SWBAT identify central ideas and detail by analyzing an anchor text about the Great Depression.	RI.6.1	
1	Wed, 8/23/23	History.com link about The Great Depression , History Channel Video about The Great Depression .	Nonfiction	Content Knowledge and Component Skill	Lesson 2: SWBAT integrate information from multiple media or formats.	RI.6.7	
1	Thu, 8/24/23	"Hester's Prodigal Children" by Errol Lincoln	Nonfiction	Content Knowledge and Component Skill	Lesson 3: SWBAT cite textual evidence to support analysis of a text.	RI.6.1	
1	Fri, 8/25/23	"Hester's Prodigal Children" by Errol Lincoln	Nonfiction	Content Knowledge and Component Skill	Lesson 4: SWBAT integrate information from words and quantitative or visual formats.	RI.6.7	
1	Mon, 8/28/23	"African American Leaders During the Great Depression"	Nonfiction	Content Knowledge and Component Skill	Lesson 5: SWBAT support their ideas and arguments about the Great Depression by analyzing the text and providing their argument in the anchor text.	RI.6.1	
1	Tue, 8/29/23	"Historic Images of African-American Life During the Great Depression"	Fiction	Content Knowledge Only	Lesson 6: SWBAT integrate information from words and quantitative or visual formats.	RI.6.7	
1	Wed, 8/30/23	<i>Bud, Not Buddy</i> by Christopher Paul Curtis, pp. 1-9	Fiction	Content Knowledge Only	Lesson 7: SWBAT cite textual evidence to support analysis of a text.		
1	Thu, 8/31/23	<i>Bud, Not Buddy</i> by Christopher Paul Curtis	Fiction	Content Knowledge Only	Lesson 8: SWBAT analyze a text.	RI.6.1	
1	Mon, 9/4/23	Break	Fiction		Lesson 2: SWBAT plan a narrative by studying the prompt. LABOR DAY	W.6.3, W.6.5	
1	Tue, 9/5/23	<i>Bud, Not Buddy</i> by Christopher Paul Curtis, pp. 36-44	Fiction	Content Knowledge and Component Skill	Lesson 10: SWBAT compare and contrast two texts' approach to the same topic.	RI.6.9	
1	Wed, 9/6/23	"Boyd of Roosevelt" by Langston Hughes	Fiction	Content Knowledge and Component Skill	Lesson 11: SWBAT compare and contrast approach to topic in different texts.	RI.6.9	
1	Thu, 9/7/23	<i>Bud, Not Buddy</i> by Christopher Paul Curtis, pp. 36-44	Fiction	Content Knowledge Only	Lesson 12: SWBAT analyze a text.	RI.6.1	
1	Fri, 9/8/23	Writing Lesson	Fiction	Content Knowledge Only	Lesson 4: SWBAT identify important details from nonfiction reading materials by annotating.	W.6.3	
1	Mon, 9/11/23	<i>Bud, Not Buddy</i> by Christopher Paul Curtis, pp. 70-87	Fiction	Content Knowledge and Component Skill	Lesson 14: SWBAT cite textual evidence to support analysis of a text.	RI.6.1	Virtual materials for lesson 13 are not included on the lesson hub.
1	Tue, 9/12/23	Reading Checkpoint 1	Fiction	Assessment	KW-23-24-06-MJL-Reading-Checkpoint 1	RI.6.1	Lesson 15 is Checkpoint 1. Lesson 16 is a Pause Point.
1	Wed, 9/13/23	<i>Bud, Not Buddy</i> by Christopher Paul Curtis, pp. 88-96	Fiction	Content Knowledge and Component Skill	Lesson 17: SWBAT describe how characters respond to plot events.	RI.6.3	
1	Thu, 9/14/23	<i>Bud, Not Buddy</i> by Christopher Paul Curtis, pp. 108-129	Fiction	Content Knowledge Only	Lesson 19: SWBAT describe the importance of an event in a story's plot.	RI.6.3	Virtual materials for lesson 18 are not included on the lesson hub.
1	Fri, 9/15/23	Writing Lesson	Fiction	Content Knowledge Only	Lesson 5: SWBAT identify information to use in a historical fiction narrative by collecting evidence.	W.6.3	
1	Mon, 9/18/23	<i>Bud, Not Buddy</i> by Christopher Paul Curtis, pp. 140-160	Fiction	Content Knowledge and Component Skill	Lesson 23: SWBAT provide a summary without personal opinions.	RI.6.2	Virtual materials for lesson 20, 22 are not included on the lesson hub.
1	Tue, 9/19/23	Except from A Christmas Carol by Charles Dickens	Fiction	Content Knowledge and Component Skill	Lesson 25: SWBAT compare and contrast approach to topic in different texts.	RI.6.9	Lesson 24: SWBAT provide a summary without personal opinions. (in print) Virtual materials for lesson 24 are not included on the lesson hub.
1	Wed, 9/20/23	"I Got Rhythm" by George and Ira Gershwin, whole text	Fiction	Content Knowledge and Component Skill	Lesson 26: SWBAT compare and contrast approach to topic in different texts.	RI.6.9	
1	Thu, 9/21/23	Reading Checkpoint 2	Fiction	Assessment	KW-23-24-06-MJL-Reading-Checkpoint 2	RI.6.9	Lesson 27 is Checkpoint 2
1	Fri, 9/22/23	Writing Lesson	Fiction	Assessment	Lesson 6: SWBAT plan a fictional narrative by using a story map.	W.6.3, W.6.5	
1	Mon, 9/25/23	"A Renaissance in Harlem" "The Harlem Renaissance"	Nonfiction	Content Knowledge Only	Lesson 28 Part 1: SWBAT integrate information from multiple media or formats.	RI.6.7	
1	Tue, 9/26/23	<i>Bud, Not Buddy</i> by Christopher Paul Curtis, pp. 130-203	Fiction	Content Knowledge Only	Lesson 28 Part 2: SWBAT analyze how an author conveys points of view in a text.	RI.6.3	

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Week	Day	Green - Interim dates Red - classlines Yellow - Today's Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links Purple = Priority Lesson Green= Assessments Light yellow= Writing Lessons Orange = RLDS Grey = Holiday	Standard(s)	NOTES
1	GROWING UP	6	Wed, 9/27/23		Content Knowledge Component Skill	Lesson 29 Part 1: SWBAT compare and contrast approach to topic in different texts.	RL.6.9	
1	GROWING UP	6	Thu, 9/28/23	Fiction	Content Knowledge Only	Lesson 29 Part 2: SWBAT integrate information from words and quantitative or visual formats.	RL.6.7	
1	GROWING UP	6	Fri, 9/29/23	Nonfiction	Content Knowledge Component Skill	Lesson 7: SWBAT draft a fictional narrative by writing from the plan.	W.6.3, W.6.5	
1	GROWING UP	7	Mon, 10/2/23	Fiction	Content Knowledge Component Skill	Lesson 30 Part 1: SWBAT compare and contrast approach to topic in different texts.	RL.6.9	
1	GROWING UP	7	Tue, 10/3/23	Nonfiction	Content Knowledge Only	Lesson 30 Part 2: SWBAT integrate information from words and quantitative or visual formats.	RL.6.7	
1	GROWING UP	7	Wed, 10/4/23	Fiction	Content Knowledge Only	Lesson 31 Part 1: SWBAT describe how characters change over time.	RL.6.3	
1	GROWING UP	7	Thu, 10/5/23	Fiction	Content Knowledge Only	Lesson 8: SWBAT draft openings for a fiction narrative introduction by drafting and sorting.	W.6.3, W.6.3A	
1	GROWING UP	7	Fri, 10/6/23	Fiction	Content Knowledge Only	Lesson 9: SWBAT draft dialogue and description in a narrative by imitating author's craft.	W.6.3, W.6.3B	
1	GROWING UP	8	Mon, 10/9/23	Break		Indigenous People's Day		
1	GROWING UP	8	Tue, 10/10/23	Writing Lesson	Content Knowledge Component Skill	Lesson 10: SWBAT develop a narrative perspective by freewriting.	W.6.3	
1	GROWING UP	8	Wed, 10/11/23	Writing Lesson	Content Knowledge Component Skill	Lesson 11: SWBAT self-evaluate writing by using a checklist.	W.6.3, W.6.5, L.6.3.A	
1	GROWING UP	8	Thu, 10/12/23	Writing Lesson	Content Knowledge Component Skill	Lesson 12: SWBAT evaluate and revise sentence patterns by imitating author's craft.	W.6.3, W.6.3D,	
1	GROWING UP	8	Fri, 10/13/23	Writing Lesson	Content Knowledge Component Skill	Lesson 13: SWBAT identify needed revisions by self-evaluating.	W.6.3, W.6.6	
1	GROWING UP	9	Mon, 10/16/23	3-4 Fall Interim Window Opens	ELA-PT	23-24 ELA Performance Task - Narrative		
1	GROWING UP	9	Tue, 10/17/23	ELA-PT	23-24 ELA Performance Task - Narrative			
1	GROWING UP	9	Wed, 10/18/23	ELA-PT	23-24 ELA Performance Task - Narrative			
1	GROWING UP	9	Thu, 10/19/23	Flu	Flu	23-24 ELA SR		
1	GROWING UP	9	Fri, 10/20/23	Flu	Flu	23-24 ELA SR		
2	FINDING A SEP	10	Mon, 10/23/23	Nonfiction	Content Knowledge Only	Ten Myths About Immigration Video: U.S. Immigration: Is There Really a Line at Immigration? Video: Street Interview: Immigration Issues with Waller		
2	FINDING A SEP	10	Tue, 10/24/23	Nonfiction	Content Knowledge Component Skill	Lesson 0 Part 1: SWBAT identify and respond to important information about the U.S. immigration Lesson 0 Part 2: SWBAT identify a personal question about immigration issues.	RI.6.2	
2	FINDING A SEP	10	Wed, 10/25/23	Nonfiction	Content Knowledge Component Skill	Lesson 2: SWBAT provide a summary without personal opinions	RI.6.5	
2	FINDING A SEP	10	Thu, 10/26/23	Nonfiction	Content Knowledge Only	Lesson 3: SWBAT connect text structure to the development of ideas Lesson 4: SWBAT gather evidence for the Focus Question: Why do people leave their homes to immigrate to the United States?	RI.6.1	
2	FINDING A SEP	10	Fri, 10/27/23	Nonfiction	Content Knowledge Only	Lesson 5: SWBAT gather evidence for the Focus Question: Why do people leave their homes to immigrate to the United States?	RI.6.1	
2	FINDING A SEP	11	Mon, 10/30/23	Nonfiction	Content Knowledge Component Skill	Lesson 6: SWBAT determine a central idea.	RI.6.2	Virtual materials for lesson 31 Part 2 are not included on the lesson hub.
2	FINDING A SEP	11	Tue, 10/31/23	Nonfiction	Content Knowledge Component Skill	Lesson 7: SWBAT connect text structure to the development of ideas	RI.6.5	
2	FINDING A SEP	11	Wed, 11/1/23	Nonfiction	Content Knowledge Component Skill	Lesson 8: SWBAT explain how particular details convey a central idea.	RI.6.2	
2	FINDING A SEP	11	Thu, 11/2/23	Nonfiction	Content Knowledge Only	Lesson 9: SWBAT gather evidence for the Focus Question: Why do people leave their homes to immigrate to the United States?	RI.6.1	
2	FINDING A SEP	11	Fri, 11/3/23	Nonfiction	Content Knowledge Component Skill	Lesson 10: SWBAT provide a summary without personal opinions	RI.6.2	
2	FINDING A SEP	12	Mon, 11/6/23	Nonfiction	Content Knowledge Component Skill	Lesson 12: SWBAT gather evidence for the Focus Question: How do U.S. immigrants cope with the challenges of starting a new life in an unfamiliar place? M2 - Lesson 1: SWBAT identify key features of informative writ	RI.6.1	
2	FINDING A SEP	12	Wed, 11/8/23	Writing Lesson	Content Knowledge Component Skill	Lesson 12: SWBAT gather evidence for the Focus Question: How do U.S. immigrants cope with the challenges of starting a new life in an unfamiliar place? M2 - Lesson 1: SWBAT identify key features of informative writ	RI.6.1	
2	FINDING A SEP	12	Thu, 11/9/23	Break		Veterans Day	W.6.2, W.6.2B	
2	FINDING A SEP	12	Fri, 11/10/23	Break				

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WL #	Date	Genre	Text	Lesson Type	Reading and Writing Lesson Objective and Assessment Links	Standard(s)	Notes
WL #	Date	Genre	Text	Lesson Type	Reading and Writing Lesson Objective and Assessment Links	Standard(s)	Notes
2 FINDING A SEP 13	Mon, 11/13/23	Nonfiction	<i>Immigrant Kids</i> by Russell Freedman pp. 40-53	Content Knowledge Only	Lessons 13: SWBAT gather evidence for the Focus Question: How do U.S. immigrants cope with the challenges of starting a new life in an unfamiliar place?	RL.6.1	
2 FINDING A SEP 13	Tue, 11/14/23	Nonfiction	<i>Immigrant Kids</i> by Russell Freedman pp. 54- 67	Content Knowledge Only	Lesson 14: SWBAT gather evidence for the Focus Question: How do U.S. immigrants cope with the challenges of starting a new life in an unfamiliar place?	RI.6.5	M2 - Lesson 6: SWBAT begin drafting an informative essay by starting easy.
2 FINDING A SEP 13	Wed, 11/15/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "1924"	Content Knowledge and Component Skill	Lesson 15: SWBAT gather evidence for the Focus Question: How do Esperanza's experiences at El Rancho de las Rosas shape her character?	RL.6.1	
2 FINDING A SEP 13	Thu, 11/16/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "1924"	Content Knowledge and Component Skill	Lesson 16: SWBAT gather evidence for the Focus Question: How do Esperanza's experiences at El Rancho de las Rosas shape her character?	RL.6.1	
2 FINDING A SEP 13	Fri, 11/17/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "1924"	Content Knowledge and Component Skill	Lesson 17: SWBAT gather evidence for the Focus Question: How do Esperanza's experiences at El Rancho de las Rosas shape her character?	RL.6.1	
2 FINDING A SEP 14	Mon, 11/27/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "Las Papayas"	Content Knowledge and Component Skill	M2: Lesson 3: SWBAT plan an essay draft by studying the prompt.	W.6.2, W.6.5	
2 FINDING A SEP 14	Tue, 11/28/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "Las Papayas"	Content Knowledge and Component Skill	Lesson 18: SWBAT gather evidence for the Focus Question: How do Esperanza's experiences at El Rancho de las Rosas shape her character?	RL.6.2	
2 FINDING A SEP 14	Wed, 11/29/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "Las Papayas"	Content Knowledge and Component Skill	Lesson 19: SWBAT determine a theme.	RL.6.2	
2 FINDING A SEP 14	Thu, 11/30/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "Las Guayabos"	Content Knowledge and Component Skill	Lesson 20: Part 1: SWBAT gather evidence for the Focus Question: How do Esperanza's experiences at El Rancho de las Rosas shape her character?	RL.6.2	
2 FINDING A SEP 14	Fri, 12/1/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "Las Guayabos"	Content Knowledge and Component Skill	Lesson 20: Part 2: SWBAT gather evidence for the Focus Question: How do Esperanza's experiences at El Rancho de las Rosas shape her character?	RL.6.2	
2 FINDING A SEP 15	Mon, 12/4/23	Fiction	<i>Reading Checkpoint 2</i>	Assessment	M2: Lesson 4: SWBAT prepare to write an essay by collecting evidence.	W.6.2, W.6.2.B	Lesson 21: Checkpoint 2
2 FINDING A SEP 15	Tue, 12/5/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "Las Melocanos"	Content Knowledge and Component Skill	Lesson 22: SWBAT explain how the author develops point of view.	RL.6.6	
2 FINDING A SEP 15	Wed, 12/6/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "Las Cabañas"	Content Knowledge and Component Skill	Lesson 23: SWBAT gather evidence for the Focus Question: How does Esperanza's character change as a result of her immigration to the United States?	RL.6.1	
2 FINDING A SEP 15	Thu, 12/7/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "Las Cabañas"	Content Knowledge and Component Skill	Lesson 24: SWBAT gather evidence for the Focus Question: How does Esperanza's character change as a result of her immigration to the United States?	RL.6.1	
2 FINDING A SEP 15	Fri, 12/8/23	Fiction	<i>Writing Lesson</i>	Assessment	M2: Lesson 5: SWBAT Plan an informative essay by drafting.	W.6.2, W.6.2.A, W.6.2.B	
2 FINDING A SEP 16	Mon, 12/11/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "Las Cabañas"	Content Knowledge and Component Skill	Lesson 25: SWBAT explain how a particular detail convey theme.	RL.6.2	
2 FINDING A SEP 16	Tue, 12/12/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "Las Papas"	Content Knowledge and Component Skill	Lesson 26: SWBAT explain how particular details convey theme.	RL.6.2	
2 FINDING A SEP 16	Wed, 12/13/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "Las Aguacates"	Content Knowledge and Component Skill	Lesson 27: SWBAT provide a summary without personal opinions.	RL.6.2	
2 FINDING A SEP 16	Thu, 12/14/23	Fiction	<i>Esperanza Rising</i> by Pam Muñoz Ryan "Las Esparraños"	Content Knowledge and Component Skill	Lesson 28: SWBAT explain how the author develops point of view.	RL.6.6	
2 FINDING A SEP 16	Mon, 12/18/23	Fiction	Rec				
2 FINDING A SEP 16	Tue, 12/19/23	Fiction			Winter Break		
2 FINDING A SEP 16	Wed, 12/20/23	Fiction			Winter Break		
2 FINDING A SEP 16	Thu, 12/21/23	Fiction			Winter Break		
2 FINDING A SEP 16	Fri, 12/22/23	Fiction			Winter Break		
2 FINDING A SEP 16	Mon, 12/25/23	Fiction			Winter Break		
2 FINDING A SEP 16	Tue, 12/26/23	Fiction			Winter Break		
2 FINDING A SEP 16	Wed, 12/27/23	Fiction			Winter Break		
2 FINDING A SEP 16	Thu, 12/28/23	Fiction			Winter Break		
2 FINDING A SEP 16	Fri, 12/29/23	Fiction			Winter Break		

GRADE 6- WHEATLEY STANDARDS SCOPE + PACING GUIDE

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Module	Wk.	Date	Genre	Text	Lesson Type	Reading and Writing Lesson Objective and Assessment Links	Standard(s)	Notes
2 FINDER A SEP	17	Mon, 1/17/24			Content Knowledge Only	Winter Break		
	17	Tue, 1/17/24			Content Knowledge Only	Winter Break		
2 FINDER A SEP	17	Wed, 1/17/24	Fiction	Esperanza Rising by Pam Muñoz Ryan "13 Dairies"	Content Knowledge Only	Lesson 29 Part 1: SWBAT gather evidence for the Focus Question: How does Esperanza's character change as a result of her immigration to the United States? Lesson 29 Part 2 and Lesson 30: SWBAT gather evidence for the Focus Question: How does Esperanza's character change as a result of her immigration to the United States? Lesson 6: SWBAT begin drafting an informative essay by stating easy.	RL.6.1	
2 FINDER A SEP	17	Thu, 1/17/24	Fiction	Esperanza Rising by Pam Muñoz Ryan "13 Dairies"	Content Knowledge Only	M2- Lesson 7: SWBAT develop an effective introduction by listing and sorting. M2- Lesson 8: SWBAT complete an informative essay draft by writing from the plan. M2- Lesson 10: SWBAT revise a conclusion by initiating author's craft. M2- Lesson 11: SWBAT identify elements that need revision by self-evaluating. M2- Lesson 13: SWBAT identify elements in an essay draft that need revision by annotating. M2- Lesson 14: SWBAT publish an informative essay.	RL.6.1 W.6.2, L.5.1.A W.6.2, W.6.2.A W.6.2 W.6.2, W.6.2.E W.6.2, W.6.5, L.6.2.A W.6.2, W.6.2.E	
2 FINDER A SEP	18	Mon, 1/18/24	Fiction	Writing Lesson	Content Knowledge Only			
2 FINDER A SEP	18	Tue, 1/19/24	Fiction	Writing Lesson	Content Knowledge Only			
2 FINDER A SEP	18	Wed, 1/19/24	Fiction	Writing Lesson	Content Knowledge Only			
2 FINDER A SEP	18	Thu, 1/19/24	Fiction	Writing Lesson	Content Knowledge Only			
2 FINDER A SEP	18	Fri, 1/12/24	Fiction	Writing Lesson	Content Knowledge Only			
2 FINDER A SEP	18	Fri, 1/12/24	Fiction	Writing Lesson	Content Knowledge Only			
2 FINDER A SEP	19	Mon, 1/15/24	Fiction	Break	Content Knowledge Only			
2 FINDER A SEP	19	Tue, 1/16/24	Fiction	3-8 Fall Interim Window Opens	ELA-PT	23-24 ELA Performance Task - Informational		
2 FINDER A SEP	19	Wed, 1/17/24	Fiction		ELA-PT	23-24 ELA Performance Task - Informational		
2 FINDER A SEP	19	Thu, 1/18/24	Fiction		ELA-SR	23-24 ELA Performance Task - Informational		
2 FINDER A SEP	19	Fri, 1/19/24	Fiction	File	ELA-SR	23-24 ELA Performance Task - Informational		
3 SOLVING MYS1	19	Mon, 1/22/24	Nonfiction		Foundational Content Knowledge and Component Skill	Lesson 0 Part 1: SWBAT identify key events from early Jamestown. Lesson 0 Part 2: SWBAT explain how the relationship between the Powhatan people and the settlers would be told differently based on who told the story.	N/A	
3 SOLVING MYS1	20	Tue, 1/23/24	Fiction	Blood on the River Chapters 1 & 2	Content Knowledge and Component Skill	Lesson 1: SWBAT explain how the author develops point of view.	RL.6.6	
3 SOLVING MYS1	20	Wed, 1/24/24	Fiction	Blood on the River Chapters 3 & 4 3-8 Interim Window Closes	Content Knowledge and Component Skill	Lesson 2: SWBAT describe how characters respond to events.	RL.6.3	
3 SOLVING MYS1	20	Thu, 1/25/24	Fiction	Blood on the River Chapter 5	Content Knowledge and Component Skill	Lesson 3: SWBAT describe how characters respond to events.	RL.6.3	
3 SOLVING MYS1	20	Fri, 1/26/24	Fiction	Writing Lesson	Content Knowledge and Component Skill	M3- Lesson 1: SWBAT identify key features of argumentative writing by analyzing a mentor text.	W.6.1	
3 SOLVING MYS1	20	Mon, 1/29/24	Fiction	Blood on the River Chapter 6	Content Knowledge and Component Skill	Lesson 4: SWBAT describe how invent develops the plot.	RL.6.3	
3 SOLVING MYS1	21	Tue, 1/30/24	Fiction	Blood on the River Chapters 7 & 8 3-8 Interim Data Due	Content Knowledge and Component Skill	Lesson 5: SWBAT analyze a text.	RL.6.1	
3 SOLVING MYS1	21	Wed, 1/31/24	Fiction	Blood on the River Chapter 9	Content Knowledge and Component Skill	Lesson 6: SWBAT cite textual evidence.	RL.6.1	
3 SOLVING MYS1	21	Thu, 2/1/24	Fiction	Blood on the River Chapters 10 & 11	Content Knowledge and Component Skill	Lesson 7: SWBAT cite textual evidence.	RL.6.1	
3 SOLVING MYS1	21	Fri, 2/2/24	Fiction	Writing Lesson	Content Knowledge and Component Skill	M3- Lesson 3: SWBAT develop writing plans for an informative essay by studying the prompt	W.6.1, W.6.5	
3 SOLVING MYS1	21	Mon, 2/19/24	Fiction		Content Knowledge Only	TK8 Winter RLD		
3 SOLVING MYS1	22	Tue, 2/16/24	Fiction	Blood on the River Chapters 12-14	Content Knowledge Only	Lesson 8: SWBAT gather evidence for the Focus Question: How might a person's perspective toward the New World be shaped by their social position?	RL.6.1	
3 SOLVING MYS1	22	Wed, 2/17/24	Fiction	Blood on the River Chapters 12-14	Content Knowledge Only	Lesson 9: SWBAT gather evidence for the Focus Question: How might a person's perspective toward the New World be shaped by their social position?	RL.6.1	
3 SOLVING MYS1	22	Thu, 2/18/24	Fiction	Reading Checkpoint 1	Assessment	M3- Lesson 4: SWBAT plan for focus writing task 1 by collecting evidence: SWBAT identify key details to respond to a writing prompt by collecting evidence.	W.6.1, W.6.1.B	
3 SOLVING MYS1	22	Fri, 2/19/24	Fiction	Writing Lesson	Content Knowledge Only	Lesson 12 and 13: SWBAT gather evidence for the Focus Question: How do Samuel's encounters with different people in the New World change his beliefs and values?	RL.6.1	
3 SOLVING MYS1	23	Mon, 2/12/24	Fiction	River Chapters 15-18	Content Knowledge and Component Skill	Lesson 15: SWBAT analyze a text.	RL.6.1	
3 SOLVING MYS1	23	Tue, 2/13/24	Fiction	Blood on the River Chapter 20 & 21	Content Knowledge and Component Skill	M3- Lesson 5: SWBAT generate ideas for a claim for an argumentative essay by brainstorming. M3- Lesson 6: SWBAT organize their reasons and supporting evidence by mapping. M3- Lesson 7: SWBAT develop a plan for an argumentative essay by outlining.	W.6.1 W.6.1, W.6.1.B W.6.1, W.6.1.B	Combine lessons 8 and 9.
3 SOLVING MYS1	23	Wed, 2/14/24	Fiction	Writing Lesson	Content Knowledge Only			
3 SOLVING MYS1	23	Thu, 2/15/24	Fiction	Writing Lesson	Content Knowledge Only			
3 SOLVING MYS1	23	Fri, 2/16/24	Fiction	Writing Lesson	Content Knowledge Only			
3 SOLVING MYS1	24	Mon, 2/19/24	Fiction	Tue, 2/20/24	Content Knowledge Only	February Break		
3 SOLVING MYS1	24	Tue, 2/20/24	Fiction	Wed, 2/21/24	Content Knowledge Only	February Break		
3 SOLVING MYS1	24	Wed, 2/21/24	Fiction	Thu, 2/22/24	Content Knowledge Only	February Break		
3 SOLVING MYS1	24	Thu, 2/22/24	Fiction	Fri, 2/23/24	Content Knowledge Only	February Break		
3 SOLVING MYS1	24	Fri, 2/23/24	Fiction	Writing Lesson	Content Knowledge Only	M3- Lesson 8: SWBAT develop an argumentative essay introduction by citing and sorting.	W.6.1, W.6.1.A	

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3 SOLVING MWST	24	Tue, 2/27/24	Writing Lesson		Purple = Priority Lesson Green= Assessments Light yellow= Writing Lessons Orange = RLDs Grey= Holiday			
3 SOLVING MWST	24	Wed, 2/28/24	Writing Lesson					
3 SOLVING MWST	24	Thu, 2/29/24	Writing Lesson					
3 SOLVING MWST	24	Fri, 3/1/24	Writing Lesson					
3 SOLVING MWST	24	Fri, 3/1/24	3-8 Spring Interim Window Opens					
3 SOLVING MWST	24	Mon, 3/4/24	ELA-PT					
3 SOLVING MWST	25	Tue, 3/5/24	ELA-PT					
3 SOLVING MWST	25	Wed, 3/6/24	ELA-SR					
3 SOLVING MWST	25	Thu, 3/7/24	Flex					
3 SOLVING MWST	25	Fri, 3/8/24	Flex					
3 SOLVING MWST	25	Mon, 3/11/24	Fiction	Blood on the River Chapter 22-24	Content and Knowledge Component Skill	Lessons 16 : SWBAT describe how an event develops the plot	RL.6.3	
3 SOLVING MWST	26	Tue, 3/12/24	Fiction	Blood on the River Chapter 22-24	Content and Knowledge Component Skill	Lesson 17: SWBAT describe how an event develops the plot	RL.6.3	
3 SOLVING MWST	26	Wed, 3/13/24	Fiction	Blood on the River Chapter 25	Content and Knowledge Component Skill	Lesson 18: SWBAT gather evidence for the Focus Question: How do Samuel's encounters with different people in the New World change his beliefs and values?	RL.6.1	
3 SOLVING MWST	26	Thu, 3/14/24	Fiction	Blood on the River Chapters 26 & 27 and Afterword	Content and Knowledge Component Skill	Lessons 19- SWBAT gather evidence for the Focus Question: How do Samuel's encounters with different people in the New World change his beliefs and values?	RL.6.1	
3 SOLVING MWST	26	Fri, 3/15/24	Flex					
3 SOLVING MWST	27	Mon, 3/18/24	Fiction	Blood on the River Chapters 26 & 27 and Afterword	Content and Knowledge Component Skill	Lessons 20: SWBAT gather evidence for the Focus Question: How do Samuel's encounters with different people in the New World change his beliefs and values?	RL.6.1	
3 SOLVING MWST	27	Tue, 3/19/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Lesson 21: SWBAT interpret technical meanings.	RI.6.4	
3 SOLVING MWST	27	Wed, 3/20/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Lesson 22: SWBAT determine the author's purpose and point of view.	RI.6.6	
3 SOLVING MWST	27	Thu, 3/21/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Lesson 23: SWBAT analyze development of individuals, events, or ideas.	RI.6.3	
3 SOLVING MWST	27	Fri, 3/22/24	3-8 Spring Interim Window Closes					
3 SOLVING MWST	27	Mon, 3/25/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Lesson 25: SWBAT analyze development of individuals, events, or ideas.	RI.6.3	
3 SOLVING MWST	28	Tue, 3/26/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Lesson 26: SWBAT analyze development of individuals, events, or ideas	RI.6.3	
3 SOLVING MWST	28	Wed, 3/27/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Lesson 27: SWBAT analyze how an author conveys point of view.	RI.6.6	
3 SOLVING MWST	28	Thu, 3/28/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Lesson 28: SWBAT evaluate reasoning and evidence in an argument.	RI.6.8	
3 SOLVING MWST	28	Fri, 3/29/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	TK-8 Spring RLD #1		
3 SOLVING MWST	28	Mon, 4/1/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Clear Choice Day		
3 SOLVING MWST	28	Tue, 4/2/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	TK-8 Spring RLD #2: SF SCHOOLS		
3 SOLVING MWST	28	Wed, 4/3/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Spring Break		
3 SOLVING MWST	28	Thu, 4/4/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Spring Break		
3 SOLVING MWST	28	Fri, 4/5/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Spring Break		
3 SOLVING MWST	29	Mon, 4/8/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Lesson 29 Part 1 : SWBAT evaluate reasoning and evidence in an argument.	RI.6.8	
3 SOLVING MWST	29	Tue, 4/9/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Lesson 29 Part 2 : SWBAT evaluate reasoning and evidence in an argument.	RI.6.8	
3 SOLVING MWST	29	Wed, 4/10/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Lesson 30 Part 1 : SWBAT evaluate reasoning and evidence in an argument.	RI.6.8	
3 SOLVING MWST	29	Thu, 4/11/24	Nonfiction	Written in Bone	Content and Knowledge Component Skill	Lesson 31 Part 2: SWBAT analyze how an author conveys point of view.	RI.6.6	
3 SOLVING MWST	29	Fri, 4/12/24	Flex					
4 THE HERO'S JOURNEY	30	Mon, 4/15/24	Nonfiction	Missing from KW pacing guide	Foundational	Missing from KW pacing guide	WG.1	

Song: Home by Chris Daughtry
Verses: The Odyssey & The Hero's Journey

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	#	Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority Lesson Green = Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting Italic = Additional	Lessons Skipped to review or spiral back
4 THE HERO'S JC	30	Tue, 4/16/24	"Excerpts from Ancient Greek Society"	Nonfiction	Content Knowledge and Component Skill	Lesson 1: SWBAT define words and phrases as used in a text	RI.6.4	
4 THE HERO'S JC	30	Wed, 4/17/24	"The Battle of Thermopylae"	Nonfiction	Content Knowledge and Component Skill	Lesson 2: SWBAT compare and contrast authors' presentation of events	RI.6.9	
4 THE HERO'S JC	30	Thu, 4/18/24	"Gorgo of Sparta"	Nonfiction	Content Knowledge and Component Skill	Lesson 3 Part 1: SWBAT determine a central idea.	RI.6.2	
4 THE HERO'S JC	30	Fri, 4/19/24	"Why Were Women a Necessary Evil in Greek Mythology?"	Nonfiction	Content Knowledge and Component Skill	Lesson 3 Part 2: SWBAT interpret connotative language in a text.	RI.6.4	
4 THE HERO'S JC	31	Mon, 4/22/24	"Achilles"	Nonfiction	Content Knowledge and Component Skill	Lesson 4 Part 1: SWBAT compare and contrast authors' presentation of events.	RI.6.4	
4 THE HERO'S JC	31	Tue, 4/23/24	"Prometheus"	Nonfiction	Content Knowledge and Component Skill	Lesson 5: SWBAT analyze the presentation of the same topic in multiple texts.	RI.6.4	
4 THE HERO'S JC	31	Wed, 4/24/24	"The Death of Alexander the Great"	Nonfiction	Content Knowledge and Component Skill	Lesson 6: SWBAT compare and contrast authors' presentation of events.	RI.6.9	
4 THE HERO'S JC	31	Thu, 4/25/24	"Pheidippides and the Marathon"	Nonfiction	Content Knowledge and Component Skill	Lesson 7: SWBAT compare and contrast authors' presentation of events.	RI.6.9	
4 THE HERO'S JC	31	Fri, 4/26/24	Socrates	Nonfiction	Content Knowledge and Component Skill	Lesson 9 SWBAT connect text structure to the development of ideas.	RI.6.5	
4 THE HERO'S JC	31	Mon, 4/29/24	Socrates	Nonfiction	Content Knowledge and Component Skill	Lesson 10 SWBAT connect text structure to the development of ideas.		
4 THE HERO'S JC	32	Tue, 4/30/24	Reading Checkpoint 2			KW-23-24-G6-M4-Reading Checkpoint 2		
	32	Wed, 5/1/24	Flex			SBAC PREP		
	32	Thu, 5/2/24	Flex			SBAC PREP		
	32	Fri, 5/3/24	Flex			SBAC PREP		
	33	Mon, 5/6/24	Flex			SBAC PREP		
	33	Tue, 5/7/24	Flex			SBAC PREP		
	33	Wed, 5/8/24	Flex			SBAC PREP		
	33	Thu, 5/9/24	Flex			SBAC PREP		
	33	Fri, 5/10/24	Flex			SBAC PREP		
	34	Mon, 5/13/24	SBAC EXAM					
	34	Tue, 5/14/24	SBAC EXAM					
	34	Wed, 5/15/24	SBAC EXAM					
	34	Thu, 5/16/24	SBAC EXAM					
	34	Fri, 5/17/24	Flex					
4 THE HERO'S JC	35	Mon, 5/20/24	The Odyssey	Nonfiction	Content Knowledge Only	Lesson 13 SWBAT cite textual evidence.	RI.6.1	
4 THE HERO'S JC	35	Tue, 5/21/24	The Odyssey and Goblin Market	Nonfiction	Content Knowledge and Component Skill	Lesson 14 SWBAT compare and contrast approach to theme across text type.	RI.6.9	
4 THE HERO'S JC	35	Wed, 5/22/24	The Odyssey	Nonfiction	Content Knowledge and Component Skill	Lesson 15: SWBAT explain how particular details convey theme in a text.	RI.6.2	
4 THE HERO'S JC	35	Thu, 5/23/24	The Odyssey	Nonfiction	Content Knowledge and Component Skill	Lesson 16 SWBAT compare and contrast audience experiences. mine a central idea.	RI.6.2	
4 THE HERO'S JC	35	Fri, 5/24/24				Assessment Practice Writing Task (W.6.1)		Assessment Practice Writing Task (W.6.1)
		Mon, 5/27/24				Memorial Day		
4 THE HERO'S JC	36	Tue, 5/28/24	The Odyssey	Nonfiction	Content Knowledge and Component Skill	Lesson 17 SWBAT define words and phrases as used in a text.	RI.6.4	
4 THE HERO'S JC	36	Wed, 5/29/24	The Odyssey	Nonfiction	Content Knowledge and Component Skill	Lesson 18: SWBAT determine theme in a text.	RI.6.4	
4 THE HERO'S JC	36	Thu, 5/30/24	The Odyssey	Nonfiction	Content Knowledge and Component Skill	Lesson 19 SWBAT analyze how an excerpt contributes to the theme.	RI.6.4	

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	36	Fri, 5/31/24	Flex							
	37	Mon, 6/3/24	Flex			<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>				
	37	Tue, 6/4/24	Flex			<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>				
	37	Wed, 6/5/24	Flex			<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>				
		Thu, 6/6/24				Estimated Last Day of School				
	37	Fri, 6/7/24								
	38	Mon, 6/10/24								
	38	Tue, 6/11/24								
	38	Wed, 6/12/24								
	38	Thu, 6/13/24								
	38	Fri, 6/14/24								

GRADE 7 - WHEATLEY STANDARDS SCOPE + PACING GUIDE

Unit	Standard	Grade	Text	Lesson Type	Learning Objectives and Assessment Links	Standards	Notes
PERSONALITY, IDENTITY, AND SOCIAL ORDER IN THE MODERN AGES	7	Mon, 10/27/23	The Midwife's Apprentice	Fiction	Lesson 26: SWBAT analyze how an author conveys points of view in a text.	RL.7.6	
	7	Tue, 10/27/23	The Midwife's Apprentice	Fiction	Lesson 27: SWBAT analyze how an author conveys points of view in a text.	RL.7.2	
	7	Wed, 10/27/23	The Midwife's Apprentice	Fiction	Lesson 28: SWBAT analyze a text.	RL.7.6	
	7	Thu, 10/27/23	Free				
	7	Fri, 10/27/23	Writing Lesson		M1. Lesson 7: SWBAT draft a narrative beginning that engages and orients.	W.7.1, W.7.3, A	
	7	Mon, 10/29/23	Break		Indigenous People's Day		
	7	Tue, 10/29/23	Writing Lesson		M1. Lesson 8: SWBAT draft a narrative by writing from the point of view.	W.7.1, W.7.5	
	7	Wed, 10/29/23	Writing Lesson		M1. Lesson 9: SWBAT draft a narrative with reflection by making author's craft.	W.7.1, W.7.3, B	
	7	Thu, 10/29/23	Writing Lesson		M1. Lesson 11: SWBAT identify evidence for main by reading their work slowly.	W.7.1, W.7.5	
	7	Fri, 10/29/23	Writing Lesson		M1. Lesson 13: SWBAT publish a narrative with a title—Module 1 Focus Writing Task 1.	W.7.1, W.7.5	
	7	Mon, 10/16/23	3-8 Fall Inevitable Window Opens	EA-PT EA-PT ELA-SR		2324 ELA Performance Task - Narrative 2324 ELA Performance Task - Narrative	
	7	Tue, 10/17/23	Free				
	7	Wed, 10/18/23	Free				
7	Thu, 10/19/23	Free					
7	Fri, 10/20/23	Free					
3 FEVER	10	Mon, 10/23/23	N/A	Nonfiction	Lesson 9 part 1: SWBAT compare medical methods from the 1700s to medical methods today.	N/A	
3 FEVER	10	Tue, 10/24/23	Video: "Philadelphia: The Great EA"	Nonfiction	Lesson 9 part 2: SWBAT describe the connection between socioeconomic status and access to health care in the 1700s.	RI.7.1	
3 FEVER	10	Wed, 10/25/23	An American Plague	Nonfiction	Lesson 9: SWBAT analyze the author's use of facts, statistics, and other data to analyze individual events and ideas in Philadelphia plan in the previous excerpt of 1793?	RI.7.3	
3 FEVER	10	Thu, 10/26/23	An American Plague	Nonfiction	Lesson 2: SWBAT analyze interactions in a text.	RI.7.9	
3 FEVER	10	Fri, 10/27/23	An American Plague and Fever	Nonfiction and Fiction	Lesson 3: SWBAT analyze the presentation of the same topic in multiple texts.	RI.7.9	
3 FEVER	10	Fri, 10/27/23	An American Plague and Fever	Nonfiction and Fiction	Lesson 4: SWBAT analyze text structure for development of ideas.	RI.7.5	
3 FEVER	11	Mon, 10/30/23	An American Plague and Fever	Nonfiction and Fiction	Lesson 5: SWBAT compare and contrast a fictional portrayal of a historical account.	RI.7.9	Combine foundational lessons
3 FEVER	11	Tue, 10/31/23	An American Plague and Fever	Nonfiction and Fiction	Lesson 6: SWBAT gather evidence for a focus question: How can we learn about history from both historical accounts and fictional portrayals?	RI.7.1	
3 FEVER	11	Wed, 11/01/23	An American Plague and Fever	Nonfiction	Lesson 2: SWBAT analyze text structure for development of ideas.	RI.7.5	
3 FEVER	11	Thu, 11/02/23	Writing Lesson	Writing Lesson	Module 4 Focus Writing Task	W.7.2	
3 FEVER	11	Fri, 11/03/23	Free		ELA RD - T16-8		
3 FEVER	12	Mon, 11/06/23	An American Plague and Fever	Nonfiction and Fiction	Lesson 8: SWBAT compare and contrast a fictional portrayal and historical account.	RI.7.9	
3 FEVER	12	Tue, 11/07/23	An American Plague	Nonfiction	Lesson 10: SWBAT compare and contrast a fictional portrayal and historical account.	RI.7.9	
3 FEVER	12	Wed, 11/08/23	An American Plague	Nonfiction	Lesson 11: SWBAT analyze interactions in a text.	RI.7.3	
3 FEVER	12	Thu, 11/09/23	Writing Lesson	Writing Lesson	M3. Lesson 13: SWBAT develop writing plans for informative text by studying the prompt.	W.7.2, W.7.5	
3 FEVER	12	Fri, 11/10/23	Free		Veterans Day		
3 FEVER	13	Mon, 11/13/23	An American Plague	Nonfiction	Lesson 12: SWBAT analyze interactions in a text.	RI.7.3	Lesson 13 to Checkpoint 4
3 FEVER	13	Tue, 11/14/23	An American Plague	Nonfiction	Lesson 13: SWBAT develop writing plans for informative text by studying the prompt.	RI.7.3	Lesson 14 to Checkpoint 4
3 FEVER	13	Wed, 11/15/23	An American Plague and Fever	Nonfiction and Fiction	Lesson 15: SWBAT compare and contrast a fictional portrayal and historical account.	RI.7.9	Lesson 15 to Checkpoint 4
3 FEVER	13	Thu, 11/16/23	3-8 Fall Inevitable Window Opens	EA-PT EA-PT ELA-SR		W.7.2, W.7.3, W.7.9	
3 FEVER	13	Mon, 11/20/23	Writing Lesson	Writing Lesson	Thanksgiving Break		
3 FEVER	13	Tue, 11/21/23	Free		Thanksgiving Break		
3 FEVER	13	Wed, 11/22/23	Free		Thanksgiving Break		
3 FEVER	13	Thu, 11/23/23	Free		Thanksgiving Break		
3 FEVER	13	Fri, 11/24/23	Free		Thanksgiving Break		

GRADE 7 - WHEATLEY STANDARDS SCOPE + PACING GUIDE

Unit	Module	Week	Day	Text	Genre	Lesson Type	Reading and Writing Lesson Objective and Assessment Links	Standards	Notes		
1	3 FEV	14	Mon, 1/17/23	An American Roper	Nonfiction	Content Knowledge Only	Lesson 18: SWBAT analyze interactions in a text.	RL.7.3			
		14	Tue, 1/18/23	An American Roper	Nonfiction	Content Knowledge and Skill	Lesson 19: SWBAT analyze the impact of word choice on a specific part of a text.	RL.7.4			
		14	Wed, 1/19/23	Fever, 1793	Fiction	Content Knowledge and Skill	Lesson 20: SWBAT define words and phrases as used in a text.	RL.7.4			
		14	Thu, 1/20/23	An American Roper	Nonfiction	Content Knowledge and Skill	Lesson 21: SWBAT determine the author's point of view and purpose.	RI.7.6			
		14	Fri, 1/21/23	Writing Lesson		Content Knowledge and Skill	MS - Lesson 8: SWBAT plan for an informative text by missing.	W.7.2, W.7.5			
		15	Mon, 1/23/23	Fever, 1793	Nonfiction	Content Knowledge and Skill	Lesson 22: SWBAT compare and contrast two mediums' portrayals of a topic.	RI.7.7			
		15	Tue, 1/24/23	Reading Checkpoint 2	Nonfiction	Assessment	NO. 23.24.27.28.30.31.32.33.34.35.36.37.38.39.40.41.42.43.44.45.46.47.48.49.50.51.52.53.54.55.56.57.58.59.60.61.62.63.64.65.66.67.68.69.70.71.72.73.74.75.76.77.78.79.80.81.82.83.84.85.86.87.88.89.90.91.92.93.94.95.96.97.98.99.100.101.102.103.104.105.106.107.108.109.110.111.112.113.114.115.116.117.118.119.120.121.122.123.124.125.126.127.128.129.130.131.132.133.134.135.136.137.138.139.140.141.142.143.144.145.146.147.148.149.150.151.152.153.154.155.156.157.158.159.160.161.162.163.164.165.166.167.168.169.170.171.172.173.174.175.176.177.178.179.180.181.182.183.184.185.186.187.188.189.190.191.192.193.194.195.196.197.198.199.200.201.202.203.204.205.206.207.208.209.210.211.212.213.214.215.216.217.218.219.220.221.222.223.224.225.226.227.228.229.230.231.232.233.234.235.236.237.238.239.240.241.242.243.244.245.246.247.248.249.250.251.252.253.254.255.256.257.258.259.260.261.262.263.264.265.266.267.268.269.270.271.272.273.274.275.276.277.278.279.280.281.282.283.284.285.286.287.288.289.290.291.292.293.294.295.296.297.298.299.300.301.302.303.304.305.306.307.308.309.310.311.312.313.314.315.316.317.318.319.320.321.322.323.324.325.326.327.328.329.330.331.332.333.334.335.336.337.338.339.340.341.342.343.344.345.346.347.348.349.350.351.352.353.354.355.356.357.358.359.360.361.362.363.364.365.366.367.368.369.370.371.372.373.374.375.376.377.378.379.380.381.382.383.384.385.386.387.388.389.390.391.392.393.394.395.396.397.398.399.400.401.402.403.404.405.406.407.408.409.410.411.412.413.414.415.416.417.418.419.420.421.422.423.424.425.426.427.428.429.430.431.432.433.434.435.436.437.438.439.440.441.442.443.444.445.446.447.448.449.450.451.452.453.454.455.456.457.458.459.460.461.462.463.464.465.466.467.468.469.470.471.472.473.474.475.476.477.478.479.480.481.482.483.484.485.486.487.488.489.490.491.492.493.494.495.496.497.498.499.500.501.502.503.504.505.506.507.508.509.510.511.512.513.514.515.516.517.518.519.520.521.522.523.524.525.526.527.528.529.530.531.532.533.534.535.536.537.538.539.540.541.542.543.544.545.546.547.548.549.550.551.552.553.554.555.556.557.558.559.560.561.562.563.564.565.566.567.568.569.570.571.572.573.574.575.576.577.578.579.580.581.582.583.584.585.586.587.588.589.590.591.592.593.594.595.596.597.598.599.600.601.602.603.604.605.606.607.608.609.610.611.612.613.614.615.616.617.618.619.620.621.622.623.624.625.626.627.628.629.630.631.632.633.634.635.636.637.638.639.640.641.642.643.644.645.646.647.648.649.650.651.652.653.654.655.656.657.658.659.660.661.662.663.664.665.666.667.668.669.670.671.672.673.674.675.676.677.678.679.680.681.682.683.684.685.686.687.688.689.690.691.692.693.694.695.696.697.698.699.700.701.702.703.704.705.706.707.708.709.710.711.712.713.714.715.716.717.718.719.720.721.722.723.724.725.726.727.728.729.730.731.732.733.734.735.736.737.738.739.740.741.742.743.744.745.746.747.748.749.750.751.752.753.754.755.756.757.758.759.760.761.762.763.764.765.766.767.768.769.770.771.772.773.774.775.776.777.778.779.780.781.782.783.784.785.786.787.788.789.790.791.792.793.794.795.796.797.798.799.800.801.802.803.804.805.806.807.808.809.810.811.812.813.814.815.816.817.818.819.820.821.822.823.824.825.826.827.828.829.830.831.832.833.834.835.836.837.838.839.840.841.842.843.844.845.846.847.848.849.850.851.852.853.854.855.856.857.858.859.860.861.862.863.864.865.866.867.868.869.870.871.872.873.874.875.876.877.878.879.880.881.882.883.884.885.886.887.888.889.890.891.892.893.894.895.896.897.898.899.900.901.902.903.904.905.906.907.908.909.910.911.912.913.914.915.916.917.918.919.920.921.922.923.924.925.926.927.928.929.930.931.932.933.934.935.936.937.938.939.940.941.942.943.944.945.946.947.948.949.950.951.952.953.954.955.956.957.958.959.960.961.962.963.964.965.966.967.968.969.970.971.972.973.974.975.976.977.978.979.980.981.982.983.984.985.986.987.988.989.990.991.992.993.994.995.996.997.998.999.1000.				
		15	Wed, 1/25/23	Traveler*	Fiction	Content Knowledge and Skill	Lesson 25: SWBAT gather evidence to answer the focus question: How do people respond differently to grief?	RL.7.4			
		15	Thu, 1/27/23	Traveler*	Fiction	Content Knowledge and Skill	Lesson 26: SWBAT analyze how a poem's structure contributes to its meaning.	RL.7.5			
		15	Fri, 1/28/23	Writing Lesson		Content Knowledge and Skill	MS - Lesson 9: SWBAT draft an introduction for an informative essay by using and sorting.	W.7.2, W.7.2.A			
		2	3 FEV	16	Mon, 1/31/23	An American Roper	Nonfiction	Content Knowledge Only	Lesson 27: SWBAT analyze the impact of sound devices on a specific part of a text.	RL.7.4	
				16	Tue, 1/31/23	Traveler*	Fiction	Content Knowledge Only	Lesson 28: SWBAT gather evidence to answer the focus question: What effects did the epidemic have on the lives of the people of New York?	RL.7.2	
				16	Wed, 1/31/23	Fever, 1793	Nonfiction	Content Knowledge and Skill	Lesson 29: SWBAT gather evidence to answer the focus question: How do people respond differently to grief?	RL.7.4	
				16	Thu, 1/31/23	An American Roper	Nonfiction	Content Knowledge Only	Lesson 31 Part 1: SWBAT analyze how text is used for development of ideas.	RL.7.5	
				16	Fri, 1/31/23	An American Roper	Nonfiction	Content Knowledge Only	Lesson 31 Part 2: SWBAT analyze the presentation of the same topic in multiple texts.	RL.7.5	
17	Mon, 1/30/23			Break		Content Knowledge Only	Writer Break				
17	Tue, 1/31/23			Break		Content Knowledge Only	Writer Break				
17	Wed, 1/31/23			Break		Content Knowledge Only	Writer Break				
17	Thu, 1/31/23			Break		Content Knowledge Only	Writer Break				
17	Fri, 1/31/23			Break		Content Knowledge Only	Writer Break				
17	Sat, 1/31/23			Break		Content Knowledge Only	Writer Break				
17	Sun, 1/31/23			Break		Content Knowledge Only	Writer Break				
17	Mon, 1/30/23			Break		Content Knowledge Only	Writer Break				
17	Tue, 1/31/23			Break		Content Knowledge Only	Writer Break				
3	3 FEV			17	Thu, 1/19/24	Writing Lesson		Content Knowledge and Skill	MS - Lesson 10: SWBAT draft body paragraphs by writing from the plan.	W.7.2, W.7.2.B	
		17	Fri, 1/19/24	Writing Lesson		Content Knowledge and Skill	MS - Lesson 11: SWBAT draft body paragraphs by writing from the plan.	W.7.2, W.7.2.B			
		17	Mon, 1/22/24	Writing Lesson		Content Knowledge and Skill	MS - Lesson 13: SWBAT write a conclusion paragraph by using and sorting.	W.7.2, W.7.2.A			
		17	Tue, 1/23/24	Writing Lesson		Content Knowledge and Skill	MS - Lesson 15 (part 1 + 2) : SWBAT identify ideas to revise for precision and decision by annotating.	W.7.2, W.7.2.D, L.7.4, W.7.2, W.7.2.A, W.7.4, W.7.4.A, W.7.4.B, W.7.4.C, W.7.4.D			
		17	Wed, 1/24/24	Writing Lesson		Content Knowledge and Skill	MS - Lesson 16: SWBAT publish an informative story.	W.7.2, W.7.2.A			
		17	Thu, 1/25/24	Break		Content Knowledge Only	Writer Break				
		17	Fri, 1/26/24	Break		Content Knowledge Only	Writer Break				
		17	Sat, 1/27/24	Break		Content Knowledge Only	Writer Break				
		17	Sun, 1/28/24	Break		Content Knowledge Only	Writer Break				
		17	Mon, 1/29/24	Break		Content Knowledge Only	Writer Break				
		17	Tue, 1/30/24	Break		Content Knowledge Only	Writer Break				
		17	Wed, 1/31/24	Break		Content Knowledge Only	Writer Break				
		17	Thu, 1/31/24	Break		Content Knowledge Only	Writer Break				
		17	Fri, 1/31/24	Break		Content Knowledge Only	Writer Break				
		4	2 HOME AND HOMELAND	19	Mon, 1/15/24	3-8 Winter Intern Window Opens		ELA PT			
19	Tue, 1/16/24			3-8 Winter Intern Window Opens		ELA PT					
19	Wed, 1/17/24			3-8 Winter Intern Window Opens		ELA SR					
19	Thu, 1/18/24			3-8 Winter Intern Window Opens		ELA SR					
19	Fri, 1/19/24			3-8 Winter Intern Window Opens		ELA SR					
19	Mon, 1/22/24			Video Study: "The Layers of an Immigrant"	Nonfiction	Foundational Content	Lesson 0 Part 1: SWBAT describe the personal impact of immigration.	N/A	Combine traditional lessons		
19	Tue, 1/23/24			Video Study: "The Layers of an Immigrant"	Nonfiction	Foundational Content	Lesson 0 Part 2: SWBAT develop personal reflections and questions about the current immigration debate.	N/A	Combine traditional lessons		
19	Wed, 1/24/24			Video Study: "The Layers of an Immigrant"	Nonfiction	Foundational Content	Lesson 1: SWBAT analyze how poetic structures contribute to meaning.	RL.7.5			
19	Thu, 1/25/24			Video Study: "The Layers of an Immigrant"	Nonfiction	Foundational Content	Lesson 3: SWBAT analyze how the setting shapes character.	RL.7.3			
19	Fri, 1/26/24			Video Study: "The Layers of an Immigrant"	Nonfiction	Foundational Content	Lesson 3: SWBAT compare and contrast effects of media in a written story and its staged version.	RL.7.7			
19	Sat, 1/27/24			Video Study: "The Layers of an Immigrant"	Nonfiction	Foundational Content	Lesson 4: SWBAT gather evidence to address our focus question: what, literally and metaphorically, is a "border"?	RL.7.1			
19	Sun, 1/28/24			Video Study: "The Layers of an Immigrant"	Nonfiction	Foundational Content	Lesson 5: SWBAT compare and contrast effects of media in a written story and its staged version.	RL.7.7			
19	Mon, 1/29/24			Video Study: "The Layers of an Immigrant"	Nonfiction	Foundational Content	Lesson 5: SWBAT compare and contrast effects of media in a written story and its staged version.	RL.7.7			
19	Tue, 1/30/24			Video Study: "The Layers of an Immigrant"	Nonfiction	Foundational Content	Lesson 6: SWBAT analyze how the setting shapes characters.	RL.7.3			

GRADE 7 - WHEATLEY STANDARDS SCOPE + PACING GUIDE

DIRECTIONS FOR USE:		This schedule is a guideline as you build your own Wheatley pacing calendar. Please allow for your specific school calendar.		The content of our 23-24 Inform as events align to the prescribed sequence in our pacing calendar.		Please aim to stay within 2 weeks of the listed dates to ensure that you are on pace.		
Month	WK #	Date (Approximate)	Text	Genre	Lesson Type	Reading and Writing Lesson Objective and Assessment Lens	Standards	Notes
2 HOME AND HOMELAND	21	Wed, 1/17/24	The Hour on Mungo Street 3-8 Winter Inform Due	Fiction	Content Only	Lesson 7: SWBAT gather evidence to address our focus question: what, literally and metaphorically, is a home?	RL.7.1	Lesson 8 is a Pause Point
2 HOME AND HOMELAND	21	Thu, 2/1/24	Two Rivers by Anisotou	Fiction	Content and Knowledge and Skill	Module 4: 2 Focus Writing Task Begins	RL.7.5	
2 HOME AND HOMELAND	21	Fri, 2/2/24	Writing Lessons		Content	TK-3 Winter RFD	W.7.1	
2 HOME AND HOMELAND	22	Mon, 2/5/24			Content and Knowledge and Skill	Lesson 9: SWBAT analyze how poetic structure contributes to meaning.	RL.7.5	
2 HOME AND HOMELAND	22	Wed, 2/7/24	Cool Sides, "The Challenge"	Fiction	Assessment	Lesson 10: SWBAT analyze how an author contrasts points of view in a text.	RL.7.6	Lesson 11 is Checkpoint 1.
2 HOME AND HOMELAND	22	Wed, 2/7/24	Reading Checkpoint 1		Content and Knowledge and Skill	Module 4: 2 Focus Writing Task Begins	RL.7.6	
2 HOME AND HOMELAND	22	Thu, 2/8/24	The Hour on Mungo Street	Fiction	Content	Lesson 11: SWBAT analyze how characters interact with plot.	RL.7.3	
2 HOME AND HOMELAND	22	Fri, 2/9/24	The Hour on Mungo Street	Fiction	Content and Knowledge and Skill	Lesson 12: SWBAT analyze how characters interact with plot.	RL.7.7	
2 HOME AND HOMELAND	23	Mon, 2/12/24	"Winged Serpent"	Fiction	Content and Knowledge and Skill	Lesson 14: analyze how the scene's structure contributes to meaning.	RL.7.5	
2 HOME AND HOMELAND	23	Thu, 2/15/24	Cool Sides, "Take me Down to the Mexican Moon", "Why am I so Bored?"	Fiction	Content Only	Lesson 15: SWBAT gather evidence to address our focus question: what, literally and metaphorically, is a home?	RL.7.1	
2 HOME AND HOMELAND	23	Wed, 2/14/24	Cool Sides, "Take me Down to the Mexican Moon", "Why am I so Bored?"	Fiction	Content and Knowledge and Skill	Lesson 16: SWBAT gather evidence to address our focus question: what, literally and metaphorically, is a home?	RL.7.1	
2 HOME AND HOMELAND	23	Thu, 2/15/24	The Hour on Mungo Street	Fiction	Content and Knowledge and Skill	Lesson 17: SWBAT analyze how characters interact with plot.	RL.7.3	
2 HOME AND HOMELAND	23	Fri, 2/16/24	The Hour on Mungo Street	Fiction	Content and Knowledge and Skill	Lesson 18: SWBAT analyze how characters interact with plot.	RL.7.3	
2 HOME AND HOMELAND	23	Mon, 2/19/24			Content and Knowledge and Skill	Lesson 19: SWBAT analyze how characters interact with plot.	RL.7.3	
2 HOME AND HOMELAND	24	Mon, 2/19/24	Writing Lessons		Content	February Break		
2 HOME AND HOMELAND	24	Tue, 2/20/24	Writing Lessons		Content	February Break		
2 HOME AND HOMELAND	24	Wed, 2/21/24	Writing Lessons		Content	February Break		
2 HOME AND HOMELAND	24	Thu, 2/22/24	Writing Lessons		Content	February Break		
2 HOME AND HOMELAND	24	Fri, 2/23/24	Writing Lessons		Content	February Break		
2 HOME AND HOMELAND	24	Mon, 2/26/24	3-8 Spring Inform Due		Content	M2: Lesson 4: SWBAT develop writing plans for literary analysis essay by studying the M2: Lesson 5: SWBAT plan for a literary analysis essay by collecting evidence. M2: Lesson 6: SWBAT identify a claim for literary analysis essay by transforming. M2: Lesson 7: SWBAT plan for a literary analysis essay by outlining. M2: Lesson 8: SWBAT draft the body paragraph of a literary analysis essay by writing from the given plan.	W.7.1, W.7.5 W.7.1, W.7.9 W.7.1, W.7.1A W.7.1, W.7.5 W.7.1, W.7.1B	
2 HOME AND HOMELAND	24	Tue, 2/27/24	Writing Lessons		Content	M2: Lesson 11: SWBAT draft a conclusion paragraph by adding and citing. M2: Lesson 13: SWBAT identify strengths and weaknesses of a literary analysis. M2: Lesson 14: SWBAT revise elements of a literary analysis essay by using a checklist. M2: Lesson 15: SWBAT add a conclusion for variety by reading their work aloud.	W.7.1, W.7.5 W.7.1, W.7.5 W.7.1, W.7.5 W.7.1, W.7.4	
2 HOME AND HOMELAND	25	Mon, 3/4/24			Content and Knowledge and Skill	Module 4: 2 Focus Writing Task Ends	W.7.1, W.7.4	
2 HOME AND HOMELAND	25	Tue, 3/12/24			Content and Knowledge and Skill	Module 4: 2 Focus Writing Task Ends	W.7.1, W.7.4	
2 HOME AND HOMELAND	25	Wed, 3/13/24			Content and Knowledge and Skill	Module 4: 2 Focus Writing Task Ends	W.7.1, W.7.4	
2 HOME AND HOMELAND	25	Thu, 3/14/24			Content and Knowledge and Skill	Module 4: 2 Focus Writing Task Ends	W.7.1, W.7.4	
2 HOME AND HOMELAND	25	Fri, 3/15/24			Content and Knowledge and Skill	Module 4: 2 Focus Writing Task Ends	W.7.1, W.7.4	
2 HOME AND HOMELAND	27	Mon, 3/18/24	The Hour on Mungo Street	Fiction	Content and Knowledge and Skill	Lesson 20: SWBAT analyze how the context structure contributes to meaning.	RL.7.5	Lesson 19 is a Pause Point.
2 HOME AND HOMELAND	27	Tue, 3/19/24	The Hour on Mungo Street	Fiction	Content and Knowledge and Skill	Lesson 21: SWBAT compare and contrast fiction and historical accounts.	RL.7.9	
2 HOME AND HOMELAND	27	Wed, 3/20/24	Reading Checkpoint 2		Assessment	Module 4: 2 Focus Writing Task Ends		Lesson 22 is Checkpoint 2
2 HOME AND HOMELAND	27	Thu, 3/21/24	Reading Inform Due		Content and Knowledge and Skill	Lesson 23: SWBAT gather evidence to address our focus question: What happens when cultures collide?	RL.7.1	
2 HOME AND HOMELAND	27	Fri, 3/22/24	The Hour on Mungo Street	Fiction	Content and Knowledge and Skill	Lesson 24: SWBAT explain how the author contrasts points of view.	RL.7.5	
2 HOME AND HOMELAND	28	Mon, 3/25/24	The Hour on Mungo Street	Fiction	Content and Knowledge and Skill	Lesson 25: SWBAT gather evidence to address our focus question: what, literally and metaphorically, is a home?	RL.7.1	
2 HOME AND HOMELAND	28	Tue, 3/26/24	The Hour on Mungo Street	Fiction	Content and Knowledge and Skill	Lesson 26: SWBAT gather evidence to address our focus question: what, literally and metaphorically, is a home?	RL.7.1	
2 HOME AND HOMELAND	28	Wed, 3/27/24	Leahy/Bob Revere 3-8 Spring Inform Due	Nonfiction	Content and Knowledge and Skill	Lesson 28: SWBAT analyze text structure for the development of ideas.	RL.7.5	Lesson 27 Socials Seminar not included in virtual lessons.
2 HOME AND HOMELAND	28	Thu, 3/28/24	"Cultural Evolution"	Nonfiction	Content and Knowledge and Skill	Lesson 30: SWBAT define technical words and phrases as used in a text.	RL.7.4	
2 HOME AND HOMELAND	28	Mon, 4/1/24			Content and Knowledge and Skill	TK-8 Spring RFD #1		
2 HOME AND HOMELAND	28	Tue, 4/2/24			Content and Knowledge and Skill	TK-8 Spring RFD #2		
2 HOME AND HOMELAND	28	Wed, 4/3/24			Content and Knowledge and Skill	TK-8 Spring RFD #3		
2 HOME AND HOMELAND	28	Thu, 4/4/24			Content and Knowledge and Skill	TK-8 Spring RFD #4		
2 HOME AND HOMELAND	28	Fri, 4/5/24			Content and Knowledge and Skill	TK-8 Spring RFD #5		

GRADE 7 - WHEATLEY STANDARDS SCOPE + PACING GUIDE

DIRECTIONS FOR USE:

- This scope will serve as a baseline as you build your own Wheatley pacing calendar aligned to your specific school calendars.
- The content of our 23-24 Interim assessments align to the prescribed sequence in our pacing calendars.
- Please aim to stay within 2 weeks of the listed dates to ensure that you are on pace.

Module	Wk.	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES
		Green = interim dates Red = deadlines Yellow = Today's Date				Purple = Priority lesson Green = Assessments Light yellow = Writing Lessons Orange = RLDS Grey = Holiday	RLD = Reading Standards Unbolded = Supporting role = Additional	Lessons Skipped to review or spiral back
2 HOME AND HOMETOWN	29	Mon, 4/8/24	Reviews of <i>The House on Mango Street</i>	Nonfiction	Content Knowledge Only	Lesson 31: SWBAT analyze the presentation of the same topic in two texts.	RI.7.9	Lessons 32-34 are Pause Points and EOM are lessons 35 and 36.
	29	Tue, 4/9/24	Flex					
	29	Wed, 4/10/24	Flex					
4 LANGUAGE AND POWER	29	Thu, 4/11/24	"Keep Memory Alive"	Nonfiction	Content Knowledge and Component Skill	Lesson 1: SWBAT compare and contrast two mediums' portrayals of a topic.	RI.7.7	
4 LANGUAGE AND POWER	29	Fri, 4/12/24	"Speech at the Red Army Parade"	Nonfiction	Content Knowledge and Component Skill	Lesson 2: SWBAT evaluate reasoning and evidence in an argument.	RI.7.8	
4 LANGUAGE AND POWER	30	Mon, 4/15/24	"Speech to the Reichstag"	Nonfiction	Content Knowledge and Component Skill	Lesson 3: SWBAT evaluate reasoning and evidence in an argument.	RI.7.8	
4 LANGUAGE AND POWER	30	Tue, 4/16/24	The Family Romanov	Nonfiction	Content Knowledge and Component Skill	Lesson 4: SWBAT analyze the impact of word choices on meaning and tone.	RI.7.4	
4 LANGUAGE AND POWER	30	Wed, 4/17/24	A Wicked History: Stalin	Nonfiction	Content Knowledge and Component Skill	Lesson 5: SWBAT determine author's point of view and purpose.	RI.7.6	
4 LANGUAGE AND POWER	30	Thu, 4/18/24	A Wicked History: Stalin & The Family Romanov	Nonfiction	Content Knowledge and Component Skill	Lesson 6: SWBAT analyze the presentation of the same topic in multiple texts.	RI.7.9	
4 LANGUAGE AND POWER	30	Fri, 4/19/24	A Wicked History: Stalin & The Family Romanov	Nonfiction	Content Knowledge and Component Skill	Lesson 7: SWBAT determine author's point of view and purpose.	RI.7.6	
4 LANGUAGE AND POWER	31	Mon, 4/22/24	A Wicked History: Stalin	Nonfiction	Content Knowledge and Component Skill	Lesson 8: SWBAT cite several pieces of textual evidence.	RI.7.1	
4 LANGUAGE AND POWER	31	Tue, 4/23/24	A Wicked History: Stalin	Nonfiction	Content Knowledge and Component Skill	Lesson 9: SWBAT analyze how authors distinguish their positions from those of others.	RI.7.6	
4 LANGUAGE AND POWER	31	Wed, 4/24/24	A Wicked History: Stalin	Nonfiction	Content Knowledge and Component Skill	Lesson 10: SWBAT analyze the impact of word choices on meaning and tone.	RI.7.4	
4 LANGUAGE AND POWER	31	Thu, 4/25/24	"Victory Speech Broadcast from Moscow on May 9, 1945"	Nonfiction	Content Knowledge and Component Skill	Lesson 11: SWBAT gather evidence for the Focus Question: How might themes in A Midsummer Night's Dream apply to modern times?	RI.7.6	
4 LANGUAGE AND POWER	31	Fri, 4/26/24	Reading Checkpoint 1	Assessment		EW-23-24-67-76-Reading Checkpoint 1		Lesson 12 is Checkpoint 1.
4 LANGUAGE AND POWER	31	Mon, 4/29/24	A Wicked History: Stalin	Nonfiction	Content Knowledge and Component Skill	Lesson 13: SWBAT analyze text structure for development of ideas.	RI.7.5	
4 LANGUAGE AND POWER	32	Tue, 4/30/24	Flex			SBAC PREP		
4 LANGUAGE AND POWER	32	Wed, 5/1/24	Flex			SBAC PREP		
4 LANGUAGE AND POWER	32	Thu, 5/2/24	Flex			SBAC PREP		
4 LANGUAGE AND POWER	32	Fri, 5/3/24	Flex			SBAC PREP		
33	Mon, 5/6/24	Flex				SBAC PREP		
33	Tue, 5/7/24	Flex				SBAC PREP		
33	Wed, 5/8/24	Flex				SBAC PREP		
33	Thu, 5/9/24	Flex				SBAC PREP		
33	Fri, 5/10/24	Flex				SBAC PREP		
34	Mon, 5/13/24	SBAC EXAM						
34	Tue, 5/14/24	SBAC EXAM						
34	Wed, 5/15/24	SBAC EXAM						
34	Thu, 5/16/24	SBAC EXAM						
34	Fri, 5/17/24	SBAC EXAM						
4 LANGUAGE AND POWER	35	Mon, 5/20/24	Two Poems	Fiction	Content Knowledge and Component Skill	Lesson 14: SWBAT analyze how poetic structure contributes to meaning.	RI.7.5	
4 LANGUAGE AND POWER	35	Tue, 5/21/24	Socratic Seminar	Nonfiction	Content Knowledge and Component Skill	Lesson 15: SWBAT evaluate reasoning and evidence in an argument by participating in a Socratic seminar.	RI.7.8, W.7.8.B	
4 LANGUAGE AND POWER	35	Wed, 5/22/24	<i>Animal Farm</i> Film	Fiction	Content Knowledge and Component Skill	Lesson 16: SWBAT analyze development of theme.	RI.7.2	
4 LANGUAGE AND POWER	35	Thu, 5/23/24	<i>Animal Farm</i> Film	Fiction	Content Knowledge and Component Skill	Lesson 17: SWBAT compare and contrast two mediums' effects.	RI.7.7	
4 LANGUAGE AND POWER	35	Fri, 5/24/24	<i>Animal Farm</i>	Fiction	Content Knowledge and Component Skill	Lesson 18: SWBAT explain how the author constructs point of view.	RI.7.6	
		Mon, 5/27/24				Memorial Day		
4 LANGUAGE AND POWER	36	Tue, 5/28/24	<i>Animal Farm</i>	Fiction	Content Knowledge and Component Skill	Lesson 19: SWBAT cite several pieces of textual evidence.	RI.7.1	
4 LANGUAGE AND POWER	36	Wed, 5/29/24	<i>Animal Farm</i>	Fiction	Content Knowledge and Component Skill	Lesson 20: SWBAT provide an objective summary.	RI.7.2	
4 LANGUAGE AND POWER	36	Thu, 5/30/24	<i>Animal Farm</i>	Fiction	Content Knowledge and Component Skill	Lesson 21: SWBAT analyze development of theme.	RI.7.2	
4 LANGUAGE AND POWER	36	Fri, 5/31/24	Reading Checkpoint 2	Assessment		EW-23-24-67-76-Reading Checkpoint 2		
37	Mon, 6/3/24	Flex				Use where needed. Check for impact on End-of-Year Date and IA Windows		
37	Tue, 6/4/24	Flex				Use where needed. Check for impact on End-of-Year Date and IA Windows		
37	Wed, 6/5/24	Flex				Use where needed. Check for impact on End-of-Year Date and IA Windows		
		Thu, 6/6/24				Estimated Last Day of School		
		Fri, 6/7/24						

GRADE 7- WHEATLEY STANDARDS SCOPE + PACING GUIDE

DIRECTIONS FOR USE:
 - This schedule is provided for your own Wheatley practice calendar aligned to our specific school calendar.
 - The content of our 23-24 interim assessments align to the prescribed sequence in our pacing calendar.
 - Please aim to stay within 2 weeks of the listed dates to ensure that you are on pace.

Module	WC	Date	Test	Genre	Lesson Type	READING AND WRITING Lesson Objectives and Assessment Links	Standard(s)	NOTES
	#	Weeks 1-23 Dates				Purple = Priority lesson Green=Assessments Light yellow = Writing Lesson Orange=ELDs Grey=Holiday	Standard(s) Skill: Subskill: Supporting WAC: Addressed	Lesson Support/EU review or spreadsheet
	38	Mon, 6/17/24						
	38	Tue, 6/18/24						
	38	Wed, 6/19/24						
	38	Thu, 6/20/24						
	38	Fri, 6/21/24						

GRADE 8- WHEATLEY STANDARDS SCOPE + PACING GUIDE

DIRECTIONS FOR USE:

- This scope will serve as a baseline as you build your own Wheatley pacing calendar aligned to your specific school calendars.
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Module	Wk. #	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES
		Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority lesson Green = Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting <i>Italic</i> = Additional	Lessons Skipped to review or spiral back
	0	Mon, 8/14/23						
	0	Tue, 8/15/23				<i>Use week to build culture, systems, and routines.</i>		
	0	Wed, 8/16/23				<i>Use week to build culture, systems, and routines.</i>		
	0	Thu, 8/17/23				<i>Use week to build culture, systems, and routines.</i>		
	0	Fri, 8/18/23				<i>Use week to build culture, systems, and routines.</i>		
First Day of Academics								
Lesson 0 Part 1: SWBAT describe what living conditions were like for African Americans in Northern cities in the 1940s and 1950s.								
1 THE SPIRIT OF CHICAGO	1	Mon, 8/21/23		Nonfiction	Foundational: build background knowledge - class and race inequality in the United States	Lesson 0 Part 2 SWBAT identify an impact of economic inequity.		
1 THE SPIRIT OF CHICAGO	1	Tue, 8/22/23	Chicago (poem)	Fiction	Content Knowledge and Component Skill	Lesson 1 SWBAT analyze a text.	RL.8.1	
1 THE SPIRIT OF CHICAGO	1	Wed, 8/23/23	Chicago (poem)	Fiction	Content Knowledge and Component Skill	Lesson 2 SWBAT cite the strongest text evidence to support analysis of a text.	RL.8.1	
1 THE SPIRIT OF CHICAGO	1	Thu, 8/24/23	Chicago (poem)	Fiction	Content Knowledge and Component Skill	Lesson 3 SWBAT analyze the impact of word choices on meaning and tone.	RL.8.4	
1 THE SPIRIT OF CHICAGO	1	Fri, 8/25/23	Writing Lesson			M1- Lesson 1: SWBAT analyze a mentor text to identify key features of narrative writing.	W.8.3	
1 THE SPIRIT OF CHICAGO	2	Mon, 8/28/23	A Raisin in the Sun	Fiction	Content Knowledge	Lesson 4* SWBAT analyze the impact of word choices on meaning and tone.	RL.8.4	
1 THE SPIRIT OF CHICAGO	2	Tue, 8/29/23	A Raisin in the Sun	Fiction	Content Knowledge and Component Skill	Lesson 5 SWBAT cite the strongest text evidence to support analysis of a text.	RL.8.1	
1 THE SPIRIT OF CHICAGO	2	Wed, 8/30/23	A Raisin in the Sun	Fiction	Content Knowledge and Component Skill	Lesson 6 SWBAT analyze a text.	RL.8.1	
1 THE SPIRIT OF CHICAGO	2	Thu, 8/31/23	A Raisin in the Sun	Fiction	Content Knowledge	Lesson 7 SWBAT analyze the impact of word choices on meaning and tone.	RL.8.4	
1 THE SPIRIT OF CHICAGO	2	Fri, 9/1/23	Writing Lesson			M1- Lesson 2: SWBAT plan a narrative by studying the prompt.	W.8.3, W.8.5	
		Mon, 9/4/23	Break			LABOR DAY		
1 THE SPIRIT OF CHICAGO	3	Tue, 9/5/23	One-Way Ticker and Kitchennette building	Fiction	Content Knowledge and Component Skill	Lesson 8 SWBAT explain the connotative meaning of words and phrases in a text.	RL.8.4	
1 THE SPIRIT OF CHICAGO	3	Wed, 9/6/23	The Titan	Fiction	Content Knowledge Only	Lesson 9 SWBAT cite the strongest textual evidences to support analysis of a text.	RL.8.1	
1 THE SPIRIT OF CHICAGO	3	Thu, 9/7/23	The Titan	Fiction	Content Knowledge and Component Skill	Lesson 10 SWBAT define the figurative meaning of words and phrases in a text.	RL.8.4	
1 THE SPIRIT OF CHICAGO	3	Fri, 9/8/23	Writing Lesson			M1- Lesson 4: SWBAT develop a setting by imitating author's craft.	W.8.3, W.8.3.B	
1 THE SPIRIT OF CHICAGO	4	Mon, 9/11/23	"Long-Suffering Cubs Fans Hope Blasted Ball Puts End to 'Curse'"	Nonfiction	Content Knowledge and Component Skill	Lesson 11 SWBAT analyze how an author responds to conflicting evidence or viewpoints.	RI.8.6	
1 THE SPIRIT OF CHICAGO	4	Tue, 9/12/23	"Long-Suffering Cubs Fans Hope Blasted Ball Puts End to 'Curse'"	Nonfiction	Content Knowledge Only	Lesson 12 SWBAT analyze a text.	RI.8.1	
1 THE SPIRIT OF CHICAGO	4	Wed, 9/13/23	"Long-Suffering Cubs Fans Hope Blasted Ball Puts End to 'Curse'"	Nonfiction	Content Knowledge and Component Skill	Lesson 13 SWBAT cite the strongest textual evidence to support analysis of a text.	RI.8.1	
1 THE SPIRIT OF CHICAGO	4	Thu, 9/14/23	Reading checkpoint 1		Assessment	Lesson 15: KW-23-24-G8-M1-Reading Checkpoint 1	*RL.8.1, RL.8.4	
1 THE SPIRIT OF CHICAGO	4	Fri, 9/15/23	Writing Lesson			M1- Lesson 5: SWBAT find details to include in a narrative by collecting evidence.	W.8.3, W.8.9	
1 THE SPIRIT OF CHICAGO	5	Mon, 9/18/23	The Great Fire	Nonfiction	Content Knowledge Only	Lesson 16 SWBAT analyze a text.	RI.8.1	
1 THE SPIRIT OF CHICAGO	5	Tue, 9/19/23	The Great Fire	Nonfiction	Content Knowledge and Component Skill	Lesson 17 SWBAT cite the strongest textual evidence to support analysis of a text.	RI.8.1	

GRADE 8- WHEATLEY STANDARDS SCOPE + PACING GUIDE

DIRECTIONS FOR USE:

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Module	Wk. #	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES
		Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority Lesson Green= Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting <i>Italic</i> = Additional	Lessons Skipped to review or spiral back
1 THE SPIRIT OF CHICAGO	5	Wed, 9/20/23	<i>The Great Fire</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 18 SWBAT determine the author's point of view and purpose in a text.	RI.8.6	
1 THE SPIRIT OF CHICAGO	5	Thu, 9/21/23	<i>The Great Fire</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 19 SWBAT cite textual evidence when analyzing the character's point of view.	RI.8.1	
1 THE SPIRIT OF CHICAGO	5	Fri, 9/22/23	Writing Lesson			M1- Lesson 6: SWBAT generate character and plot details for a narrative by brainstorming.	W.8.3, W.8.5	
1 THE SPIRIT OF CHICAGO	6	Mon, 9/25/23	<i>The Great Fire and The Eyewitnesses</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 20 SWBAT analyze texts with conflicting information.	RI.8.9	
1 THE SPIRIT OF CHICAGO	6	Tue, 9/26/23	<i>The Great Fire</i>	Nonfiction	Content Knowledge Only	Lesson 21 SWBAT analyze a text.	RI.8.1	
1 THE SPIRIT OF CHICAGO	6	Wed, 9/27/23	<i>The Great Fire</i>	Nonfiction	Content Knowledge Only	Lesson 22 SWBAT analyze a text.	RI.8.1	
1 THE SPIRIT OF CHICAGO	6	Thu, 9/28/23	Reading Checkpoint 2	Assessment		Lesson 23: KW-23-24-G8-M1-Reading Checkpoint 2	RI.8.1, RI.8.6, RI.8.9	
1 THE SPIRIT OF CHICAGO	6	Fri, 9/29/23	Writing Lesson			M1- Lesson 7: SWBAT plan a narrative by using a story map.	W.8.3, W.8.5	
1 THE SPIRIT OF CHICAGO	7	Mon, 10/2/23	<i>The Great Fire</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 25 Part 1: SWBAT analyze how an author responds to conflicting evidence or viewpoints.	RI.8.6	
1 THE SPIRIT OF CHICAGO	7	Tue, 10/3/23	<i>Chicago History Museum Texts</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 26 Part 2: SWBAT analyze texts with conflicting information.	RI.8.9	
1 THE SPIRIT OF CHICAGO	7	Wed, 10/4/23	<i>Socratic Seminar for The Great Fire</i>	Nonfiction	Content Knowledge and Component Skill	Lesson 27: SWBAT cite the strongest textual evidence to support analysis of a text.	RI.8.1	
1 THE SPIRIT OF CHICAGO	7	Thu, 10/5/23	Writing Lesson			M1- Lesson 8: SWBAT draft a narrative with a beginning, middle, and ending by writing from the plan.	W.8.3	
1 THE SPIRIT OF CHICAGO	7	Fri, 10/6/23	Writing Lesson			M1- Lesson 9: SWBAT develop a solution to a drafting challenge by brainstorming.	W.8.3	
1 THE SPIRIT OF CHICAGO	8	Mon, 10/9/23	Break			Indigenous People's Day		
1 THE SPIRIT OF CHICAGO	8	Tue, 10/10/23	Writing Lesson			M1- Lesson 10: SWBAT develop a character with reflection by sifting and sorting.	W.8.3, W.8.3.B	
1 THE SPIRIT OF CHICAGO	8	Wed, 10/11/23	Writing Lesson			M1- Lesson 11: SWBAT identify strengths and weaknesses in a narrative by self-evaluating.	W.8.3, W.8.5	
1 THE SPIRIT OF CHICAGO	8	Thu, 10/12/23	Writing Lesson			M1- Lesson 12: SWBAT notice opportunities for sentence variety revision by reading their work slowly.	W.8.3	
1 THE SPIRIT OF CHICAGO	8	Fri, 10/13/23	Writing Lesson			M1- Lesson 14: SWBAT orally publish focus writing task 1 in small groups.	W.8.3, W.8.4	
3 TO KILL A MOCKINGBIRD	9	Mon, 10/16/23	3-8 Fall Interim Window Opens		ELA -PT	23-24 ELA Performance Task - Narrative		
3 TO KILL A MOCKINGBIRD	9	Tue, 10/17/23			ELA -PT	23-24 ELA Performance Task - Narrative		
3 TO KILL A MOCKINGBIRD	9	Wed, 10/18/23			ELA -SR	23-24 ELA SR		
3 TO KILL A MOCKINGBIRD	9	Thu, 10/19/23	Flex					
3 TO KILL A MOCKINGBIRD	9	Fri, 10/20/23	Flex					
3 TO KILL A MOCKINGBIRD	10	Mon, 10/23/23	Various texts	Informational	Foundational Parts 1 and 2 Content Knowledge Only	Lesson 0: SWBAT describe the historical context of the criminal justice system for African Americans in America during the time of To Kill a Mockingbird. SWBAT determine the impact of injustice in the criminal justice system.	N/A	
3 TO KILL A MOCKINGBIRD	10	Tue, 10/24/23	NEA Reader Resources: To Kill a Mockingbird	Informational	Content Knowledge Only	Lesson 1: SWBAT gather evidence for the Focus Question: What forms of discrimination existed in the Jim Crow South?	RI.8.1	
3 TO KILL A MOCKINGBIRD	10	Wed, 10/25/23	lynchings and Their Legacy	Informational	Content Knowledge and Component Skill	Lesson 3: SWBAT analyze the impact of word choices on the meaning and tone.	RI.8.4	
3 TO KILL A MOCKINGBIRD	10	Thu, 10/26/23	To Kill a Mockingbird	Fiction	Content Knowledge Only	Lesson 4: SWBAT analyze a text. SWBAT gather evidence for the Focus Questions: Whose perspective do we hear? Whose perspectives do we not hear?	RI.8.9	
3 TO KILL A MOCKINGBIRD	10	Fri, 10/27/23	Writing Lesson			M3- Lesson 1: SWBAT analyze a mentor text to identify key features of informative writing.	W.8.2	

GRADE 8- WHEATLEY STANDARDS SCOPE + PACING GUIDE

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Module	Wk. #	Date	Text	Genre	Lesson Type	READING AND WRITING Lesson Objective and Assessment Links	Standard(s)	NOTES
		Green = Interim dates Red = deadlines Yellow = Today's Date				Purple = Priority Lesson Green= Assessments Light yellow = Writing Lessons Orange = RLDs Grey = Holiday	Bold = Priority Standard Unbolded = Supporting <i>Italic = Additional</i>	Lessons Skipped to review or spiral back
3 TO KILL A MOCKINGBIRD	11	Mon, 10/30/23	To Kill a Mockingbird	Fiction	Content Knowledge Only	Lesson 5: SWBAT analyze a text. SWBAT gather evidence for the Focus Questions: Whose perspective do we hear? Whose perspectives do we not hear?	RL.8.5	
3 TO KILL A MOCKINGBIRD	11	Tue, 10/31/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 6: SWBAT analyze the impact of dialogue on a narrative.	RL.8.3	
3 TO KILL A MOCKINGBIRD	11	Wed, 11/1/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 7: SWBAT compare and contrast how text structures contribute to meaning and style.	RL.8.5	
3 TO KILL A MOCKINGBIRD	11	Thu, 11/2/23	To Kill a Mockingbird	Fiction	Content Knowledge Only	Lesson 8: SWBAT analyze and evaluate the performed production of a written text. SWBAT gather evidence for the Focus Question: What forms of discrimination existed in the Jim Crow South?	RL.8.9	
3 TO KILL A MOCKINGBIRD	11	Fri, 11/3/23	Fall RLD			FALL RLD - TK-8		
3 TO KILL A MOCKINGBIRD	12	Mon, 11/16/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 9: SWBAT compare and contrast how text structures contribute to meaning and style.	RL.8.5	
3 TO KILL A MOCKINGBIRD	12	Tue, 11/17/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 10: SWBAT analyze the use of traditional literary material in modern fiction.	RL.8.9	
3 TO KILL A MOCKINGBIRD	12	Wed, 11/18/23		Nonfiction	Content Knowledge and Component Skill	Lesson 11: SWBAT define words and phrases as they are used in a text.	RI.8.4	
3 TO KILL A MOCKINGBIRD	12	Thu, 11/19/23	Writing Lesson Break			M3- Lesson 3: SWBAT plan for focus writing task 1 by studying the prompt	W.8.2, W.8.9	
3 TO KILL A MOCKINGBIRD	12	Fri, 11/20/23				Veterans Day		
3 TO KILL A MOCKINGBIRD	13	Mon, 11/13/23	Amendments to the Constitution	Nonfiction	Content Knowledge and Component Skill	Lesson 12: SWBAT analyze the impact of word choices on the meaning and tone.	RI.8.4	
3 TO KILL A MOCKINGBIRD	13	Tue, 11/14/23	Reading Checkpoint 1		Assessment	Lesson 13: KW-23-24-GB-M3-Reading Checkpoint 1		
3 TO KILL A MOCKINGBIRD	13	Wed, 11/15/23	To Kill a Mockingbird	Fiction	Content Knowledge Only	Lesson 14: SWBAT gather evidence for the Focus Question: What forms of discrimination existed in the Jim Crow South?	RL.8.6	
3 TO KILL A MOCKINGBIRD	13	Thu, 11/16/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 15: SWBAT analyze the use of traditional literary material in modern fiction.	RL.8.9	
3 TO KILL A MOCKINGBIRD	13	Fri, 11/17/23	Writing Lesson			M3- Lesson 4: SWBAT plan for focus writing task 1 by collecting evidence.	W.8.2, W.8.9	
3 TO KILL A MOCKINGBIRD	14	Mon, 11/20/23				Thanksgiving Break		
3 TO KILL A MOCKINGBIRD	14	Tue, 11/21/23				Thanksgiving Break		
3 TO KILL A MOCKINGBIRD	14	Wed, 11/22/23				Thanksgiving Break		
3 TO KILL A MOCKINGBIRD	14	Thu, 11/23/23				Thanksgiving Break		
3 TO KILL A MOCKINGBIRD	14	Fri, 11/24/23				Thanksgiving Break		
3 TO KILL A MOCKINGBIRD	14	Mon, 11/27/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 16: SWBAT analyze the impact of incidents on a narrative.	RL.8.3	
3 TO KILL A MOCKINGBIRD	14	Tue, 11/28/23	To Kill a Mockingbird	Fiction	Content Knowledge Only	Lesson 17: SWBAT gather evidence for the Focus Question: In what ways can a jury show prejudice?	RL.8.1	
3 TO KILL A MOCKINGBIRD	14	Wed, 11/29/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 18: SWBAT compare and contrast how text structures contribute to meaning and style.	RL.8.5	
3 TO KILL A MOCKINGBIRD	14	Thu, 11/30/23	To Kill a Mockingbird	Fiction	Content Knowledge Only	Lesson 19: SWBAT gather evidence for the Focus Question: In what ways can a jury show prejudice?	RL.8.1	
3 TO KILL A MOCKINGBIRD	14	Fri, 12/1/23	Writing Lesson			M3- Lesson 5: SWBAT plan for focus writing task 1 by collecting evidence.	W.8.2, W.8.9	
3 TO KILL A MOCKINGBIRD	15	Mon, 12/4/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 20: SWBAT analyze the use of traditional literary material in modern fiction.	RL.8.9	
3 TO KILL A MOCKINGBIRD	15	Tue, 12/5/23	To Kill a Mockingbird	Fiction	Content Knowledge Only	Lesson 21: SWBAT gather evidence for the Focus Question: In what ways can a jury show prejudice?	RL.8.1	
3 TO KILL A MOCKINGBIRD	15	Wed, 12/6/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 22: SWBAT define words and phrases as used in a text.	RI.8.4	
3 TO KILL A MOCKINGBIRD	15	Thu, 12/7/23	Reading Checkpoint 2			Lesson 23: KW-23-24-GB-M3-Reading Checkpoint 2		

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3 TO KILL A MOCKINGBIRD	15	Fri, 12/8/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 25: SWBAT analyze the impact of dialogue on a narrative.	RL.8.3	
3 TO KILL A MOCKINGBIRD	16	Mon, 12/11/23	To Kill a Mockingbird	Fiction	Content Knowledge Only	Lesson 26: SWBAT analyze the impact of word	RL.8.4	
3 TO KILL A MOCKINGBIRD	16	Tue, 12/12/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 27: SWBAT compare and contrast how text structures contribute to meaning and style.	RL.8.4	
3 TO KILL A MOCKINGBIRD	16	Wed, 12/13/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 28: SWBAT analyze the development of a theme.	RL.8.2	
3 TO KILL A MOCKINGBIRD	16	Thu, 12/14/23	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 29: SWBAT analyze the impact of incidents on a narrative.	RL.8.2	
3 TO KILL A MOCKINGBIRD	16	Fri, 12/15/23	Flex					
		Mon, 12/18/23				Winter Break		
		Tue, 12/19/23				Winter Break		
		Wed, 12/20/23				Winter Break		
		Thu, 12/21/23				Winter Break		
		Fri, 12/22/23				Winter Break		
		Mon, 12/25/23				Winter Break		
		Tue, 12/26/23				Winter Break		
		Wed, 12/27/23				Winter Break		
		Thu, 12/28/23				Winter Break		
		Fri, 12/29/23				Winter Break		
	17	Mon, 1/1/24				Winter Break		
	17	Tue, 1/2/24				Winter Break		
3 TO KILL A MOCKINGBIRD	17	Wed, 1/3/24	Writing Lesson			M3 - Lesson 6: SWBAT plan for focus writing task 1 by collecting evidence.	W.8.2, W.8.9	
3 TO KILL A MOCKINGBIRD	17	Thu, 1/4/24	Writing Lesson			M3 - Lesson 7: SWBAT plan for an informative essay by outlining.	W.8.2, W.8.5	
3 TO KILL A MOCKINGBIRD	17	Fri, 1/5/24	Writing Lesson			M3 - Lesson 8: SWBAT draft an introduction paragraph by writing from the plan.	W.8.2, W.8.2.A, W.8.2	
3 TO KILL A MOCKINGBIRD	18	Mon, 1/8/24	Writing Lesson			M3 - Lesson 9: SWBAT draft body paragraphs by imitating author's craft.	W.8.2, W.8.2.B	
3 TO KILL A MOCKINGBIRD	18	Tue, 1/9/24	Writing Lesson			M3 - Lesson 10: SWBAT draft body paragraphs with transitions by writing from the plan.	W.8.2, W.8.2.B, W.8.2.C,	
3 TO KILL A MOCKINGBIRD	18	Wed, 1/10/24	Writing Lesson			M3 - Lesson 11: SWBAT write a conclusion paragraph by sifting and sorting.	W.8.2, W.8.2.F	
3 TO KILL A MOCKINGBIRD	18	Thu, 1/11/24	Writing Lesson			M3 - Lesson 15: SWBAT revise focus writing task 1 by using a checklist.	W.8.2	
3 TO KILL A MOCKINGBIRD	18	Fri, 1/12/24	Writing Lesson			M3 - Lesson 17: SWBAT edit focus writing task 1 by reading their work aloud.		
3 TO KILL A MOCKINGBIRD	18	Mon, 1/15/24	Writing Lesson Break			M3 - Lesson 18: SWBAT publish an informative essay digitally.	W.8.2, W.8.4	
						MLK Jr. Day		
	19	Tue, 1/16/24	3-8 Winter Interim Window Opens		ELA -PT	23-24 ELA Performance Task - Informational		
	19	Wed, 1/17/24			ELA -PT	23-24 ELA Performance Task - Informational		
	19	Thu, 1/18/24			ELA-SR	23-24 ELA SR		
	19	Fri, 1/19/24	Flex					
3 TO KILL A MOCKINGBIRD	19	Mon, 1/22/24	To Kill a Mockingbird	Fiction	Content Knowledge Only	Lesson 30: SWBAT determine how characters reveal theme in To Kill a Mockingbird.	RL.8.2	
3 TO KILL A MOCKINGBIRD	20	Tue, 1/23/24	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 31: SWBAT analyze and evaluate the performed production of a written text.	RL.8.7	

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3 TO KILL A MOCKINGBIRD	20	Wed, 1/24/24	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 32: SWBAT cite strongest textual evidence to support analysis.	RI.8.1	
3 TO KILL A MOCKINGBIRD	20	Thu, 1/25/24	To Kill a Mockingbird	Fiction	Content Knowledge and Component Skill	Lesson 33: SWBAT cite the strongest textual evidence to support analysis of a text	RI.8.1, RI.8.1	
	20	Fri, 1/26/24	3-8 Winter Interim Window closes	Flex				
2 TEENS AS CHANGE AGENTS	20	Mon, 1/29/24	Speech by Naomi Wadler and photo study	Nonfiction	Foundational: build background knowledge - explore the ways that Jim Crow laws impacted life for African Americans.	Lesson 0 Part 1 SWBAT describe the impact of Jim Crow laws on daily life.	N/A	
2 TEENS AS CHANGE AGENTS	21	Tue, 1/30/24	Claudette Colvin: Twice Towards Justice	Nonfiction	Foundational: build background knowledge - anchor text study.	Lesson 0 Part 2 SWBAT identify what they can do to be a change agent.	N/A	
2 TEENS AS CHANGE AGENTS	21	Wed, 1/31/24	Claudette Colvin: Twice Towards Justice	Nonfiction	Content Knowledge Only	Lesson 1 SWBAT gather Evidence for the Focus Question: How did Jim Crow affect society in general and Claudette Colvin in particular?	RI.8.1	
2 TEENS AS CHANGE AGENTS	21	Thu, 2/1/24	Claudette Colvin: Twice Towards Justice	Nonfiction	Content Knowledge and Component Skill	Lesson 2: SWBAT analyze development of a central idea.	RI.8.2	
2 TEENS AS CHANGE AGENTS	21	Fri, 2/2/24	Claudette Colvin: Twice Towards Justice	Nonfiction	Content Knowledge and Component Skill	Lesson 3: SWBAT provide an objective summary.	RI.8.2	
2 TEENS AS CHANGE AGENTS	22	Mon, 2/5/24				TK-8 Winter RLD		
2 TEENS AS CHANGE AGENTS	22	Tue, 2/6/24	Claudette Colvin: Twice Towards Justice	Nonfiction	Content Knowledge Only	Lesson 4: SWBAT provide an objective summary.	RI.8.2	
2 TEENS AS CHANGE AGENTS	22	Wed, 2/7/24	Claudette Colvin: Twice Towards Justice	Nonfiction	Content Knowledge and Component Skill	Lesson 5: SWBAT analyze development of a central idea.	RI.8.2	
2 TEENS AS CHANGE AGENTS	22	Thu, 2/8/24	Claudette Colvin: Twice Towards Justice	Nonfiction	Content Knowledge Only	Lesson 6: SWBAT cite strongest textual evidence to support analysis.	RI.8.1	
2 TEENS AS CHANGE AGENTS	22	Fri, 2/9/24	Writing Lesson			M2- Lesson 1: SWBAT analyze a mentor text to identify key features of argumentative writing.	W.8.1	
2 TEENS AS CHANGE AGENTS	23	Mon, 2/12/24	Claudette Colvin: Twice Towards Justice	Nonfiction	Content Knowledge Only	Lesson 7: SWBAT analyze how a text makes connections and distinctions.	RI.8.1	
2 TEENS AS CHANGE AGENTS	23	Tue, 2/13/24	Claudette Colvin: Twice Towards Justice	Nonfiction	Content Knowledge and Component Skill	Lesson 8: SWBAT analyze how a paragraph's structure and sentences develop its key concepts.	RI.8.5	
2 TEENS AS CHANGE AGENTS	23	Wed, 2/14/24	Letter from Birmingham Jail	Nonfiction	Content Knowledge and Component Skill	Lesson 9: SWBAT evaluate reasoning and evidence in an argument.	RI.8.8	
2 TEENS AS CHANGE AGENTS	23	Thu, 2/15/24	Letter from Birmingham Jail	Nonfiction	Content Knowledge and Component Skill	Lesson 10: SWBAT evaluate reasoning and evidence in an argument.	RI.8.8	
2 TEENS AS CHANGE AGENTS	23	Fri, 2/16/24	Writing Lesson			M2- Lesson 3: SWBAT develop writing plans for an argumentative essay by studying the prompt.	W.8.1	
		Mon, 2/19/24				February Break		
		Tue, 2/20/24				February Break		
		Wed, 2/21/24				February Break		
		Thu, 2/22/24				February Break		
		Fri, 2/23/24				February Break		
2 TEENS AS CHANGE AGENTS	24	Mon, 2/26/24				M2- Lesson 4: SWBAT plan for an argumentative essay by collecting evidence.	W.8.1, W.8.9	
2 TEENS AS CHANGE AGENTS	24	Tue, 2/27/24	Writing Lesson			M2- Lesson 7: SWBAT identify context for focus writing task 1 introduction by collecting evidence.	W.8.1, W.8.9	
2 TEENS AS CHANGE AGENTS	24	Wed, 2/28/24	Writing Lesson			M2- Lesson 8: SWBAT draft an introduction paragraph by writing from the plan.	W.8.1, W.8.1.B	

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2 TEENS AS CHANGE AGENTS	24	Thu, 2/29/24	Writing Lesson			M2- Lesson 9: SWBAT quote evidence by sifting and sorting.	W.8.1, W.8.1.B	
2 TEENS AS CHANGE AGENTS	24	Fri, 3/1/24	Writing Lesson			M2- Lesson 10: SWBAT draft the body paragraphs of an argumentative essay by writing from the plan.	W.8.1, W.8.1.B	
2 TEENS AS CHANGE AGENTS	24	Mon, 3/4/24	3-8 Spring Interim Window Opens	Writing Lesson		M2- Lesson 11: SWBAT draft conclusion sentences by sifting and sorting.	W.8.1, W.8.1.E	
2 TEENS AS CHANGE AGENTS	25	Tue, 3/5/24	Writing Lesson			M2- Lesson 12: SWBAT draft conclusion paragraph by freewriting.	W.8.1, W.8.1.E	
2 TEENS AS CHANGE AGENTS	25	Wed, 3/6/24	Writing Lesson			M2- Lesson 16: SWBAT revise elements of argumentative writing by using a checklist.	W.8.1, W.8.5	
2 TEENS AS CHANGE AGENTS	25	Thu, 3/7/24	Writing Lesson			M2- Lesson 17: SWBAT edit for active and passive voice by reading their work slowly. M2- Lesson 18: SWBAT edit for expression by reading their work aloud.	W.8.1, W.8.5, L.8.1.B	
2 TEENS AS CHANGE AGENTS	25	Fri, 3/8/24	Writing Lesson			M2- Lesson 19: SWBAT publish an argumentative essay.	W.8.1, W.8.5, W.8.4	
2 TEENS AS CHANGE AGENTS	25	Mon, 3/11/24	Interim		ELA -PT	23-24 ELA Performance Task - Argumentative		
2 TEENS AS CHANGE AGENTS	26	Tue, 3/12/24	Interim		ELA -PT	23-24 ELA Performance Task - Argumentative		
2 TEENS AS CHANGE AGENTS	26	Wed, 3/13/24	Interim		ELA-SR	23-24 ELA SR		
2 TEENS AS CHANGE AGENTS	26	Thu, 3/14/24	Flex					
2 TEENS AS CHANGE AGENTS	26	Fri, 3/15/24	Flex					
2 TEENS AS CHANGE AGENTS	27	Mon, 3/18/24	Claudette Colvin: Twice Towards Justice	Nonfiction	Content Knowledge Only	Lesson 11: SWBAT analyze development of a central idea.	RI.8.1	
2 TEENS AS CHANGE AGENTS	27	Tue, 3/19/24	Claudette Colvin: Twice Towards Justice	Nonfiction	Content Knowledge and Component Skill	Lesson 12: SWBAT analyze how a paragraph's structure and sentences develop its key concepts.	RI.8.5	
2 TEENS AS CHANGE AGENTS	27	Wed, 3/20/24	Reading Checkpoint		Assessment	Lesson 13: KW-23-24-G8-M2-Reading Checkpoint 1		
2 TEENS AS CHANGE AGENTS	27	Thu, 3/21/24	Claudette Colvin: Twice towards Justice	Nonfiction	Content Knowledge Only	Lesson 14: SWBAT analyze how a paragraph's structure and sentences develop its key concepts.	RI.8.1	
2 TEENS AS CHANGE AGENTS	27	Fri, 3/22/24	3-8 Winter Interim Window Closes	Flex				
2 TEENS AS CHANGE AGENTS	27	Mon, 3/25/24	Civil Rights Address	Nonfiction	Content Knowledge Only	Lesson 15: SWBAT evaluate reasoning and evidence in an argument.	RI.8.8	
2 TEENS AS CHANGE AGENTS	28	Tue, 3/26/24	Civil Rights Address	Nonfiction	Content Knowledge Only	Lesson 16: SWBAT evaluate reasoning and evidence in an argument.	RI.8.8	
2 TEENS AS CHANGE AGENTS	28	Wed, 3/27/24	Claudette Colvin: Twice Toward Justice	Nonfiction	Content Knowledge Only	Lesson 17: SWBAT analyze how a paragraph's structure and sentences develop its key concepts.	RI.8.1	
2 TEENS AS CHANGE AGENTS	28	Thu, 3/28/24	Claudette Colvin: Twice Toward Justice	Nonfiction	Content Knowledge Only	Lesson 18: SWBAT analyze how a text makes connections and distinctions.	RI.8.3	
2 TEENS AS CHANGE AGENTS	28	Fri, 3/29/24	Flex			TK-8 Spring RLD #1 Cesar Chavez Day		
2 TEENS AS CHANGE AGENTS	28	Mon, 4/1/24	Flex			TK-8 Spring RLD #2- SF SCHOOLS		
2 TEENS AS CHANGE AGENTS	28	Tue, 4/2/24	Flex			Spring Break		
2 TEENS AS CHANGE AGENTS	28	Wed, 4/3/24	Flex			Spring Break		
2 TEENS AS CHANGE AGENTS	28	Thu, 4/4/24	Flex			Spring Break		
2 TEENS AS CHANGE AGENTS	28	Fri, 4/5/24	Flex			Spring Break		
2 TEENS AS CHANGE AGENTS	29	Mon, 4/8/24	Claudette Colvin: Twice Toward Justice	Nonfiction	Content Knowledge Only	Lesson 19: SWBAT evaluate the advantages and disadvantages of different mediums.	RI.8.7	
2 TEENS AS CHANGE AGENTS	29	Tue, 4/9/24	Claudette Colvin: Twice Toward Justice	Nonfiction	Content Knowledge Only	Lesson 20: SWBAT determine the author's purpose and point of view.	RI.8.6	

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2 TEENS AS CHANGE AGENTS	29	Wed, 4/10/24	<i>Socratic Seminar for Claudette Colvin: Twice Toward Justice</i>	Nonfiction	Content Knowledge Only	Lesson 21: SWBAT cite strongest textual evidence to support analysis.	RI.8.1	
2 TEENS AS CHANGE AGENTS	29	Thu, 4/11/24	Reading Checkpoint #2		Assessment	KW-23-24-SB-M2-Reading-Checkpoint-2	(RI.8.1, RI.8.2, RI.8.8)	Lesson 23 is a pause point
2 TEENS AS CHANGE AGENTS	29	Fri, 4/12/24	"Frankenstein"	Fiction	Content Knowledge Only	Lesson 24: SWBAT evaluate the advantages and disadvantages of different mediums.	RI.8.1	
2 TEENS AS CHANGE AGENTS	30	Mon, 4/15/24	"Frankenstein"	Fiction	Content Knowledge Only	Lesson 25: SWBAT analyze the impact of word choices on meaning and tone.	RI.8.1	
2 TEENS AS CHANGE AGENTS	30	Tue, 4/16/24	Maiala Yousafzai's "Nobel Lecture"	Nonfiction	Content Knowledge and Component Skill	Lesson 26: SWBAT analyze how a paragraph's structure and sentences develop its key concepts.	RI.8.5	Lesson 27 is a pause point
2 TEENS AS CHANGE AGENTS	30	Wed, 4/17/24	Maiala Yousafzai's "Nobel Lecture"	Nonfiction	Content Knowledge and Component Skill	Lesson 28: SWBAT evaluate reasoning and evidence in an argument.	RI.8.8	
2 TEENS AS CHANGE AGENTS	30	Thu, 4/18/24	Maiala Yousafzai's "Nobel Lecture"	Nonfiction	Content Knowledge and Component Skill	Lesson 29: SWBAT analyze development of a central idea.	RI.8.2	
2 TEENS AS CHANGE AGENTS	30	Fri, 4/19/24	Flex					
4	31	Mon, 4/22/24	N/a	N/a	Foundational - Content Knowledge Only	Lesson 0: SWBAT describe the elements of a Shakespearean comedy and how women are portrayed in them.		
4	31	Tue, 4/23/24	Various texts	Nonfiction	Foundational - Content Knowledge Only	Lesson 1: SWBAT describe the elements of a Shakespearean comedy and how women are portrayed in them.	Various standards	
4	31	Wed, 4/24/24	"Shakespeare's Life and Times"	Nonfiction	Content Knowledge and Component Skill	Lesson 2: SWBAT provide an objective summary.	RI.8.2	
4	31	Thu, 4/25/24	spare Influences the Way We Who Write Shakespeare's Plays? Debate Goes On?	Nonfiction	Content Knowledge and Component Skill	Lesson 3: SWBAT determine the author's purpose and point of view.	RI.8.2	
4	31	Fri, 4/26/24	Excerpt: Is Shakespeare Dead?	Nonfiction	Content Knowledge and Component Skill	Lesson 4: SWBAT analyze development of a central idea.	RI.8.2	
4	31	Mon, 4/29/24	"Yes, Shakespeare Really Did Write Shakespeare"	Nonfiction	Content Knowledge and Component Skill	Lesson 5: SWBAT analyze how an author responds to conflicting evidence or viewpoints.	RI.8.6	
4	32	Tue, 4/30/24	"Shakespeare: Playwright or Not?"	Nonfiction	Content Knowledge and Component Skill	Lesson 6: SWBAT determine the author's purpose and point of view.	RI.8.6	
4	32	Wed, 5/1/24	"Shakespeare: Playwright or Not?"	Nonfiction	Content Knowledge and Component Skill	Lesson 7: SWBAT analyze texts with conflicting information.	RI.8.6	
4	32	Thu, 5/2/24	Flex			Lesson 8: SWBAT cite strongest textual evidence to support analysis.	RI.8.1	
4	32	Fri, 5/3/24	Flex					
33	33	Mon, 5/6/24	Flex			SBAC PREP		
33	33	Tue, 5/7/24	Flex			SBAC PREP		
33	33	Wed, 5/8/24	Flex			SBAC PREP		
33	33	Thu, 5/9/24	Flex			SBAC PREP		
33	33	Fri, 5/10/24	Flex			SBAC PREP		
34	34	Mon, 5/13/24	SBAC EXAM					
34	34	Tue, 5/14/24	SBAC EXAM					
34	34	Wed, 5/15/24	SBAC EXAM					
34	34	Thu, 5/16/24	SBAC EXAM					
34	34	Fri, 5/17/24	Flex					
4	35	Mon, 5/20/24	"Fairy Evolution 101"	Nonfiction	Content Knowledge and Component Skill	Lesson 9: SWBAT analyze how a text makes connections and distinctions.	RI.8.3	
4	35	Tue, 5/21/24	"Shakespeare and Love"	Nonfiction	Content Knowledge and Component Skill	Lesson 10: SWBAT analyze how a text makes connections and distinctions.	RI.8.3	
4	35	Wed, 5/22/24	"Reading Shakespeare Plays"	Nonfiction	Content Knowledge and Component Skill	Lesson 11: SWBAT analyze development of a central idea.	RI.8.2	
4	35	Thu, 5/23/24	Reading Checkpoint 1		Assessment	KW-23-24-SB-M4-Reading-Checkpoint-1		

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4	35	Fri, 5/24/24	Summary of A Midsummer Night's Dream	Fiction	Content Knowledge and Component Skill	Lesson 13: SWBAT cite the strongest textual evidence to support analysis.	RL.8.1	
		Mon, 5/27/24				Memorial Day		
4	36	Tue, 5/28/24	A Midsummer Night's Dream	Fiction	Content Knowledge and Component Skill	Lesson 14: SWBAT analyze the impact of dialogue on a narrative.	RL.8.3	
4	36	Wed, 5/29/24	A Midsummer Night's Dream	Fiction	Content Knowledge and Component Skill	Lesson 15 Part 1: SWBAT analyze the impact of dialogue on a narrative.	RL.8.1	
4	36	Thu, 5/30/24	A Midsummer Night's Dream	Fiction	Content Knowledge and Component Skill	Lesson 15 Part 2: SWBAT analyze development of theme.	RL.8.2	
4	36	Fri, 5/31/24	A Midsummer Night's Dream	Fiction	Content Knowledge and Component Skill	Lesson 17: SWBAT provide an objective summary.	RL.8.2	
37		Mon, 6/3/24	Flex			Use where needed. Check for impact on End-of-Year Date and IA Windows		
37		Tue, 6/4/24	Flex			Use where needed. Check for impact on End-of-Year Date and IA Windows		
37		Wed, 6/5/24	Flex			Use where needed. Check for impact on End-of-Year Date and IA Windows		
		Thu, 6/6/24				Estimated Last Day of School		
		Fri, 6/7/24						
38		Mon, 6/10/24						
38		Tue, 6/11/24						
38		Wed, 6/12/24						
38		Thu, 6/13/24						
38		Fri, 6/14/24						

KINDERGARTEN WIT & WISDOM: PACING GUIDE

Module	Wk.	Date	Module/Lesson	Text(s)	Lesson Objectives	Check For Understanding	Standards	NOTES
0	3	Mon, 8/23/21	M0L1	Wild about Books	Make observations about <i>Wild about Books</i> .	Share an observation by completing a sentence frame.		
0	3	Tue, 8/24/21	M0L2	Wild about Books	Identify key details in <i>Wild about Books</i> .	Create a Tableau to demonstrate key details from the text.		
0	3	Wed, 8/25/21	M0L3	Wild about Books	Identify how words and pictures work together in <i>Wild about Books</i> to communicate key details and meaning.	Make an observation about the relationship between words and pictures in a Think-Pair-Share.		
0	3	Thu, 8/26/21	M0L4	Wild about Books	Determine an essential meaning of <i>Wild about Books</i> . Express understanding of how the librarian makes reading fun for the animals.	Discuss essential meanings of the text during a Mix and Mingle. Use information from the Evidence Organizer to describe how the librarian makes reading fun.		
0	3	Fri, 8/27/21	M0L5	Wild about Books	Discuss how <i>Wild about Books</i> builds knowledge of reading. Improve writing by responding to peer feedback.	Participate in a Socratic Seminar. Add a detail to a Response Journal entry after receiving feedback from a peer.		
1	4	Mon, 8/30/21	M1L1	My Five Senses	Ask questions about the illustrations in <i>My Five Senses</i> . Represent learning through drawing and dictation. Ask and answer questions about key vocabulary in <i>My Five Senses</i> .	Think-Pair-Share using question words from the Wonder Wheel. Complete a sentence frame for <i>My Five Senses</i> . Think-Pair-Share to develop questions about <i>My Five Senses</i> .	RI K.1, K.5 W K.8 SL K.1.a, K.2 L K.1.d, K.6	
1	4	Tue, 8/31/21	M1L2	My Five Senses <i>Le Gourmet</i>	Identify key details and discuss the main topic of <i>My Five Senses</i> . Interpret expressions from <i>My Five Senses</i> and link them to sensory experiences and feelings.	Think-Pair-Share to identify the main topic and key details of sections from the text. Identify sensory experiences in <i>My Five Senses</i> , and describe the associated feelings based on evidence from the text.	RI K.1, K.2, K.3, K.4 W K.2, K.8 SL K.1.a, K.2, K.4 L K.4.a, K.1.f, K.5.c	
1	4	Wed, 9/1/21	M1L3	My Five Senses <i>Le Gourmet</i>	Identify how words and pictures work together in <i>My Five Senses</i> to communicate key details. Identify whether information responds to a prompt. Experiment with answering a prompt by completing a sentence frame.	Respond to TDQs. Respond nonverbally to completed sentence frames. Complete a sentence frame in the Response Journal.	RI K.1, K.2, K.5 W K.2, K.8, K.4 SL K.1.a, K.2, K.6 L K.1.f, K.5.c	
1	4	Thu, 9/2/21	M1L4	My Five Senses <i>Le Gourmet</i>	Use the pictures and language in <i>My Five Senses</i> to determine the text's essential meaning. Execute verbally responding to a prompt. Generate and apply sensory adjectives for taste to real-life situations.	Respond to TDQs. Verbally complete a sentence frame in preparation for Focusing Question Task 1. Use sensory adjectives in sentences.	RL K.1, K.6 W K.8 SL K.1.a, K.2 L K.5.d, K.1.f, K.5.c	
1	4	Fri, 9/3/21	M1L5	My Five Senses <i>Le Gourmet</i>	Verbalize understanding of <i>My Five Senses</i> . Express understanding of the function and purpose of the five senses. Generate and apply sensory adjectives for smell to real-life situations.	Think-Pair-Share about skills gleaned from <i>My Five Senses</i> to add to the class Knowledge Journal. Complete Focusing Question Task 1. Use sensory adjectives in sentences.	RL K.1, K.6, K.7 W K.8 SL K.1.a, K.2 L K.1.f	
	5	Mon, 9/6/21	No School	Labor Day				
1	5	Tue, 9/7/21	M1L6	My Five Senses	Ask questions about <i>My Five Senses</i> . Explain the importance of taking turns in conversation. Ask and answer questions about key vocabulary in <i>My Five Senses</i> .	Use question words on the Wonder Wheel to generate questions. Share observations about the importance of using one voice at a time. Think-Pair-Share to generate a meaning for the word every.	RL K.1, K.4, K.5, K.6 SL K.4 L K.1.d, K.2.d	
1	5	Wed, 9/8/21	M1L7	My Five Senses	Identify key details and discuss the main topic of <i>My Five Senses</i> . Use text evidence to answer student-generated questions. Experiment with using text evidence to identify which sense the boy is using in <i>My Five Senses</i> .	Think-Pair-Share about the main topic and key details. Collaboratively identify textual evidence to answer a question. Think-Pair-Share to complete a sentence frame, and use evidence from the text.	RL K.2, K.7 W K.2 SL K.1 L K.2.c, d, K.5.c	
1	5	Thu, 9/9/21	M1L8	My Five Senses	Identify how words and illustrations work together to communicate key details in <i>My Five Senses</i> . Use text evidence to verbally complete sentence frames. Generate and apply sensory adjectives for touch to real-life situations.	Annotate illustrations. Verbally execute Focusing Question Task 2. Use sensory adjectives in sentences.	RI K.1, K.6, K.7, K.9 W K.8 SL K.1.a, K.2 L K.1.f, K.5.c	
1	5	Fri, 9/10/21	M1L9	My Five Senses	Provide examples of how the five senses help us learn about the world. Identify the front cover, back cover, and title page of a book. Generate and apply sensory adjectives for hearing to real-life situations.	Complete Focusing Question Task 2. Annotate the parts of a book. Use sensory adjectives in sentences.	RI K.1, K.2, K.5 W K.2, K.8, K.4 SL K.1.a, K.2, K.6 L K.1.f, K.5.c	
1	6	Mon, 9/13/21	M1L10	My Five Senses	Provide examples of how the five senses help us learn about the world. Identify the front cover, back cover, and title page of a book. Generate and apply sensory adjectives for hearing to real-life situations.	Complete Focusing Question Task 2. Annotate the parts of a book. Use sensory adjectives in sentences.	RI K.1, K.2, K.5 W K.2, K.8, K.4 SL K.1.a, K.2, K.6 L K.1.f, K.5.c	
1	6	Tue, 9/14/21	M1L11	Last Stop on Market Street	Ask questions about <i>Last Stop on Market Street</i> . Examine the importance of listening with your senses. Ask and answer questions about key vocabulary in <i>Last Stop on Market Street</i> .	Generate questions using Question Corners. Share observations about the importance of listening with your senses. Act out vocabulary from the text.		
1	6	Wed, 9/15/21	M1L12	Last Stop on Market Street	Identify key events in <i>Last Stop on Market Street</i> . Experiment with listening with your senses. Determine new meanings for familiar words from <i>Last Stop on Market Street</i> , and act out their different meanings.	Retell events in order. Evaluate how well pairs listened with their senses. Act out the meaning of duck(ed) based on the context.	RL K.1, K.2, K.5 SL K.1.a, K.2 L K.4.a	
1	6	Thu, 9/16/21	M1L13	Last Stop on Market Street	Answer questions about the illustrations and words in the text to identify which senses CJ uses to engage with his surroundings. Experiment with adding details to a drawing. Identify sensory adjectives from <i>Last Stop on Market Street</i> and use them in sentences to describe real-life experiences.	Collect evidence for the Focusing Question Task. Complete a Response Journal entry. Think-Pair-Share experiences with seeing spotted things.	RL K.1, K.6 W K.8 SL K.1.a, K.2 L K.5.d, K.1.f, K.5.c	
	6	Fri, 9/17/21	No School	School Based PD Day - No Students				
1	7	Mon, 9/20/21	M1L14	Last Stop on Market Street	Analyze descriptive words in the text to gather more details about text evidence in preparation for the Focusing Question Task. Experiment with adding details from the text to a drawing. Identify the parts of a complete sentence.	Add details to the Evidence Organizer. Use text evidence to add details to a Response Journal drawing. Identify and act out complete sentences.	RL K.1, K.6, K.7 W K.8 SL K.1.a, K.2 L K.1.f	

1	7	Tue, 9/21/21	M1L15	Last Stop on Market Street	Use the illustrations and the words to identify the essential meaning of Last Stop on Market Street. Express understanding of how CJ's senses help him learn about the world. Produce complete sentences about the illustrations in Last Stop on Market Street.	Respond to TDQs. Begin Focusing Question Task 3. Create complete sentences describing CJ and Nana's actions	RL K.1, K.6 W K.2, KK.8, K.4 SL K.1.a, K.2 L K.1.f	
1	7	Wed, 9/22/21	M1L16	Last Stop on Market Street	Practice speaking one voice at a time about Last Stop on Market Street. Express understanding of how CJ's senses help him learn about the world. Identify the author and illustrator of Last Stop on Market Street and define their roles in telling the story. Demonstrate understanding of grade-level vocabulary.	Participate in a Socratic Seminar on Last Stop on Market Street. Complete Focusing Question Task 3. Complete New-Read Assessment 2. Complete Practice Direct Vocabulary Assessment.	RL K.1, K.6 W K.2, K.8, K.4 SL K.1.a L 1.6	
1	7	Thu, 9/23/21	M1L17	Chicka Chicka Boom Boom Flower Day	Ask questions about the events in Chicka Chicka Boom Boom. Participate in shared writing to label details in Flower Day.	Think-Pair-Share using question words from the Wonder Wheel. Identify the first sound in details from Flower Day.	RL K.1, K.4, K.5, K.6 SL K.4 L K.1.d, K.2.d	
1	7	Fri, 9/24/21	Flex Day					
1	8	Mon, 9/27/21	M1L18	Chicka Chicka Boom Boom Flower Day	Identify key events and details in Chicka Chicka Boom Boom. Label main figures and objects in Flower Day using initial letter sounds. Define descriptive words and phrases from Chicka Chicka Boom Boom, and use them to describe real-life experiences.	Retell the story by acting out key events and details. Label Handout 18A. Think-Pair-Share to discuss real-life situations where stooped is used.	RL K.2, K.7 W K.2 SL K.1 L K.2.c, d, K.5.c	
1	8	Tue, 9/28/21	M1L19	Chicka Chicka Boom Boom "Chicka Chicka Boom Boom" song/video Flower Day Le Gourmet	Identify how words and illustrations work together to communicate key details in Chicka Chicka Boom Boom. Label details in a drawing about Chicka Chicka Boom Boom using initial sounds. Speak in complete sentences while describing the events in Chicka Chicka Boom Boom.	Create a drawing based on words from the text. Label a drawing made from the words in the text. Produce complete sentences describing the illustrations in Chicka Chicka Boom Boom.	RL K.1, K.6, K.7 W K.2 SL K.1.a, K.2, K.6 L K.2.c, d, K.6, K.1.f	
1	8	Wed, 9/29/21	M1L20	Chicka Chicka Boom Boom Flower Day	Identify and interpret repetitions and emphasis of words in Chicka Chicka Boom Boom. Use illustrations and words from the text to collect evidence for Focusing Question Task 4. Define and use words with the morpheme re-	Students Think-Pair-Share about TDQ 4. Share evidence with a partner. Complete a sentence frame about the meaning of the word rewrite.	RL K.1, K.3, K.6 W K.8 SL K.1 L K.4.b	
1	8	Thu, 9/30/21	M1L21	Chicka Chicka Boom Boom "Chicka Chicka Boom Boom" song/video Flower Day	Use the words and illustrations to interpret the essential meaning in Chicka Chicka Boom Boom. Express understanding of how the five senses help readers learn from Chicka Chicka Boom Boom. Demonstrate understanding of grade-level vocabulary.	Think-Pair-Share about TDQ 2. Begin Focusing Question Task 4. Complete direct vocabulary assessment.	RL K.1, K.7 W K.2, K.8, K.4 SL K.1.a, K.6 L K.2.c, d, 1.6	
1	8	Fri, 10/1/21	M1L22	Chicka Chicka Boom Boom Flower Day (Art) by Diego Rivera	Express understanding of how the five senses help readers learn from Chicka Chicka Boom Boom. Add detail to the Focusing Question Task using phonetic labels.	Complete Focusing Question Task 4. Add two phonetic labels to Focusing Question Task 4.	RL K.1 W K.2, K.4, K.2 SL K.1.a, b, K.2, K.6 L K.2.c, d, K.6	
1	9	Mon, 10/4/21	M1L23	Rap a Tap Tap "Eight-Year-Old Tap Prodigy Little Luke"	Ask questions about the key events, details, and words in Rap a Tap Tap. Using labeling with letters, label a drawing from the text as a class. Ask and answer questions about key vocabulary in Rap a Tap Tap.	Complete New-Read Assessment 3. Think-Pair-Share about the importance of labeling with letters. Discuss the illustration on pages 9–10 to determine the meaning of folks.	RI K.1, K.4, K.6 SL K.1.a, K.2 L K.2.c, d, K.1.d, K.6	
1	9	Tue, 10/5/21	M1L24	Rap a Tap Tap "Great Depression"	Identify key details in Rap a Tap Tap. Using labeling with letters, label a drawing from the text. With support, identify and explain the purpose of prepositions.	Create a Moving Tableau, and contribute to class list of key details. Add labels to a drawing. Think-Pair-Share on the purpose of prepositions.	RI K.2 SL K.1 L K.2.b, c, d, K.1.e	
1	9	Wed, 10/6/21	M1L25	Rap a Tap Tap "The Harlem Renaissance"	Identify how illustrations reveal deeper meaning in Rap a Tap Tap. Examine the importance of collaborative conversations. Draw and label one thing you learned from the illustrations.	Answer TDQs about illustrations in the text. Share observations about the importance of conversations. Complete a Response Journal entry.	RI K.4, K.7 SL K.1, K.2 W K.2 L K.2.c, d	
1	9	Thu, 10/7/21	M1L26	Rap a Tap Tap "Bojangles Step Dance"	Describe words and sounds in Rap a Tap Tap, including how they deepen meaning in the text. Using the Evidence Organizer, construct sentences to begin Focusing Question Task 5. With support, use prepositions to complete a sentence frame.	Respond to a TDQ. Begin the Focusing Question Task. Use prepositions to describe the location of a puppet.	RI K.1, K.7 W K.2 SL K.1, K.2 L K.1.f, K.2.c, d, K.1.e	
1	9	Fri, 10/8/21	Flex Day					
	10	Mon, 10/11/21	No School	Indigenous People's Day				
1	10	Tue, 10/12/21	M1L27	Rap a Tap Tap "Bojangles Step Dance"	Use illustrations and words to identify the essential meaning of Rap a Tap Tap. Experiment with collaborative conversations. Use labeling with letters to add detail to the Focusing Question Task. With support, verbally create a sentence with a preposition.	Respond to TDQs. Evaluate conversations in pairs. Continue Focusing Question Task. Create sentences using prepositions to describe the position of a puppet.	RI K.1, K.2, K.7 W K.2 SL K.1, K.2, K.6 L K.2.c, d, K.1.e, f	
1	10	Wed, 10/13/21	M1L28	Rap a Tap Tap "Bojangles Step Dance"	Express understanding of how the senses help readers learn from Rap a Tap Tap. With support, verbally create a sentence with a preposition.	Complete Focusing Question Task 5. Create sentences using the preposition cards to describe where Bojangles is.	RI K.1 W K.2, K.4 SL K.1 L K.2.c, d, K.1.e, f	
1	10	Thu, 10/14/21	M1L29	My Five Senses, Margaret Miller My Five Senses, Alikei	Engage in a collaborative conversation to synthesize information from Module 1 texts. Demonstrate understanding of grade-level vocabulary.	Participate in a Socratic Seminar on both versions of My Five Senses. Complete Direct Vocabulary Assessment.	RL K.1 SL K.1 L K.1.d, K.6	
1	10	Fri, 10/15/21	M1L30	All module texts	Express understanding of how the senses help us learn. With support, evaluate writing and use complete sentences to share reflections.	Begin EOM Task. Use complete sentences to describe what they did well in their EOM Task.	RI K.1 RL K.5 W K.2, K.8, K.4 SL K.1.a, b, K.6 L K.2.c, d, K.1.f	

1	11	Mon, 10/18/21	M1L31	All module texts	Express understanding of how the senses help us learn. With support, evaluate writing, and use complete sentences to share reflections.	Complete the EOM Task. Use complete sentences to describe what they did well in their EOM Task.	RI K.1 W.K.2, K.8, K.4 SL K.1.a, b, K.6 L.K.2.c, d, K.1.f	
1	11	Tue, 10/19/21	M2L1	All module texts	Ask questions about Three Little Pigs with a variety of question words. Describe the importance of planning sentences and practice a planning strategy to tell who did what.	Use words from the Question Cube to ask questions about the text. Think-Pair-Share to tell why authors plan sentences.	RL K.1, K.5 SL K.1.a, K.2 L.K.1.d, f	
2	11	Wed, 10/20/21	M2L2	Three Little Pigs, Adaptation Farm Animals	Ask questions and share observations about key details in Farm Animals. Examine the importance of speaking with a strong voice. Identify and act out real-life connections between verbs and their meanings.	Generate questions using the Question Cube. Think-Pair-Share about the effects of different tones of voice. Act out scratch, leap, and sneak and Think-Pair-Share real-life experiences of each.	RI K.1 W.K.6 SL K.6 L.K.1.b, K.5.c	
2	11	Thu, 10/21/21	M2L3	Farm Animals	Identify the main topic and key details from sections of Farm Animals. Experiment with speaking with a strong voice. Practice using a strategy to plan for writing.	Retell key details from Farm Animals. Practice reading fluently. Use Planning a Sentence chart to create new sentences verbally.	RI K.2, K.7 SL K.1.a, K.2, K.6 L.K.1.f	
2	11	Fri, 10/22/21	Flex Day					
2	12	Mon, 10/25/21	M2L4	Farm Animals	Identify how illustrations and words reveal factual information about real farm animals. Experiment with speaking with a strong voice. Act out and sort how animals move to gain a sense of strut, gallop, and waddle.	Respond to TDQs. Verbally rehearse sentences for the Focusing Question Task. Draw animal examples for each word.	RI K.1, K.7 W.K.6, K.8 SL K.6 L.K.1.f, b, K.5.a	
2	12	Tue, 10/26/21	M2L5	Farm Animals	Use the words and illustrations in Farm Animals to determine the text's essential meaning. Express understanding of facts about farm animals learned from the text Farm Animals. Describe the purpose of using an alphabet resource to write words.	Think-Pair-Share about the author's purpose. Begin Focusing Question Task 1. Think-Pair-Share to describe using an alphabet strip.	RI K.1, K.4, K.5 W.K.2, K.6, K.8 SL K.1.a, K.6 L.K.1.a, f, K.2.c, d	
2	12	Wed, 10/27/21	M2L6	Farm Animals	Express understanding of facts about real farm animals learned from the text Farm Animals. Use an alphabet resource to write words.	Complete Focusing Question Task 1. Use an alphabet strip to write one animal name.	RI K.1 W.K.2, K.6, K.8 SL K.6 L.K.1.a, f, K.2.c, d	
2	12	Thu, 10/28/21	M2L7	The Year at Maple Hill Farm "The Seasons Song" video	Ask questions about The Year at Maple Hill Farm. Represent learning through writing and drawing. Describe and sort types of weather to gain a sense of the seasons.	Use words from the Question Cube to ask questions about the text. Record observations about The Year at Maple Hill Farm in Response Journals. Draw a picture of each season.	RI K.1, K.5 W.K.8 SL K.1.a, K.2 L.K.2.c, d, K.5.a	
	12	Fri, 10/29/21	No School	School Based PD Day - No Students				
2	13	Mon, 11/1/21	M2L8	The Year at Maple Hill Farm "The Seasons Song" video	Identify key details from sections of The Year at Maple Hill Farm. Examine the importance of adding prepositional phrases to sentences. Use an alphabet strip to add sounds to writing.	Retell key details of a given main topic from The Year at Maple Hill Farm. Think-Pair-Share about the importance of expanding sentences. Use an alphabet strip to write words.	RI K.1, K.2, K.4, K.7 SL K.1.a L.K.1.e, f, K.2.c, d	
2	13	Tue, 11/2/21	M2L9	The Year at Maple Hill Farm The Cornell Farm "The Seasons Song" video	Identify key details from sections of The Year at Maple Hill Farm. Identify words that can be used to describe the clothing worn each season.	Retell key details of a given main topic from The Year at Maple Hill Farm. Mix and Mingle to share descriptive words and identify season for clothing examples.	RI K.1, K.2, K.4, K.7 RL K.3 SL K.6 L.K.5.c	
2	13	Wed, 11/3/21	M2L10	"The Seasons Song" video The Year at Maple Hill Farm, Alice and Martin Provensen The Cornell Farm, Edward Hicks	Use illustrations and words in The Year at Maple Hill Farm to collect evidence for the Focusing Question Task. Produce and expand a sentence about life on Maple Hill Farm.	Add text evidence to the Evidence Organizer. Verbally expand a sentence using a prepositional phrase about the seasons.	RI K.1, RI K.2, RI K.7 W.K.2 SL K.1, SL K.6 L.K.1.e, L.K.1.f, L.K.2.c, L.K.2.d	
2	13	Thu, 11/4/21	M2L11	The Year at Maple Hill Farm, Alice and Martin Provensen The Cornell Farm, Edward Hicks	Use the words and illustrations in The Year at Maple Hill Farm to determine the text's essential meaning. Express understanding of how authors create settings in a story	Respond to Text-Dependent Questions Begin Focusing Question Task 2	RI K.1, RI K.2, RI K.7, RI K.3 W.K.2, W.K.8 SL K.1.a L.K.1.a, L.K.1.e, L.K.1.f, L.K.2.b, L.K.2.c, L.K.2.d, L.K.5.a, L.K.5.c, L.K.5.b	
2	13	Fri, 11/5/21	Flex Day					
2	14	Mon, 11/8/21	M2L12	The Year at Maple Hill Farm, Alice and Martin Provensen The Cornell Farm The	Express understanding of how authors create settings in a story. Expand sentences by using frequently occurring prepositions that tell "where" and "when."	Complete Focusing Question Task 2. Mix and Mingle to share "where" and "when" with prepositions.	RI K.1, RI K.3 W.K.2, W.K.8 SL K.1.a L.K.1.a, L.K.1.e, L.K.1.f, L.K.2.c, L.K.2.d, L.K.5.a, L.K.5.c, L.K.1.e	
2	14	Tue, 11/9/21	M2L13	Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros "Old MacDonald Had a Farm"	Identify the characters in Three Little Pigs Act out the character traits of the three little pigs and give a real-life example for each trait	Use Story Stones to identify the characters in Three Little Pigs. Mix and Mingle to act out and give examples of character traits	RL K.1, RL K.3, RL K.5 SL K.1.a, SL K.2 L.K.1.b, L.K.5.c	
2	14	Wed, 11/10/21	M2L14	"Old MacDonald Had a Farm" American Gothic, Grant Wood Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros	Identify the settings in Three Little Pigs. Describe a character in Three Little Pigs. Use a resource to spell simple high-frequency words	Use Story Stones to label the settings in Three Little Pigs. Write and illustrate a sentence to describe Mother Pig. Use a high-frequency word resource to verbally spell short, simple words from the text.	RL K.1, RL K.3, RL K.7 W.K.8 SL K.1.a, SL K.2 L.K.1.b, L.K.4.a, L.K.1.f	
	14	Thu, 11/11/21	No School	Fall Regional Learning Day - TK-8				
	14	Fri, 11/12/21	No School	Veterans Day				
2	15	Mon, 11/15/21	M2L15	"Old MacDonald Had a Farm" At The Table, Tajh Rust Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros	Describe the main characters in Three Little Pigs using adjectives and text evidence. Describe a character in At The Table Distinguish shades of meaning among sneak, lurk and creep by acting out their meanings.	Collect evidence for the Focusing Question Task. Write and illustrate a sentence about a character using descriptive language. Act out sneak, lurk, and creep.	RL K.1, RL K.3, RL K.4, RL K.7 W.K.8 SL K.1.a, SL K.2 L.K.1.b, L.K.1.f, L.K.5.d	

2	15	Tue, 11/16/21	M2L16	"Old MacDonald Had a Farm" At the Table, Tajh Rust Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros	Use the words and illustrations in Three Little Pigs to determine the text's essential meaning. Express understanding of characters in Three Little Pigs. Use a resource to recognize and write simple high-frequency words.	Compare and contrast two pigs in the story. Begin Focusing Question Task 3. Use a high-frequency word resource to complete sentences.	RL.K.1, RL.K.3, RL.K.9 WK.2, WK.8 SL.K.1.a, SL.K.6 L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d, L.K.1.f
	15	Wed, 11/17/21	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal			
	15	Thu, 11/18/21	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal			
	15	Fri, 11/19/21	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal			
		Mon, 11/22/21	No School	Thanksgiving Break			
		Tue, 11/23/21	No School	Thanksgiving Break			
		Wed, 11/24/21	No School	Thanksgiving Break			
		Thu, 11/25/21	No School	Thanksgiving Break			
		Fri, 11/26/21	No School	Thanksgiving Break			
		Mon, 11/29/21	No Students	School Based PD Day			
2	16	Tue, 11/30/21	M2L17	"Old MacDonald Had a Farm" (http://witeng.link/0034) Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros At the Table, Tajh Rust	Express understanding of how writers create characters in a story. Identify the difference between the concepts of hearing and of listening. Use a resource to recognize and write simple high-frequency words.	Complete Focusing Question Task 3. Think-Pair-Share about the difference between hearing and actively listening. Use a high-frequency words resource to edit words and expand sentences.	RL.K.1, RL.K.3 WK.2, WK.8 SL.K.6 L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d, L.K.1.f
2	16	Wed, 12/1/21	M2L18	The Little Red Hen, Jerry Pinkney "Morning is Come" (http://witeng.link/0037)	Identify the characters and setting in The Little Red Hen. Express understanding through writing and drawing. Determine and apply new meanings for familiar words from The Little Red Hen	Complete New-Read Assessment 1. Record observations about The Little Red Hen in Response Journals. Use nonverbal signals to identify correct meanings.	RL.K.1, RL.K.3, RL.K.5 WK.8 SL.K.1.a, SL.K.2 L.K.1.d, L.K.4.a
2	16	Thu, 12/2/21	M2L19	"Morning is Come" The Little Red Hen, Jerry Pinkney	Analyze the characters in The Little Red Hen. Practice writing about characters and setting in narrative writing. Distinguish shades of meaning among cut, snip and chop by acting out their meanings.	Respond to TDQs. Begin writing a class narrative. Act out meanings from given sentences.	RL.K.1, RL.K.3 WK.3 SL.K.1.a, SL.K.2 L.K.1.a, L.K.1.b, L.K.1.f, L.K.5.d
2	16	Fri, 12/3/21	M2L20	"Morning is Come" The Little Red Hen, Jerry Pinkney The Year at Maple Hill Farm, Alice and Martin Provensen	Identify the problem and resolution in The Little Red Hen. Experiment with writing a problem in narrative writing. Describe the meaning of the affix -s and use it as a clue to figure out the meaning of unknown words.	Respond to TDQs Write a problem for the class narrative. Use morpheme -s to find meaning of unknown words.	RL.K.1, RL.K.3 WK.3 SL.K.1.a, SL.K.2, SL.K.6: L.K.1.b, L.K.1.f, L.K.4.b
2	17	Mon, 12/6/21	M2L21	"Morning is Come" The Little Red Hen, Jerry Pinkney Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros	Realize the significance of repeated language in The Little Red Hen. Use writing and drawing to narrate an event for the class narrative Use a text to locate simple content words and to add frequently occurring words to writing.	Mix and Mingle to analyze the importance of repeated sentences to the story. Create a resolution for the class narrative. Find and spell an animal name from the text.	RL.K.1, RL.K.3, RL.K.7 WK.3 SL.K.1.a, SL.K.2 L.K.2.b, L.K.1.f, L.K.1.b, L.K.1.f
2	17	Tue, 12/7/21	M2L22	"Morning is Come" (http://witeng.link/0037) "Making Bread" video (http://witeng.link/0064) The Little Red Hen, Jerry Pinkney	Identify the essential meaning in The Little Red Hen. Express understanding of problems and resolutions in stories by writing a new problem for the character of the Little Red Hen. Demonstrate understanding of grade-level vocabulary.	Think-Pair-Share about TDQ 5. Begin Focusing Question Task 4. Complete Direct Vocabulary Assessment.	Reading: RL.K.1, RL.K.2, RL.K.3, RL.K.7 Writing: WK.3 Speaking and Listening: SL.K.1.a Language: L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d, L.K.6
2	17	Wed, 12/8/21	M2L23	"Morning is Come" (http://witeng.link/0037) The Little Red Hen, Jerry Pinkney Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros	Engage in active listening during a group discussion comparing the Little Red Hen from The Little Red Hen and the third pig from Three Little Pigs. Express understanding of problems and resolutions in stories by writing a new problem for the character of the Little Red Hen. Use a text to write simple content words and to add frequently occurring words to writing.	Participate in a Socratic Seminar. Complete Focusing Question Task 4. Work in pairs using text to write animal names.	Reading: RL.K.1, RL.K.3, RL.K.9 Writing: WK.3 Speaking and Listening: SL.K.1, SL.K.6 Language: L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d, L.K.1.b, L.K.1.f
2	17	Thu, 12/9/21	M2L24	The Three Billy Goats Gruff, Paul Galdone Farm Animals, Wade Cooper Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros	Express understanding of story elements by identifying the characters, setting, problem, and resolution in The Three Billy Goats Gruff. Identify and sort story elements correctly using an acronym to gain a better understanding of each element.	Complete New-Read Assessment 2. Mix and Mingle to share examples of each element.	Reading: RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.9 Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.5.a
2	17	Fri, 12/10/21	Flex Day	The Three Billy Goats Gruff, Paul Galdone Farm Animals, Wade Cooper Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros	Express understanding of story elements by identifying the characters, setting, problem, and resolution in The Three Billy Goats Gruff. Identify and sort story elements correctly using an acronym to gain a better understanding of each element.		
2	18	Mon, 12/13/21	M2L25	The Three Billy Goats Gruff, Paul Galdone Three Little Pigs, Adaptation, Raina Moore; Illustrations, Thea Kliros	Identify responses to the problem at the center of The Three Billy Goats Gruff Examine the importance of responses to the problem in the structure of a story. Demonstrate the multiple meanings of the words trip and trap.	Think-Pair-Share about the difference between resolution and response to the problem in a story. Record one response to the problem in the Response Journal. Act out each definition.	Reading: RL.K.1, RL.K.3 Writing: WK.3 Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.4.a
2	18	Tue, 12/14/21	M2L26	The Three Billy Goats Gruff, Paul Galdone	Analyze the importance of the order of events in a story. Experiment with writing responses to a story's problem. Demonstrate understanding of size adjectives by relating them to their opposites.	Think-Pair-Share about the sequence of events. Create a response to the problem for the shared narrative. Locate items in the classroom that relate to a given adjective.	Reading: RL.K.1, RL.K.2, RL.K.3 Writing: WK.3 Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.5.d, L.K.5.b

2	18	Wed, 12/15/21	M2L27	<i>The Three Billy Goats Gruff, Paul Galdone</i>	Use the events of The Three Billy Goats Gruff to determine the story's essential meaning. Write two events to add to the class narrative to express an understanding of sequencing in stories. Describe a valley and a meadow and sort descriptions to develop a better understanding of new vocabulary.	Think-Pair-Share about TDQ 3. Begin Focusing Question Task 5. Sort descriptors with physical activity.	Reading: RL.K.1, RL.K.2, RL.K.3, RL.K.7, RL.K.9 Writing: WK.3 Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d, L.K.5.a
2	18	Thu, 12/16/21	M2L28	<i>The Three Billy Goats Gruff, Paul Galdone</i>	Express understanding of how to sequence events in a story. Use a text to write simple content words and to add frequently occurring words to writing	Complete Focusing Question Task 5. Use a module text to add a sentence to completed class narrative stories.	Reading: RL.K.1, RL.K.3 Writing: WK.3 Speaking and Listening: SL.K.1.a, SL.K.2, SL.K.6 Language: L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d, L.K.1.b, L.K.2.d
2	18	Fri, 12/17/21	Flex Day		Express understanding of how to sequence events in a story. Use a text to write simple content words and to add frequently occurring words to writing		
		Mon, 12/20/21	No School	Winter Break			
		Tue, 12/21/21	No School	Winter Break			
		Wed, 12/22/21	No School	Winter Break			
		Thu, 12/23/21	No School	Winter Break			
		Fri, 12/24/21	No School	Winter Break			
		Mon, 12/27/21	No School	Winter Break			
		Tue, 12/28/21	No School	Winter Break			
		Wed, 12/29/21	No School	Winter Break			
		Thu, 12/30/21	No School	Winter Break			
		Fri, 12/31/21	No School	Winter Break			
	19	Mon, 1/3/22	No School	School Based PD Day - No Students			
2	19	Tue, 1/4/22	M2L29	All Module texts	Collaborate in a structured conversation to synthesize information about the story elements from Module 2 texts. Identify and sort story elements correctly, using an acronym to gain a better understanding of each element	Participate in a Socratic Seminar on Three Little Pigs, The Little Red Hen, and The Three Billy Goats Gruff. Sort story elements from module texts.	Reading: RL.K.1, RL.K.3, RL.K.5 Speaking and Listening: SL.K.1.a, SL.K.6 Language: L.K.1.d, L.K.5.a
2	19	Wed, 1/5/22	M2L30	All Module texts	Demonstrate understanding of how to create a good story. Demonstrate understanding of grade-level vocabulary.	Complete the Story Map for the EOM Task. Complete Direct Vocabulary Assessment.	Writing: WK.3 Speaking and Listening: SL.K.1.a, SL.K.2, SL.K.6 Language: L.K.1.f, L.K.6
2	19	Thu, 1/6/22	M2L31	All Module Texts	Express understanding of how to create a good story. With support, evaluate writing and use complete sentences to share reflections.	Begin EOM Task. Engage in self-assessment.	Reading: RL.K.1 Writing: WK.3 Speaking and Listening: SL.K.1.a, SL.K.2, SL.K.6 Language: L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d, L.K.1.f
2	19	Fri, 1/7/22	M2L32	All Module Texts	Express understanding of how to create a good story With support, evaluate writing and use complete sentences to share reflections.	Complete EOM Task. Engage in self-assessment.	Reading: RL.K.1 Writing: WK.3 Speaking and Listening: SL.K.6 Language: L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d, L.K.1.f
2	20	Mon, 1/10/22	M2L33				
2	20	Tue, 1/11/22	M2L34				
2	20	Wed, 1/12/22	M2L35				
2	20	Thu, 1/13/22	M2L36				
2	20	Fri, 1/14/22	Flex Day				
	21	Mon, 1/17/22	No School	MLK Jr. Day			
3	21	Tue, 1/18/22	M3L1	All Module Texts "Now We Are Six," A.A. Milne Songs (http://witeng.link/0203)	Use a variety of question words to ask questions about School Then and Now. Represent learning through writing and drawing Use the meaning of the ending -ed as a clue to figure out the meaning of an unknown word.	Use words from the Question Cube to ask questions about the text. Record text-based observations about School Then and Now in Response Journals. Use text and word clues to determine the meaning of a new word.	Reading: RI.K.1, RL.K.5 Writing: WK.10* Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.1.d, L.K.4.b
3	21	Wed, 1/19/22	M3L2	Old Hand Water Pump, Judson McCranie (http://witeng.link/0204) When I Was Young in the Mountains, Cynthia Rylant: Illustrations, Diane Goode Washington Crossing the Delaware, Emanuel Leutze (http://witeng.link/0205) "Now We Are Six," A.A. Milne (http://witeng.link/0203)	Use a variety of question words to ask questions about When I Was Young in the Mountains. Identify the author and illustrator of When I Was Young in the Mountains, and their roles in presenting information in the text. Demonstrate understanding of the adjectives young, clean, and dark by identifying their opposites.	Use the Question Cube to ask questions about the text. Complete New-Read Assessment 1. Respond chorally with the correct opposite of a given word.	Reading: RI.K.1, RI.K.6, RL.K.1, RL.K.4, RL.K.5 Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.1.d, L.K.5.c, L.K.5.b

3	21	Thu, 1/20/22	M3L3	"Now We Are Six," A.A. Milne (http://witeng.link/0203) When I Was Young in the Mountains, Cynthia Rylant; Illustrations, Diane Goode Washington Crossing the Delaware, Emanuel Leutze (http://witeng.link/0205) "About Cynthia Rylant," Cynthia Rylant (http://witeng.link/0206)	Use repeated language to identify the main topic and key details in When I Was Young in the Mountains. Demonstrate understanding of the verbs stopped, fill, awoke, and leave by acting out their opposites.	Record key details on large sticky notes. Mix and Mingle acting out opposites.	Reading: RI.K.1, RI.K.2, RL.K.1 Speaking and Listening: SL.K.1, SL.K.2 Language: L.K.5.b
3	21	Fri, 1/21/22	M3L4	"Now We Are Six," A.A. Milne (http://witeng.link/0203) When I Was Young in the Mountains, Cynthia Rylant; Illustrations, Diane Goode	Use key details in When I Was Young in the Mountains to collect evidence for the Focusing Question Task. Describe a special memory from the past. Use full-body movement to act the capitalization of the word "I" in a sentence.	Make a Nonverbal Signal to signal a piece of evidence for the Focusing Question Task. Write about a special memory in a Response Journal entry. Use a Nonverbal Signal for capital "I" in a verbal sentence.	Reading: RI.K.1, RI.K.2, RI.K.4, RI.K.7 Writing: W.K.8 Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.1.f, L.K.2.d, L.K.5.c, L.K.2.a
3	22	Mon, 1/24/22	M3L5	"Now We Are Six," A.A. Milne (http://witeng.link/0203) When I Was Young in the Mountains, Cynthia Rylant; Illustrations, Diane Goode	Use words and illustrations to determine the essential meaning of When I Was Young in the Mountains. Use text evidence from When I Was Young in the Mountains to compare the way Cynthia Rylant lived to the way you live. Capitalize the word "I" in a given sentence.	Annotate one illustration in the text. Begin Focusing Question Task 1. Complete a sentence prompt with the pronoun "I" and an original idea.	Reading: RI.K.1, RI.K.2, RI.K.4, RI.K.7 Writing: W.K.2, W.K.8 Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.2.a, L.K.2.d, L.K.2.a
3	22	Tue, 1/25/22	M3L6	"Now We Are Six," A.A. Milne (http://witeng.link/0203) When I Was Young in the Mountains, Cynthia Rylant; Illustrations, Diane Goode	Use personal evidence to compare your life to Cynthia Rylant's in When I Was Young in the Mountains. Use knowledge of the ending -ed as a clue to figure out the meaning of action words from the text.	Complete Focusing Question Task 1. Use the meaning of the ending -ed, the illustrations, and other words nearby to create an action that demonstrates the definition of an unknown word.	Reading: RI.K.1 Writing: W.K.2, W.K.8 Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.2.a, L.K.2.d, L.K.4.b
3	22	Wed, 1/26/22	M3L7	Home Then and Now, Robin Nelson Lift Every Voice and Sing	Ask and answer questions about the words and pictures in Home Then and Now. Capitalize the first word of a given sentence.	Contribute questions and answers to a class Wonder Chart. Use "air writing" to capitalize the first word of a given sentence.	Reading: RI.K.1, RL.K.4, RL.K.5 Speaking and Listening: SL.K.1, SL.K.2, SL.K.3 Language: L.K.1.d, L.K.5.c, L.K.2.a
3	22	Thu, 1/27/22	M3L8	Lift Every Voice and Sing School Then and Now, Robin Nelson Home Then and Now, Robin Nelson	With prompting and support, identify the main topic and key details for School Then and Now. Sort examples from a nonfiction text to demonstrate understanding of the terms home and school.	Use Nonverbal Signals to indicate a match between the main topic and key detail. Sort pictures into correct categories.	Reading: RI.K.1, RI.K.2, RL.K.4 Writing: W.K.2 Speaking and Listening: SL.K.1, SL.K.2 Language: L.K.5.c, L.K.5.a
	22	Fri, 1/28/22	No School	School Based PD Day (No Students)			
3	23	Mon, 1/31/22	M3L9	Lift Every Voice and Sing Mae Among the Stars (instead of Home)	With prompting and support, identify the main topic and key details for Home Then and Now. Using the Top/C writing model, create an informative writing piece about how life at home has changed over time. Capitalize the first word of a verbally shared sentence.	Use Nonverbal Signals to indicate a match between the main topic and key details. Collaboratively write an informative paragraph. Mix and Mingle to share sentences and "air write" initial capital letters.	Reading: RI.K.1, RI.K.2, RL.K.4 Writing: W.K.2, W.K.8 Speaking and Listening: SL.K.1, SL.K.2 Language: L.K.2.a
	23	Tue, 2/1/22	No School	Lunar New Year			
3	23	Wed, 2/2/22	M3L10	Lift Every Voice and Sing Mae Among the Stars (instead of Home)	Describe the connection between related photographs in a text. Use informative writing to describe how school has changed in America over time. Identify real-life connections to bold words in an informational text.	Identify connections between photographs in School Then and Now which show details about school long ago and school now. Verbally Rehearse Focusing Question Task 2. Mix and Mingle, sharing real-life connections by answering prompts.	Reading: RI.K.1, RI.K.3, RI.K.4, RI.K.7, RL.K.4 Writing: W.K.2, W.K.8 Speaking and Listening: SL.K.1, SL.K.2, SL.K.3 Language: L.K.1.f, L.K.5.c
3	23	Thu, 2/3/22	M3L11	Lift Every Voice and Sing Mae Among the Stars (instead of Home)	Express understanding of how School Then and Now and Home Then and Now build knowledge of change in America. Use informative writing to create a paragraph about how school has changed in America. Capitalize the first word in a sentence.	Add to the class Knowledge Journal. Complete Focusing Question Task 2. Write a sentence starting with a capital letter in Response Journals.	Reading: RI.K.1, RI.K.3 Writing: W.K.2, W.K.8 Speaking and Listening: SL.K.1, SL.K.2, SL.K.3 Language: L.K.1.f, L.K.2.d, L.K.2.a
3	23	Fri, 2/4/22	M3L12	The Little House, Virginia Lee Burton	Use a variety of question words to ask and answer questions about The Little House. Apply vocabulary from the text in context. Demonstrate understanding of the action words built, rise, grow, and cover by acting out their opposites.	Use words from the Question Cube to ask questions about the text. Use new vocabulary words accurately in a Response Journal entry. Play "Simon Says" by acting out opposites.	Reading: RL.K.1, RL.K.3, RL.K.4, RL.K.5 Writing: W.K.10* Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.1.d, L.K.1.f, L.K.2.d, L.K.5.a, L.K.5.c, L.K.5.b
	24	Mon, 2/7/22		TK-8 Winter RLD			
3	24	Tue, 2/8/22	M3L13	The Little House, Virginia Lee Burton	Identify the setting of The Little House, and describe how it changes throughout the story. Use examples of nouns and verbs from the text to make a sentence.	Think-Pair-Share about changes the Little House sees happening in her neighborhood. Use examples from the text to verbally make a new sentence.	Reading: RL.K.2, RL.K.3, RL.K.4, RL.K.7 Writing: W.K.2 Speaking and Listening: SL.K.1, SL.K.2 Language: L.K.1.b
3	24	Wed, 2/9/22	M3L14	The Little House, Virginia Lee Burton	Retell the story of The Little House, including key details. Collaborate to create a topic statement for an informative paragraph. Distinguish shades of meaning among grow, swell, and burst by acting out their meanings.	Use manipulatives to demonstrate the changes the Little House sees happening throughout the story. Think-Pair-Share about a topic statement for the Focusing Question Task. Mix and Mingle to act out and say a given word.	Reading: RL.K.2, RL.K.3 Writing: W.K.2 Speaking and Listening: SL.K.1, SL.K.2 Language: L.K.1.f, L.K.5.d
3	24	Thu, 2/10/22	M3L15	The Little House, Virginia Lee Burton	Analyze the Little House's responses to the changes around her using illustrations and details from the text. Identify evidence within the text that supports the topic statement. Create sentences using illustrations of nouns and verbs.	Think-Pair-Share about what the Little House's expressions tell readers about her feelings. Use text evidence to verbally create detail sentences about changes the Little House saw in her neighborhood. Mix and Mingle to create new sentences by matching "who" and "did what."	Reading: RL.K.1, RL.K.3, RL.K.7 Writing: W.K.2, W.K.8 Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.1.f, L.K.1.b
3	24	Fri, 2/11/22	M3L16	The Little House, Virginia Lee Burton	Use the text and illustrations to determine the essential meaning of The Little House. Use informative writing to describe changes the Little House character sees in her neighborhood	Think-Pair-Share about the essential meaning in the text. Begin Focusing Question Task 3.	Reading: RL.K.1, RL.K.2, RL.K.7 Writing: W.K.2, W.K.8 Speaking and Listening: SL.K.1, SL.K.2 Language: L.K.1.b, L.K.1.f, L.K.2.d, L.K.6

3	25	Mon, 2/14/22	M3L17	The Little House, Virginia Lee Burton	Use informative writing to describe changes the Little House character sees in her neighborhood Ask and answer questions about The Little House during a group discussion. Create a silly story using frequently occurring nouns and verbs	Complete Focusing Question Task 3. Ask and answer questions about The Little House during a group discussion. Fill in the blanks with nouns and verbs to create a story.	Reading: RL.K.1 Writing: W.K.2, W.K.8 Speaking and Listening: SL.K.1, SL.K.3 Language: L.K.1.b, L.K.1.d, L.K.1.f, L.K.2.d, L.K.1.b
3	25	Tue, 2/15/22	M3L18	Have you Thanked an Inventor Today?, Patrice McLaurin	Use a variety of question words to ask and answer questions about the words and pictures in Have You Thanked an Inventor Today? Recognize and name a period, question mark, and exclamation point in isolation.	Use words from the Questions Grab Bag to ask questions about the text. "Air write" and identify end punctuation symbols using a poster as a visual reference.	Reading: RI.K.1, RI.K.4, RI.K.7, RL.K.5 Writing: W.K.2 Speaking and Listening: SL.K.1, SL.K.2, SL.K.3 Language: L.K.1.d, L.K.2.b
3	25	Wed, 2/16/22	M3L19	Have you Thanked an Inventor Today?, Patrice McLaurin	Identify the main topic and retell key details in Communication Then and Now. Examine the importance of writing a conclusion sentence in an informative paragraph. Sort examples from a nonfiction text to demonstrate understanding of the terms transportation and communication.	Complete New-Read Assessment 2. Think-Pair-Share about the importance of a conclusion sentence. Sort picture examples into correct categories.	Reading: RI.K.1, RI.K.2 Writing: W.K.2 Speaking and Listening: SL.K.1, SL.K.2, SL.K.3 Language: L.K.5.a
3	25	Thu, 2/17/22	M3L20	Have you Thanked an Inventor Today?, Patrice McLaurin	Describe the connection between related photographs in a text. Using frequently occurring nouns and verbs, verbally produce detail sentences to support a topic sentence. Identify the correct end punctuation to use given oral sentences.	Identify connections between photographs in Communication Then and Now which show details about communication long ago and communication now. Verbally rehearse detail sentences for the Focusing Question Task. Play End Punctuation Bingo.	Reading: RI.K.1, RI.K.3, RI.K.4, RI.K.7 Writing: W.K.2 Speaking and Listening: SL.K.1, SL.K.2, SL.K.3 Language: L.K.1.b, L.K.1.f, L.K.2.b
3	25	Fri, 2/18/22	Flex Day				
		Mon, 2/21/22	No School	February Break			
		Tue, 2/22/22	No School	February Break			
		Wed, 2/23/22	No School	February Break			
		Thu, 2/24/22	No School	February Break			
		Fri, 2/25/22	No School	February Break			
3	26	Mon, 2/28/22	M3L21	Have You Thanked an Inventor Today?	Express understanding of how Have You Thanked an Inventor Today builds knowledge of change in America. Produce and expand detail sentences to support a topic sentence. Demonstrate new meanings for familiar words by applying the words accurately in a sentence.	Add to the class Knowledge Journal. Complete Focusing Question Task 4. Mix and Mingle, sharing sentences using words accurately.	Reading: RI.K.1, RI.K.3 Writing: W.K.2, W.K.8 Speaking and Listening: SL.K.1.a, SL.K.2, SL.K.3 Language: L.K.1.b, L.K.1.f, L.K.2.b, L.K.2.d, L.K.4.a
3	26	Tue, 3/1/22	M3L22	The Story of Ruby Bridges	Ask and answer questions about the words and pictures in The Story of Ruby Bridges Distinguish shades of meaning among invented, created, and designed by acting out their meanings.	Contribute questions and answers to a class Wonder Chart. Mix and Mingle, acting out each word.	Reading: RI.K.1, RL.K.5 Speaking and Listening: SL.K.1.a, SL.K.2, SL.K.3 Language: L.K.1.d, L.K.2.d, L.K.5.d
3	26	Wed, 3/2/22	M3L23	The Story of Ruby Bridges	Identify the main topic and key details in The Story of Ruby Bridges Examine how illustrations add more detail to informative writing. Form plural nouns orally by responding chorally to a given prompt.	Think-Pair-Share about the main topic in the text. Draw one invention from the text. Chorally describe items using singular and plural correctly.	Reading: RI.K.1, RI.K.2, RI.K.3, RI.K.4 Writing: W.K.2 Speaking and Listening: SL.K.1.a, SL.K.2, SL.K.5 Language: L.K.1.c
3	26	Thu, 3/3/22	M3L24	The Story of Ruby Bridges	Use the words and illustrations in The Story of Ruby Bridges to learn more about Ruby Bridges Use drawings to add more detail to informative writing.	Think-Pair-Share about the illustrations. Complete a drawing for the Now & Ben Key Details Chart. Mix and Mingle to share a real-life connection.	Reading: RI.K.1, RI.K.2, RI.K.7 Writing: W.K.2, W.K.8 Speaking and Listening: SL.K.1, SL.K.2, SL.K.5 Language: L.K.1.f, L.K.5.c
3	26	Fri, 3/4/22	M3L25	The Story of Ruby Bridges	Use the words and illustrations in the text to determine the essential meaning of The Story of Ruby Bridges Describe how Ruby Bridges made an impact in America. Form plural nouns orally by adding /s/ or /es/ to a given word.	Think-Pair-Share about the essential meaning of the text. Begin Focusing Question Task 5. Change a given word to plural by adding /s/ or /es/.	Reading: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7 Writing: W.K.2, W.K.8 Speaking and Listening: SL.K.1, SL.K.2, SL.K.5 Language: L.K.1.b, L.K.1.f, L.K.2.d, L.K.1.c
3	27	Mon, 3/7/22	M3L26	Have You Thanked an Inventor Today?	Express understanding of how inventions builds knowledge of change in America. Use informative writing to describe how inventions are used in America today. Form plural nouns correctly in sentences by adding /s/ or /es/.	Add to the class Knowledge Journal Complete Focusing Question Task 5. Tell about completed work using singular and plural forms correctly.	Reading: RI.K.1, RI.K.3, RI.K.7 Writing: W.K.2, W.K.8 Speaking and Listening: SL.K.1.a, SL.K.2, SL.K.5 Language: L.K.1.b, L.K.1.f, L.K.2.d, L.K.1.c
3	27	Tue, 3/8/22	M3L27	All Module Texts	Use drawings to support and enhance a group conversation. Use the meaning of the ending –ful as a clue to figure out the meaning of an unknown word.	Participate in a Socratic Seminar about the EOM Task. Think-Pair-Share to find the meaning of a new word.	Reading: RI.K.1, RI.K.3, RL.K.4, RL.K.5 Writing: W.K.8 Speaking and Listening: SL.K.1, SL.K.5 Language: L.K.5.c, L.K.4.b
3	27	Wed, 3/9/22	M3L28	All Module Texts	Express understanding of how life in America has changed over time. Demonstrate understanding of grade-level vocabulary.	Begin the EOM Task. Complete the Direct Vocabulary Assessment 2.	Reading: RI.K.1, RI.K.3, RL.K.4 Writing: W.K.2, W.K.7, W.K.8 Speaking and Listening: SL.K.1, SL.K.5 Language: L.K.1.b, L.K.1.f, L.K.2.d, L.K.6
3	27	Thu, 3/10/22	M3L29	All Module Texts	Express understanding of how life in America has changed over time. With support, evaluate writing and use sentences to share reflections.	Complete the EOM Task. Engage in a self-assessment.	Reading: RI.K.1, RI.K.3 Writing: W.K.2, W.K.7, W.K.8 Speaking and Listening: SL.K.1, SL.K.5 Language: L.K.1.b, L.K.1.f, L.K.2.d, L.K.1.f
3	27	Fri, 3/11/22	Flex Day	All Module Texts			
3	28	Mon, 3/14/22	M3L30	All Module Texts	Express understanding of how life in America has changed over time. With support, evaluate writing and use sentences to share reflections.	Present the EOM Task. Reflect on the EOM Task.	Reading: RI.K.1, RI.K.3 Speaking and Listening: SL.K.1, SL.K.5 Language: L.K.1.b, L.K.1.c, L.K.1.f

3	28	Tue, 3/15/22	M4L1	<p><i>Earth from Space</i> Stöckli, Reto, et al.</p> <p><i>"The Seven Continents Song," Silly School Songs</i> (video)</p> <p><i>"In the World is Carmen Sandiego?"</i> from Smithsonian Folkways (playlist)</p> <p>Asia, Rebecca Hirsch</p> <p>Europe, Rebecca Hirsch</p> <p>World Atlas, Nick Crane; Illustrations, David Dean</p>	<p>Use a variety of question words to ask questions about Asia.</p> <p>Represent learning through writing and drawing.</p> <p>Identify land and water items by the categories continent and ocean to gain a sense of these vocabulary words.</p>	<p>Generate questions using Question Grab Bags.</p> <p>Record questions about the Earth from Space in Response Journals.</p> <p>Use Nonverbal Signals to identify if an item is found on a continent or in an ocean.</p>	<p>Reading: RI.K.1</p> <p>Writing: W.10*</p> <p>Speaking and Listening: SL.K.1.a, SL.K.2</p> <p>Language: L.K.1.d, image L.K.5.a</p>
3	28	Wed, 3/16/22	M4L2	<p><i>"The Seven Continents Song," Silly School Songs</i> (video)</p> <p>Asia, Rebecca Hirsch</p> <p><i>"Traditional Chinese Dance—Flowers Contend in Beauty"</i> by Li Qian, Lin Chen... (video)</p>	<p>Use text features to identify the main topic and key details in sections of Asia.</p> <p>Write a sentence to state an opinion.</p> <p>Demonstrate understanding of frequently occurring adjectives by relating them to their opposites.</p>	<p>Use Nonverbal Signals to identify and retell the main topic and key details of a section in the text.</p> <p>Complete a sentence frame to write an opinion about the best thing to do at recess.</p> <p>State the opposite of a given adjective from the text.</p>	<p>Reading: RI.K.1, RI.K.2, RI.K.4</p> <p>Writing: W.K.1, W.K.7</p> <p>Speaking and Listening: SL.K.1, SL.K.2</p> <p>Language: L.K.1.f, image L.K.5.b</p>
3	28	Thu, 3/17/22	M4L3	<p><i>"The Seven Continents Song, Silly School Songs</i> (video)</p> <p>Europe, Rebecca Hirsch</p> <p><i>The Story of Ferdinand,</i> Munro Leaf; Illustrations, Robert Lawson</p>	<p>Use text features to identify the main topic and key details in a section of Europe. Identify unknown words in <i>The Story of Ferdinand</i>.</p> <p>Identify unknown words in <i>The Story of Ferdinand</i>. (RL.K.4)</p> <p>Demonstrate understanding of sit, pick, and shout by stating and acting out each word's opposite.</p>	<p>Use Nonverbal Signals to identify and retell the main topic and key details of a section in the text.</p> <p>Signal unknown words while listening to part of <i>The Story of Ferdinand</i> read aloud.</p> <p>Complete given sentences by stating and acting out the correct opposite.</p>	<p>Reading: RL.K.3, RL.K.4, RL.K.7, RI.K.1, RI.K.2</p> <p>Writing: W.K.1</p> <p>Speaking and Listening: SL.K.1, SL.K.2</p> <p>Language: image L.K.5.b</p>
	28	Fri, 3/18/22		School Based PD Day - No Students			
3	29	Mon, 3/21/22	M4L5	<p><i>"The Seven Continents Song," Silly School Songs</i> (video)</p> <p>Europe, Rebecca Hirsch</p> <p><i>The Story of Ferdinand,</i> Munro Leaf; Illustrations, Robert Lawson</p>	<p>Use photographs and details from the text to describe things people can do in Europe.</p> <p>Use the illustrations and details from the text to describe events in <i>The Story of Ferdinand</i>.</p> <p>Identify new meanings for the words stick and horns and apply them accurately.</p>	<p>Annotate evidence for the Focusing Question Task.</p> <p>Write a sentence about a detail found in an illustration.</p> <p>Mix and Mingle, sharing complete sentences using each word correctly.</p>	<p>Reading: RL.K.1, RL.K.7, RI.K.1, RI.K.4, RI.K.7</p> <p>Writing: W.K.1, W.K.8</p> <p>Speaking and Listening: SL.K.1, SL.K.2</p> <p>Language: L.K.1.f, image L.K.4.a</p>
3	29	Tue, 3/22/22	M4L6	<p><i>"The Seven Continents Song, Silly School Songs</i> (video)</p> <p><i>When I Was Young in the Mountains,</i> Cynthia Rylant; Illustrations, Diane Goode</p> <p>Asia, Rebecca Hirsch</p> <p><i>"Explore Views of the Burj Khalifa with Google Maps," Google Maps</i> (video)</p> <p><i>The Story of Ferdinand,</i> Munro Leaf; Illustrations, Robert Lawson</p>	<p>Identify reasons the author gives to support a point in Asia.</p> <p>Use the photographs and details from the text to state an opinion about the text.</p> <p>Distinguish shades of meaning between stick, touch, and poke by acting out their meanings.</p>	<p>Use a Nonverbal Signal to indicate a reason that supports the author's point.</p> <p>Write an opinion statement responding to a detail in the text.</p> <p>Take turns choosing a word, saying it, and acting out its meaning.</p>	<p>Reading: RI.K.1, RI.K.4, RI.K.8</p> <p>Writing: W.K.1, W.K.8</p> <p>Speaking and Listening: SL.K.1, SL.K.2</p> <p>Language: L.K.1.f, image L.K.5.d</p>
4	29	Wed, 3/23/22	M4L7	<p><i>"The Seven Continents Song," Silly School Songs</i> (video)</p> <p>Europe, Rebecca Hirsch</p> <p>Asia, Rebecca Hirsch</p>	<p>Identify reasons the author gives to support a point in Europe.</p> <p>Reflect upon evidence collected from Asia and Europe to form and write an opinion statement.</p> <p>Distinguish shades of meaning between speak, whisper, and yell by acting out their meanings.</p>	<p>Annotate one page in the text.</p> <p>Complete Focusing Question Task 1.</p> <p>Find a word on a sticky note and act it out.</p>	<p>Reading: RI.K.1, RI.K.4, RI.K.8</p> <p>Writing: W.K.1, W.K.8</p> <p>Speaking and Listening: SL.K.1, SL.K.2, SL.K.3</p> <p>Language: image L.K.5.d</p>
4	29	Thu, 3/24/22	M4L8	<p><i>"The Seven Continents Song," Silly School Songs</i> (video)</p> <p><i>Earth from Space,</i> Stöckli, Reto, et al.</p> <p>Asia, Rebecca Hirsch</p> <p>Europe, Rebecca Hirsch</p> <p>World Atlas, Nick Crane; Illustrations, David Dean</p> <p><i>"Explore Views of the Burj Khalifa with Google Maps," Google Maps</i> (video)</p>	<p>Use the evidence organizer and photographs from the text to reflect upon and share important learning from Asia.</p> <p>Identify basic similarities between Europe and World Atlas. (RI.K.9)</p> <p>Create a complete sentence and expand it by adding a preposition</p>	<p>Draw and label one detail about Asia in a Passport Journal.</p> <p>Identify a detail that appears both in Europe and on the map of Europe in World Atlas.</p> <p>Write a complete sentence caption and expand it with a preposition.</p>	<p>Reading: RI.K.1, RI.K.2, RI.K.7, RI.K.9</p> <p>Writing: W.K.1, W.K.8, W.10*</p> <p>Speaking and Listening: SL.K.1</p> <p>Language: image L.K.1.e, L.K.1.f</p>
4	29	Fri, 3/25/22	Flex Day		<p>Reflect upon evidence collected from Asia and Europe to form and write an opinion statement.</p>		
	30	Mon, 3/28/22	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal	NO READ ALOUD DO SMALL GROUPS		
	30	Tue, 3/29/22	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal	NO READ ALOUD DO SMALL GROUPS		
	30	Wed, 3/30/22	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal	NO READ ALOUD DO SMALL GROUPS		
	30	Thu, 3/31/22	No School	School Based PD Day - No Students	NO READ ALOUD DO SMALL GROUPS		
	30	Fri, 4/1/22	No School	Cesar Chavez Day - No School			
		Mon, 4/4/22	No School	Spring Break			
		Tue, 4/5/22	No School	Spring Break			
		Wed, 4/6/22	No School	Spring Break			
		Thu, 4/7/22	No School	Spring Break			

		Fri, 4/8/22	No School	Spring Break				
	31	Mon, 4/11/22	No School	School Based PD Day - No Students				
4	31	Tue, 4/12/22	M4L9	"Antarctic Sights and Sounds," James Napoli (video) "In the World is Carmen Sandiego?" from Smithsonian Folkways," Smithsonian Folkways (playlist) Africa, Rebecca Hirsch Antarctica, Rebecca Hirsch "Penguin Song," Preschool Education	Represent learning through writing and drawing Use a variety of question words to ask questions about Africa. Demonstrate understanding of frequently occurring adjectives, or describing words, by matching them to their opposites.	Record an observation about Africa in Response Journals. Generate questions using Question Corners. Complete Handout 9A.	Reading: RI.K.1 Writing: W.10* Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.1.d, image L.K.5.b	
4	31	Wed, 4/13/22	M4L10	"Penguin Song," Preschool Education Africa, Rebecca Hirsch Antarctica, Rebecca Hirsch	Use text features to identify the main topic and key details in a section of Africa. Demonstrate understanding of frequently occurring adjectives, or describing words, by matching them to their opposites.	Use Nonverbal Signals to identify and retell the main topic and key details of a section in the text. Mix and Mingle to find opposite pairs.	Reading: RI.K.1, RI.K.2 Writing: W.K.1 Speaking and Listening: SL.K.1, SL.K.2 Language: image L.K.5.b	
4	31	Thu, 4/14/22	M4L11	"Penguin Song," Preschool Education Africa, Rebecca Hirsch "Storm-Proofing the World's Biggest Mud Building," BBC Earth (video)	Use photographs and details from the text to describe natural features in Africa. Use details from the words and illustrations to support an opinion statement. Demonstrate understanding of work, grow, and climb by acting out their opposites.	Record evidence for the Focusing Question Task. Verbally support an opinion statement with details from the text. Mix and Mingle to act out opposite action words.	Reading: RI.K.1, RI.K.4, RI.K.7 Writing: W.K.1, W.K.8 Speaking and Listening: SL.K.1, SL.K.2 Language: L.K.1.f, L.K.5.c, image L.K.5.b	
4	31	Fri, 4/15/22	M4L12	"Penguin Song," Preschool Education Antarctica, Rebecca Hirsch	Use photographs and details from the text to describe natural features in Antarctica. Use details from the words and illustrations to support an opinion statement. Distinguish shades of meaning between blow, swirl, and flow by acting out their meanings.	Record evidence for the Focusing Question Task. After verbally sharing an opinion statement, write one supporting reason sentence. Complete sentences by acting out the missing opposite verb.	Reading: RI.K.1, RI.K.4, RI.K.7 Writing: W.K.1, W.K.8 Speaking and Listening: SL.K.1, SL.K.2 Language: L.K.1.f, L.K.2.b, L.K.5.c, image L.K.5.d	
4	32	Mon, 4/18/22	M4L13	"Penguin Song," Preschool Education Africa, Rebecca Hirsch "5 Reasons Why Animal Moms Are Awesome," April Capochino Myers	Identify reasons the author gives to support a point in Africa. Identify reasons the author gives to support the point "African elephant moms are awesome!" Create a complete sentence and expand it by adding a describing word.	Annotate three reasons that support the author's point. Complete New-Read Assessment 1. Write a complete sentence caption, including a describing word.	Reading: RI.K.1, RI.K.4, RI.K.8 Writing: W.K.1, W.K.7, W.K.8 Speaking and Listening: SL.K.1, SL.K.2 Language: L.K.1.f, image L.K.1.f	
4	32	Tue, 4/19/22	M4L14	"Penguin Song," Preschool Education Africa, Rebecca Hirsch World Atlas, Nick Crane; Illustrations, David Dean "5 Reasons Why Animal Moms Are Awesome," April Capochino Myers	Use information gathered from Africa and Antarctica to provide supporting reasons for an opinion statement. Identify basic similarities in and differences between Africa and World Atlas. Use the meaning of the word ending -ful as a clue to find the meaning of a new describing word.	Continue Focusing Question Task 2. Identify one detail that appears in the map of southern Africa in World Atlas that does not appear in Africa.	Reading: RI.K.1, RI.K.9 Writing: W.K.1, W.K.8, W.10* Speaking and Listening: SL.K.1, SL.K.2 Language: image L.K.4.b	
4	32	Wed, 4/20/22	M4L15	"Penguin Song," Preschool Education Africa, Rebecca Hirsch Antarctica, Rebecca Hirsch	Use information gathered from Africa and Antarctica to provide supporting reasons for an opinion statement Confirm understanding of a text read aloud by answering questions during a group discussion.	Complete Focusing Question Task 2. Participate in a Socratic Seminar to discuss learning gained from Antarctica.	Reading: RI.K.1 Writing: W.K.1, W.K.8 Speaking and Listening: SL.K.1, SL.K.2, SL.K.6 Language: image L.K.4.b	
4	32	Thu, 4/21/22	M4L16	Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema; Illustrations, Leo and Diane Dillon Carta Marina, Olaus Magnus	Use familiar words in Why Mosquitoes Buzz in People's Ears to determine the meaning of unknown words. Use a variety of question words to ask questions about Carta Marina. (Think-Pair-Share to define burrow. Generate questions using Question Cubes.	Reading: RL.K.1, RL.K.4 Writing: W.10* Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.1.d, L.K.5.d, image L.K.4.a	
4	32	Fri, 4/22/22	M4L17	"Lions Roar," CanTeach Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema; Illustrations, Leo and Diane Dillon Carta Marina, Olaus Magnus "Burkina Faso: Music," Our Africa (video)	Use illustrations from Why Mosquitoes Buzz in People's Ears to better understand the events in the story. Follow agreed-upon rules for discussion when sharing writing with a peer.	Think-Pair-Share about how illustrations show events in the story. Share a Response Journal entry with a peer.	Reading: RL.K.1, RL.K.2, RL.K.7 Writing: W.K.5, W.K.7 Speaking and Listening: SL.K.1.a, SL.K.2 Language: image L.K.4.b	
4	33	Mon, 4/25/22	M4L18	"Lions Roar," CanTeach Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema; Illustrations, Leo and Diane Dillon Carta Marina, Olaus Magnus	Use context clues from the words and illustrations to define unknown words in Why Mosquitoes Buzz in People's Ears. Provide feedback to a peer about their writing.	Think-Pair-Share about the meaning of the word timid. Respond to a peer's Response Journal entry by giving a compliment.	Reading: RL.K.1, RL.K.4, RL.K.7 Writing: W.K.5, W.10* Speaking and Listening: SL.K.1 Language: image L.K.5.b	
4	33	Tue, 4/26/22	M4L19	"Lions Roar," CanTeach Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema; Illustrations, Leo and Diane Dillon	Use the words and illustrations in the text to describe the characters' actions. () Use the illustrations to determine what is happening in one scene of the text.	Collect evidence for the Focusing Question Task. Complete Part 1 of the Focusing Question Task.	Reading: RL.K.1, RL.K.4, RL.K.7 Writing: W.K.2, W.K.5 Speaking and Listening: SL.K.1.a, SL.K.2 Language: L.K.5.c, image L.K.4.b	

4	33	Wed, 4/27/22	M4L20	"Lions Roar," Can Teach Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema; Illustrations, Leo and Diane Dillon Carta Marina, Olaus Magnus Earth from Space, Stöckli, Reto, et al. "Burkina Faso: Music," Our Africa	Determine essential meanings of Why Mosquitoes Buzz in People's Ears. Express understanding of the characters in Why Mosquitoes Buzz in People's Ears by writing an opinion piece about a favorite character.	Select an essential meaning from the story that resonates most personally. Begin the written portion of Focusing Question Task 3.	Reading: RL.K.1, RL.K.2, RL.K.4 Writing: WK.1, WK.8 Speaking and Listening: SL.K.1 Language: image L.K.4.a
4	33	Thu, 4/28/22	M4L21	"Lions Roar," Can Teach Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema; Illustrations, Leo and Diane Dillon Carta Marina, Olaus Magnus, (http://witeng.link/0409) Earth from Space, Stöckli, Reto, et al. (http://witeng.link/0373)	Express understanding of the characters in Why Mosquitoes Buzz in People's Ears by writing an opinion piece about a favorite character. Distinguish the different shades of meaning between verbs of movement.	Complete Part 2 of Focusing Question Task 3. Act out the verbs tiptoe, walk, lumber, and scurry to complete Part 3 of Focusing Question Task 3.	Reading: RL.K.1 Writing: WK.1, WK.5, W.10* Speaking and Listening: SL.K.1.a, SL.K.2, Language: L.K.5.d, image L.K.1.f
4	33	Fri, 4/29/22	Flex Day	"Lions Roar," Can Teach Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema; Illustrations, Leo and Diane Dillon Carta Marina, Olaus Magnus, (http://witeng.link/0409) Earth from Space, Stöckli, Reto, et al. (http://witeng.link/0373)	Express understanding of the characters in Why Mosquitoes Buzz in People's Ears by writing an opinion piece about a favorite character. Distinguish the different shades of meaning between verbs of movement.		
	34	Mon, 5/2/22		Eid - No Students			
4	34	Tue, 5/3/22	M4L22	"Where in the World Is Carmen Sandiego? from Smithsonian Folkways," http://witeng.link/0375 South America, Rebecca Hirsch Australia, Rebecca Hirsch	Represent learning through writing and drawing. Use a variety of question words to ask questions about Australia. Use the meaning of the prefix un- as a clue to figure out the meaning of an unknown word.	Record an observation about South America in Response Journals. Generate questions using Question Grab Bags. Use the word part un- and illustrations to figure out the meaning of an unknown word.	Reading: RI.K.1 Writing: WK.5, W.10* Speaking and Listening: SL.K.1, SL.K.2 Language: L.K.1.d, image L.K.4.b
4	34	Wed, 5/4/22	M4L23	"Americas—Fact Files," Go Wild (http://witeng.link/0420) Moon Rope, Lois Ehlerl South America, Rebecca Hirsch "Moles," DK Find Out! (http://witeng.link/0421)	Use text features to identify the main topic and key details in sections of South America. Use knowledge of word relationships and the illustrations in Moon Rope to define key vocabulary. Distinguish shades of meaning between hitch and hang by acting out their meanings and analyzing how the meaning of the words change the meaning of the story.	Use Nonverbal Signals to identify and retell the main topic and key details of a section in the text. Complete New-Read Assessment 2. Mix and Mingle to complete sentences with missing word and action.	Reading: RL.K.4, RI.K.1, RI.K.2, Speaking and Listening: SL.K.1, SL.K.2 Language: L.K.4.a, L.K.4.b, L.K.5.b, image L.K.5.d
4	34	Thu, 5/5/22	M4L24	Moon Rope, Lois Ehlerl Australia, Rebecca Hirsch	Use text features to identify the main topic and key details in a section of Australia. Add details to strengthen a piece of writing. Distinguish between a phrase and a complete sentence and identify the letter that should be capitalized in a complete sentence.	Use Nonverbal Signals to identify and retell the main topic and key details of a section of the text. Think-Pair-Share about details to add to a Response Journal entry. Use Nonverbal Signals to identify a complete sentence and the correct capital letter in a sentence.	Reading: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7 Writing: WK.5 Speaking and Listening: SL.K.1 Language: image L.K.1.f, L.K.2.a
4	34	Fri, 5/6/22	M4L25	Moon Rope, Lois Ehlerl Earth from Space, Stöckli, Reto, et al. (http://witeng.link/0373) South America, Rebecca Hirsch "Patterns of Chincheró," Descendants of the Incas (http://witeng.link/0435)	Use photographs and details from the text to describe animals in South America. Respond to suggestions from a peer to improve writing. Write a complete sentence caption that begins with a capital letter.	Record evidence for the Focusing Question Task. Add a descriptive label or detail to a drawing based on peer feedback. With a partner, write a complete sentence caption that begins with a capital letter.	Reading: RL.K.1, RL.K.7, RI.K.1, RI.K.4, RI.K.7 Writing: WK.1, WK.5, WK.8 Speaking and Listening: SL.K.1, SL.K.2 Language: L.K.1.f, image L.K.2.a
4	35	Mon, 5/9/22	M4L26	Moon Rope, Lois Ehlerl Australia, Rebecca Hirsch South America, Rebecca Hirsch	Use illustrations and details from the text to respond to questions about South America. Use information gathered from South America and Australia to form an opinion about the animals on those continents. Demonstrate understanding of grade-level vocabulary.	Complete Part 1 of Focusing Question Task 4. Begin Part 2 of Focusing Question Task 4. Complete Direct Vocabulary Assessment 1.	Reading: RI.K.1, RI.K.4, RI.K.7 Writing: WK.1, WK.8 Speaking and Listening: SL.K.1, SL.K.2 Language: image L.K.6
4	35	Tue, 5/10/22	M4L27	Moon Rope, Lois Ehlerl Australia, Rebecca Hirsch South America, Rebecca Hirsch World Atlas, Nick Crane; Illustrations, David Dean	Use information gathered from South America and Australia to support an opinion about the continent. Respond to suggestions from a peer to improve writing for the Focusing Question Task. Identify basic similarities in and differences between South America and World Atlas. Write a complete sentence that begins with a capital letter.	Continue Part 2 of Focusing Question Task 4. Add a descriptive label or details to a drawing to complete Part 2 of Focusing Question Task 4. Identify one similarity and one difference between details in World Atlas and South America. Write a complete sentence that begins with a capital letter in Response Journals.	Reading: RI.K.1, RI.K.9 Writing: WK.1, WK.5, WK.8, W.10* Speaking and Listening: SL.K.1, SL.K.2 Language: image L.K.1.f, L.K.2.a

4	35	Wed, 5/11/22	M4L28	<p>"Where in the World Is Carmen Sandiego? from Smithsonian Folkways." Smithsonian Folkways (http://witeng.link/0375)</p> <p>Introducing North America, Chris Oxlade</p> <p>"What is life?" Crowfoot (http://witeng.link/0437)</p> <p>"Grand Canyon Scenic Splendor," National Park Service (http://witeng.link/0438)</p>	<p>Use a variety of question words to ask questions about Introducing North America.</p> <p>Examine the importance of writing a conclusion sentence in an opinion paragraph.</p> <p>Identify a complete sentence and describe the end punctuation.</p>	<p>Generate questions using Question Grab Bags.</p> <p>Think-Pair-Share about a conclusion sentence.</p> <p>Use a Nonverbal Signal to identify a complete sentence and answer questions to describe end punctuation.</p>	<p>Reading: RI.K.1</p> <p>Writing: W.K.1, W.10*</p> <p>Speaking and Listening: SL.K.1, SL.K.2</p> <p>Language: L.K.1.d, image L.K.1.f, L.K.2.b</p>
4	35	Thu, 5/12/22	M4L29	<p>"What is life?" Crowfoot (http://witeng.link/0437)</p> <p>Introducing North America, Chris Oxlade</p>	<p>Use text features to identify the main topic and key details in sections of Introducing North America.</p> <p>Restate an opinion to provide a conclusion for an opinion paragraph.</p> <p>Create a complete sentence and describe the end punctuation.</p>	<p>Use Nonverbal Signals to identify and retell the main topic and key details of a section in the text</p> <p>Think-Pair-Share about ways to restate an opinion from a Response Journal entry.</p> <p>Mix and Mingle, sharing complete sentences and describing the punctuation mark needed at the end of the sentence.</p>	<p>Reading: RI.K.1, RI.K.2, RI.K.7</p> <p>Writing: W.K.1</p> <p>Speaking and Listening: SL.K.1</p> <p>Language: image L.K.1.f, L.K.2.b</p>
4	35	Fri, 5/13/22	Flex Day	All continent books	<p>Write an opinion and provide a reason</p> <p>Write which continent was your favorite to learn about</p>	Think-Pair-Share about ways to restate an opinion from a Response Journal entry.	<p>Reading: RI.K.1, RI.K.2, RI.K.7</p> <p>Writing: W.K.1</p> <p>Speaking and Listening: SL.K.1</p> <p>Language: image L.K.1.f, L.K.2.b</p>
4	36	Mon, 5/16/22	M4L30	<p>"What is life?" Crowfoot (http://witeng.link/0437)</p> <p>Introducing North America, Chris Oxlade</p>	<p>Use photographs and details from the text to describe natural features and animals in North America.</p> <p>Use information gathered from Introducing North America to form an opinion about the continent.</p> <p>Write a complete sentence that ends with the correct punctuation mark.</p> <p>Write a complete sentence that ends with the correct punctuation mark.</p>	<p>Record evidence for the Focusing Question Task</p> <p>Begin Focusing Question Task 5.</p> <p>Write a complete sentence and end it with correct punctuation mark in Response Journals.</p>	<p>Reading: RI.K.1, RI.K.4, RI.K.7</p> <p>Writing: W.K.1, W.K.8</p> <p>Speaking and Listening: SL.K.1, SL.K.2</p> <p>Language: L.K.1.f, L.K.2.a, image L.K.1.f, L.K.2.b</p>
4	36	Tue, 5/17/22	M4L31	<p>"What is life?" Crowfoot (http://witeng.link/0437)</p> <p>Introducing North America, Chris Oxlade</p> <p>World Atlas, Nick Crane; Illustrations, David Dean</p>	<p>Recognize and annotate end punctuation.</p> <p>Use information gathered from Introducing North America to support an opinion about the continent.</p> <p>Identify basic similarities in and differences between Introducing North America and World Atlas.</p>	<p>Circle the period, the exclamation point, and the question mark using different colors.</p> <p>Complete Focusing Question Task 5.</p> <p>Complete New-Read Assessment 3.</p>	<p>Reading: RI.K.1, RI.K.9</p> <p>Writing: W.K.1, W.K.8, W.10*</p> <p>Speaking and Listening: SL.K.1, SL.K.2</p> <p>Language: L.K.1.f, L.K.2.a, L.K.2.b, image L.K.5.a</p>
4	36	Wed, 5/18/22	M4L32	<p>All Module Texts</p> <p>"The Seven Continents Song," Silly School Songs</p>	<p>Recognize common text types and sort module texts into genres.</p> <p>Examine the importance of verbal descriptions in providing details.</p> <p>Write and expand a complete sentence that begins with a capital letter and ends with the correct punctuation mark.</p>	<p>Complete Part 1 of the EOM Task.</p> <p>Verbally describe one animal from South America.</p> <p>Complete Handout 32A.</p>	<p>Reading: RI.K.1, RI.K.7, RI.K.9, RL.K.5</p> <p>Writing: W.K.7</p> <p>Speaking and Listening: SL.K.1, SL.K.2, SL.K.4</p> <p>Language: L.K.5.c, image L.K.1.f, L.K.2.a, L.K.2.b</p>
4	36	Thu, 5/19/22	M4L33	<p>All Module Texts</p> <p>"The Seven Continents Song," Silly School Songs</p>	<p>Express understanding of the unique natural features, animals, and things to do on the different continents.</p> <p>Use descriptive words to verbally describe familiar places.</p> <p>Demonstrate understanding of grade-level vocabulary.</p>	<p>Begin Part 2 of the EOM Task.</p> <p>Verbally describe a forest in Asia or Africa, using a photograph from the text as reference.</p> <p>Complete Vocabulary Assessment 2.</p>	<p>Reading: RI.K.1</p> <p>Writing: W.K.1, W.K.8</p> <p>Speaking and Listening: SL.K.4</p> <p>Language: L.K.1.f, L.K.2.a, image L.K.6</p>
4	36	Fri, 5/20/22	M4L34	<p>All Module Texts</p> <p>"The Seven Continents Song," Silly School Songs</p>	<p>Express understanding of the unique natural features, animals, and things to do on the different continents</p> <p>With support, evaluate writing and use complete sentences to share reflections.</p>	<p>Continue the End-of-Module Task.</p> <p>Reflect on completed EOM Task using complete sentences.</p>	<p>Reading: RI.K.1</p> <p>Writing: W.K.1, W.K.8</p> <p>Speaking and Listening: SL.K.1</p> <p>Language: L.K.1.f, L.K.2.a, image L.K.1.f</p>
4	37	Mon, 5/23/22	M4L35	<p>All Module Texts</p> <p>"The Seven Continents Song," Silly School Songs</p>	<p>Express understanding of the unique natural features, animals, and things to do on different continents.</p> <p>Verbally describe how a detail in one supporting reason from the EOM Task compares to a characteristic of North America.</p> <p>With support, evaluate writing and use complete sentences to share reflections.</p>	<p>Complete EOM Task.</p> <p>Verbally describe and compare one detail from a selected continent to a characteristic of North America.</p> <p>Reflect on a classmate's completed EOM Task with complete sentences.</p>	<p>Reading: RI.K.1</p> <p>Writing: W.K.1, W.K.8</p> <p>Speaking and Listening: SL.K.1, SL.K.2, SL.K.4, SL.K.6</p> <p>Language: L.K.1.f, L.K.2.a, image L.K.1.f</p>
4	37	Tue, 5/24/22	M4L36	<p>All Module 1-4 Core Texts</p> <p>The Cornell Farm, Edward Hicks (http://witeng.link/0179)</p> <p>Washington Crossing the Delaware, Emanuel Leutze (http://witeng.link/0205)</p> <p>Carta Marina, Olaus Magnus (http://witeng.link/0409)</p>	<p>Reflect on learning over the course of the year and verbally describe something from a text that sparked a sense of wonder.</p> <p>Draw and label one detail from a module text that sparks a sense of wonder.</p>	<p>Verbally share and describe one detail from a module text that made you want to learn more. Add to the Finding Beautiful Graffiti Wall.</p>	<p>Reading: RL.K.1, RI.K.1</p> <p>Writing: W.K.8</p> <p>Speaking and Listening: SL.K.1, SL.K.2, SL.K.4</p> <p>Language: L.K.2.c, L.K.2.d</p>
4	37	Wed, 5/25/22	Kinder EOY Book	<p>Students can write a sentence including a capital first letter, finger spaces, complete thought and punctuation.</p> <p>Students can answer the prompt.</p> <p>Students can add details to their drawings to give more information.</p>			
4	37	Thu, 5/26/22	Kinder EOY Book	<p>Students can write a sentence including a capital first letter, finger spaces, complete thought and punctuation.</p> <p>Students can answer the prompt.</p> <p>Students can add details to their drawings to give more information.</p>			
4	37	Fri, 5/27/22	Kinder EOY Book	<p>Students can write a sentence including a capital first letter, finger spaces, complete thought and punctuation.</p> <p>Students can answer the prompt.</p> <p>Students can add details to their drawings to give more information.</p>			
4	38	Mon, 5/30/22	No School	Memorial Day			
4	38	Tue, 5/31/22	Kinder EOY Book				
4	38	Wed, 6/1/22	Kinder EOY Book				
4	37	Thu, 6/2/22	Kinder EOY Book				

4	37	Fri, 6/3/22	Kinder EOY Book				
	38	Mon, 6/6/22	1pm Dismissal	Last Week of School - 1pm Dismissal			
	38	Tue, 6/7/22	1pm Dismissal	Last Week of School - 1pm Dismissal			
	38	Wed, 6/8/22	1pm Dismissal	Last Week of School - 1pm Dismissal			
	38	Thu, 6/9/22	1pm Dismissal	Last Day of School - 1pm Dismissal			
	38	Fri, 6/10/22	No School	Staff PD Day - No Students			

BRIDGE RISING 1ST GRADE WIT & WISDOM: PACING GUIDE

Module	Wk.	Date	Module/Lesson	Text(s)	Lesson Objectives	Check For Understanding	Standards	NOTES	
0	3	Mon, 8/23/21	M0L1	Wild about Books	Make observations about Wild about Books.	Share an observation by completing a sentence frame.			
0	3	Tue, 8/24/21	M0L2	Wild about Books	Identify key details in Wild about Books.	Create a Tableaux to demonstrate key details from the text.			
0	3	Wed, 8/25/21	M0L3	Wild about Books	Identify how words and pictures work together in Wild about Books to communicate key details and meaning.	Make an observation about the relationship between words and pictures in a Think-Pair-Share.			
0	3	Thu, 8/26/21	M0L4	Wild about Books	Determine an essential meaning of Wild about Books. Express understanding of how the librarian makes reading fun for the animals.	Discuss essential meanings of the text during a Mix and Mingle. Use information from the Evidence Organizer to describe how the librarian makes reading fun.			
0	3	Fri, 8/27/21	M0L5	Wild about Books	Discuss how Wild about Books builds knowledge of reading. Improve writing by responding to peer feedback.	Participate in a Socratic Seminar. Add a detail to a Response Journal entry after receiving feedback from a peer.			
1	4	Mon, 8/30/21	M1L1	Museum ABC, The Metropolitan Museum of Art Tomás and the Library Lady, Pat Mora, Raul Colón	Generate and answer questions about Tomás and the Library Lady, using key details from the text. Vocab: Identify & generate common nouns.	Contribute to the Questions and Answers Chart. Vocab: Complete Sentence Frames with common nouns.	Reading: RI.1.1, RI.1.7, RL.1.1, RL.1.7, RL.1.1 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.1.b		
1	4	Tue, 8/31/21	M1L2	Museum ABC, The Metropolitan Museum of Art Tomás and the Library Lady, Pat Mora, Raul Colón "ASL Sign for: no & yes" American Sign Language Dictionary	Retell Tomás and the Library Lady, including key details about characters. Vocab: Ask and answer questions about key vocabulary in Tomás and the Library Lady.	Orally retell events of the story through the lens of character. Vocab: Use new words in sentences to demonstrate understanding.	Reading: RI.1.1, RI.1.7, RL.1.1, RL.1.2, RL.1.3, RL.1.7 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.6		
1	4	Wed, 9/1/21	M1L3	Museum ABC, The Metropolitan Museum of Art Tomás and the Library Lady, Pat Mora, Raul Colón "ASL Sign for: no & yes" American Sign Language Dictionary	Retell Tomás and the Library Lady, including key details about setting. Vocab: Identify and narrate common nouns.	Orally retell events of the story through the lens of setting. Vocab: Identify common nouns for setting.	Reading: RI.1.1, RI.1.2, RI.1.7, RL.1.1, RL.1.2, RL.1.3, RL.1.7 Writing: W.1.2, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.1.b		
1	4	Thu, 9/2/21	M1L4	Museum ABC, The Metropolitan Museum of Art Tomás and the Library Lady, Pat Mora, Raul Colón "ASL Sign for: no & yes" American Sign Language Dictionary	Retell Tomás and the Library Lady, including key details about problem and resolution. Write a narrative retelling of Tomás and the Library Lady that shows how library books change life for Tomás. Vocab: Identify & generate proper nouns.	Retell events of the story through the lens of problem and resolution. Complete the first part of Focusing Question Task 1. Vocab: Complete Handout 4B Noun Cards to sort common and proper nouns.	RI.1.1, RI.1.2, RI.1.7, RL.1.1, RL.1.2, RL.1.3, RL.1.7 W.1.3, W.1.8 SL.1.1.a, SL.1.2 L.1.1.b		
1	4	Fri, 9/3/21	M1L5	Tomás and the Library Lady, Pat Mora, Raul Colón	Distinguish between what Tomás imagines and what is real in Tomás and the Library Lady. Write a narrative retelling of Tomás and the Library Lady that shows how library books change life for Tomás. Vocab: Develop vocabulary knowledge of the word value.	Act out sensory details of Tomás's imagination in small groups. Complete the second part of Focusing Question Task 1. Vocab: Complete Sentence Frames in Vocabulary Journal.	Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.7 Writing: W.1.3, W.1.8 Speaking and Listening: SL.1.1.a, SL.2 Language: L.1.6		
	5	Mon, 9/6/21	No School	Labor Day					
1	5	Tue, 9/7/21	M1L6	Tomás and the Library Lady, Pat Mora, Raul Colón ASL Sign for: same, American Sign Language Dictionary	Write and speak about how Tomás and the Library Lady adds to knowledge of how books change lives. Revise a narrative retelling for correct use of Sentence Frames. Vocab: Develop vocabulary knowledge of the word value.	Contribute to the Knowledge Journal. Revise Focusing Question Task 1. Use Sentence Frames to demonstrate map understanding of the word value.	Reading: RL.1.1, RL.1.3, RI.1.1, RI.1.3 Speaking and Listening: SL.1.1.a, SL.1.6 Language: L.1.6		
1	5	Wed, 9/8/21	M1L7	Waiting for the Biblioburro, Monica Brown, John Parra	Generate and answer questions about Waiting for the Biblioburro, using key details from the text. (RL.1.1) Identify and generate verbs.	Complete a New-Read assessments. Hunt for verbs and complete a Sentence Frame.	Reading: RL.1.1, RL.1.2, RL.1.3, RI.1.1, RI.1.7 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.1.i, L.1.2.b, L.1.1.e		
1	5	Thu, 9/9/21	M1L8	Museum ABC, The Metropolitan Museum of Art Waiting for the Biblioburro, Monica Brown, John Parra	Retell Waiting for the Biblioburro, including key details about characters, settings, and major events. (RL.1.3) Vocabulary Learning Goal: Ask and answer questions about key vocabulary in Waiting for the Biblioburro. (L.1.6)	Retell events of the story through the lens of character and setting. Use key vocabulary in sentences to demonstrate understanding.	Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.7, RI.1.1, RI.1.7 Speaking and Listening: SL.1.a, SL.1.2 Language: L.1.6		
1	5	Fri, 9/10/21	M1L9	Waiting for the Biblioburro, Monica Brown, John Parra	Retell Waiting for the Biblioburro, including key details about characters, settings, and major events. (RL.1.3, RL.1.7) Identify and generate verbs. (L.1.1.e)	✓ Create tableau for the problem and resolution of the story. Add -ed to verbs to make them past tense.	Reading: RL.1.1, RL.1.3, RL.1.7 Speaking and Listening: SL.1.1.a, SL.1.2, SL.1.6 Language: L.1.1.e		
1	6	Mon, 9/13/21	M1L10	Waiting for the Biblioburro, Monica Brown, John Parra	Analyze the main character's dreams using key details in Waiting for the Biblioburro. (RL.1.1, RL.1.3) Draft a simple sentence with support. Identify root words and the inflectional ending -ing.	✓ Act out key details of dreams in small groups. ✓ Compose a sentence in their Response Journals. Identify the word with an -ing ending with a partner and write and illustrate the meaning in Vocabulary Journals.	Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.7 Writing: W.1.8 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.1.j, L.1.2.b, L.1.4, L.1.6		
1	6	Tue, 9/14/21	M1L11	Waiting for the Biblioburro, Monica Brown, John Parra	Write a narrative retelling of Waiting for the Biblioburro that shows how the Biblioburro changes life for Ana. (RL.1.2, RL.1.3, W.1.3, W.1.8, L.1.1.j, L.1.2.b, SL.1.1.a) Develop vocabulary knowledge of the word inspire. (L.1.6)	Complete Focus Questioning Task 2. Verbalize definition, examples, and non-examples to partners.	Reading: RL.1.1, RL.1.2, RL.1.3 Writing: W.1.3, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.1.j, L.1.2.b, L.1.4, L.1.6		
1	6	Wed, 9/15/21	M1L12	Waiting for the Biblioburro, Monica Brown, John Parra "CNN Heroes: Luis Soriano" (http://witeng.link/0627) "ASL Sign for: same," American Sign Language Dictionary	Write and speak about how Waiting for the Biblioburro adds to knowledge of how books change lives. Edit a narrative retelling paragraph for use of complete sentences.	Contribute to the Knowledge Journal. Edit Focus Questioning Task 2.	Reading: RL.1.1, RL.1.3, RL.1.7, RI.1.1, RI.1.7 Writing: W.1.3 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.4.c		
1	6	Thu, 9/16/21	M1L13	My Librarian is a Camel, Margriet Ruurs Museum ABC, The Metropolitan Museum of Art	Generate questions about My Librarian is a Camel using key details from the text. (RI.1.1) Create a complete declarative sentence. (L.1.1.j)	✓ Complete a New-Read Assessment. Create complete sentences orally.	Reading: RI.1.1 Speaking and Listening: SL.1.a Language: L.1.1.j, L.1.2.b, L.1.1.j		
	6	Fri, 9/17/21	No School	School Based PD Day - No Students					
1	7	Mon, 9/20/21	M1L14	My Librarian is a Camel, Margriet Ruurs	Ask and answer questions to help determine or clarify the meaning of words and phrases in My Librarian is a Camel. (RI.1.4) Develop vocabulary knowledge of the word remote. (L.1.6)	✓ Use the Outside-In strategy to determine the meaning of remote and mobile. Verbalize definition, characteristics, examples and non-examples of the word remote.	Reading: RI.1.1, RI.1.4, RI.1.5 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.6		
1	7	Tue, 9/21/21	M1L15	My Librarian is a Camel, Margriet Ruurs	Identify how pictures and captions communicate key details in My Librarian is a Camel. (RI.1.7) Vocabulary Learning Goal: Develop vocabulary knowledge of the word mobile. (L.1.6)	✓ Think-Pair-Share on how an assigned country transports books. Verbalize the definition, facts, and examples for the word mobile.	Reading: RI.1.1, RI.1.2, RI.1.5 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.6		
1	7	Wed, 9/22/21	M1L16	My Librarian is a Camel, Margriet Ruurs	Write, speak, and illustrate how people in different countries borrow books. (RI.1.2, RI.1.7, W.1.2, W.1.8, SL.1.1.a, L.1.1.b, L.1.1.j, L.1.2.b) Demonstrate understanding of grade-level vocabulary. (L.1.6)	✓ Complete Focusing Question Task 3. Complete a Direct Vocabulary Assessment.	Reading: RI.1.1, RI.1.2, RI.1.5, RI.1.7 Writing: W.1.2, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.1.b, L.1.1.j, L.1.2.b, L.1.6		
1	7	Thu, 9/23/21	M1L17	Museum ABC, The Metropolitan Museum of Art That Book Woman, Heather Henson, David Small	Generate and answer questions about That Book Woman using key details from the text. (RI.1.1) Generate a variety of adjectives. (L.1.1.f)	Contribute to questions and answers chart. Complete Sentence Frames.	Reading: RI.1.1, RI.1.3, RI.1.1 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.1.f		
1	7	Fri, 9/24/21	Flex Day						
1	8	Mon, 9/27/21	M1L18	That Book Woman, Heather Henson, David Small	Retell That Book Woman, including key details about characters, settings, and major events. (RL.1.3) Define multiple meanings for words poke and spell. (L.1.6)	✓ Create tableau for the problem and resolution of the story. Identify the steps to finding the meaning of multiple meaning words.	Reading: RL.1.1, RL.1.3, RI.1.1 Speaking and Listening: SL.1.1.a, SL.1.1.b, SL.1.2 Language: L.1.6		

1	8	Tue, 9/28/21	M1119	That Book Woman, Heather Henson, David Small	Analyze the main character's feelings using key details in That Book Woman. (RL.1.1, RL.1.7, SL.1.1.f) Develop vocabulary knowledge of the word scholar. (L.1.6)	✓ Act out and identify Cal's feelings with a partner. Complete a Frayer Model independently.	Reading: RL.1.1, RL.1.7 Speaking and Listening: SL.1.1a, SL.1.1b Language: L.1.1.f, L.1.6
1	8	Wed, 9/29/21	M1120	That Book Woman, Heather Henson, David Small	Analyze characters using key details in That Book Woman. (RL.1.3, RL.1.7) Use frequently occurring adjectives to describe visual images. Generate a variety of adjectives. (L.1.1.f)	Create tableau for beginning and ending porch scenes from the text. Complete Sentence Frames with adjectives.	Reading: RL.1.1, RL.1.3, RL.1.7 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.1.f
1	8	Thu, 9/30/21	M1121	That Book Woman, Heather Henson, David Small "Pack Horse Librarians," (http://witeng.link/0628) "ASL Sign for: same," American Sign Language Dictionary	Write a narrative retell of That Book Woman that shows how the packhorse librarian changes life for Cal. (RL.1.2, RL.1.3, W.1.3, W.1.8 SL.1.1.a, L.1.1.b, L.1.1.f, L.1.1.j, L.1.2.b) Respond to others and describe the connections among multiple pieces of information about packhorse librarians and cite specific details and key ideas from the That Book Woman in a Socratic Seminar. (RL.1.3, RL.1.3, SL.1.1.a, SL.1.1.b) Vocabulary Learning Goal: Define multiple meanings for words signs and duck. (L.1.6)	✓ Complete Focusing Question Task 4. Participate in a socratic seminar. Draw pictures for a partner to guess the new word.	Reading: RL.1.1, RL.1.3 Writing: W.1.3, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.1b Language: L.1.1.b, L.1.1.f, L.1.1.j, L.1.2.b, L.1.6
1	8	Fri, 10/1/21	M1122	That Book Woman, Heather Henson, David Small	Write and speak about how That Book Woman adds to knowledge of how books change lives. Use frequently occurring adjectives to describe visual images. (L.1.1.f)	Contribute to the Knowledge Journal. Complete handout Z2A.	Reading: RL.1.2, RL.1.7 Writing: W.1.3 Speaking and Listening: SL.1.1.a, SL.1.1b Language: L.1.1.f
1	9	Mon, 10/4/21	M1123	Museum ABC, The Metropolitan Museum of Art Green Eggs and Ham, Dr. Seuss	Generate and answer questions about Green Eggs and Ham using key details from the text. (RL.1.1) Write and draw to identify story elements in Green Eggs and Ham. (RL.1.2, RL.1.3, RL.1.7, W.1.8, L.1.1.b, L.1.1.f, L.1.1.j, L.1.2.b) Recognize and define interrogative sentences. (L.1.1.i)	✓ Contribute to Questions and Answers Chart. ✓ Complete a New-Read Assessment. Identify interrogative sentences.	Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.7 Writing: W.1.8 Speaking and Listening: SL.1.1.a, SL.1.1b Language: L.1.1.b, L.1.1.j, L.1.2.b, L.1.1.j
1	9	Tue, 10/5/21	M1124	Museum ABC, The Metropolitan Museum of Art Green Eggs and Ham, Dr. Seuss	Retell Green Eggs and Ham, including details about characters, settings, and major events. (RL.1.3) Use sentence level context as a clue to the meaning of the words portrait, landscape, and still life. (L.1.6)	✓ Create tableau for the problem and resolution of the story. Find text evidence to support vocabulary.	Reading: RL.1.3 Speaking and Listening: SL.1.1.a, SL.1.1b Language: L.1.6
1	9	Wed, 10/6/21	M1125	Museum ABC, The Metropolitan Museum of Art Green Eggs and Ham, Dr. Seuss	Identify who is telling the story at key points in Green Eggs and Ham. (RL.1.3, RL.1.6)	✓ Participate in a Reader's Theater ✓ Determine if sentences are imperative sentences.	Reading: RL.1.6, RL.1.7 Writing: W.1.3 Speaking and Listening: SL.1.1.a, SL.1.1b Language: L.1.1.j
1	9	Thu, 10/7/21	M1126	Green Eggs and Ham, Dr. Seuss	With support, determine the central message of Green Eggs and Ham. (RL.1.2) Sequence events in a written narrative summary of Green Eggs and Ham. (W.1.3) Identify temporal words and their use in writing. (L.1.1.i)	✓ Write the Central Message in Response Journals ✓ Complete Focusing Question Task 5. ✓ Orally tell a story using time order words.	Reading: RL.1.2 Writing: W.1.3, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.1b Language: L.1.1.i
1	9	Fri, 10/8/21	Flex Day				
	10	Mon, 10/11/21	No School	Indigenous People's Day			
1	10	Tue, 10/12/21	M1127	Green Eggs and Ham, Dr. Seuss Museum ABC, The Metropolitan Museum of Art	Respond to what others say about how books can change your lives in a Socratic Seminar. (SL.1.1.a, SL.1.1.b) Identify temporal words in writing and edit writing for temporal words. (L.1.1.i)	✓ Participate in a Socratic Seminar. ✓ Edit writing for time order words.	Reading: RL.1.1, RL.1.2 Writing: W.1.3 Speaking and Listening: SL.1.1.a, SL.1.1b Language: L.1.1.i
1	10	Wed, 10/13/21	M1128	My Librarian is a Camel, Margriet Ruurs Museum ABC, The Metropolitan Museum of Art	Plan for giving and receiving useful peer feedback on writing. (W.1.5) Demonstrate understanding of grade-level vocabulary in a direct vocabulary assessment. (L.1.6)	✓ Practice giving and receiving compliments using a Sentence Frame. ✓ Complete Assessment 288	Reading: RL.1.2, RL.1.3, RL.1.7 Writing: W.1.3, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.6 Language: L.1.1.b, L.1.1.f, L.1.1.j, L.1.2.a, L.1.2.b, L.1.6
1	10	Thu, 10/14/21	M1129	My Librarian is a Camel, Margriet Ruurs Museum ABC, The Metropolitan Museum of Art	Make connections between My Librarian is a Camel and other module texts.	Students express understanding of story elements by writing the setting and character for the first sentence in the End-of-Module Task. (RL.1.2, RL.1.3, W.1.3, W.1.8, SL.1.1.a, L.1.1.b, L.1.1.j, L.1.2.b)	Reading: RL.1.2, RL.1.3, RL.1.7 Writing: W.1.3, W.1.5, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.6 Language: L.1.1.b, L.1.2.a
1	10	Fri, 10/15/21	M1130	My Librarian is a Camel, Margriet Ruurs Museum ABC, The Metropolitan Museum of Art Tomás and the Library Lady, Pat Mora, Raul Colón Waiting for the Biblioburro, Monica Brown, John Parra That Book Woman, Heather Henson, David Small Green Eggs and Ham, Dr. Seuss	Write a sequenced event in a narrative. (W.1.3, W.1.8)	✓ Continue working on the End-of-Module Task.	Reading: RL.1.2, RL.1.3 Writing: W.1.3, W.1.5, W.1.8 Speaking and Listening: SL.1.1.a Language: L.1.1.b, L.1.1.j, L.1.2.a, L.1.2.b, L.1.1.j
1	11	Mon, 10/18/21	M1131	My Librarian is a Camel, Margriet Ruurs Museum ABC, The Metropolitan Museum of Art Tomás and the Library Lady, Pat Mora, Raul Colón Waiting for the Biblioburro, Monica Brown, John Parra That Book Woman, Heather Henson, David Small Green Eggs and Ham, Dr. Seuss	Write the resolution to a narrative (W.1.3).	✓ Complete the End-of-Module Task.	Reading: RL.1.2, RL.1.3 Writing: W.1.3, W.1.5, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.1b Language: L.1.1.b, L.1.1.j, L.1.2.a, L.1.2.b, L.1.1.j
1	11	Tue, 10/19/21	M1132	My Librarian is a Camel, Margriet Ruurs Museum ABC, The Metropolitan Museum of Art Tomás and the Library Lady, Pat Mora, Raul Colón Waiting for the Biblioburro, Monica Brown, John Parra That Book Woman, Heather Henson, David Small Green Eggs and Ham, Dr. Seuss	Write and speak to show understanding of the Module Learning Goals.	✓ Read completed EOM Task in small groups.	Writing: W.1.3 Speaking and Listening: SL.1.1.a, SL.1.1b
2	11	Wed, 10/20/21	M211	"The Hare & the Tortoise," Aesop's Fables, "The Ants & the Grasshopper," Aesop's Fables	Generate and answer questions about "The Hare & the Tortoise" and "The Ants & the Grasshopper" using key details from the text. (RL.1.1)	✓ Write questions on sticky notes. Vocab: Categorize words related to the concept of features. (L.1.5.a) Orally retell the fable in pairs.	Reading: RL.1.1 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.5.a
2	11	Thu, 10/21/21	M212	"The Hare & the Tortoise," Aesop's Fables, "The Ants & the Grasshopper," Aesop's Fables	Retell "The Hare & the Tortoise" using key details from the text. (RL.1.2, RL.1.3)	Think-Pair-Share to name the three components of an informative paragraph.	Reading: RL.1.2, RL.1.3 Writing: W.1.2 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.5.d
2	11	Fri, 10/22/21	Flex Day	"Fish," Mary Ann Hoberman			
2	12	Mon, 10/25/21	M213	"The Hare & the Tortoise," Aesop's Fables, "The Ants & the Grasshopper," Aesop's Fables	Analyze the main character's actions using key details in "The Hare & the Tortoise." (RL.1.1, RL.1.3) Identify key details from the text to determine the lessons of Aesop's Fables. (RL.1.2)	Annotate for the hare's actions on Handout 1B in small groups. Identify the components of an informative paragraph in an exemplar piece about tortoises. (W.1.2) Annotate the components of an informative paragraph using colored pencils.	Reading: RL.1.1, RL.1.3 Writing: W.1.2 Speaking and Listening: SL.1.1.a Language: L.1.5.d
2	12	Tue, 10/26/21	M214	"The Hare & the Tortoise," Aesop's Fables, "The Ants & the Grasshopper," Aesop's Fables	Collaboratively write an informative paragraph about the "The Ants & the Grasshopper" using evidence from class charts. (W.1.2)	Think-Pair-Share to select details that support the lessons of Aesop's Fables. Think-Pair-Share to determine content of informative paragraph.	Reading: RL.1.2 Writing: W.1.2 Speaking and Listening: SL.1.1.a Language: L.1.2.b

2	12	Wed, 10/27/21	M2L5	Seven Blind Mice, Ed Young The Snail, Henri Matisse "The Hare & the Tortoise," Aesop's Fables	Generate and answer questions about Seven Blind Mice using key details from the text. (RL.1.1) Add details to an informative paragraph about the lesson of "The Hare & the Tortoise." (W.1.2)	Write questions on sticky notes. Add details about "The Hare & The Tortoise" to a Topic Sandwich Chart.	Reading: RI.1.1 Writing: W.1.2 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.5.d	
2	12	Thu, 10/28/21	M2L6	Seven Blind Mice, Ed Young The Snail, Henri Matisse	Retell Seven Blind Mice using key details from the text. (RL.1.2, RL.1.3) Sequence the components of an informational paragraph about hares. (W.1.2)	Orally retell events of the story. Place components of an informational paragraph in the correct sequence.	Reading: RI.1.2, RI.1.3 Writing: W.1.2 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.2.b	
	12	Fri, 10/29/21	No School	School Based PD Day - No Students				
2	13	Mon, 11/1/21	M2L7	Seven Blind Mice, Ed Young The Snail, Henri Matisse	Analyze the characters' actions using key details in Seven Blind Mice. (RL.1.1, RL.1.3) Vocab: Use end punctuation for sentences. (L.1.2.b)	Analyze the characters' actions using key details in Seven Blind Mice. (RL.1.1, RL.1.3) Write sentences and use the correct end punctuation.	Reading: RI.1.1, RI.1.2, RI.1.3 Speaking and Listening: SL.1.1.a, SL.1.6 Language: L.1.2.b	
2	13	Tue, 11/2/21	M2L8	Seven Blind Mice, Ed Young The Snail, Henri Matisse	Identify the lesson of Seven Blind Mice. (RL.1.2) Orally rehearse an informative paragraph using a graphic organizer. (RI.1.2, W.1.2, W.1.8)	Think-Pair-Share about the details supporting the lesson. Orally rehearse informative paragraph writing using the Topic Sandwich Chart.	Reading: RI.1.2 Writing: W.1.2, W.1.8, W.4* Speaking and Listening: SL.1.1.a Language: L.1.5.a	
2	13	Wed, 11/3/21	M2L9	Seven Blind Mice, Ed Young "The Hare & the Tortoise," Aesop's Fables "The Ants & the Grasshopper," Aesop's Fables The Snail, Henri Matisse	Speak in complete sentences while responding to what others say in a Socratic Seminar. (SL.1.1.a, SL.1.1.b, SL.1.6) Write informative paragraph to demonstrate knowledge of the lesson of Seven Blind Mice as well as understanding of how to use informative paragraph structure. (RI.1.2, W.1.2, W.1.8, L.1.1.j, L.1.2.b)	Speak in complete sentences as recorded by teacher on Socratic Seminar checklist. Complete Focusing Question Task 1.	Reading: RI.1.2 Writing: W.1.2, W.1.8, W.4* Speaking and Listening: SL.1.1.a, SL.1.1.b, SL.1.6 Language: L.1.1.j, L.1.2.b, L.1.2.b	
2	13	Thu, 11/4/21	M2L10	Me...Jane, Patrick McDonnell	Signal unknown words in Me...Jane. (RI.1.4) With support, select the best topic statement for an informative paragraph. (W.1.2)	Signal unknown words while listening to Me...Jane text read aloud.	Reading: RI.1.1, RI.1.4 Writing: W.1.2 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.4.a, L.1.1.h	
2	13	Fri, 11/5/21	Flex Day					
2	14	Mon, 11/8/21	M2L11	Me...Jane, Patrick McDonnell	Identify the key details and main topic of sections of the text Me...Jane with support. (RI.1.2)	In pairs, identify key details and the main topic of two sections of the text.	Reading: RI.1.2, RI.1.3, RI.1.4 Writing: W.1.2 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.4.a, L.1.5.d	
2	14	Tue, 11/9/21	M2L12	Me...Jane, Patrick McDonnell	Use the illustrations and details in Me...Jane to describe how Jane made discoveries about animals. (RI.1.1, RI.1.7)	Respond to TDQs 3 and 7. Write a topic statement.	Reading: RI.1.1, RI.1.7 Writing: W.1.2, W.1.8, W.4* Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.1.j, L.1.2.b, L.1.5.d	
2	14	Wed, 11/10/21	M2L13	Me...Jane, Patrick McDonnell	Determine the essential meaning of Me...Jane and support it with text evidence. (RI.1.2)	Stand to indicate text evidence that supports the essential meaning.	Reading: RI.1.2 Writing: W.1.2, W.1.8, W.4* Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.1.j, L.1.2.b, L.1.2.e, L.1.1.h	
	14	Thu, 11/11/21	No School	Fall Regional Learning Day - TK-8				
	14	Fri, 11/12/21	No School	Veterans Day				
2	15	Mon, 11/15/21	M2L14	Me...Jane, Patrick McDonnell	Describe the connection between/among information in the back matter to information in the story in Me...Jane. (RI.1.3, RI.1.5)	Think-Pair-Share to describe the connections between the story and the author's note.	Reading: RI.1.3, RI.1.5 Writing: W.1.2 Speaking and Listening: SL.1.1.a, SL.1.6 Language: L.1.1.j, L.1.2.b, L.1.1.h	
2	15	Tue, 11/16/21	M2L15	Sea Horse: The Shyest Fish in the Sea, Chris Butterworth; Illustrations, John Lawrence	Generate and answer questions about Sea Horse: The Shyest Fish in the Sea using key details from the text. (RI.1.1)	Write questions on sticky notes.	Reading: RI.1.1 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.1.h	
	15	Wed, 11/17/21	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal				
	15	Thu, 11/18/21	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal				
	15	Fri, 11/19/21	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal				
		Mon, 11/22/21	No School	Thanksgiving Break				
		Tue, 11/23/21	No School	Thanksgiving Break				
		Wed, 11/24/21	No School	Thanksgiving Break				
		Thu, 11/25/21	No School	Thanksgiving Break				
		Fri, 11/26/21	No School	Thanksgiving Break				
		Mon, 11/29/21	No School	School Based PD Day				
2	16	Tue, 11/30/21	M2L16	Sea Horse: The Shyest Fish in the Sea, Chris Butterworth; Illustrations, John Lawrence	Identify the main topic and retell key details of sections of Sea Horse: The Shyest Fish in the Sea. (RI.1.2)	In pairs, orally identify the key details and main topic of two sections of the text using the buttons and boxes routine.	Reading: RI.1.1, RI.1.2, RI.1.3, RI.1.4 Writing: W.1.2 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.4.a, L.1.5.b	
2	16	Wed, 12/1/21	M2L17	Sea Horse: The Shyest Fish in the Sea, Chris Butterworth; Illustrations, John Lawrence	Determine the main topic of the whole text Sea Horse: The Shyest Fish in the Sea. (RI.1.2)	Think-Pair-Share and state the main topic of the whole text Sea Horse: The Shyest Fish in the Sea by examining the main topics of sections of the text.	Reading: RI.1.2 Writing: W.1.2 Speaking and Listening: SL.1.1.a, SL.1.5 Language: L.1.1.h	
2	16	Thu, 12/2/21	M2L18	Sea Horse: The Shyest Fish in the Sea, Chris Butterworth; Illustrations, John Lawrence	Identify and use text features, such as an index, text box, and labels, to locate key information in Sea Horse: The Shyest Fish in the Sea. (RI.1.5)	In pairs, identify text features and Think-Pair-Share to explain how those text features help readers understand more about sea horses.	Reading: RI.1.1, RI.1.5 Writing: W.1.2, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.5 Language: L.1.5.b	
2	16	Fri, 12/3/21	M2L19	Sea Horse: The Shyest Fish in the Sea, Chris Butterworth; Illustrations, John Lawrence	Examine similes in Sea Horse: The Shyest Fish in the Sea and analyze how they reveal deeper meaning in the text. (RI.1.3)	Think-Pair-Share to explain how the simile descriptions provide more information about the sea horse and its features.	Reading: RI.1.3, RI.1.5 Writing: W.1.2, W.1.8, W.1.4*, W.1.10* Speaking and Listening: SL.1.1.a, SL.1.5 Language: L.1.1.h, L.1.1.j, L.1.2.b, L.1.2.e, L.1.1.h	
2	17	Mon, 12/6/21	M2L20	Sea Horse: The Shyest Fish in the Sea, Chris Butterworth; Illustrations, John Lawrence "Pygmy Seahorses: Masters of Camouflage"	Speak in complete sentences during a Socratic Seminar focusing on the different ways that Sea Horse teaches readers about a sea horse's unique features. (SL.1.1.a, SL.1.1.b, SL.1.6)	Speak in complete sentences as recorded on Socratic Seminar Checklist.	Reading: RI.1.1, RI.1.9 Speaking and Listening: SL.1.1.a, SL.1.1.b, SL.1.6 Language: L.1.6	
2	17	Tue, 12/7/21	M2L21	What Do You Do With a Tail Like This?, Steve Jenkins and Robin Page	Generate and answer questions about What Do You Do With a Tail Like This? using key details from the text. (RI.1.1)	Write questions on sticky notes.	Reading: RI.1.2, RI.1.5 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.5.d, L.1.1.i	
2	17	Wed, 12/8/21	M2L22	What Do You Do With a Tail Like This?, Steve Jenkins and Robin Page Young Hare, Albrecht Dürer	Identify the main topic and retell key details of sections of What Do You Do With a Tail Like This? (RI.1.2)	In pairs, orally identify the key details and main topic of two sections of the text.	Reading: RI.1.2 Writing: W.1.2 Speaking and Listening: SL.1.1.a, SL.1.5, SL.1.6 Language: L.1.5.a	

2	17	Thu, 12/9/21	M2L23	What Do You Do With a Tail Like This?, Steve Jenkins and Robin Page	Know and use text features to locate more information in What Do You Do With a Tail Like This? (RI.1.5)	Write and draw evidence about the chimpanzee uncovered through text features on sticky notes.	Reading: RI.1.3, RI.1.5 Writing: W.1.2, W.1.8, W.4* Speaking and Listening: SL.1.1.a, SL.1.5, SL.1.6 Language: L.1.1.j, L.1.2.b, L.1.2.e, L.1.1.i
2	17	Fri, 12/10/21	M2L24	Young Hare, Albrecht Dürer Flex day			
2	18	Mon, 12/13/21	M2L25	What Do You Do With a Tail Like This?, Steve Jenkins and Robin Page Young Hare, Albrecht Dürer	Add a drawing to a written description of how two animals use the same feature differently to clarify ideas. (SL.1.5)	Add more details to a drawing to clarify ideas in an informative paragraph about how two animals use the same feature differently.	Reading: RI.1.3 Writing: W.1.2, W.1.6, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.5 Language: L.1.1.j, L.1.2.b, L.1.5.b
2	18	Tue, 12/14/21	M2L26	Me...Jane, Patrick McDonnell What Do You Do With a Tail Like This?, Steve Jenkins and Robin Page "5 Reasons Why Bald Eagles Are the Best," April Capochino Myers	Explain how the authors' reasons support the point that "bald eagles are the best." (RI.1.3, RI.1.8)	Choose a reason and complete Sentence Frames.	Reading: RI.1.3, RI.1.8, RI.1.9 Writing: W.1.1, W.1.7, W.1.8, W.4* Speaking and Listening: SL.1.1.a Language: L.1.5.b
2	18	Wed, 12/15/21	M2L27	Never Smile at a Monkey, Steve Jenkins	Generate and answer questions about Never Smile at a Monkey using key details from the text. (RI.1.1)	Write questions on sticky notes.	Reading: RI.1.1, RI.1.4 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.4.a, L.1.4.b, L.1.5.b
2	18	Thu, 12/16/21	M2L28	Never Smile at a Monkey, Steve Jenkins	Identify the author's point and reasons given to support that point in sections of Never Smile at a Monkey. (RI.1.8)	In pairs, identify the author's point in writing and list the reasons orally using the buttons and boxes routine.	Reading: RI.1.1, RI.1.8 Writing: W.1.2 Speaking and Listening: SL.1.1.a Language: L.1.5.b
2	18	Fri, 12/17/21	Flex Day				
		Mon, 12/20/21	No School	Winter Break			
		Tue, 12/21/21	No School	Winter Break			
		Wed, 12/22/21	No School	Winter Break			
		Thu, 12/23/21	No School	Winter Break			
		Fri, 12/24/21	No School	Winter Break			
		Mon, 12/27/21	No School	Winter Break			
		Tue, 12/28/21	No School	Winter Break			
		Wed, 12/29/21	No School	Winter Break			
		Thu, 12/30/21	No School	Winter Break			
		Fri, 12/31/21	No School	Winter Break			
	19	Mon, 1/3/22	No School	School Based PD Day - No Students			
2	19	Tue, 1/4/22	M2L29	Never Smile at a Monkey, Steve Jenkins	Locate and name text features and explain how they help make the author's point in Never Smile at a Monkey. (RI.1.5, RI.1.8)	Think-Pair-Share to answer TDQ 1 about what can be learned through the use of text features.	Reading: RI.1.5, RI.1.4, RI.1.8 Writing: W.1.2 Speaking and Listening: SL.1.1.a Language: L.1.4.a, L.1.1.i
2	19	Wed, 1/5/22	M2L30	Never Smile at a Monkey, Steve Jenkins	Analyze how illustrations help make the author's point in Never Smile at a Monkey (RI.1.7, RI.1.8)	Identify an illustration that helps to make the author's point and explain how it does that.	Reading: RI.1.1, RI.1.7, RI.1.8, RI.1.9 Writing: W.1.2, W.1.8, W.4* Speaking and Listening: SL.1.1.a, SL.1.5 Language: L.1.1.h, L.1.1.j, L.1.2.b, L.1.4.a, L.1.5.d
2	19	Thu, 1/6/22	M2L31	Never Smile at a Monkey, Steve Jenkins	Determine the essential meaning of Never Smile at a Monkey. (RI.1.2)	Think-Pair-Share to answer TDQ 4 about the essential meaning of the text.	Reading: RI.1.2 Writing: W.1.2, W.4* Speaking and Listening: SL.1.1.a Language: L.1.1.j, L.1.2.b, L.1.1.i
2	19	Fri, 1/7/22	M2L32	Never Smile at a Monkey, Steve Jenkins	Revise conclusion in informative paragraph about Never Smile at a Monkey. (W.1.2, L.1.1.j, L.1.2.b, L.1.2.e)	Revise conclusion using the Informative Writing Checklist.	Reading: RI.1.8 Writing: W.1.2 Speaking and Listening: SL.1.1.a Language: L.1.1.j, L.1.2.b, L.1.5.d, L.1.5.d
2	20	Mon, 1/10/22	1:30 Dismissal	COVID Related			
2	20	Tue, 1/11/22	1:30 Dismissal				
2	20	Wed, 1/12/22	1:30 Dismissal				
2	20	Thu, 1/13/22	1:30 Dismissal				
2	20	Fri, 1/14/22	1:30 Dismissal				
	21	Mon, 1/17/22	No School	MLK Jr. Day			
3	21	Tue, 1/18/22	M2L33	All Module Texts	Plan informative paragraph about an animal's unique features for the End-of-Module Task. (W.1.2, W.1.7, W.1.8)	Orally rehearse informative paragraph for the End-of-Module Task.	Reading: RI.1.1 Writing: W.1.2, W.1.7, W.1.8, W.4*, W.10* Speaking and Listening: SL.1.1.a, SL.1.5 Language: L.1.1.j, L.1.2.b, L.1.6
3	21	Wed, 1/19/22	M2L34	All Module Texts	Write an informative paragraph about an animal's unique features and how the animal uses them. (W.1.2, W.1.7, W.1.8, L.1.1.h, L.1.1.i, L.1.1.j, L.1.2.b, SL.1.5)	Write an informative paragraph for the End-of-Module Task that includes a topic statement, details, and a conclusion.	Reading: RI.1.1 Writing: W.1.2, W.1.7, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.5 Language: L.1.1.j, L.1.2.b, L.1.1.i, L.1.1.h
3	21	Thu, 1/20/22	M2L35	All Module Texts	Add a drawing to a written description of an animal's unique features to clarify ideas. (SL.1.5)	Add details to a drawing to clarify ideas in an informative paragraph about an animal's unique features.	Reading: RI.1.1 Writing: W.1.2, W.1.7, W.1.8 Speaking and Listening: SL.1.5 Language: L.1.1.j, L.1.2.b, L.1.1.i, L.1.1.j
3	21	Fri, 1/21/22	M2L36	All Module Texts	Speak in complete sentences during a Socratic Seminar focusing on what has been discovered about animals' unique features. (SL.1.1.a, SL.1.1.b, SL.1.6)	Speak in complete sentences as recorded on the Socratic Seminar Checklist.	Reading: RI.1.1 Writing: W.1.2 Speaking and Listening: SL.1.1.a, SL.1.1.b, SL.1.6
3	22	Mon, 1/24/22	M3L1	The Wind," James Reeves All Module Texts	Distinguish between module texts that provide information and those that tell stories. (RL.1.5)	In small groups, predict whether module texts will provide information or tell a story.	Reading: RI.1.1, RL.1.5, RF.1.4 Speaking and Listening: SL.1.1.a, SL.1.6 Language: L.1.5.d
3	22	Tue, 1/25/22	M3L2	Feel the Wind, Arthur Dorros	Generate and answer questions about Feel the Wind using key details from the text. (RI.1.1)	Write questions on sticky notes.	Reading: RL.1.1, RI.1.1, RI.1.4 Speaking and Listening: SL.1.1.c Language: L.1.5.c
3	22	Wed, 1/26/22	M3L3	Feel the Wind, Arthur Dorros	Identify the main topic and retell key details of sections of Feel the Wind. (RI.1.2)	In pairs, orally identify the key details and main topic of sections of the text using the Buttons and Boxes routine.	Reading: RI.1.1, RI.1.2, RI.1.9, RL.1.1 Writing: W.1.7, W.1.8 Speaking and Listening: SL.1.1 Language: L.1.5.c

3	22	Thu, 1/27/22	M3L4	Feel the Wind, Arthur Dorros	Identify the main topic and retell key details of sections of Feel the Wind. (RI.1.2)	In pairs, orally identify the key details and main topic of sections of the text.	Reading: RI.1.1, RI.1.2, RI.1.9, RF.1.4 Writing: W.1.7, W.1.8 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.1.c
	22	Fri, 1/28/22	No School	School Based PD Day (No Students)			
3	23	Mon, 1/31/22	Flex Day				
	23	Tue, 2/1/22	No School	Lunar New Year			
3	23	Wed, 2/2/22	M3L5	Feel the Wind, Arthur Dorros	Distinguish between information provided by illustrations and information provided by the words in Feel the Wind. (RI.1.6)	Orally explain the difference between information provided by the words and illustrations in response to TDQs 1–5.	Reading: RI.1.1, RI.1.4, RI.1.6, RI.1.7, RI.1.9 Writing: W.1.7, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.4.a, L.1.1.c
3	23	Thu, 2/3/22	M3L6	Feel the Wind, Arthur Dorros	Support the essential meaning of Feel the Wind with text evidence. (RI.1.2)	Indicate text evidence that supports the essential meaning by standing when it is read aloud.	Reading: RI.1.1, RI.1.2, RI.1.9, RF.1.4 Writing: W.1.2, W.1.7, W.1.8 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.1.c
3	23	Fri, 2/4/22	M3L7	Feel the Wind, Arthur Dorros	Write an informative paragraph about hurricane winds using information from multiple sources. (W.1.2, W.1.7, W.1.8, L.1.1.c)	Complete Part 2 of Focusing Question Task 1.	Reading: RI.1.3, RL.1.5, RF.1.4 Writing: W.1.2, W.1.7, W.1.8 Speaking and Listening: SL.1.1.c Language: L.1.1.c, L.1.1.c
	24	Mon, 2/7/22		TK-8 Winter RLD			
3	24	Tue, 2/8/22	M3L8	Feelings, Aiki	Generate and answer questions about Feelings using key details from the text, including questions to clear up confusion. (RI.1.1, SL.1.1.c)	Write questions on sticky notes.	Reading: RI.1.1, RI.1.4, RI.1.6 Speaking and Listening: SL.1.1.c, SL.1.2 Language: L.1.1.f
3	24	Wed, 2/9/22	M3L9	Feel the Wind, Arthur Dorros Feelings, Aiki	Identify the reasons given to support the author's points in sections of Feelings. (RI.1.8)	Jigsaw assigned vignettes in small groups, to identify the reasons that support the author's point.	Reading: RI.1.1, RI.1.6, RI.1.8 Writing: W.1.3 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.5.c
3	24	Thu, 2/10/22	M3L10	Feelings, Aiki	Distinguish between information provided by the illustrations and information provided by the words in Feelings. (RI.1.6)	Orally explain the difference between information provided by the text and illustrations in response to TDQs 4–6.	Reading: RI.1.1, RI.1.5, RI.1.6 Writing: W.1.3 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.1.f
3	24	Fri, 2/11/22	M3L11	Feelings, Aiki	Determine the essential meaning of Feelings and support it with text evidence. (RI.1.2)	Think-Pair-Share to respond to TDQ 4 by highlighting details that support the essential meaning.	Reading: RI.1.2, RF.1.4 Writing: W.1.3 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.1.f
3	25	Mon, 2/14/22	M3L12	Feelings, Aiki	Write a story using the illustrations in the vignette "Lost and Found" from Feelings. (W.1.3)	Write a story about an illustration from the text to complete Focusing Question Task 2.	Reading: RI.1.5, RF.1.4 Writing: W.1.3 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.5.d
3	25	Tue, 2/15/22	M3L13	Gilberto and the Wind, Marie Hall Ets	Generate and answer questions about Gilberto and the Wind using key details from the text. (RL.1.1)	Write questions on sticky notes.	Reading: RI.1.1, RL.1.5 Speaking and Listening: SL.1.3 Language: L.1.4.a, L.1.5.c
3	25	Wed, 2/16/22	M3L14	Gilberto and the Wind, Marie Hall Ets	Retell Gilberto and the Wind using key details from the text. (RL.1.2)	Orally retell events of the story.	Reading: RI.1.2, RL.1.3 Writing: W.1.3 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.4.a
3	25	Thu, 2/17/22	M3L15	Gilberto and the Wind, Marie Hall Ets	Identify words and phrases in Gilberto and the Wind that suggest feelings and appeal to the senses. (RL.1.4)	Identify sensory words and phrases by using a Nonverbal Signal as the text is read aloud.	Reading: RI.1.1, RL.1.4, RF.1.4 Writing: W.1.3 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.1.e
3	25	Fri, 2/18/22	M3L16	Gilberto and the Wind, Marie Hall Ets	Determine the central message of Gilberto and the Wind based on text evidence. (RL.1.2) Write a resolution to a problem in a story about the Wind and Gilberto. (W.1.3)	Think-Pair-Share to determine the central message based on text evidence. Individuals add a resolution to a story.	Reading: RI.1.1, RL.1.2, RL.1.3, RF.1.4 Writing: W.1.3 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.5.d
		Mon, 2/21/22	No School	February Break			
		Tue, 2/22/22	No School	February Break			
		Wed, 2/23/22	No School	February Break			
		Thu, 2/24/22	No School	February Break			
		Fri, 2/25/22	No School	February Break			
3	26	Mon, 2/28/22	M3L17	Owl at Home, "The Guest," Arnold Lobel "Wind at Work," Amy Tao	Answer questions to determine meaning of an unknown word, distinguish between information provided by illustrations and information provided by text, and identify real-life connections between words and their use using the informational passage "Wind at Work." (RI.1.1, RI.1.4, RI.1.6, L.1.5.c) Generate and answer questions about "The Guest" using key details from the text. (RI.1.1)	Complete Assessment 17A: New-Read Assessment 1. Write questions on sticky notes.	Reading: RI.1.1, RI.1.4, RI.1.6, RL.1.1 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.4.a, L.1.5.c, L.1.1.e
3	26	Tue, 3/1/22	M3L18	Owl at Home, "The Guest," Arnold Lobel	Retell "The Guest" using key details from the text. (RL.1.2, RL.1.3) Orally rehearse a story using a graphic organizer. (W.1.3)	Orally retell events of the story. Orally rehearse a new story about Owl using a Story Map.	Reading: RI.1.2, RL.1.3, RF.1.4 Writing: W.1.3 Speaking and Listening: SL.1.1, SL.1.1 Language: L.1.1.e, L.1.4.c
3	26	Wed, 3/2/22	M3L19	Owl at Home, "The Guest," Arnold Lobel	Determine the central message of "The Guest" and support it with text evidence. (RL.1.2)	In pairs, find and annotate text evidence that supports the central message.	Reading: RI.1.2, RL.1.4 Writing: W.1.3 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.1.e, L.1.1.e
3	26	Thu, 3/3/22	M3L20	Gilberto and the Wind, Marie Hall Ets Owl at Home, "The Guest," Arnold Lobel American Sign Language Dictionary Website	Describe characteristics of books that tell stories. (RL.1.5) Ask and answer a question to clarify something a speaker says. (SL.1.3)	Explain how Gilberto and the Wind and "The Guest" are both examples of texts that tell stories. Ask a question to clarify a partner's statement and answer a question from a partner to clarify your own statement.	Reading: RL.1.5 Speaking and Listening: SL.1.3 Language: L.1.1.e
3	26	Fri, 3/4/22	M3L21	It Fell in the City," Eve Merriam Brave Irene, William Steig	Generate and answer questions about Brave Irene using key details from the text. (RL.1.1)	Write questions on sticky notes.	Reading: RL.1.1 Speaking and Listening: SL.1.1.a, SL.1.2 Language: L.1.4.a, L.1.4.b, L.1.6
3	27	Mon, 3/7/22	M3L22	Brave Irene, William Steig "It Fell in the City," Eve Merriam	Describe characters, settings, and major events in Brave Irene using key details from the text. (RL.1.3) Identify sensory words in a sentence. (RL.1.4)	Describe characters, setting, and major events in Brave Irene by completing a Story Map. Think-Pair-Share to identify sensory words in a sentence describing scenes from Brave Irene.	Reading: RL.1.3, RL.1.4, RF.1.4 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.4.c

3	27	Tue, 3/8/22	M3L23	Feelings, Aiki Brave Irene, William Steig	Explain how the main character is feeling by identifying sensory and feelings words in the text. (RL.1.4)	In pairs, answer TDOs 1–4 to explain how Irene is feeling by identifying sensory and feelings words in the text.	Reading: RL.1.1, RL.1.4 Writing: W.10* Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.1.f, L.1.5.d
3	27	Wed, 3/9/22	M3L24	It Fell in the City," Eve Merriam Brave Irene, William Steig	Determine the central message of Brave Irene and support it with text evidence. (RL.1.2)	In pairs, annotate the text with sticky notes to indicate evidence that supports the central message.	Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RF.1.4 Writing: W.1.3 Speaking and Listening: SL.1.6 Language: L.1.1.e, L.1.1.f, L.1.4.c
3	27	Thu, 3/10/22	M3L25	It Fell in the City," Eve Merriam Brave Irene, William Steig	Use sensory and feelings words, including adjectives, to write and act out a scene from Brave Irene. (RL.1.3, RL.1.4, W.1.3, L.1.1.e, L.1.1.f, SL.1.6)	Complete Focusing Question Task 4, Parts 1–2.	Reading: RL.1.1, RL.1.3, RL.1.4, RL.1.5, RF.1.4 Writing: W.1.3 Speaking and Listening: SL.1.1, SL.1.6 Language: L.1.1.e, L.1.1.f, L.1.1.f
3	27	Fri, 3/11/22	M3L26	The Boy Who Harnessed the Wind, William Kamkwamba and Bryan Mealer; Illustrations, Elizabeth Zunon The Red Mill, Piet Mondrian (1911) Oostzijdse Mill with Extended Blue, Yellow and Purple Sky, Piet Mondrian (1907) Windmill in the Gein, Piet Mondrian (1906–07)	Generate and answer questions about The Boy Who Harnessed the Wind using key details from the text. (RI.1.1)	Write questions on sticky notes.	Reading: RI.1.1 Speaking and Listening: Language: L.1.4.b
3	28	Mon, 3/14/22	M3L27	The Boy Who Harnessed the Wind, William Kamkwamba and Bryan Mealer; Illustrations, Elizabeth Zunon	Retell The Boy Who Harnessed the Wind using evidence from the text. (RL.1.2)	Orally retell the text by placing events from Handout 27A in the correct order on a timeline.	Reading: RI.1.4, RL.1.2, RL.1.3, RL.1.4, RL.1.7* Writing: W.10* Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.4.b
3	28	Tue, 3/15/22	M3L28	The Boy Who Harnessed the Wind, William Kamkwamba and Bryan Mealer; Illustrations, Elizabeth Zunon	Determine sensory and feelings words for a scene in The Boy Who Harnessed the Wind. (W.10)	Write sensory and feelings words to complete sentences about a scene on page 15 in the text The Boy Who Harnessed the Wind.	Reading: RI.1.1, RI.1.4, RI.1.6, RL.1.4, RL.1.7* Writing: W.1.3 Speaking and Listening: SL.1.1 Language: L.1.1.f, L.1.4.a, L.1.4.b
3	28	Wed, 3/16/22	M3L29	The Boy Who Harnessed the Wind, William Kamkwamba and Bryan Mealer; Illustrations, Elizabeth Zunon	Use illustrations and details to describe events in The Boy Who Harnessed the Wind. (RL.1.7)	Think-Pair-Share to explain how sensory words and illustrations in the text help to better imagine the scene.	Reading: RI.1.1, RI.1.3, RL.1.4 Writing: W.1.3 Speaking and Listening: SL.1.1, SL.1.3, SL.1.6 Language: L.1.1.f, L.1.4.a
3	28	Thu, 3/17/22	M3L30	The Boy Who Harnessed the Wind, William Kamkwamba and Bryan Mealer; Illustrations, Elizabeth Zunon "This Windmill," Amy Ludwig VanDerwater	Ask questions to clear up confusion or gather more information from a speaker during a Socratic Seminar focusing on the role of science and magic in The Boy Who Harnessed the Wind. (SL.1.1, SL.1.3, SL.1.6)	Ask and answer questions during a Socratic Seminar as recorded on Socratic Seminar Checklist.	Reading: RL.1.2, RL.1.3* Speaking and Listening: SL.1.1, SL.1.6 Language: L.1.1.f, L.1.5.c
	28	Fri, 3/18/22		School Based PD Day - No Students			
3	29	Mon, 3/21/22	M3L31	The Boy Who Harnessed the Wind, William Kamkwamba and Bryan Mealer; Illustrations, Elizabeth Zunon "William and the Windmill," Toronto Star "What Makes the Wind?" Amy Tao "Owl and the Moon," Arnold Lobel American Sign Language Dictionary Website	Identify words that suggest feelings or appeal to the senses, categorize two texts based on whether the text tells a story or gives information and list characteristics of each text type, use an affix as a clue to select the correct meaning of a word, highlight the root word within a word with an inflectional ending, and arrange adjectives in order based on shades of meaning. (RL.1.4, RL.1.5, L.1.4.b, L.1.4.c, L.1.5.d)	Complete Assessment 31A: New-Read Assessment 2. Mix and Mingle to discuss similarities and differences between the text and video.	Reading: RL.1.4, RL.1.5, RI.1.9 Speaking and Listening: SL.1.1 Language: L.1.4.b, L.1.4.c, L.1.5.d, L.1.6 L.1.1.e
3	29	Tue, 3/22/22	M3L32	All Module Texts The Red Mill (1911), Piet Mondrian Oostzijdse Mill in the Evening, Piet Mondrian (1907) Windmill in the Gein (1907), Piet Mondrian	Identify basic similarities in and differences between The Boy Who Harnessed the Wind and a video about William Kamkwamba. (RI.1.9)		Reading: RL.1.1, RF.1.4 Writing: W.1.3 Speaking and Listening: SL.1.1 Language: L.1.1.f
4	29	Wed, 3/23/22	M3L33	All Module Texts The Red Mill (1911), Piet Mondrian Oostzijdse Mill in the Evening, Piet Mondrian (1907) Windmill in the Gein (1907), Piet Mondrian	Plan an original story about how a character responds to the wind using a graphic organizer. (W.1.3, L.1.1.f)	Complete a Story Map for the End-of-Module Task.	Reading: RL.1.1, RF.1.4 Writing: W.1.3 Speaking and Listening: SL.1.6 Language: L.1.1.f
4	29	Thu, 3/24/22	M3L34	All Module Texts	Write an original story, which includes sensory and feelings words. (W.1.3, L.1.1.f)	Draft the End-of-Module Task that includes narrative story elements and uses sensory words and phrases, including adjectives, to describe the wind and a character in the story.	Reading: RL.1.1, RF.1.4 Writing: W.1.3 Speaking and Listening: SL.1.1 Language: L.1.1.f
4	29	Fri, 3/25/22	M3L35	All Module Texts	Write an original story, which includes sensory and feelings words. (W.1.3, L.1.1.f)	Write an original story for the End-of-Module Task that includes narrative story elements, and uses sensory and feelings words, including adjectives, to describe the wind and a character in the story.	Reading: RL.1.1 Writing: W.1.3, W.1.5 Speaking and Listening: SL.1.1 Language: L.1.1.f
4	29	Fri, 3/25/22	M3L35	All Module Texts	Ask questions to clear up confusion or gather more information from a speaker during a Socratic Seminar focusing on the Essential Question: "How do people respond to the powerful force of the wind?" (SL.1.1.c, SL.1.3, SL.1.6)	Ask and answer questions during a Socratic Seminar as recorded on Socratic Seminar Checklist.	Reading: RL.1.1, RI.1.1 Writing: W.1.3 Speaking and Listening: SL.1.1.c, SL.1.3, SL.1.6 Language: L.1.1.f
30	30	Mon, 3/28/22	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal			
30	30	Tue, 3/29/22	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal			
30	30	Wed, 3/30/22	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal			
30	30	Thu, 3/31/22	No School	School Based PD Day - No Students			
30	30	Fri, 4/1/22	No School	Cesar Chavez Day - No School			
		Mon, 4/4/22	No School	Spring Break			
		Tue, 4/5/22	No School	Spring Break			
		Wed, 4/6/22	No School	Spring Break			
		Thu, 4/7/22	No School	Spring Break			
		Fri, 4/8/22	No School	Spring Break			
4	31	Mon, 4/11/22	No School	School Based PD Day - No Students			
4	31	Tue, 4/12/22	M4L1	Glass Slipper, Gold Sandal: A Worldwide Cinderella, Paul Fleischman; Illustrations, Julie Paschik First Steps, Jean-François Millet	Generate and answer questions about Glass Slipper, Gold Sandal using key details from the text. (RL.1.1)	Write questions on sticky notes.	Reading: RL.1.1 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.5.c
4	31	Wed, 4/13/22	M4L2	First Steps, after Millet, Vincent van Gogh Cinderella, Marcia Brown First Steps, Jean-François Millet	Generate and answer questions about Cinderella using key details from the text. (RL.1.1)	Write questions on sticky notes.	Reading: RL.1.1 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.1.g
4	31	Thu, 4/14/22	M4L3	Cinderella, Marcia Brown First Steps, Jean-François Millet First Steps, after Millet, Vincent van Gogh	Use illustrations and details in the story Cinderella to describe its characters, setting, and events. (RL.1.7)	Record the characters, setting, problem, events, and resolution on Handout 3A.	Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.7 Speaking and Listening: SL.1.1 Language: L.1.4.a, L.1.4.b, L.1.1.g
4	31	Fri, 4/15/22	M4L4	Cinderella, Marcia Brown First Steps, Jean-François Millet First Steps, after Millet, Vincent van Gogh	Identify when Cinderella is speaking at various points in the story. (RL.1.6)	Hold up a character card when Cinderella is speaking.	Reading: RL.1.1, RL.1.3, RL.1.6 Writing: W.1.1 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.1.g

4	32	Mon, 4/18/22	M4L5	Cinderella, Marcia Brown First Steps, Jean-François Millet First Steps, after Millet, Vincent van Gogh	With support, use illustrations and details in Cinderella to describe Cinderella's character traits. (RL.1.3, RL.1.7)	Act out and discuss Cinderella's actions.	Reading: RL.1.1, RL.1.3, RL.1.6, RL.1.7, RF.1.4 Writing: W.1.1 Speaking and Listening: SL.1.1 Language: L.1.4.a
4	32	Tue, 4/19/22	M4L6	Cinderella, Marcia Brown	Demonstrate understanding of the central message of Cinderella and support it with text evidence. (RL.1.2)	Find and act out one piece of evidence to support the central message.	Reading: RL.1.1, RL.1.2, RL.1.3 Writing: W.1.1 Speaking and Listening: SL.1.1 Language: L.1.1.j, L.1.2.c
4	32	Wed, 4/20/22	M4L7	Cendrillon: A Caribbean Cinderella, Robert D. San Souci; Illustrations, Brian Pinkney	Retell Cendrillon using key details from the text. (RL.1.2)	Orally retell events of the story.	Reading: RL.1.1, RL.1.2 Writing: W.1.1 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.1.j, L.1.2.c
4	32	Thu, 4/21/22	M4L8	Cendrillon: A Caribbean Cinderella, Robert D. San Souci; Illustrations, Brian Pinkney	Students identify when Cendrillon or Nannin' is speaking at various points in the story Cendrillon. (RL.1.6) Select a trait and supporting evidence to plan an opinion paragraph about Cinderella. (W.1.1, W.1.8)	Hold up a character card to identify when Cendrillon or Nannin' is speaking. Record selected trait and one reason on the Focusing Question Task 1 Evidence Organizer.	Reading: RL.1.1, RL.1.3, RL.1.6, RL.1.7 Writing: W.1.1, W.1.8 Speaking and Listening: SL.1.1, SL.1.6 Language: L.1.5.d
4	32	Fri, 4/22/22	M4L9	Cinderella, Marcia Brown Cendrillon: A Caribbean Cinderella, Robert D. San Souci; Illustrations, Brian Pinkney	With support, compare and contrast the adventures and experiences of the main characters in Cinderella and Cendrillon.	Signal placement for character experiences on Venn diagram by holding up character card.	Reading: RL.1.1, RL.1.3, RL.1.7, RL.1.9 Writing: W.1.1, W.1.8 Speaking and Listening: SL.1.1, SL.1.6 Language: L.1.1.j, L.1.2.c
4	33	Mon, 4/25/22	M4L10	The Rough-Face Girl, Rafe Martin; Illustrations, David Shannon	Retell The Rough-Face Girl using key details from the text. (RL.1.2)	Orally retell events of the story.	Reading: RL.1.1, RL.1.2, RL.1.3 Writing: W.1.1 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.4.a
4	33	Tue, 4/26/22	M4L11	The Rough-Face Girl, Rafe Martin; Illustrations, David Shannon	Use illustrations and details in The Rough-Face Girl to describe Rough-Face Girl. (RL.1.3, RL.1.7)	Act out and orally discuss actions.	Reading: RL.1.1, RL.1.3, RL.1.7 Writing: W.1.1 Speaking and Listening: SL.1.1 Language: L.1.4.a, image L.1.1.j, L.1.2.c
4	33	Wed, 4/27/22	M4L12	Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola	Generate and answer questions about Bigfoot Cinderrrrrella using key details from the text. (RL.1.1)	Write questions on sticky notes.	Reading: RL.1.1 Writing: W.1.1 Speaking and Listening: SL.1.1, SL.1.2 Language: image L.1.1.d
4	33	Thu, 4/28/22	M4L13	Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola	Use illustrations and details in the story Bigfoot Cinderrrrrella to describe its characters, setting, and events. (RL.1.3, RL.1.7)	Record the characters, setting, problem, events, and resolution on Handout 13A.	Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.7 Writing: W.1.1 Speaking and Listening: SL.1.1 Language: L.1.4.a, image L.1.1.d
4	33	Fri, 4/29/22	M4L14	Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola	Identify which character is speaking at various points in Bigfoot Cinderrrrrella. (RL.1.6)	Hold up a character card to identify when Ella, the stepsisters, or the Beary Godfather is speaking.	Reading: RL.1.1, RL.1.3, RL.1.6, RL.1.7, RF.1.4 Writing: W.1.1 Speaking and Listening: SL.1.1 Language: image L.1.5.a
	34	Mon, 5/2/22	No Students	Eid - No Students			
4	34	Tue, 5/3/22	M4L15	Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola	Examine text evidence by acting out Ella's actions to determine the central message of Bigfoot Cinderrrrrella.	With partners, act out text evidence from key scenes to determine the central message Record an opinion statement on the Focusing Question Task 2 Evidence Organizer Choose the correct possessive pronoun to replace a noun in a sentence.	Reading: RL.1.1, RL.1.2, RF.1.4 Writing: W.1.1, W.1.8 Speaking and Listening: SL.1.1, SL.1.6 Language: L.1.1.g, image L.1.1.d
4	34	Wed, 5/4/22	M4L16	The Rough-Face Girl, Rafe Martin; Illustrations, David Shannon Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola	Compare and contrast the adventures and experiences of the main characters in Cinderella and Bigfoot Cinderrrrrella	Sort an experience card from Handout 16A to determine placement on Venn diagram Write Focusing Question Task 2 Write the indefinite pronoun heard in a sentence.	Reading: RL.1.1, RL.1.3, RL.1.7, RL.1.9 Writing: W.1.1, W.1.8 Speaking and Listening: SL.1.1, SL.1.6 Language: L.1.1.g, image L.1.1.d
4	34	Thu, 5/5/22	M4L17	Adelita, Tomie dePaola	Identify which character is telling the story, write compound declarative, interrogative imperative, and exclamatory sentences, and use commas to separate words in a series using the text Adelita.	Think-Pair-Share to share relevant details as they notice and wonder about the text Adelita Sort content words on a T-chart.	Reading: RL.1.1, RL.1.6 Speaking and Listening: SL.1.2, SL.1.4 Language: L.1.1.j, L.1.2.c, image L.1.5.a
4	34	Fri, 5/6/22	M4L18	Adelita, Tomie dePaola	Use illustrations and details in the story Adelita to describe its characters, setting, and events.	Record the characters, setting, problem, events, and resolution on Handout 18A Pairs orally state an opinion conclusion using a sentence frame. Choose the correct pronoun to replace the noun in the sentence.	Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.7 Writing: W.1.1 Speaking and Listening: SL.1.2, SL.1.4 Language: L.1.4.a, image L.1.1.d
4	35	Mon, 5/9/22	M4L19	Adelita, Tomie dePaola	Use illustrations and details in Adelita to describe Adelita through examining key events in the story.	Think-Pair-Share to answer TDQ 2. Write a conclusion for an opinion paragraph in Response Journal. Complete sentence frames with the correct indefinite pronouns.	Reading: RL.1.1, RL.1.3, RL.1.7, RF.1.4 Writing: W.1.1 Speaking and Listening: SL.1.1 Language: image L.1.1.d
4	35	Tue, 5/10/22	M4L20	Adelita, Tomie dePaola	Examine text evidence relating to the characters' actions to help determine the central message of Adelita	Think-Pair-Share to answer a TDQ about the lessons learned from the characters' actions Pairs orally state an introduction using a sentence frame. Annotate the text for proper nouns and orally create a sentence using one of the proper nouns.	Reading: RL.1.1, RL.1.2, RF.1.4 Writing: W.1.1 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.2.a
4	35	Wed, 5/11/22	M4L21	Adelita, Tomie dePaola Bigfoot Cinderrrrrella, Tony Johnston; Illustrations, James Warhola	Compare and contrast the adventures and experiences of the main characters in Bigfoot Cinderrrrrella and Adelita	Students sort experience cards from Handout 21B onto the Venn diagram on Handout 21A Pairs write an introduction to complete Handout 21C. Write two sentences using proper nouns.	Reading: RL.1.1, RL.1.3, RL.1.7, RL.1.9 Writing: W.1.1 Speaking and Listening: SL.1.1 Language: L.1.2.a
4	35	Thu, 5/12/22	M4L22	"815: To Theo van Gogh. Saint-Rémy-de-Provence, on or about Friday, 25 October 1889." "ASL Sign for: same." American Sign Language Dictionary The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller	Generate and answer questions about The Korean Cinderella using key details from the text.	Write questions on sticky notes Share one Notice and Wonder about the cover with a partner Complete Vocabulary Assessment 1.	Reading: RL.1.1 Speaking and Listening: SL.1.2, SL.1.4 Language: L.1.4.a, L.1.6
4	35	Fri, 5/13/22	M4L23	The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller	Use illustrations and details in the story The Korean Cinderella to describe its characters, settings, and events.	Record the characters, settings, problem, events, and resolution on Handout 23A. Write an introduction for an opinion paragraph in a Response Journal. Use resources in the room to spell words correctly.	Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.7, RF.1.4 Writing: W.1.1 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.2.d
4	36	Mon, 5/16/22	M4L24	The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller	Use illustrations and details in The Korean Cinderella to describe Pear Blossom by examining key events in the story	Use illustrations and details in The Korean Cinderella to describe Pear Blossom by examining key events in the story Record most admired trait and an action that demonstrates that character trait on Focusing Question Task 3 Evidence Organizer. Use text resources to spell words correctly.	Reading: RL.1.1, RL.1.3, RL.1.7 Writing: W.1.1, W.1.8 Speaking and Listening: SL.1.1 Language: L.1.1.d, L.1.2.d

4	36	Tue, 5/17/22	M4L25	The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller	Use illustrations and details in The Korean Cinderella to describe its setting	Think-Pair-Share to compare pear tree illustrations in the beginning and end of the story. Write an introduction and conclusion sentence on the Focusing Question Task 3 Evidence Organizer. Sort content words.	Reading: RL.1.1, RL.1.7 Writing: W.1.1, W.1.8 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.1.d, L.1.5.a
4	36	Wed, 5/18/22	M4L26	The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller	Identify text evidence that supports the central message of The Korean Cinderella.	Find and act out one piece of evidence to support the central message Write Focusing Question Task 3. Complete sentence frames using the correct verb tense.	Reading: RL.1.1, RL.1.2, RF.1.4 Writing: W.1.1, W.1.8 Speaking and Listening: SL.1.1, SL.1.6 Language: L.1.1.d, L.1.4.b
4	36	Thu, 5/19/22	M4L27	The Korean Cinderella, Shirley Climo; Illustrations, Ruth Heller "900 Cinderellas," Marcia Amidon Lusted and Judith C. Greenfield Adelita, Tomie dePaola Cinderella, Marcia Brown	Identify similarities between Cinderella, Adelita, or The Korean Cinderella and the informational article "900 Cinderellas"	Mix and Mingle to discuss similarities between the texts. Revise the introduction of Focusing Question Task 3 to include the title of either Adelita or The Korean Cinderella. Use text resources to check for conventional spelling.	Reading: RL.1.1, RL.1.3, RL.1.7, RL.1.9 Writing: W.1.1 Speaking and Listening: SL.1.1, SL.1.2 Language: L.1.2.d
4	36	Fri, 5/20/22	M4L28	"ASL Sign for: same." American Sign Language Dictionary Glass Slipper, Gold Sandal: A Worldwide Cinderella, Paul Fleischman; Illustrations, Julie	Ask and answer questions using relevant details when speaking during a Socratic Seminar, focusing on people, places, things, and events when discussing Cinderella characters	Ask and answer questions using relevant details when speaking during a Socratic Seminar as recorded on Socratic Seminar Checklist. Identify good and evil characters as well as the proof of identity and magical elements to record on the Elements of Cinderella Stories Chart. Sort content vocabulary into the categories of food, clothing, and footwear.	Reading: RL.1.1 Speaking and Listening: SL.1.1, SL.1.2, SL.1.4, SL.1.6 Language: L.1.5.a
4	37	Mon, 5/23/22	M4L29	First Steps, Pablo Picasso Glass Slipper, Gold Sandal: A Worldwide Cinderella, Paul Fleischman; Illustrations, Julie Paschkis	Use the details and illustrations in Glass Slipper, Gold Sandal to describe the various settings in the story.	Describe one thing learned about the setting from examining the details and illustrations to a partner In pairs, name the Cinderella character that is most admired and list one reason why. Complete sentence frames using content vocabulary.	Reading: RL.1.1, RL.1.7 Writing: W.1.1, W.1.8 Speaking and Listening: SL.1.1 Language: L.1.5.a
4	37	Tue, 5/24/22	M4L30	First Steps, Pablo Picasso Glass Slipper, Gold Sandal: A Worldwide Cinderella, Paul Fleischman; Illustrations, Julie Paschkis "Kudhinda Screen Printing" "Talking Textiles" "The Process of Making Batik—Artisans at Work" "Wycinanka/Paper Cutout"	Select one piece of evidence to add to a collaboratively written research piece about the textile patterns featured in Glass Slipper, Gold Sandal.	Write a sentence about one thing learned about textile art after viewing or reading an informational text about how textiles are created. Plan the EOM Task using the EOM Task Evidence Organizer. Write the title to their favorite Cinderella story using correct letters.	Reading: RL.1.1, RI.1.1 Writing: W.1.1, W.1.7, W.1.8 Speaking and Listening: SL.1.1 Language: L.1.1.a
4	37	Wed, 5/25/22	M4L31	First Steps, Pablo Picasso First Steps, Jean-François Millet First Steps, after Millet, Vincent van Gogh All Module Texts	Orally rehearse and write an opinion paragraph about the most admired Cinderella	Write an opinion paragraph for the EOM Task Write a sentence using correct letter formation.	Reading: RL.1.1 Writing: W.1.1, W.1.8 Speaking and Listening: SL.1.1, SL.1.6 Language: L.1.1.a, L.1.2.a, L.1.2.d, L.1.1.a
4	37	Thu, 5/26/22	M4L32	All Module Texts Vincent van Gogh Quotation	Write an opinion paragraph about the most admired Cinderella	Complete an opinion paragraph for the EOM Task .Edit EOM Task opinion paragraph.	Reading: RL.1.1, RF.1.4 Writing: W.1.1, W.1.8 Speaking and Listening: SL.1.1 Language: L.1.1.a, L.1.2.a, L.1.2.d, L.1.1.a
4	37	Fri, 5/27/22	Flex Day				
	38	Mon, 5/30/22	No School	Memorial Day			
4	38	Tue, 5/31/22	M4L33	Excerpt from "900 Cinderellas," Marcia Amidon Lusted and Judith C. Greenfield (Assessment 33A) Cinderella, Marcia Brown	Write the date using correct capitalization and comma placement, use possessive and indefinite pronouns correctly in a sentence, use sentence-level context to determine the meaning of an unknown word, sort words from the story into categories, and compare and contrast the adventures and experiences of two Cinderella characters using illustrations and details from the texts.	Complete Assessment 33A: New-Read Assessment 2. Edit the EOM Task based on one peer suggestion Edit opinion paragraph for conventional spelling.	Reading: RL.1.1, RL.1.7, RL.1.9 Writing: W.1.5 Speaking and Listening: SL.1.1 Language: L.1.1.d, L.1.2.a, L.1.2.c, L.1.2.d, L.1.4.a, L.1.5.a
4	38	Wed, 6/1/22	M4L34	Glass Slipper, Gold Sandal: A Worldwide Cinderella, Paul Fleischman; Illustrations, Julie Paschkis "ASL Sign for: same." American Sign Language Dictionary All Module Texts	Ask and answer questions using relevant details when speaking during a Socratic Seminar, focusing on people, places, things, and events when discussing why there are so many different versions of Cinderella stories.	and answer questions using relevant details during a Socratic Seminar as recorded on Socratic Seminar Checklist. Complete Vocabulary Assessment 2.	Reading: RL.1.1, RL.1.9 Speaking and Listening: SL.1.1.a, SL.1.1.b, SL.1.2, SL.1.4, SL.1.6 Language: L.1.6
4	37	Thu, 6/2/22	M4L35	All Module Texts	Students follow agreed-upon rules for discussion as they share their EOM Tasks and provide a compliment to a peer	Provide a compliment to a peer about EOM Task using a sentence frame.	Reading: RL.1.1, RF.1.4 Speaking and Listening: SL.1.1.a, SL.1.6
4	37	Fri, 6/3/22	M4L36	All Modules 1-4 All Modules 1-4 Art	Reflect on learning over the course of the year and cite details from texts that brought joy.	Draw a character or a creature from one of the module texts and explain why that detail was chosen.	Reading: RL.1.1, RI.1.1 Speaking and Listening: SL.1.1, SL.1.6
	38	Mon, 6/6/22	1pm Dismissal	Last Week of School - 1pm Dismissal			
	38	Tue, 6/7/22	1pm Dismissal	Last Week of School - 1pm Dismissal			
	38	Wed, 6/8/22	1pm Dismissal	Last Week of School - 1pm Dismissal			
	38	Thu, 6/9/22	1pm Dismissal	Last Day of School - 1pm Dismissal			
	38	Fri, 6/10/22	No School	Staff PD Day - No Students			

2ND GRADE WIT & WISDOM: PACING GUIDE

Module	Wk.	Date	Module/Lesson	Text(s)	Lesson Goals	Check For Understanding (Student Notebook)	Standards	NOTES
0	3	Mon, 8/23/21	M0L1	<i>Wild about Books</i>	Make observations about <i>Wild about Books</i> .	Share an observation by completing a sentence frame.		
0	3	Tue, 8/24/21	M0L2	<i>Wild about Books</i>	Identify key details in <i>Wild about Books</i> .	Create a Tableau to demonstrate key details from the text.		
0	3	Wed, 8/25/21	M0L3	<i>Wild about Books</i>	Identify how words and pictures work together in <i>Wild about Books</i> to communicate key details and meaning.	Make an observation about the relationship between words and pictures in a Think-Pair-Share.		
0	3	Thu, 8/26/21	M0L4	<i>Wild about Books</i>	Determine an essential meaning of <i>Wild about Books</i> . Express understanding of how the librarian makes reading fun for the animals.	Discuss essential meanings of the text during a Mix and Mingle. Use information from the Evidence Organizer to describe how the librarian makes reading fun.		
0	3	Fri, 8/27/21	M0L5	<i>Wild about Books</i>	Discuss how <i>Wild about Books</i> builds knowledge of reading. Improve writing by responding to peer feedback.	Participate in a Socratic Seminar. Add a detail to a Response Journal entry after receiving feedback from a peer.		
1	4	Mon, 8/30/21	M1L1	"Weather" <i>Paris Street, Rainy Day, Hunters in the Snow, Bathers at Asnières, Autumn Landscape</i>	Describe a work of visual art. Generate questions and observations about the poem "Weather." <i>Vocabulary Learning Goal: Use a dictionary to select the definitions of change that connect to Module Overview, and make an entry in Vocabulary Journal.</i>	Contribute to a Notice and Wonder chart about a painting. Contribute to a Notice and Wonder chart about "Weather." <i>Students make entries in Vocabulary Journals.</i>	RL 2.1 RF 2.4 SL 2.1.a, SL 2.2 L 2.4.a, 2.4.e	
1	4	Tue, 8/31/21	M1L2	"Weather" <i>Paris Street, Rainy Day, Hunters in the Snow, Bathers at Asnières, Autumn Landscape</i>	Identify what changes in the poem "Weather" by Eve Merriam. With repeated practice, demonstrate fluency reading the poem "Weather." <i>Analyze how the author's use of multiple-meaning word flick helps tell the story of rain in "Weather."</i>	Answer the Focusing Question on Handout 2B. Read the poem "Weather" with accuracy, expression, correct phrasing and rate. <i>Students make entries in Vocabulary Journals.</i>	RL 2.1, 2.2, 2.3, 2.4 RF 2.4 W 2.2 SL 2.1, 2.2 L 2.4.e, 2.5	
1	4	Wed, 9/1/21	M1L3	"Weather" <i>Paris Street, Rainy Day, Hunters in the Snow, Bathers at Asnières, Autumn Landscape</i>	Identify important knowledge about change and seasons, citing evidence from "Weather" and visual art. Recognize important words in "Weather" <i>Vocab: Sort verbs that show water moving in the poem "Weather," and use them to form a word line.</i>	Think-Pair-Share or Stop-and-Jot in Knowledge Journal discussion. Identify key words, indicated in performance of "Weather" <i>Students choose their own pair of anchor words, and compose a word line with two to three additional entries.</i>	RL 2.1, 2.4 RF 2.4 W 2.10 SL 2.1.a, 2.2, 2.6 L 2.5.b	
1	4	Thu, 9/2/21	M1L4	<i>How Do You Know It's Fall? "ASL sign for: same," American Sign Language Dictionary</i>	Ask and answer questions about How Do You Know It's Fall? Identify characteristics of topic statements. <i>Vocab: Analyze how table of contents and glossary in How Do You Know It's Fall? organize information.</i>	Explain how information from the Knowledge Journal connects to new learning from How Do You Know It's Fall? Stop and Jot about what topic statements do. <i>Students enter definitions in Vocabulary Journals.</i>	RI 2.1 W 2.2 SL 2.1.a, 2.1.c, 2.2, 2.6 L 2.4.e, 2.5.a	
1	4	Fri, 9/3/21	M1L5	<i>How Do You Know It's Fall?</i>	Identify key details and main topic of a section of text from How Do You Know It's Fall? with support. Draft a Topic statement with support. Create a word web for academic and content vocabulary word migrate, including how migration is a change in animal behavior caused by the coming of fall.	Answer the Framing Question. Draft 2 Topic statements. <i>Students create individual word webs in Vocabulary Journals.</i>	RI 2.1.a, 2.2, 2.4 W 2.2 SL 2.1.a, 2.6 L 2.4.e, 2.5.a	
	5	Mon, 9/6/21	No School	Labor Day				
1	5	Tue, 9/7/21	M1L6	<i>A Color of His Own</i>	Recount what happens in <i>A Color of His Own</i> . Form complete sentences with multiple subjects.	Orally recount the story using Story Stones. After practicing several examples, assign students to write two sentences with multiple subjects in their Knowledge Journals about the text or about fall, underlining the subjects.	RL 2.1, 2.2 W 2.2 SL 2.1, 2.6 L 2.1.f	
1	5	Wed, 9/8/21	M1L7	<i>A Color of His Own</i>	Compare the chameleon's attempts to solve the problem in the beginning and at the end of <i>A Color of His Own</i> . Choose evidence that provides support of an explanation of the ways the chameleon changes. Construct simple sentences with one or more subjects and multiple verbs based on the characters in <i>A Color of His Own</i> .	Stop-and-Jot about differences between the two attempts to solve his problem. Record evidence on Assessment 17. <i>Students compose three to five simple sentences about the text or about fall, using more than one verb.</i>	RL 2.1, 2.3, 2.5 W 2.2, 2.8, 2.10 SL 2.1, 2.2, 2.6 L 2.1.f	
1	5	Thu, 9/9/21	M1L8	<i>How Do You Know It's Fall?</i>	Record evidence and respond to the Focusing Question Task with support. Identify and agree upon rules for a successful Socratic Seminar. Continue to build understanding of sentence elements by identifying the verbs that correspond with the subjects of sentences in Deep Dive 7, from <i>How Do You Know It's Fall?</i>	Answer the Framing Question. Establish expectations for a Socratic Seminar <i>Students independently identify the verbs corresponding with the subjects in sentences from the text, Handout 7B.</i>	RI 2.2 W 2.2, 2.8 SL 2.1.a, b, c, 2.6 L 2.1.f	
1	5	Fri, 9/10/21	M1L9	<i>How Do You Know It's Fall?</i>	Synthesize learning about change in fall and informational texts. Prepare for and contribute to the Socratic Seminar. Combine simple sentences into compound sentences about fall using conjunctions.	Answer the Framing Question. Prepare for and contribute to the Socratic Seminar. <i>Students write one or more compound sentences about fall and post on a Graffiti Wall.</i>	RI 2.1, 2.2 SL 2.1.a, b, c, 2.6 W 2.8, 2.10 L 2.1.f	
1	6	Mon, 9/13/21	M1L10	<i>The Little Yellow Leaf, How Do You Know It's Fall?</i>	Compare the whole message and partial messages in conversations. Use information from illustrations and text to ask and answer questions about <i>The Little Yellow Leaf</i> . Revise sentence fragments from classroom anchor charts into complete sentences.	Generate questions on Notice/Wonder charts. With a partner, students decide whether entries from the main lesson anchor chart are complete sentences or fragments, and each student enters two revised complete sentences in his or her Knowledge Journal.	RL 2.1, 2.7 W 2.10 SL 2.2, 2.1.a L 2.4.a, 2.1.f	
1	6	Tue, 9/14/21	M1L11	<i>The Little Yellow Leaf</i>	Recount what happens in <i>The Little Yellow Leaf</i> . Explain why evidence is important in informative writing. Create moving tableau for verbs that demonstrate real-life connections and how word choice affects the text.	Orally recount the story using Story Stones and sentence frames. Stop-and-Jot about why evidence is important in informative writing. Direct students work with a partner to create entries in their Vocabulary Journals for the two verbs from their group.	RL 2.1, 2.3, 2.7 RI 2.2 W 2.2 SL 2.1, 2.2, 2.4, 2.6 L 2.5.b	
1	6	Wed, 9/15/21	M1L12	<i>The Little Yellow Leaf</i>	Explain what happens in the beginning, middle, and end of <i>The Little Yellow Leaf</i> . Identify what information is provided in the beginning and end of a story and the purpose of each. Analyze how adjectives help describe setting and action in <i>The Little Yellow Leaf</i>	Students orally complete Sentence Frames about the story's beginning, middle, and ending. Students write about how problem and resolution correspond to the beginning and end of narrative text. <i>Students choose two of the adjectives from the lesson and make an entry in Vocabulary Journals explaining how the adjective helps readers visualize action and meaning in the text.</i>	RL 2.1, 2.2, 2.3, 2.5, 2.7 RF 2.4 W 2.10 SL 2.1.a, 2.6 L 2.4.c, d, 2.1.e, 2.5.b	

1	6	Thu, 9/16/21	M1L13	<i>The Little Yellow Leaf</i>	Identify the central message of <i>The Little Yellow Leaf</i> . Select and use evidence in an informative paragraph. Describe nature during fall using adjectives from the text.	Explain what lesson the Little Yellow Leaf learns in <i>The Little Yellow Leaf</i> . Rehearse and write informative paragraph about how the Little Yellow Leaf changes, including temporal words, evidence, and Topic Statement. Students post at least two word pairs using adjectives on Graffiti Wall and enter in Vocabulary Journals.	RL 2.2 W 2.2, 2.10 SL 2.1, 2.6 L 2.1.e, f
	6	Fri, 9/17/21	No School	School Based PD Day - No Students			
1	7	Mon, 9/20/21	M1L14	<i>The Little Yellow Leaf</i>	Revise and reflect on informative writing about change. Articulate new knowledge gained from reading <i>The Little Yellow Leaf</i> . Revise written work composed during the main lesson, using adjectives to add detail.	Revise Focusing Question Task according to Informative Writing Checklist. Respond to the Content Framing Question in Response Journal. Students use adjectives to add detail to their writing from the main lesson.	RL 2.1, 2.2 W 2.2, 2.4, 2.5, 2.10 SL 2.1, 2.6 L 2.1.e
1	7	Tue, 9/21/21	M1L15	<i>A Color of His Own</i>	Identify story elements and evidence of change in <i>A Color of His Own</i> . Classify questions about <i>A Color of His Own</i> that relate to prior knowledge. Make real-life connections to the word camouflage and use a dictionary to confirm its meaning.	Complete the New-Read Assessment. Select a question that relates to the Knowledge Journal and explain the relationship. Students enter keyword definitions in Vocabulary Journals.	RL 2.1, 2.2, 2.3, 2.4, 2.5 RI 2.7 W 2.2, 2.8, 2.10 SL 2.1, 2.2, 2.6 L 2.4.e, 2.5.a
1	7	Wed, 9/22/21	M1L16	<i>A Color of His Own</i>	Recount what happens in <i>A Color of His Own</i> . Form complete sentences with multiple subjects.	Orally recount the story using Story Stones. After practicing several examples, assign students to write two sentences with multiple subjects in their Knowledge Journals about the text or about fall, underlining the subjects.	RL 2.1, 2.2 W 2.2 SL 2.1, 2.6 L 2.1.f
1	7	Thu, 9/23/21	M1L17	<i>A Color of His Own</i>	Compare the chameleon's attempts to solve the problem in the beginning and at the end of <i>A Color of His Own</i> . Choose evidence that provides support of an explanation of the ways the chameleon changes. Construct simple sentences with one or more subjects and multiple verbs based on the characters in <i>A Color of His Own</i> .	Stop-and-Jot about differences between the two attempts to solve his problem. Record evidence on Assessment 17. Students compose three to five simple sentences about the text or about fall, using more than one verb.	RL 2.1, 2.3, 2.5 W 2.2, 2.8, 2.10 SL 2.1, 2.2, 2.6 L 2.1.f
1	7	Fri, 9/24/21	Flex Day				
1	8	Mon, 9/27/21	M1L18	<i>A Color of His Own</i>	Write an informative paragraph about how the chameleon changes, including a topic statement and evidence that supports the topic. Determine the central message of <i>A Color of His Own</i> .	Draft the FQT. Record the central message in the Response Journal.	RL 2.2, 2.3 W 2.2, 2.10 SL 2.1, 2.6 L 2.1.e, f
1	8	Tue, 9/28/21	M1L19	<i>A Color of His Own</i> <i>The Little Yellow Leaf</i>	Describe knowledge and skills gained from reading <i>A Color of His Own</i> . Link students' own comments to the remarks of others in a discussion comparing the Little Yellow Leaf and the chameleon. Vary sentence structures by combining sentences using conjunctions.	Students Jot-Pair-Share. Participate in a Socratic Seminar. Students write two compound sentences in their Knowledge Journals or Response Journals.	RL 2.1, 2.3 W 2.5, 2.10 SL 2.1, 2.6 L 2.1.f
1	8	Wed, 9/29/21	M1L20	<i>Why Do Leaves Change Color?</i>	Record observations and questions about <i>Why Do Leaves Change Color?</i> Identify the connection between leaves and trees. Connect academic vocabulary words separate, shape with content knowledge from additional texts in the module.	Answer the Framing Question. Respond to New-Read Assessment questions. Enter keyword definitions in Vocabulary Journals.	RI 2.1, 2.3a SL 2.1.c, 2.2, 2.6 L 2.5.a
1	8	Thu, 9/30/21	M1L21	<i>Why Do Leaves Change Color?</i>	Identify the main topics and details of <i>Why Do Leaves Change Color?</i> Examine and identify characteristics of conclusions. Apply Outside-in strategy and morphemes to determine meaning of uncurled and disappear in <i>Why Do Leaves Change Color?</i>	Answer the Framing Question. List characteristics of conclusions. Students enter keyword definitions in Vocabulary Journals.	RI 2.1, 2.2 W 2.2 SL 2.1.a, c, 2.2, 2.6 L 2.4.b, c
1	8	Fri, 10/1/21	M1L22	<i>Why Do Leaves Change Color?</i>	Use key terms to identify change process in leaves. With support, draft a conclusion. Analyze multiple-choice questions to choose the correct definition for survive and usually.	Answer the Content Framing Question. Select and submit your best conclusion sentence. Students enter key word definitions in Vocabulary Journals.	RI 2.1, 2.2, 2.4 W 2.2 SL 2.1.b, c, 2.6 L 2.4.a, e
1	9	Mon, 10/4/21	M1L23	<i>Why Do Leaves Change Color?</i>	Determine connections between key terms and topics. Draft and rehearse an informative paragraph. Combine simple sentences using conjunctions to explain key concepts from <i>Why Do Leaves Change Color?</i>	Answer the Content Framing Question. Complete an evidence chart and rehearsal of a paragraph Students work with a partner, combining two sets of simple sentences into compound sentences and recording in Vocabulary Journals.	RI 2.3, 2.3 W 2.2, 2.8, 2.4 SL 2.1.b, c, 2.6 L 2.5, 2.1.f
1	9	Tue, 10/5/21	M1L24	<i>Why Do Leaves Change Color?</i>	Identify the connections between texts and module learning Publish an informative paragraph about the impact of weather on trees in fall. Self-assess informative paragraphs drafted in response to the Focusing Question Task for compound sentences, module vocabulary, and complete sentences.	Answer the Content Framing Question. Write and share informative paragraph. Students assess their own sentences for subjects and verbs and opportunities to include a compound sentence, using Handout 24A: Informative/Explanatory Writing Checklist.	RI 2.10, 2.3 W 2.2, 2.4, 2.10 SL 2.1, 2.6 L 2.1.f
1	9	Wed, 10/6/21	M1L25	<i>Sky Tree</i> <i>"Weather"</i> <i>Paris Street, Rainy Day</i> <i>Hunters in the Snow</i> <i>Bathers at Asnières</i> <i>Autumn Landscape</i>	Describe the impact of color in <i>Sky Tree</i> paintings.	Complete Handout 25B.	RL 2.1, 2.2, 2.7 SL 2.1, 2.2, 2.6
1	9	Thu, 10/7/21	M1L26	<i>Sky Tree</i>	Generate and respond to student-generated questions about <i>Sky Tree</i> , including questions about the meaning of unknown words. Revise a sample paragraph about trees by inserting missing sentences. Select the best definition of multiple-meaning words flutter and huddle and consider how a variety of verbs depict actions in <i>Sky Tree</i> .	Record inferred meanings of unknown words in Vocabulary Journals. Indicate sentence order on Handout 26A Students enter keyword definitions in Vocabulary Journals.	RL 2.1, 2.4 W 2.2, 2.5 SL 2.1, 2.6 L 2.4.a, b, c
1	9	Fri, 10/8/21	Flex Day				
	10	Mon, 10/11/21	No School	Indigenous People's Day			
1	10	Tue, 10/12/21	M1L27	<i>Sky Tree</i>	Identify and sequence key details in <i>Sky Tree</i> . Identify and revise missing elements of a sample informative paragraph about the river in <i>Sky Tree</i> . Analyze how the author develops imagery using academic vocabulary opened and drifted.	Complete a timeline of key details on Handout 27A: <i>Sky Tree</i> Timeline. Complete checklist and add sentences on Handout 27B: Revision Paragraph and Checklist. Collaboratively develop keyword definitions and enter them on the Word Wall while students record entries in Vocabulary Journals.	RL 2.2, 2.4, 2.5 W 2.2, 2.5, 2.10 SL 2.1, 2.6 L 2.1.e, f, 2.5

1	10	Wed, 10/13/21	M1L28	Sky Tree	Describe the structure of Sky Tree by interpreting specific references to seasons. Analyze how Locker uses varied sentence structure to give his text rhythm.	Discuss and label pages on which a season begins. Students use sticky notes to choose and mark a page in text where the author makes an interesting use of varied sentence lengths, and note reason for the choice.	RL 2.2, 2.4, 2.5, 2.7 SL 2.1, 2.6 L 2.4.a, 2.1.f	
1	10	Thu, 10/14/21	M1L29	Sky Tree	Determine the central message of Sky Tree. Plan and draft an informative paragraph about how Sky Tree shows the cycle of seasons. Demonstrate understanding of module vocabulary by analyzing correct or incorrect word use in context.	Quick Write about TDQ 3. Respond to the Focusing Question Task	RL 2.2, 2.5 W 2.2, 2.5, 2.8 W 2.4, 2.10 SL 2.1.b, c, 2.6 L 2.1.e, L 2.1.f, 2.6	
1	10	Fri, 10/15/21	M1L30	All module texts	Synthesize evidence from two texts in a verbal paragraph about how changes in fall impact people. Demonstrate understanding of module vocabulary by analyzing correct or incorrect use in context.	Rehearse an informative paragraph. Assessment 30: Vocabulary Assessment	RI 2.1, 2.2 W 2.7, 2.8 SL 2.1, 2.2, 2.6 L 2.6	
1	11	Mon, 10/18/21	M1L31	All module texts	Synthesize evidence from two texts in an informative paragraph about how changes in fall impact plants or animals. Revise draft for using a checklist.	Draft EOM Task.	RI 2.2 RL 2.2 W 2.2, 2.4, 2.8 SL 2.1.a, c, 2.6 L 2.1.f	
1	11	Tue, 10/19/21	M1L32	All module texts	Revise and publish an informative paragraph about how changes in fall impact plants or animals. Describe knowledge and skills gained from studying module texts. Vocabulary Assessment, Part 2.	Complete EOM paragraph. Write Three-Two-One Reflection.	RI 2.2 RL 2.2 W 2.2, 2.5, 2.8 SL 2.1, 2.2, 2.6	
2	11	Wed, 10/20/21	M2L1	<i>The Buffalo Are Back "Buffalo Dusk" "Buffalo Dusk" video</i>	Ask and answer questions about The Buffalo Are Back and "Buffalo Dusk." Use a known root word (settle) as a clue to the meaning of unknown words (settling, settler, settled) with the same root word.	Contribute questions to a Notice and Wonder Chart for The Buffalo Are Back. Complete close activity using settling, settler, and settled.	RI 2.1 SL 2.1 L 2.4.c	
2	11	Thu, 10/21/21	M2L2	<i>The Buffalo Are Back "Buffalo Dusk" "Buffalo Dusk" video</i>	Understand and retell main topics and key events described in The Buffalo Are Back. Understand and use topic-specific words and phrases in informative writing. Distinguish shades of meaning among the related verbs wobbled, roamed, galloped, charged, and rushed.	Contribute to a class timeline by illustrating the sequence of events in The Buffalo Are Back. Identify and replace topic-specific words and phrases. Organize words on a word line, according to the speed the words describe.	RI 2.1, 2.2, 2.4, 2.7 W 2.2, 2.10 SL 2.4 L 2.4.a, 2.5.a, b	
		Fri, 10/22/21	Flex Day					
2	12	Mon, 10/25/21	M2L3	<i>The Buffalo Are Back "Buffalo Dusk"</i>	Describe relationships between people, plants, and animals in The Buffalo Are Back. Identify words that are not topic-specific in a sentence and replace with topic-specific words. Categorize academic words from The Buffalo Are Back into two categories to build an understanding of the word tough.	Record one connection from The Buffalo Are Back in Response Journals. Complete Handout 3B. Complete Handout 3C.	RI 2.3 W 2.2, 2.10 SL 2.2 L 2.4.a, 2.5.a	
2	12	Tue, 10/26/21	M2L4	<i>The Buffalo Are Back "Buffalo Dusk"</i>	Use the words and illustrations in The Buffalo Are Back to determine the text's essential meaning. Express understanding of how the American Indians and early Americans impacted the prairie in the early American West. Categorize topic-specific vocabulary to make real-life connections between words.	Write a sentence detailing the essential meaning in Response Journals. Write an informative paragraph to begin Focusing Question Task 1. Identify and describe the process of categorizing words.	RI 2.2, 2.6, 2.7 RI 2.3 W 2.2, 2.8, 2.10 SL 2.1 L 2.4, 2.5.a	
2	12	Wed, 10/27/21	M2L5	<i>The Buffalo Are Back "Buffalo Dusk"</i>	Understand and apply correct structure to an informative paragraph with a topic statement, evidence, and concluding statement and include text-specific words and phrases that enhance meaning. Identify real-life connections between the concept of impact and topic-specific vocabulary.	Complete informative paragraph for Focusing Question Task 1. Students use impacted correctly and make connections between impact and a real-life example.	RF 2.4 RI 2.3 W 2.2, 2.5, 2.8 L 2.5.a	
2	12	Thu, 10/28/21	M2L6	<i>Plains Indians</i>	Use a Wonder Wheel to ask and answer questions about Plains Indians. With support, identify and explain the purpose of frequently occurring irregular plural nouns.	Write questions on sticky notes to contribute to a Notice and Wonder Chart about Plains Indians. In pairs, students sort and label nouns as irregular or regular.	RI 2.1 W 3.10 SL 2.2, 2.6 L 2.1.b	
	12	Fri, 10/29/21	No School	School Based PD Day - No Students				
2	13	Mon, 11/1/21	M2L7	Plains Indians	Recount the main topic and key details from pages 10–12 of Plains Indians. Analyze how points support a topic statement about nomadic and non-nomadic Plains Indians. Form and use frequently occurring irregular plural nouns.	Think-Pair-Share about text-dependent question 2. Jot-Pair-Share in their Response Journals. Complete Handout 7B.	RI 2.2, 2.5 W 2.2, 2.5, 2.10 SL 2.2, 2.6 L 2.1.b	
2	13	Tue, 11/2/21	M2L8	American History to 1920—Children's Video Project Plains Indians	Identify main topics and details and explain how they are used to organize understanding of informative text. Demonstrate how to choose points when writing informative text. Form and use frequently occurring irregular plural nouns.	Recount a section's main topic and details using Buttons and Bags. Sort points to support a topic statement. Students complete Handout 8B and write captions for photos on pages 14, 19, 21, and 27.	RI 2.2, 2.4 RF 2.4 W 2.2, 2.10 SL 2.6 L 2.4.a, e, 2.1.b	
2	13	Wed, 11/3/21	M2L9	Plains Indians	Record evidence and choose strong points for the Focusing Question Task. Use context clues and text features to determine the meaning of the academic and content vocabulary word nomadic.	Draft Focusing Question Task 2. Underline words/phrases that give more information about the meaning of nomadic.	RI 2.3 RF 2.4 W 2.2, 2.8 SL 2.6 L 2.4.a, e	
2	13	Thu, 11/4/21	M2L10	Plains Indians	Explain what life was like for Plains Indians while practicing how to vary inflection in discussions. Express understanding of content knowledge and new skills, citing evidence from Plains Indians. Pull from a variety of strategies (context clues, root words, and glossary) to build an understanding of the academic and content word reservation.	Participate in a Socratic Seminar. Contribute to the class Knowledge Journal. Locate and add the definitions of reservation and reserve to their personal dictionaries.	RI 2.1, 2.2 RF 2.4 W 2.8, 2.10 SL 2.1, 2.4, 2.6 L 2.4.a, c, e	
2	13	Fri, 11/5/21	Flex Day					

2	14	Mon, 11/8/21	M2L11	<i>Journey of a Pioneer Among the Sierra Nevada, California</i>	Apply previously learned reading skills to state observations and generate/answer questions. Apply previously learned reading skills to reading and comprehending new text with unfamiliar topic-specific vocabulary words. Examine how proper capitalization changes the meaning of writing.	Contribute to a Notice and Wonder Chart about Journey of a Pioneer. Complete New-Read Assessment. Do a Quick Write explaining how capitalization impacts meaning.	RI 2.1, 2.4 W 3.10 SL 2.1, 2.2, 2.6 L 2.4.a, 2.2.a
2	14	Tue, 11/9/21	M2L12	<i>Journey of a Pioneer Among the Sierra Nevada, California Autumn Landscape Hunters in the Snow Oregon Trail Map, Legends of America</i>	Match key details with major events in a story. Examine examples and non-examples of clearly explained details, or evidence. Edit sentences to ensure capitalization of holidays and geographic names.	Work in pairs to group details with the correct major event. Identify topic statements and important details in sentences. Work in pairs to correct capitalization in sentences.	RL 2.1, 2.2, 2.3 W 2.2, 2.10 SL 2.1, 2.6 L 2.2.a
2	14	Wed, 11/10/21	M2L13	<i>Oregon Trail Video (Donner Party) Journey of a Pioneer Among the Sierra Nevada, California</i>	Identify information in a narrative nonfiction text. Examine how specific words help indicate challenges and responses in a text. Explain the phrases and expressions jumping off, trains, make camp, and sitting watch.	Complete a T-chart identifying story elements and facts in the same passage. Complete a T-chart to sort vocabulary from the text. Define and illustrate the meaning of a phrase from the text in their Vocabulary Journals.	RI 2.3 W 2.2, 2.5, 3.10 SL 2.2 L 1.5.a, b, 2.6
	14	Thu, 11/11/21	No School	Fall Regional Learning Day - TK-8			
	14	Fri, 11/12/21	No School	Veterans Day			
2	15	Mon, 11/15/21	M2L14	<i>Journey of a Pioneer Among the Sierra Nevada, California</i>	Collect evidence of challenges and responses in a text. Draft an informative paragraph with clearly explained details. Develop vocabulary knowledge of the word tragedy using a Frayer Model.	Contribute to an Evidence Organizer for the Focusing Question Task. Write the first draft of the Focusing Question Task. Search their text for more examples and non-examples of tragedies and complete Handout 14A: Frayer Model.	RL 2.1, 2.2, 2.3 W 2.2, 2.5, 2.8, 3.10 SL 2.1 L 2.2.e, 2.4.e, 2.6
2	15	Tue, 11/16/21	M2L15	<i>Journey of a Pioneer Among the Sierra Nevada, California</i>	Identify new knowledge gained from a text. Revise writing to more clearly explain ideas. Edit independent writing to ensure capitalization of holidays and geographic names.	Record new learning in Knowledge Journal. Integrate peer feedback to improve the clarity of ideas in an informational paragraph by adding supporting details and evidence. Revise sentences with appropriate capitalization.	RI 2.3 W 2.2, 2.5, 3.10 SL 2.1, 2.8 L 2.2.a
	15	Wed, 11/17/21	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal			
	15	Thu, 11/18/21	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal			
	15	Fri, 11/19/21	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal			
		Mon, 11/22/21	No School	Thanksgiving Break			
		Tue, 11/23/21	No School	Thanksgiving Break			
		Wed, 11/24/21	No School	Thanksgiving Break			
		Thu, 11/25/21	No School	Thanksgiving Break			
		Fri, 11/26/21	No School	Thanksgiving Break			
		Mon, 11/29/21	No School	School Based PD Day - No Students			
2	16	Tue, 11/30/21	M2L16	<i>The Legend of the Bluebonnet "Legend," Encyclopedia Britannica</i>	Ask and answer questions about The Legend of the Bluebonnet. Use sentence-level context to determine the meaning of the words distant, cease, and thrust.	Contribute to a Notice and Wonder Chart about The Legend of the Bluebonnet. Define the word distant in a given sentence using the Outside-In strategy.	RL 2.1 RI 2.4 W 3.10 SL 2.1, 2.2, 2.6 L 2.4.a
2	16	Wed, 12/1/21	M2L17	<i>The Legend of the Bluebonnet "American Indians and Alaskan Natives in the United States," United States Census Bureau</i>	Recount what happens in The Legend of the Bluebonnet. Determine criteria for an introduction in an informative paragraph. Make real-life connections to the word sacrifice and use a beginner dictionary to confirm its meaning.	Orally recount the story using Story Stones and a sentence frame. Add criteria to the Informative Writing Anchor Chart. Students write and draw an entry for the word sacrifice in their Vocabulary Journals.	RL 2.2, 2.3 RI 2.4 W 2.2, 3.10 SL 2.1, 2.6 L 2.4.e, 2.5.a
2	16	Thu, 12/2/21	M2L18	<i>The Legend of the Bluebonnet "Comanche Warrior— Documentary Excerpt, Part 1"</i>	Explore story events and character responses. Examine the function of introductory statements in informative paragraphs. Use a known root word (value, possess, forgive) as a clue to the meaning of an unknown word with the same root (valued, possession, forgiveness).	Participate in a Reader's Theater of The Legend of the Bluebonnet. Experiment with creating introductory statements for informative paragraphs. Students use the Outside-in strategy to define the word forgiveness.	RL 2.1, 2.3 W 2.2, 3.10 SL 2.2 L 2.4.c, 1.5.a
2	16	Fri, 12/3/21	M2L19	The Legend of the Bluebonnet	Determine the lesson of The Legend of the Bluebonnet and explain how it is supported by key details. Write an introduction as part of an informative paragraph. Identify and determine the meaning of adverbs ending in -ly.	Participate in a Lesson Oval routine to determine how key details help readers understand lessons from the text. Answer the Focusing Question Task. Identify and explain adverbs used in sentences.	RL 2.1, 2.2, 2.3 W 2.2, 2.8, 3.10 SL 2.1, 2.2 L 2.1.e
2	17	Mon, 12/6/21	M2L20	The Story of Johnny Appleseed	Answer questions about key details and character responses. Generate questions and observations about The Story of Johnny Appleseed. Identify and sort past- and present-tense verbs.	Complete the New-Read Assessment. Contribute to a Notice and Wonder Chart about The Story of Johnny Appleseed. Sort identified verbs into two columns: past tense or present tense.	RL 2.1, 2.3 SL 2.6, 2.2 L 2.1.d
2	17	Tue, 12/7/21	M2L21	The Story of Johnny Appleseed USA Territorial Growth	Comprehend and recount what happens in The Story of Johnny Appleseed. Experiment with using a digital publishing tool. Identify and sort regular and irregular past-tense verbs.	Orally recount major events using Story Stones and sentence frames. Use a digital publishing tool to complete a skills checklist. Sort identified verbs into two categories: irregular and regular past-tense using Handout 21B.	RL 2.1, 2.2 W 2.6, 3.10 SL 2.6 L 2.1.d
2	17	Wed, 12/8/21	M2L22	The Story of Johnny Appleseed	Determine the lesson of The Story of Johnny Appleseed and support it with key details. Craft an informative paragraph using a digital bookmaking tool. With support, form and use the past tense of frequently occurring irregular verbs.	Complete an Evidence Organizer. Use an Evidence Chart to begin the Focusing Question Task, writing an informative paragraph about the lesson of The Story of Johnny Appleseed, in digital form. Use the past tense of irregular verbs in complete sentences.	RI 2.1 RI 2.2 W 2.2, 2.6, 2.8 SL 2.6 L 2.1.d
2	17	Thu, 12/9/21	M2L23	Johnny Appleseed "Who Was Johnny Appleseed?"	Comprehend and recount what happens in Johnny Appleseed. Craft an informative paragraph using a digital bookmaking tool. Form and use the past tense of frequently occurring irregular verbs in writing.	Orally recount the major events using TDQs, Story Stones, and sentence frames. Add a Fun Fact page about the real John Chapman in a digital book. Students revise writing to incorporate peer feedback on verb use.	RL 2.1, 2.2 W 2.2, 2.6, 2.8 SL 2.6 L 2.1.d

2	17	Fri, 12/10/21	M2L24	Johnny Appleseed The Story of Johnny Appleseed	Compare and contrast two versions of Johnny Appleseed. Improve the use of digital tools for informative writing. Use context clues and a Frayer Model to develop vocabulary knowledge of the word shelter.	Contribute evidence to a graphic organizer comparing the two texts. Identify ways to improve and complete the Focusing Question Task and research task. Complete a Frayer Model to demonstrate understanding of the word shelter.	RL 2.1, 2.2, 2.9 W 2.2, 2.6, 2.8, 3.10 SL 2.5, 2.6 L 2.4.a, e	
2	18	Mon, 12/13/21	M2L25	Johnny Appleseed The Story of Johnny Appleseed	Vary inflection to improve meaning in a discussion of the legend of Johnny Appleseed. Describe knowledge and skills gained from reading and comparing texts about the legend of Johnny Appleseed. Identify and explain the purpose of collective nouns.	Participate in a Socratic Seminar. Contribute to a class Knowledge Journal Chart. Students illustrate and explain a collective noun.	RL 2.1, 2.2, 2.9 SL 2.5, 2.6 L 2.1.a	
2	18	Tue, 12/14/21	M2L26	John Henry: An American Legend	Notice and wonder about a new text. Identify and generate collective nouns from module texts and real-world experience.	State observations and generate questions about John Henry: An American Legend. Generate examples of collective nouns	RL 2.1 W 3.10 SL 2.2 L 2.1, 2.2.a, 2.5.a, 2.1.a	
2	18	Wed, 12/15/21	M2L27	John Henry: An American Legend John Henry and the Coming of the Railroad, NPS	Identify story elements in John Henry: An American Legend Examine the importance of understanding feedback. Use collective nouns.	Record three main events from John Henry: An American Legend in Response Journal. Answer questions to identify ways to respond to feedback. Create a sentence and draw a picture of collective nouns using Handout 27A.	RL 2.1, 2.2, 2.3 W 2.5, 3.10 SL 2.4, 2.1, 2.6 L 2.1.a	
2	18	Thu, 12/16/21	M2L28	John Henry	Generate observations and questions about John Henry. Respond to and apply peer feedback. Distinguish shades of meaning among the words related to sound.	Record observations and questions on the Notice and Wonder Chart in their Response Journals. Revise Johnny Appleseed digital books to include more topic-specific words. Work in partners arranging the words in order from quietest to loudest on the Word Line.	RL 2.1 W 2.2, 2.5, 3.10 SL 2.2, 2.6 L 2.5.a, b	
2	18	Fri, 12/17/21	Flex Day					
		Mon, 12/20/21	No School	Winter Break				
		Tue, 12/21/21	No School	Winter Break				
		Wed, 12/22/21	No School	Winter Break				
		Thu, 12/23/21	No School	Winter Break				
		Fri, 12/24/21	No School	Winter Break				
		Mon, 12/27/21	No School	Winter Break				
		Tue, 12/28/21	No School	Winter Break				
		Wed, 12/29/21	No School	Winter Break				
		Thu, 12/30/21	No School	Winter Break				
		Fri, 12/31/21	No School	Winter Break				
	19	Mon, 1/3/22	No School	School Based PD Day - No Students				
2	19	Tue, 1/4/22	M2L29	John Henry	Identify and discuss story elements in John Henry by Lester. Identify the structure of an informative paragraph that describes differences between texts. Determine the meaning of the new word formed when the prefix un— is added to a known word.	Participate in Inside-Outside circle to discuss story elements. Color-code an informative paragraph that describes differences between texts. Complete sentences using words on Handout 29A that contain the prefix un—.	RL 2.2, 2.3 W 2.2, 2.5, 1.10 SL 2.1, 2.2, 2.4, 2.6 L 2.4.b	
2	19	Wed, 1/5/22	M2L30	John Henry: An American Legend John Henry	Identify similarities and differences between the two versions of the John Henry story. Combine simple sentences into compound sentences using conjunctions.	Complete Evidence Organizer. Select sentences to compare using conjunctions.	RL 2.1, 2.7, 2.9 W 2.2, 2.8 SL 2.4 L 2.1.f	
2	19	Thu, 1/6/22	M2L31	John Henry: An American Legend John Henry	Identify the lesson of the stories of John Henry. Use text evidence to describe differences between two versions of the John Henry story. Demonstrate understanding of module words by analyzing correct or incorrect use in context.	Create a Moving Tableau and answer questions to discover the lesson. Write Focusing Question Task 6. Complete the Vocabulary Assessment Part 1.	RL 2.1, 2.2, 2.9 W 2.2, 2.8 L 2.6	
2	19	Fri, 1/7/22	Flex Day					
2	20	Mon, 1/10/22	M2L32	All module texts	Recall and extend new knowledge about the two versions of the John Henry story. Demonstrate understanding of module words by analyzing correct or incorrect use in context.	Record new learning in Response Journals and contribute to the class Knowledge Chart. Complete Vocabulary Assessment Part 2.	RL 2.1, 2.2 RI 2.3, 2.9 W 2.2, 2.5, 3.10 SL 2.1, 2.4, 2.6 L 2.6	
2	20	Tue, 1/11/22	M2L33	All module texts	Collaboratively draft an informative paragraph comparing droughts in The Buffalo Are Back and The Legend of the Bluebonnet.	Share or jot ideas for parts of a paragraph in Shared Writing.	RL 2.1, 2.2 RI 2.1, 2.2 W 2.2, 2.8 SL 2.1, 2.6 L 2.1.f	RL 2.1, 2.2 RI 2.1, 2.2 W 2.2, 2.8 SL 2.1, 2.6 L 2.1.f
2	20	Wed, 1/12/22	M2L34	The Story of Johnny Appleseed John Henry: An American Legend Journey of a Pioneer John Henry, Julius Lester; Illustrations	Draft an informative paragraph comparing a legendary figure with real-life pioneers.	Draft EOM Task.	RL 2.1, 2.2 RI 2.1, 2.2 W 2.2, 2.8, 3.4 SL 2.1, 2.6 L 2.1.e, f, 1.1.a, b	RL 2.1, 2.2 RI 2.1, 2.2 W 2.2, 2.8, 3.4 SL 2.1, 2.6 L 2.1.e, f, 1.1.a, b
2	20	Thu, 1/13/22	M2L35	All module texts	Revise an informative paragraph with a focus on points and topic-specific words.	Revise EOM Task Paragraph.	RL 2.1, 2.2 RI 2.1, 2.2 W 2.2, 2.5, 2.8, 2.10 SL 2.1 L 2.1.f	RL 2.1, 2.2 RI 2.1, 2.2 W 2.2, 2.5, 2.8, 2.10 SL 2.1 L 2.1.f
2	20	Fri, 1/14/22	Flex Day					
	21	Mon, 1/17/22	No School	MLK Jr. Day				

3	21	Tue, 1/18/22	M3L1	<i>Ruby Bridges Goes to School: My True Story</i> <i>U.S. Marshals Escorting Ruby Bridges</i>	Ask questions and make observations about <i>Ruby Bridges Goes to School: My True Story</i> . Make observations about how a historical photograph connects to the text. Explore the meaning of the word <i>injustice</i> , formed when a known prefix is added to a known word.	Generate and record two questions and one observation about the text in Response Journals. Stop and Jot one connection between the module cover photograph and <i>Ruby Bridges Goes to School: My True Story</i> . Stop and Jot the meaning of the words <i>incorrect</i> , <i>incomplete</i> , and <i>inactive</i> .	RI 2.1, 2.7 W 2.10 L 2.4.b	
3	21	Wed, 1/19/22	M3L2	<i>Martin Luther King, Jr. and the March on Washington</i>	Ask and answer questions about <i>Martin Luther King, Jr. and the March on Washington</i> using a variety of question words. Use sentence-level context to determine the meaning of the words <i>protest</i> and <i>refuse</i> .	Contribute questions to a Wonder Chart for <i>Martin Luther King, Jr. and the March on Washington</i> . Gather clues about the meaning of the word <i>refuse</i> on page 22.	RI 2.1, 2.4 RF 2.4 W 2.10 SL 2.1 L 2.4.a	
3	21	Thu, 1/20/22	M3L3	<i>Martin Luther King, Jr. and the March on Washington</i> <i>Ruby Bridges and the Civil Rights Movement Slide Show</i>	Identify the main topic of sections of an informational text. Generate examples of civil rights in order to understand the importance of the Civil Rights Act of 1964.	Identify the main topic of each section to a partner. Gather examples of civil rights in their Vocabulary Journal.	RI 2.1, 2.2 RF 2.4 W 2.8 SL 2.1, 2.2 L 2.5.a	
3	21	Fri, 1/21/22	Flex Day					
3	22	Mon, 1/24/22	M3L4	<i>Martin Luther King, Jr. and the March on Washington</i> <i>The Man Who Changed America (video)</i>	Make connections among a series of historical events in the text. Examine what a text and video have to say about the same topic: the injustices people faced before the Civil Rights Act of 1964. Compare important points presented by two texts on the same topic. Demonstrate an understanding of word relationships by categorizing words related to integration and segregation.	Verbally describe the connection between two historical events from the text. Cite information from print and video sources on Handout 4B. Think-Pair-Share to compare one point found in both the book and the video. Stop and Jot how two categorized words are related.	RI 2.1, 2.3, 2.7, 2.9 RF 2.4 W 2.8 SL 2.1, 2.2 L 2.5.a	
3	22	Tue, 1/25/22	M3L5	<i>Martin Luther King, Jr. and the March on Washington</i> <i>"Ain't Gonna Let Nobody Turn Me Around,"</i>	Describe how repeated language conveys meaning in a song. Determine the essential meaning of an informational text by looking closely at historical photographs. Answer the Focusing Question Task using information from two sources. Explain the purpose of adverbs and identify what they modify.	Think-Pair-Share on the use of repeated words in "Ain't Gonna Let Nobody Turn Me Around." Contribute to a small group discussion of essential meaning based on the photographs. Write an informative paragraph using evidence from two sources. Write a response to the question, "Why do writers use adverbs?"	RI 2.1, 2.7 RL 2.1, 2.4 RF 2.4 W 2.2, 2.8, 2.10 SL 2.1, 2.2 L 2.1.e	
3	22	Wed, 1/26/22	M3L6	<i>Martin Luther King, Jr. and the March on Washington</i> <i>"Ain't Gonna Let Nobody Turn Me Around,"</i>	Use multiple sources when writing an informative paragraph. Describe how repeated words connect to meaning in a song. Distinguish shades of meaning among the related verbs <i>ask</i> , <i>tell</i> , <i>command</i> , <i>demand</i> , <i>request</i> , <i>order</i> , <i>force</i> .	Write an informative paragraph using text and video evidence. Think-Pair-Share on the significance of select words in "Ain't Gonna Let Nobody Turn Me Around." Pairs arrange the verbs in order according to their strength.	RI 2.1 RL 2.2, 2.4 W 2.2, 2.8, 2.10 SL 2.1 L 2.5.a, b	
3	22	Thu, 1/27/22	M3L7	<i>I Have a Dream</i> <i>"I Have a Dream" (audio recording)</i>	Generate text-based observations and questions about <i>I Have a Dream</i> . Use the known root word <i>equal</i> to determine the meaning of the words <i>equality</i> and <i>equally</i> .	Contribute to a class Wonder Chart. Complete questions 1–6 on Handout 7B.	RI 2.1 RF 2.4 SL 2.1, 2.2 L 2.5.a, 2.4.c	
	22	Fri, 1/28/22	No School	School Based PD Day (No Students)				
3	22	Mon, 1/31/22	Flex Day					
	23	Tue, 2/1/22	No School	Lunar New Year				
3	23	Wed, 2/2/22	M3L8	<i>"America (My Country Tis of Thee)"</i> <i>I Have a Dream</i> <i>Selma to Montgomery March, Alabama</i>	Explain how images contribute to a text. Identify and explain the purpose of adjectives.	Respond to TDQs on how images add meaning to a text. Identify adjectives and generate alternative adjectives in sentences.	RI 2.1, 2.7 RL 2.6 RF 2.4 W 2.8 SL 2.1, 2.2 L 2.1.e	
3	23	Thu, 2/3/22	M3L9	<i>I Have a Dream Selma to Montgomery March, Alabama</i> <i>"America (My Country Tis of Thee)"</i>	Explain how images contribute to a text. Identify and explain the purpose of adverbs.	Respond to TDQs on how images add meaning to a text. Students expand sentences with adverbs.	RI 2.1, 2.2, 2.7 RF 2.4 SL 2.1, 2.2 L 2.1.e	
3	23	Fri, 2/4/22	M3L10	<i>I Have a Dream</i> <i>Martin Luther King, Jr. and the March on Washington, Photographs from March on Washington, DC</i> <i>Selma to Montgomery March, Alabama, 1965,</i>	Compare and contrast the main points of two texts on <i>Martin Luther King Jr.'s "I Have a Dream"</i> speech. Collect evidence to answer a question in an informative paragraph. Identify and compare the purpose of adjectives and adverbs.	Think-Pair-Share on similarities and differences between the important points from two texts. Identify evidence from Handout 9A. Identify and compare adjectives and adverbs in a handout.	RI 2.1, 2.9 RL 2.1 RF 2.4 W 2.8, 2.10 SL 2.1.c, 2.3 L 2.1.e	
	24	Mon, 2/7/22	No School	TK-8 Winter RLD				
3	24	Tue, 2/8/22	M3L11	<i>"America (My Country Tis of Thee)"</i> <i>I Have a Dream</i> <i>Martin Luther King, Jr. and the March on Washington</i> <i>U.S. Marshals Escorting Ruby Bridges</i> <i>Selma to Montgomery March, Alabama, 1965</i>	Examine the impact of repeated language in <i>I Have a Dream</i> . Use an additional source to answer a question in an informative paragraph. Determine the meaning of the new word formed when the prefix <i>re-</i> is added to a known word.	Stop and Jot to identify repeated words and their importance within the speech. Write Introduction and Conclusion sentences drawing on evidence from <i>Martin Luther King, Jr. and the March on Washington</i> . Determine definitions of the words they built with known words and known prefixes.	RI 2.1 RL 2.1, 2.2, 2.4 RF 2.4 W 2.2, 2.8, 2.10 SL 2.1.c, 2.3 L 2.5.a, 2.4.b	
3	24	Wed, 2/9/22	M3L12	<i>I Have a Dream, Dr. Martin Luther King, Jr.</i> <i>"Words Like Freedom,"</i>	Compare and contrast the main points of two texts on <i>Martin Luther King Jr.'s "I Have a Dream"</i> speech. Write an informative paragraph, drawing evidence from two sources. Develop vocabulary knowledge of the word <i>freedom</i> through creation of a Frayer Model.	Think-Pair-Share on similarities and record differences in Response Journals. Draft Focusing Question Task 2. Generate examples and non-examples of <i>freedom</i> and complete the Frayer Model.	RI 2.1, 2.9 W 2.2, 2.8, 2.10 L 2.5.a	

3	24	Thu, 2/10/22	M3L13	"Words Like Freedom" I Have a Dream, Dr. Martin Luther King, Jr. Selma to Montgomery March, Alabama, 1965,	Participate, as both a listener and speaker, in a Socratic Seminar about the power of Martin Luther King Jr.'s words. Use the meaning of known words to predict the meaning of unfamiliar compound words.	Ask and answer questions that stay on topic and deepen the conversation about the power of Martin Luther King Jr.'s words. Enter compound words from handout into their Vocabulary Journals and draw a picture to represent their meaning.	RI 2.1 RL 2.1 SL 2.1.c, 2.3, 2.6 L 2.4.d
3	24	Fri, 2/11/22	M3L14	Ruby Bridges Goes to School: My True Story "Words Like Freedom"	Answer questions about historical photographs to understand how they contribute and clarify text. Ask and answer questions about Ruby Bridges Goes to School: My True Story. Generate adjectives and adverbs depending on the word that is being modified.	Answer questions about historical photographs to understand how they contribute and clarify text. Ask and answer questions about Ruby Bridges Goes to School: My True Story. Generate adjectives and adverbs depending on the word that is being modified.	RI 2.1, 2.7 W 2.3, 2.10 SL 2.1 L 2.1.e
3	25	Mon, 2/14/22	M3L15	Ruby Bridges Goes to School: My True Story	Understand and recount the narrative elements of a text. Expand sentences, choosing between adjectives and adverbs depending on the word that is being modified.	Recount the text to a partner using the class SCAPE Chart. Choose at least one adjective and one adverb to add to writing.	RI 2.1, 2.2 W 2.3, 2.10 SL 2.1, 2.4 L 2.1.e, f
3	25	Tue, 2/15/22	M3L16	Ruby Bridges Goes to School: My True Story "This Little Light of Mine"	Describe how repetition adds meaning to a song. Analyze point of view in a text. Distinguish shades of meaning among the related sets of verbs.	Discuss how repeated language influences the meaning of "This Little Light of Mine." Generate one word that describe Ruby's point of view towards the injustices she faces. Order words from based on their strength.	RI 2.1, 2.4 RL 2.6 RF 2.4 W 2.3 SL 2.1, 2.4 L 2.5.a, b
3	25	Wed, 2/16/22	M3L17	Ruby Bridges Goes to School: My True Story "This Little Light of Mine"	Determine the essential meaning of a text by rereading and answering questions. Narrate an exploded moment. Compare the effects of sentence variety to understand its purpose and importance.	Write a sentence about the essential meaning of the text in Response Journals. Draft Focusing Question Task 3. Choose whether Excerpt A or B has more sentence variety and explain the choice.	RI 2.1 RL 2.2, 2.3, 2.4 W 2.3, 2.8, 2.10 SL 2.2 L 2.1.f
3	25	Thu, 2/17/22	M3L18	"This Little Light of Mine" Ruby Bridges Goes to School: My True Story Civil Rights – Ruby Bridges (video) "Dreams"	Describe how repeated words add meaning to a text. Compare an important point from two texts. Use a temporal word in narratives to signify a sequence of events. Expand sentences by adding adjectives and adverbs depending on the word that is being modified.	Complete New-Read Assessment 2. Identify one piece of evidence from each text that shows the comparison of an important point. Add one temporal word to a narrative. Choose one adverb and one adjective to add to Focusing Question Task 3.	RI 2.1, 2.9 RL 2.4 W 2.3, 2.5, 2.10 SL 2.1, 2.2 L 2.1.e
3	25	Fri, 2/18/22	Flex Day				
		Mon, 2/21/22	No School	February Break			
		Tue, 2/22/22	No School	February Break			
		Wed, 2/23/22	No School	February Break			
		Thu, 2/24/22	No School	February Break			
		Fri, 2/25/22	No School	February Break			
3	26	Mon, 2/28/22	M3L19	The Story of Ruby Bridges	Ask and answer questions about The Story of Ruby Bridges. Determine the meaning of new words formed when the suffix -ful is added to known base words, such as in hopeful, peaceful, powerful, and fearful.	Develop and discuss at least two questions. Define the words peaceful, fearful, hateful, and powerful in pairs.	RI 2.1 W 2.3, 2.10 SL 2.1, 2.2 L 2.4.b
3	26	Tue, 3/1/22	M3L20	The Story of Ruby Bridges	Recount a text, including all the story elements. Distinguish shades of meaning among the related sets of adjectives, including anxious, frightened, strong, mighty, terrible, irritated, and confident	Recount the text with a partner. Order words from least strong to strongest.	RI 2.2 RL 2.2 W 2.3, 2.10 SL 2.1, 2.4 L 2.5.a, b
3	26	Wed, 3/2/22	M3L21	The Story of Ruby Bridges	Understand the different points of view of two characters in a text. Plan the structure of an exploded moment, including thoughts, feelings, and actions. Rearrange sentences to increase sentence variety.	Create a T-chart to record the differences in points of view. Contribute to a SCPAE Chart and write Ruby's thoughts, feelings, and actions on sticky notes. Rearrange sentence parts to form new sentences.	RI 2.1, 2.4 RL 2.6 RF 2.4 W 2.3, 2.10 SL 2.1 L 2.5.a, 2.1.f
3	26	Thu, 3/3/22	M3L22	The Story of Ruby Bridges "Ruby Bridges Interview"	Describe how Ruby Bridges responds to injustice to determine the essential meaning of the text. Narrate an exploded moment. Rearrange sentences to increase sentence variety by beginning them with adjectives or adverbs.	Take notes about Ruby's response to injustice in order to determine the essential meaning of the text. Begin Focusing Question Task 4. Rearrange sentences, inserting adverbs or adjectives.	RI 2.1 RL 2.3 RF 2.4 W 2.3 SL 2.1, 2.2 L 2.1.e, f
3	26	Fri, 3/4/22	Flex Day				
3	27	Mon, 3/7/22	M3L23	The Story of Ruby Bridges	Build knowledge about Ruby Bridges' response to injustice. Elaborate on narratives by adding details. Rearrange simple and compound sentences to increase sentence variety.	Contribute to a class Response and Impact chart. Use the Narrative Writing Checklist to elaborate on the details in a narrative. Rearrange two sentences and write on a separate sheet of paper.	RI 2.1 RL 2.3 W 2.3, 2.5, 2.10 SL 2.1 L 2.1.f
3	27	Tue, 3/8/22	M3L24	Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation	Ask and answer questions about the illustrations in Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation. Use the meaning of known words to predict the meaning of unknown compound words.	Contribute to a class Notice and Wonder Chart. Write the meaning of the underlined compound words on Handout 24B.	RI 2.1 RF 2.4 W 2.10 SL 2.1 L 2.5.a, 2.4.d
3	27	Wed, 3/9/22	M3L25	Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation	Examine three story elements of Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation. Use sentence-level context and glossary to determine and clarify the meaning of the words inferior and superior.	Orally recount the setting, characters, and problem from the text, Separate is Never Equal. Jot down clues in the sentence about the word superior and develop a definition.	RL 2.1, 2.2 RF 2.4 W 2.3, 2.10 SL 2.1, 2.2, 2.10 L 2.4.a, e

3	27	Thu, 3/10/22	M3L26	<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>	Identify the story elements of <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> and recount the story. Use sentence-level context to determine the meaning of the words <i>improve</i> , <i>reject</i> , and <i>convince</i> .	Orally recount the text, <i>Separate is Never Equal</i> . Substitute the word <i>convince</i> with another word or phrase.	RI 2.1 RL 2.2 RF 2.4 W 2.3 SL 2.1, 2.2 L 2.4.a
3	27	Fri, 3/11/22	Flex Day				
3	28	Mon, 3/14/22	M3L27	<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>	Draw connections between the Beginning and Ending of the story to understand the text, <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> . Craft a narrative that includes thoughts, feelings, actions, and a sense of closure. Determine the meaning of the new word formed when the prefix <i>uni-</i> is added to a known word.	Draw a three-frame picture with labels in the Response Journal showing the beginning, middle, and end of the story. Explain the connections between the beginning and ending to a partner. Write an exploded moment narrative that describes Sylvia Mendez's thoughts, feelings, actions, and has a sense of closure. Define and draw a picture of a unicycle in their Vocabulary Journal using the known prefix <i>uni-</i> and known word cycle.	RI 2.1 RL 2.5 RF 2.4 W 2.3, 2.10 SL 2.1, 2.2 L 2.1, 2.4.b
3	28	Tue, 3/15/22	M3L28	<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> <i>Video with Sylvia Mendez and Sandra Mendez Duran</i>	Determine an essential meaning of the text. Write a narrative paragraph. Use the meaning of known words to predict the meaning of unknown compound words.	Use key words from text quotations to determine essential meaning. Finish drafting and begin revising Focusing Question Task 5. Define the word <i>footsteps</i> .	RI 2.1 RL 2.2 RF 2.4 W 2.3, 2.5, 2.10 SL 2.1, 2.2 L 2.2, 2.4.d
3	28	Wed, 3/16/22	M3L29	<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>	Identify ways that the Mendez family responded to injustice. Improve exploded moment narratives by adding a temporal word. Determine the meaning of the new word formed when the prefixes <i>bi-</i> and <i>tri-</i> are added to a known word.	Contribute to the class Response and Impact Chart. Revise exploded moment narratives with new temporal words to signify time order. Define the words <i>bilingual</i> , <i>trilingual</i> , and <i>triangle</i> .	RL 2.1, 2.3 RF 2.4 W 2.3, 2.5 SL 2.1 L 2.4.b
3	28	Thu, 3/17/22	M3L30	All Module Texts "This Little Light of Mine"	Acknowledge differences in point of view. Collect evidence to answer the EOM task. Determine the meaning of the new word formed when the prefix <i>co-</i> is added to a known word.	Complete New-Read Assessment 3. Contribute to a class SCAPE Chart in preparation for the EOM Task. Define the word <i>coworkers</i> using the prefix <i>co-</i> and the known base word <i>workers</i> .	RL 2.2, 2.3, 2.6 W 2.8, 2.10 SL 2.1, 2.2 L 2.4.a
	28	Fri, 3/18/22		School Based PD Day - No Students			
3	29	Mon, 3/21/22	M3L31	All Module Texts <i>U.S. Marshals Escorting Ruby Bridges</i>	Compare and contrast important points in two texts on the same topic. Write a narrative paragraph.	Complete Focusing Question Task 5. Collect details on thoughts, feelings, and actions in preparation for drafting a narrative for the EOM Task.	RI 2.1, 2.9 W 2.8 SL 2.1
3	29	Tue, 3/22/22	M3L32	All Module Texts	Write a narrative paragraph.	Orally rehearse and draft a narrative in response to the EOM Task.	RI 2.1 RF 2.4 W 2.3, 2.8, 2.10 SL 2.1
4	29	Wed, 3/23/22	M3L33	All Module Texts "Dreams"	Finish drafting a narrative paragraph. Revise a narrative paragraph. Demonstrate understanding of module words by analyzing correct or incorrect use in context.	Write a response to the EOM Task. Revise a narrative to include at least one thought, one feeling, and one action. Complete Direct Vocabulary Assessment Part 1.	RI 2.1 W 2.3, 2.5, 2.8 SL 2.1.c, 2.3 L 2.6
4	29	Thu, 3/24/22	M3L34	All Module Texts	Strengthen writing based on feedback. Ask and answer questions to deepen understanding. Demonstrate understanding of module words by analyzing correct or incorrect use in context.	Revise a narrative paragraph based on individual feedback from the teacher. Speak on topic in a Socratic Seminar. Complete Direct Vocabulary Assessment Part 2.	RI 2.1 W 2.3, 2.5, 2.8 SL 2.1.c, 2.3 L 2.6
4	29	Fri, 3/25/22	Flex Day				
	30	Mon, 3/28/22	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal			
	30	Tue, 3/29/22	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal			
	30	Wed, 3/30/22	1:30 Dismissal	Family Listening Conferences - 1:30pm Dismissal			
	30	Thu, 3/31/22	No School	School Based PD Day - No Students			
	30	Fri, 4/1/22	No School	Cesar Chavez Day - No School			
		Mon, 4/4/22	No School	Spring Break			
		Tue, 4/5/22	No School	Spring Break			
		Wed, 4/6/22	No School	Spring Break			
		Thu, 4/7/22	No School	Spring Break			
		Fri, 4/8/22	No School	Spring Break			
	31	Mon, 4/11/22	No School	School Based PD Day - No Students			
4	31	Tue, 4/12/22	M4L1	All Module Texts <i>Cakes</i> <i>Two Cheeseburgers, with Everything (Dual Hamburgers)</i> <i>The Beaneater</i>	Ask questions and make observations about a section of the text <i>Good Enough to Eat</i> . Use text-based clues to determine the meaning of <i>digestive system</i> .	Generate questions about pages 1–11. Stop and Jot at least two facts or characteristics about the term <i>digestive system</i> on Handout 1A.	RI 2.1 W 2.10 SL 2.1 L 2.4.a
4	31	Wed, 4/13/22	M4L2	<i>The Digestive System</i> <i>The Digestive System</i>	Ask and answer questions about <i>The Digestive System</i> . Examine the importance of conducting shared research to answer a question. Use a glossary and beginning dictionary to determine or clarify the meaning of the word <i>starches</i> .	Develop and discuss questions in small groups. Stop and Jot about the importance of shared research in Response Journals. Locate and record the definition of <i>starches</i> from a glossary and a beginning dictionary.	RI 2.1 RF 2.4 W 2.7, 2.10 SL 2.1 L 2.4.e

4	31	Thu, 4/14/22	M4L3	<i>The Digestive System</i> <i>The Digestive System</i>	Ask and answer questions about The Digestive System. Answer a research question by conducting shared research.starches. Use a glossary or beginning dictionary to clarify the meaning of the words mucus and gastric.	Develop and discuss questions in small groups. Contribute to a class evidence chart to answer a research question. Locate the definition of mucus in the glossary and Stop and Jot at least two facts about mucus in their Vocabulary Journal.	RI 2.1 RF 2.4 W 2.2, 2.7, 2.8 SL 2.1, 2.2 L 2.4.e	
4	31	Fri, 4/15/22	M4L4	<i>The Digestive System</i> <i>The Digestive System</i>	Use text features to navigate an informational text. Answer a research question by conducting shared research in small groups. Identify examples of contractions and explain the role of the apostrophes in contractions.	Think-Pair-Share on how text features helped them locate information in chapter 2 of The Digestive System. Record evidence on sticky notes and share it with a small group. Identify at least three other contractions, break them apart, and identify the letters the apostrophe replaces.	RI 2.1, 2.4, 2.5 RF 2.4 W 2.7, 2.8 SL 2.1, 2.2 L 2.2.c	
4	32	Mon, 4/18/22	M4L5	<i>The Digestive System</i> <i>The Digestive System</i> "Absorb"	Describe the connection between the parts of the digestive system. Answer a research question by conducting shared research in small groups. Identify real-life connections between the word absorb and its use.	Recount the digestive process described in chapter 2 of The Digestive System (Taylor-Butler). Complete an Evidence Organizer and orally rehearse Focusing Question Task 1. Jot or sketch as many real-life examples of objects that absorb liquids in Box 3 of Handout 5A.	RI 2.1, 2.3, 2.4, 2.5 RF 2.4 W 2.7, 2.8 SL 2.1, 2.2 L 2.4.a, 2.5.a	
4	32	Tue, 4/19/22	M4L6	<i>The Digestive System</i>	Explain how images contribute to the text. Use shared research about the digestive system to write an informative paragraph. Use apostrophes to form contractions.	Respond in Response Journals to explain illustrator choices for images. Write an informative paragraph using shared research for FQT 1. Stop and Jot the three contractions, placing the apostrophe in the correct location.	RI 2.1, 2.7 RF 2.4 W 2.2, 2.7, 2.8, 2.10 SL 2.1, 2.2 L 2.2.c	
4	32	Wed, 4/20/22	M4L7	<i>The Digestive System</i> <i>The Digestive System</i>	Determine the author's purpose of The Digestive System by Christine Taylor-Butler. Use shared research about the digestive system to write an informative paragraph. Use sentence-level context or the glossary to determine the meaning of the words belch, bacteria, and saliva.	Jot the author's purpose in their Response Journals. Use shared research to complete Focusing Question Task 1. Identify and record the definitions for belch (page 8) and bacteria (page 10) in their Vocabulary Journals.	RI 2.5, 2.6 RL 2.1 RF 2.4 W 2.2, 2.7, 2.8, 2.10 SL 2.1, 2.2 L 2.4.a	
4	32	Thu, 4/21/22	M4L8	<i>The Digestive System</i> <i>The Digestive System</i> "Food and Family"	Read and understand the purpose of captions in a text. Identify reasons that support the author's point in "Food and Family." Use apostrophes to form contractions.	Think-Pair-Share to explain why a caption is included in a section of text. Stop and Jot reasons and then describe their connection to the author's point. Edit their contractions or replace two words with a contraction and identify the letter(s) that the apostrophe replaces.	RI 2.1, 2.2, 2.8, 2.5 W 2.2, 2.5, 2.7, 2.8, 2.10 SL 2.1, 2.2 L 2.2.c	
4	32	Fri, 4/22/22	Flex Day					
4	33	Mon, 4/25/22	M4L9	<i>Stone Soup</i> <i>The Beaneater</i>	Make observations and generate questions about Stone Soup. Determine the meaning of words formed when the suffixes -ful and -less are added to known root words.	Generate and record two questions using the stems why and/or how about the text in Response Journals. Define the words painful and painless and explain how they are related.	RL 2.1 RI 2.2 W 2.10 SL 2.1, 2.2 L 2.4	
4	33	Tue, 4/26/22	M4L10	<i>Bone Button Borscht</i>	Ask and answer questions about Bone Button Borscht. Identify and match reflexive pronouns in Bone Button Borscht with their antecedent.	Write two questions about Bone Button Borscht in Response Journals. Complete Handout 10B, identifying the reflexive pronoun and representing the connection to its antecedent.	RL 2.1 RF 2.4 W 2.1, 2.10 SL 2.1, 2.2 L 2.1.c	
4	33	Wed, 4/27/22	M4L11	<i>Bone Button Borscht</i> <i>The Beaneater</i>	Recall story elements from the text Bone Button Borscht. Identify important details when listening to a Read Aloud. Experiment with forming opinion statements. Consider real-life connections between closely related verbs (trudged, hurried, hobbled, sped, rushed) and their use in order to distinguish their shades of meaning.	Contribute to a SCAPE Chart and verbally recount the story, Bone Button Borscht, using the given frame. Think-Pair-Share on details that helped them visualize the story. Share an opinion, reason, and evidence with a partner. Stop and Jot the two words that fit in sentences containing real-life examples related to the words.	RL 2.1, 2.2 RF 2.4 W 2.1 SL 2.1, 2.2 L 2.5.a, b	
4	33	Thu, 4/28/22	M4L12	<i>Bone Button Borscht</i>	Use information from illustrations in Bone Button Borscht to demonstrate understanding of characters and setting. Examine the structure of an opinion paragraph. Generate reflexive pronouns that match nouns and personal pronouns.	Respond to TDQs. Name the five parts of an opinion paragraph to a partner. Match each reflexive pronoun to the correct sentence on Handout 12A.	RL 2.1, 2.7, 2.4 RF 2.4 W 2.1, 2.10 SL 2.1 L 2.1.c	
4	33	Fri, 4/29/22	Flex Day					
4	34	Mon, 5/2/22		Eid - No Students				
4	34	Tue, 5/3/22	M4L13	<i>Bone Button Borscht</i>	Describe how the illustrations contribute to understanding of characters and setting. Write an opinion statement. Generate real-life and text examples and non-examples of cooperation.	Jot in their Response Journals. Contribute to class notes and form an opinion statement for Focusing Question Task 2. Complete Handout 13A with a partner.	RI 2.1 RL 2.2, 2.7 RF 2.4 W 2.1, 2.8, 2.10 SL 2.1, 2.2 L 2.5.a	
4	34	Wed, 5/4/22	M4L14	<i>Bone Button Borscht</i>	Determine the essential meaning and explain how both words and illustrations contribute to the essential meaning. Prepare to write an opinion paragraph. Identify real-life connections between the words gather and cram and their use.	Describe the essential meaning to a partner using evidence from the texts and illustrations. Complete a graphic organizer to prepare for Focusing Question Task 2. Stop and Jot a similarity and difference of cram and gather in their Vocabulary Journal.	RL 2.1, 2.2, 2.7 RF 2.4 W 2.1, 2.8, 2.10 SL 2.1, 2.2 L 2.5.a	
4	34	Thu, 5/5/22	M4L15	<i>Stone Soup</i> <i>The Beaneater</i> <i>Bone Button Borscht</i>	Identify and describe how words and illustrations add meaning to the text. Write an opinion paragraph. Use real-life connections to create a Frayer Model for the word banquet using real-life connections.	Complete New-Read Assessment 1. Draft Focusing Question Task 2. Complete Handout 15B.	RL 2.1, 2.2, 2.7 RF 2.4 W 2.1, 2.8, 2.10 SL 2.2 L 2.4.a, 2.5.a	
4	34	Fri, 5/6/22	M4L16	<i>Stone Soup</i> <i>Bone Button Borscht</i>	Prepare for and participate in a Socratic Seminar in which characters are compared after text is recounted. Identify and explain the purpose of apostrophes in possessive nouns.	Participate in a Socratic Seminar and then reflect on the Focusing Question using a reflexive pronoun. Complete Part 2 of Handout 16A, determining whether the words with apostrophes are possessives and explaining why writers use apostrophes in possessive phrases.	RL 2.1 W 2.1, 2.8, 2.10 SL 2.1, 2.2 L 2.1.c, 2.3.a, 2.2.c	

4	35	Mon, 5/9/22	M4L17	The Vegetables We Eat	Ask and answer questions about The Vegetables We Eat. Demonstrate understanding of an informative paragraph with steps in a process. Recount an experience with descriptive details. Identify and explain the purpose of apostrophes in singular and plural possessive nouns.	Develop and discuss questions in small groups. Recount to a partner the experience of trying a new vegetable. Complete Handout 17B, labeling possessive nouns as singular or plural and explaining the importance of apostrophe placement.	RI 2.1 RF 2.4 W 2.2, 2.10 SL 2.1, 2.2, 2.4 L 2.1.c
4	35	Tue, 5/10/22	M4L18	The Vegetables We Eat	Reread and use the headings to determine the author's purpose of sections of text. Record evidence detailing steps in a process. Use apostrophes accurately in singular and plural possessive nouns.	Respond to TDQs. Orally contribute steps and details to an Evidence Organizer as practice for Focusing Question Task 3. Rewrite the sentences on Handout 18A to include possessives.	RI 2.1, 2.3, 2.5, 2.6 RF 2.4 W 2.2, 2.8, 2.10 SL 2.1, 2.2 L 2.2.c
4	35	Wed, 5/11/22	M4L19	The Vegetables We Eat	Recall the meaning of topic-specific vocabulary from the text The Vegetables We Eat. Record evidence detailing steps in a process. Use commas in greetings and closings of letters.	Record two new vocabulary words in their Vocabulary Journals, putting the meaning in their own words. Complete Handout 19B and choose their steps and details for Focusing Question Task 3. Complete Handout 19C, using commas correctly.	RI 2.1, 2.4, 2.3 RF 2.4 W 2.2, 2.8 SL 2.1 L 2.2.b
4	35	Thu, 5/12/22	M4L20	The Vegetables We Eat "Fruit Veggie Swag"	State and examine the author's purpose of a text. Compare formal and informal language. Write an informative paragraph about steps in a process. Use commas in greetings and closings of letters.	Verbally state the author's purpose of The Vegetables We Eat and explain why it is important to a partner. Practice speaking formally and informally about vegetables. Draft a response to Focusing Question Task 3. Write a letter accurately using commas in the greeting and closing.	RI 2.1, 2.2, 2.3, 2.6 RF 2.4 W 2.2, 2.8, 2.10 SL 2.1, 2.2 L 2.3.a, L 2.2.b
4	35	Fri, 5/13/22	Flex Day				
4	36	Mon, 5/16/22	M4L21	The Digestive System The Vegetables We Eat "Try Something New"	Use text features to locate information in The Digestive System. Improve an informative paragraph about steps in a process. Identify reasons that support the author's point in "Try Something New." Use apostrophes to form possessives.	Complete New-Read Assessment 2. Revise temporal words in Focusing Question Task 3. Identify and record reasons as a small group. Edit work to ensure accurate placement of apostrophes in possessive phrases.	RI 2.1, 2.3, 2.5, 2.8 RF 2.4 W 2.2, 2.5, 2.8, 2.10 SL 2.1, 2.2 L 2.2.c
4	36	Tue, 5/17/22	M4L22	Good Enough to Eat "My Food Journey" Cakes	Make observations and generate questions about Good Enough to Eat. Deepen understanding of the word nutrient by exploring real-life examples.	Generate and record two questions using the stems "why" and/or "how" about the text in Response Journals. Answer the word riddles on Handout 22B using Good Enough to Eat as a reference.	RI 2.1 RL 2.1 RF 2.4 W 2.1, 2.7, 2.10 SL 2.1, 2.2 L 2.5.a
4	36	Wed, 5/18/22	M4L23	Good Enough to Eat "Eating Your A,B,C's" Cakes	Describe the connection between steps in a process. Conduct shared research using two sources to collect evidence. Use real-life and text connections to build an understanding of the word energy.	Complete New-Read Assessment 3. Stop and Jot to add to a class Evidence Organizer by researching two sources to collect evidence. Draw a picture representing energy and write a sentence using the word energy on Handout 23A.	RI 2.1, 2.3 RL 2.1 RF 2.4 W 2.1, 2.7, 2.8, 2.10 SL 2.1 L 2.5.a
4	36	Thu, 5/19/22	M4L24	Good Enough to Eat	Analyze Good Enough to Eat through its text features. Conduct shared research to collect evidence for FQT 4. Identify real-life connections between the word signal and its use.	Mix and Mingle to share observations about text features and the information they reveal. Complete Handout 24A to prepare to answer Focusing Question Task 4. Brainstorm real-life examples of signals and what they communicate.	RI 2.1, 2.5 RF 2.4 W 2.1, 2.7, 2.8, 2.10 SL 2.1 L 2.5.a
4	36	Fri, 5/20/22	M4L25	"Eating Your A,B,C's" Cakes	Conduct shared research to collect evidence from two sources for FQT 4. Use spelling patterns or a spelling reference tool to check and/or correct at least one misspelled word.	Contribute to a class Evidence Organizer by collecting evidence from two answers and answering Focusing Question Task 4. Explain why and how writers use spelling patterns and reference materials to check and correct spellings.	RI 2.1, 2.5 RL 2.1 RF 2.4 W 2.7, 2.8 SL 2.1 L 2.2.d, e
4	37	Mon, 5/23/22	M4L26	"Planting Seeds: The White House Garden and a Brooklyn School Farm" Good Enough to Eat "Eating Your A, B, C's..."	Independently determine author's purpose for writing a text. Write an opinion paragraph about a nourishing food. Use spelling patterns and reference materials to check or correct spelling in the Focusing Question Task.	Write a sentence about the author's purpose in The Vegetables We Eat. Orally rehearse and begin drafting FQT 4. Use spelling patterns or a spelling reference tool to check and/or correct the spelling of at least two words in their FQT 4 drafts.	
4	37	Tue, 5/24/22	M4L27	Good Enough to Eat "Can Milk Make You Happy?"	Complete and revise the opinion paragraph for FQT4. Identify reasons that support the author's point in "Can Milk Make You Happy?" Use spelling patterns and reference materials to check or correct spelling in the Focusing Question Task.	Finish writing the opinion paragraph for FQT 4 and use a checklist to improve and revise. Complete Handout 27C. Use spelling patterns or a spelling reference tool to check and/or correct the spelling of at least one word in FQT4.	RI 2.1, 2.8 RF 2.4 W 2.1, 2.5, 2.8 SL 2.1 L 2.2.d, e
4	37	Wed, 5/25/22	M4L28	All Module Texts Two Cheeseburgers, with Everything (Dual Hamburgers) "Debate! Should Sugary Drinks Be Taxed?" Good Enough to Eat "Eating Your A,B,C's..."	Identify the author's purpose for writing the text and describe how reasons support the points the author makes. Collect evidence to write an opinion paragraph. Determine the meaning of a new word formed when a known affix is added to a known root word.	Complete New-Read Assessment 4. Use a class Evidence Organizer to verbally practice for the EOM Task. Complete Handout 28A.	RI 2.1, 2.6, 2.8 RL 2.1 RF 2.4 W 2.7, 2.8, 2.10 SL 2.1 L 2.4.b
4	37	Thu, 5/26/22	M4L29	All Module Texts Two Cheeseburgers, with Everything (Dual Hamburgers)	Collect evidence to prepare for the EOM Task. Make connections between content vocabulary using real-life and text connections.	Add evidence from Good Enough to Eat to Handout 29A. Write a sentence with two linked words.	RI 2.1 RF 2.4 W 2.7, 2.8 SL 2.1 L 2.1.e, 2.6
4	37	Fri, 5/27/22	Flex Day				
4	38	Mon, 5/30/22	No School	Memorial Day			

4	38	Tue, 5/31/22	M4L30	All Module Texts Two Cheeseburgers, with Everything (Dual Hamburgers) Cakes "Eating Your A,B,C's..." "Fruit Veggie Swag" Cakes	Collect evidence from a second source to prepare for the EOM Task. Demonstrate understanding of module words by identifying correct or incorrect use in context.	Add Evidence to Handout 29A. Complete Assessment 30A.	RI 2.1, 2.6, 2.8 RL 2.1 RF 2.4 W 2.7, 2.8, 2.10 SL 2.1 L 2.4.b
4	38	Wed, 6/1/22	M4L31	Two Cheeseburgers, with Everything (Dual Hamburgers) The Beaneater "Eating Your A, B, C's..." "Try Something New"	Recount an experience understandably and with appropriate details. Orally rehearse and begin to draft an opinion paragraph about nutritious food. Demonstrate understanding of module words by analyzing correct or incorrect use in context.	Recount the experience of first seeing the Module 4 visual art. Begin to draft the EOM Task. Complete Assessment 31B.	RI 2.1 W 2.1, 2.8 SL 2.1, 2.2, 2.4 L 2.6
4	37	Thu, 6/2/22	M4L32	Autumn Landscape U.S. Marshals Escorting Ruby Bridges Two Cheeseburgers, with Everything (Dual Hamburgers)	Answer questions about key details in texts.	Participate in a Gallery Walk and make note of texts representing change.	RI 2.1 RL 2.1 W 2.10 SL 2.1
4	37	Fri, 6/3/22	Flex Day	All Module 1-4 Core Texts			
	38	Mon, 6/6/22	1pm Dismissal	Last Week of School - 1pm Dismissal			
	38	Tue, 6/7/22	1pm Dismissal	Last Week of School - 1pm Dismissal			
	38	Wed, 6/8/22	1pm Dismissal	Last Week of School - 1pm Dismissal			
	38	Thu, 6/9/22	1pm Dismissal	Last Day of School - 1pm Dismissal			
	38	Fri, 6/10/22	No School	Staff PD Day - No Students			

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Module	Wk.	Date	Module/Lesson	Text	Lesson Objectives	Standard(s)	Check For Understanding	NOTES
#	Pink = Wednesdays used for Flex.				Green= Assessments Light yellow = Foundational Lessons Orange = RLDs Grey = Holidays Regular Text: Core Lesson Italicized Text: Deep Dive		Includes both core lesson and deep dive	Lessons Skipped to review or spiral back
0	2	Mon, 8/23/21	M0L1	Thank You, Mr. Falker	Make observations and ask questions about <i>Thank You, Mr. Falker</i>		Complete an Exit Ticket with an observation and a question	
0	2	Tue, 8/24/21	M0L2	Thank You, Mr. Falker	Summarize the setting, characters, and events in <i>Thank You, Mr. Falker</i>		Complete Handout 2A	
0	2	Wed, 8/25/21	M0L3	Thank You, Mr. Falker	Explain how Trisha's feelings toward reading change throughout <i>Thank You, Mr. Falker</i>		Complete a Quick Write in your Response Journal	
0	2	Thu, 8/26/21	M0L4	Thank You, Mr. Falker	Explain an essential meaning of <i>Thank You, Mr. Falker</i>		Contribute ideas in a Chalk Talk using an evidence organizer; complete a set of sentence frames	
0	2	Fri, 8/27/21	M0L5	Thank You, Mr. Falker	Analyze how <i>Thank You, Mr. Falker</i> builds knowledge Improve writing by offering and using peer feedback		Participate in a Socratic Seminar Add one to two sentences to a Response Journal entry after exchanging work with a peer	
1	3	Mon, 8/30/21	M0L6	Thank You, Mr. Falker Reading at a Table (art)	Express an idea based on the painting <i>Reading at a Table</i>		Write about how the painting builds knowledge about reading or about visual art	
1	3	Tue, 8/31/21	M1L1	"The Sea Wind"	Ask and answer questions about "The Sea Wind" to demonstrate understanding of the poem's central message. Identify the parts of a complete sentence. <i>Examine multiple meanings of a word</i>	RL 3.1, 3.2 SL 3.1, 3.2 L 3.1.a, 3.5.a, 3.4.a	Draw a picture that illustrates an important element of the poem. Identify the parts of a complete sentence from the poem "The Sea Wind." Complete a graphic organizer demonstrating understanding multiple meanings of explore.	
1	3	Wed, 9/1/21	M1L2	Under the Wave off Kanagawa	Identify a central idea in Hokusai's woodblock print, Under the Wave off Kanagawa and the key details that support the message. Write a topic statement for a paragraph that analyzes Katsushika Hokusai's Under the Wave off Kanagawa. <i>Identify nouns and verbs and, with support, explain how they function in a sentence</i>	W 3.2.a, 3.8 SL 3.1.a, 3.2 L 3.6, 3.1	With support, complete a graphic organizer that demonstrates how key details in Under the Wave off Kanagawa support a central idea. Write a collaborative topic statement for a paragraph that analyzes Katsushika Hokusai's Under the Wave off Kanagawa. <i>Students complete an Exit Ticket explaining why nouns and verbs are important.</i>	
1	3	Thu, 9/2/21	M1L3	The Boating Party The Gulf Stream	Identify the central message and key details in <i>The Boating Party</i> or <i>The Gulf Stream</i> and demonstrate understanding of the painting's central message. Write a topic statement for a paragraph that analyzes Mary Cassatt's <i>The Boating Party</i> . <i>Demonstrate how a noun and a verb function to create a sentence.</i>	RL 3.1 W 3.2.a SL 3.1.a, 3.2 L 3.1.a, i	Complete a graphic organizer that uses evidence to determine a central message in a painting. With a partner, write a topic statement for a paragraph that analyzes Mary Cassatt's <i>The Boating Party</i> . <i>Identify the nouns, verbs, subject, and predicate in two sentences from your Response Journal.</i>	
1	3	Fri, 9/3/21	M1L4	"Sperm Whale Encounter" Amos & Boris The Boating Party Under the Wave off Kanagawa The Gulf Stream	Annotate a text for confusing or important information and for new vocabulary. Generate questions about a new text and make inferences based on text evidence. <i>Explain how a noun and a verb function to create a sentence.</i>	RL 3.1, 3.4, 3.7 SL 3.1.a, b, 3.2 L 3.4.a, 3.1.a, 3.1.i	Students annotate <i>Amos & Boris</i> with sticky notes to record what they notice, what they think, and what they wonder. Students record a single question on an Exit Ticket Explain the function of a noun and verb in a student-generated sentence using the word explore.	
		Mon, 9/6/21	No School	LABOR DAY				
1	4	Tue, 9/7/21	M1L5	"The Lion and the Mouse" Amos & Boris "William Steig: About the Author Section"	Identify the story elements in <i>Amos & Boris</i> Understand how an author groups related information together and why it is important. <i>Students write an original sentence that correctly uses one of the words they identified in the scavenger hunt. Students circle the adverb and explains its function in the sentence.</i>	RL 3.1, 3.2 W 3.2.a SL 3.1.b L 3.4.a, d, 3.1.a	Complete a story map for <i>Amos & Boris</i> . Analyze the way information is grouped together in paragraphs about author William Steig. <i>Identify adverbs with the morpheme -ly and examine their function in particular sentences. Use a dictionary to determine or clarify the precise meaning of root words.</i>	
1	4	Wed, 9/8/21	M1L6	Amos & Boris Under the Wave off Kanagawa The Gulf Stream	Explain how illustrations and word choices in <i>Amos & Boris</i> depict the sea. Group related information together in an explanatory paragraph <i>With support, capitalize appropriate words in titles.</i>	RL 3.4, RL 3.7 W 3.2.a SL 3.1.b L 3.4.a, L 3.3.d, L 3.2.a	Complete a graphic organizer explaining how specific words and illustrations depict the sea. Group related information together in an explanatory paragraph about <i>Amos and Boris</i> . <i>Capitalize appropriate words in titles in a sentence from a webpage.</i>	
1	4	Thu, 9/9/21	M1L7	Amos & Boris	Agree and disagree respectfully. Identify the central message in <i>Amos & Boris</i> . <i>Define and use abstract nouns using the morpheme -ness.</i>		Complete a Speaking and Listening Checklist. Complete a story map by identifying the central message in <i>Amos & Boris</i> and two key details that support the message. <i>Students write an original sentence using an abstract noun.</i>	
1	4	Fri, 9/10/21	M1L8	"The Sea Wind" The Boating Party Under the Wave off Kanagawa The Gulf Stream Amos & Boris	Ask and answer questions about "The Sea Wind," <i>The Boating Party</i> , <i>Under the Wave off Kanagawa</i> , <i>The Gulf Stream</i> , and <i>Amos & Boris</i> to demonstrate understanding of how artists explore the sea. Plan a written response to an expository prompt. <i>With support, identify and form possessives with singular nouns.</i>	RL 3.1, RL 3.2 W 3.2.a, W 3.8 SL 3.1, SL 3.2, SL 3.4, SL 3.6 L 3.6, L 3.2.d	Take part in a Socratic Seminar about how artists explore the sea and self-assess participation. Complete a Writing Planner in preparation for writing a paragraph explaining a central message in one of the texts examined in Lessons 1, 2, 3, 4, 5, 6, 7. <i>Identify singular possessive nouns on page 17 of Amos & Boris.</i>	
1	5	Mon, 9/13/21	M1L9	"The Sea Wind" The Boating Party Under the Wave off Kanagawa The Gulf Stream Amos & Boris	Provide a clear topic statement and group related ideas together in an explanatory paragraph. Revise writing based on peer feedback. <i>Use the known root word vision as a clue to the meaning of an unknown word, revision, with the same root.</i>	RL 3.2 W 3.2.a, W 3.5, W 3.8 SL 3.1.b L 3.6, L 3.4.c	Write a paragraph explaining a central message in one of the texts examined in Lessons 1, 2, 3, 4, 5, 6, 7 in response to Focusing Question 1. Revise writing using the Praise-Question-Suggestion strategy. Conduct a word sort, explaining why words belong in categories.	
1	5	Tue, 9/14/21	M1L10	<i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> "Why the Ocean Matters"	Students ask and answer questions about a text after they listen to a reading of Molly Bang's <i>Ocean Sunlight</i> . <i>Examine word meanings and their significant relationship to each other.</i>	RL 3.1 W 3.8 SL 3.2 L 3.5	Students complete an Exit Ticket on which they record one important question they have based on the text. <i>Students work in groups to complete a graphic organizer showing the relationships among word meanings.</i>	

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1	5	Wed, 9/15/21	M1L11	<i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> "Why the Ocean Matters"	Students gather information from <i>Ocean Sunlight</i> and use notes to answer a question posed in the text. Students use information gained from illustrations and words in <i>Ocean Sunlight</i> to demonstrate understanding of the text. <i>Review and practice vocabulary words from Assessed Vocabulary list.</i>	RI 3.1, RI 3.4, RI 3.7 W 3.8 SL 3.1.b, SL 3.2 L 3.4.a, L 3.6	In their Response Journals, students use their notes to complete a Quick Write answering one of the questions on the sentence strips Create a color illustration expressing information about the ocean's layers gained from the text and illustrations. <i>Students work with partners to make and use flash cards to prepare for the assessment</i>	
1	5	Thu, 9/16/21	M1L12	<i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> "Why the Ocean Matters"	Identify the main idea of <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> . Take notes on <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> to identify the essential meaning of the text. <i>Demonstrate acquisition of academic and content vocabulary from module word list.</i>	RI 3.1, RI 3.2 W 3.8 SL 3.1 L 3.4.a, L 3.6	Complete a graphic organizer identifying the main idea and key details of <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> . Write and label a summary of <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> . <i>Students complete Assessment 12: Mid-Module Vocabulary Direct Assessment.</i>	
		Fri, 9/17/21	No School	School-Based PD Day				
1	6	Mon, 9/20/21	M1L13	<i>The Fantastic Undersea Life of Jacques Cousteau</i> <i>The Gulf Stream</i>	Ask questions about key details in <i>The Fantastic Undersea Life of Jacques Cousteau</i> . Identify how an author groups related information together and why it is important. <i>Determine the meaning of new words formed from the morphemes of biography.</i>	RI 3.1 W 3.2 SL 3.1.b, SL 3.2 L 3.4.b	Students record two questions based on their reading of <i>The Fantastic Undersea Life of Jacques Cousteau</i> and explain how the questions relate to the text. Arrange sentences from <i>The Fantastic Undersea Life of Jacques Cousteau</i> so that related information is grouped together. <i>Students explain how the morphemes bio- and graph help determine the meaning of the word biography.</i>	
1	6	Tue, 9/21/21	M1L14	<i>The Fantastic Undersea Life of Jacques Cousteau</i>	Explain how the sequence of the text and illustrations explain why and how Jacques Cousteau explored the sea. Group related information together in an explanatory paragraph. <i>With support, produce compound sentences.</i>	RI 3.1, RI 3.2, RI 3.4, RI 3.5 W 3.2.a SL 3.1.b L 3.4.a, L 3.1.i	Students complete a Quick Write responding to a prompt Write an original compound sentence using two vocabulary words <i>Students add the suffix -ed to two verbs and use the verbs correctly in the present and simple past tenses.</i>	
1	6	Wed, 9/22/21	M1L15	<i>The Fantastic Undersea Life of Jacques Cousteau</i> Video: "Cousteau's Silent World: Shipwreck Excerpt"	Explain how quotations add meaning to the text of <i>The Fantastic Undersea Life of Jacques Cousteau</i> . Explain how an author uses illustrations to aid in comprehension. <i>Distinguish the literal and nonliteral meaning of words and phrases in The Fantastic Undersea Life of Jacques Cousteau.</i>	RI 3.1, RI 3.5, RI 3.7, RI 3.9 W 3.2.a SL 3.1.b L 3.5, L 3.5.a	Select a quotation from the bubble text features and explain how it supports the author's text on the same page. Identify the topic of a group of related ideas from <i>The Fantastic Undersea Life of Jacques Cousteau</i> and write two or three sentences explaining how the illustration aids in comprehension. <i>Choose one example of nonliteral language and explain how the example helps them understand Jacques Cousteau better.</i>	
1	6	Thu, 9/23/21	M1L16	<i>The Fantastic Undersea Life of Jacques Cousteau</i>	Identify the main idea and essential meaning of <i>The Fantastic Undersea Life of Jacques Cousteau</i> . Group related information together in an explanatory paragraph and include an illustration to aid in comprehension. <i>With support, explain the purpose of the simple past tense and use the simple past tense correctly.</i>	RI 3.1, RI 3.2, RI 3.4, RI 3.5, RI 3.7 W 3.2.a, W 3.8 SL 3.1.b L 3.4.a, L 3.1.e	In pairs, write a summary that identifies the important elements of the book and its essential meaning. Illustrate, label, and explain the purpose and use of one of the tools Jacques Cousteau uses. <i>Write an original sentence using the simple past tense of a verb and explain how the verb tense affects the meaning of the sentence.</i>	
1	6	Fri, 9/24/21	Flex					
1	7	Mon, 9/27/21	M1L17	<i>The Fantastic Undersea Life of Jacques Cousteau</i> <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i>	Explain why and how scientists explore the sea, using information from <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> and <i>The Fantastic Undersea Life of Jacques Cousteau</i> . Plan a written response to an expository prompt. <i>With support, use conventional spelling for adding suffixes to base words.</i>	RI 3.1, RL 3.2 W 3.2.a, W 3.4, W 3.8 SL 3.1, SL 3.2, SL 3.4, SL 3.6 L 3.1.e, L 3.2.e	Students engage in a Socratic Seminar, following agreed-upon rules, offering elaboration and details as needed, and using complete sentences. Students use a checklist to self-assess their participation. Complete a Writing Planner in preparation for writing a multi-paragraph essay explaining why and how scientists explore the sea. <i>Students choose two verbs and correctly use the simple past tense of each verb in an original sentence.</i>	
1	7	Tue, 9/28/21	M1L18	<i>The Fantastic Undersea Life of Jacques Cousteau</i> <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i>	Demonstrate understanding of the main ideas of <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> and <i>The Fantastic Undersea Life of Jacques Cousteau</i> by writing an explanatory paragraph using topic statements, related information that is grouped together, and an illustration to support comprehension. Identify connections between words used to describe Jacques Cousteau's response to the ocean and their use in real life.	RI 3.2 W 3.2.a, W 3.4, W 3.5, W 3.8 SL 3.1.b L 3.1, L 3.4, L 3.5.b	Revise writing using the Praise-Question-Suggestion strategy. <i>Students identify a vocabulary word and the clues that helped them identify the word.</i>	
1	7	Wed, 9/29/21	M1L19	<i>The Gulf Stream Shark Attack!</i>	Ask and answer questions about sharks based on a text. Use the text and photographs to answer questions about sharks and to develop new questions. <i>Clarify the precise meaning of habitat.</i>	RI 3.1, RI 3.4, RI 3.5 SL 3.1.b, SL 3.2 L 3.4.a, L 3.4.d	Record noticings and questions based on text and images in <i>Shark Attack!</i> on a Notice and Wonder Chart in student Response Journals. Identify a question that can be answered now and explain how the answer to the question was found. <i>Write an original sentence using the word habitat.</i>	
1	7	Thu, 9/30/21	M1L20	<i>Shark Attack!</i>	Identify the main idea and key details in a selected excerpt from "Shark Attacks—The Facts." Identify the facts, definitions, and details in the exemplar paragraph. <i>Identify real-life connections between words about ocean food chains and their use</i>	RI 3.2, RI 3.4, RI 3.5, RI 3.7 W 3.2.b SL 3.1, SL 3.2 L 3.4.d, L 3.4.a	In pairs, complete a Boxes and Bullets organizer to identify the main idea and key details in an excerpt from the chapter. Respond to the question, "Why is it important to develop a topic with facts, definitions, and details?" using a Whip Around <i>Students illustrate a connection between at least two of the words and display in classroom as a review.</i>	
1	7	Fri, 10/1/21	M1L21	<i>Shark Attack!</i>	Use text features to locate information related to shark safety. Develop a topic with facts, definitions, and details. <i>See word relationships within a continuum to distinguish shades of meaning.</i>	RI 3.2, RI 3.4, RI 3.5, RI 3.7 W 3.2.b SL 3.1.b, SL 3.6 L 3.5.c	Use text features to answer questions related to shark safety. Collaboratively write an explanatory paragraph using facts, definitions, and details to explain a piece of equipment. <i>Write an original sentence using a word that expresses an emotion.</i>	

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1	8	Mon, 10/4/21	M1122	<i>Shark Attack!</i>	Use text features, including photographs, to locate and use information efficiently. Take brief notes and sort evidence into categories. Develop a topic with facts, definitions, and details. <i>Define and use the words predator and prey.</i>	RI 3.1, RI 3.4, RI 3.5, RI 3.7 W 3.2.a, b, d, W 3.8 SL 3.1.b L 3.4.a, L 3.4.b	Complete New-Read Assessment 1. Complete a graphic organizer to sort related evidence. Use Hand Paragraph Writing Planner to develop a topic with facts, definitions, and details in a paragraph about the title of the text <i>Shark Attack!</i> <i>Students work in pairs to complete one Frayer model for predator and another Frayer model for prey.</i>	
1	8	Tue, 10/5/21	M1123	<i>Shark Attack!</i>	Identify the main idea in a passage of <i>Shark Attack!</i> Using the main idea and details from the text, explain the dangers and benefits of studying sharks. <i>Identify real-life connections between words and their use.</i>	RI 3.1, RL 3.2, RI 3.4, RI 3.7 W 3.8 SL 3.1, SL 3.2, SL 3.4, SI 3.6 L 3.5.b		
1	8	Wed, 10/6/21	M1124	<i>Giant Squid: Searching for a Sea Monster</i>	Ask and answer questions about <i>Giant Squid</i> , referring explicitly to text. Identify how an author uses linking words and phrases to connect ideas in an exemplar explanatory paragraph. <i>Distinguish shades of meaning among related words that describe large to different degrees.</i>	RI 3.1 W 3.2.c SL 3.1.b, SL 3.2 L 3.4.a, L 3.5.c	Use a sticky note to record a question about a noticing or wondering in <i>Giant Squid</i> . Analyze how Mary Cerullo and Clyde Roper group related information together in <i>Giant Squid</i> . Students create a value line, arranging words in order from the strongest meaning to the weakest meaning.	
1	8	Thu, 10/7/21	M1125	<i>Giant Squid: Searching for a Sea Monster</i>	Use key details to identify the main idea of a chapter in <i>Giant Squid</i> . Use linking words and phrases to connect ideas in an explanatory paragraph. <i>With support, use conventional spelling for adding suffixes to base words.</i>	RI 3.2, RI 3.3, RI 3.4 W 3.2.c SL 3.1.b, SL 3.4 L 3.4.a, L 3.1.e, L 3.2.e	Use a graphic organizer to explain how key details support a main idea in a chapter of <i>Giant Squid</i> . Add linking words and phrases to a paragraph from <i>Giant Squid: Searching for a Sea Monster</i> . <i>Students exchange cards and use the rules on the anchor chart to form the simple past tense of the verb on the card they received.</i>	
1	8	Fri, 10/8/21	M1126	<i>Giant Squid: Searching for a Sea Monster</i> "Quest for the Giant Squid"	Identify the main idea and key details in a passage; identify and use text features to locate information; use context clues to determine the meaning of a word. Gather information from <i>Giant Squid: Searching for a Sea Monster</i> and sort evidence into provided categories. Explain how text features, including chapter titles, support meaning in <i>Giant Squid: Searching for a Sea Monster</i> . Notice how an author chooses words and phrases for effect in <i>Giant Squid</i>	RI 3.2, RI 3.5, RI 3.7, RI 3.9 W 3.8 SL 3.1.b L 3.4.a, L 3.3.a	Complete New Read Assessment 2. Students work in groups to gather information and explain how the author uses text features to organize information. Independently write a brief response explaining how text features support meaning. <i>Students use three of the words from the lesson to write at least two sentences expressing their own feelings about giant squid.</i>	
		Mon, 10/11/21	No School	Indigenous People's Day				
1	9	Tue, 10/12/21	M1127	<i>Giant Squid: Searching for a Sea Monster</i>	Ask and answer questions about the last chapter of <i>Giant Squid: Searching for a Sea Monster</i> . Determine the essential meaning of <i>Giant Squid: Searching for a Sea Monster</i> . <i>Capitalize appropriate words in titles.</i>	RI 3.1, RI 3.2, RI 3.3 W 3.8 SL 3.1, SL 3.2, SL 3.3, SL 3.6 L 3.4.a, L 3.2.a	Students generate original text-dependent questions that they would like to ask either Dr. Roper or Dr. Kubodera. Write a summary of <i>Giant Squid: Searching for a Sea Monster</i> that explains the essential meaning of the book. <i>Students write and review sentences with correctly capitalized titles.</i>	
1	9	Wed, 10/13/21	M1128	<i>Shark Attack!</i> <i>Giant Squid: Searching for a Sea Monster</i> Virtual Tour of the National Aquarium "White Ibis"	Gather information from <i>Giant Squid: Searching for a Sea Monster</i> and sort evidence into provided categories. Engage in a Socratic Seminar, following agreed-upon rules, offering elaboration and details as needed, and using complete sentences. <i>Explain the function of adjectives in general and in specific sentences.</i>	RI 3.1, RI 3.2, RI 3.5, RI 3.7 W 3.8 SL 3.1, SL 3.2, SL 3.3, SL 3.6 L 3.1.a, L 3.6	Students work in groups to complete an Evidence Organizer gathering information about the work of Clyde Roper. Students use a checklist to self-assess their participation and write a brief reflection. <i>Use adjectives in an original sentence describing squid</i>	
1	9	Thu, 10/14/21	M1129	<i>Shark Attack!</i> <i>Giant Squid: Searching for a Sea Monster</i> Virtual Tour of the National Aquarium "White Ibis"	Plan a written response to an expository prompt about why and how scientists explore either sharks or giant squid. <i>Identify real-life connections between the words observe and explore.</i>	RI 3.1, RI 3.2, RI 3.5, RI 3.7 W 3.2.a, b, c, W 3.8 SL 3.1.b L 3.6, L 3.5.c	In their Response Journals, students briefly explain how exploring or observing is important to the daily work of people in two professions from the module. <i>In their Response Journals, students briefly explain how exploring or observing is important to the daily work of people in two professions from the module.</i>	
1	9	Fri, 10/15/21	Flex					
1	10	Mon, 10/18/21	M1130	<i>Shark Attack!</i> <i>Giant Squid: Searching for a Sea Monster</i> "Excellence in Exhibition Label Writing Competition 2011"	Write an informative text for using topic statements, facts and details, and illustrations to provide information for a particular audience. Edit and revise writing based on feedback from a peer reviewer. <i>Produce original compound sentences using basic conjunctions.</i>	RI 3.2, RI 3.5, RI 3.7 W 3.2.a, b, c, W 3.4, W 3.5, W 3.8 SL 3.1.b L 3.6, L 3.1.i	Create a didactic wall panel for the National Aquarium, explaining why and how scientists study sharks or giant squid. Respond to feedback from a peer reviewer by incorporating suggestions or explaining decision to ignore suggestions. <i>Students revisit their response to Focusing Question Task 3 and identify or create a compound sentence or find two simple sentences to write as compound sentence.</i>	
1	10	Tue, 10/19/21	M1131	"The Sea Wind" <i>The Boating Party Under the Wave off Kanagawa</i> <i>The Gulf Stream Amos & Boris</i> <i>The Fantastic Undersea Life of Jacques Cousteau</i> <i>Shark Attack!</i> <i>Giant Squid: Searching for a Sea Monster</i>	Gather information from print and visual sources; take brief notes sources and sort evidence into provided categories. Plan an essay that uses text evidence to explain why people explore the sea. <i>Review module academic and content vocabulary.</i>	RL 3.2, RL 3.7 RI 3.2, RI 3.7 W 3.2.a, b, W 3.5, W 3.8 SL 3.1.b L 3.4	Create and complete a graphic organizer reviewing an assigned text. Complete a graphic organizer and draft two topic statements. <i>Students complete a Vocabulary Assessment Study Guide.</i>	

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	#	Pink = Wednesdays used for Flex.			Green= Assessments Light yellow = Foundational Lessons Orange = RLDs Grey = Holidays Regular Text: Core Lesson Italicized Text: Deep Dive		Includes both core lesson and deep dive	Lessons Skipped to review or spiral back
1	10	Wed, 10/20/21	M1L32	"The Sea Wind" Amos & Boris The Fantastic Undersea Life of Jacques Cousteau Shark Attack! Giant Squid: Searching for a Sea Monster	Synthesize evidence from multiple texts to write End-of-Module essay.		Write End-of-Module essay. Edit and revise writing based on feedback from a peer reviewer. Respond to feedback from a peer reviewer by incorporating suggestions or explaining decision to ignore suggestions. Demonstrate acquisition of module academic and content vocabulary. Students complete Assessment 32: End-of-Module Vocabulary Direct Assessment.	
1	10	Thu, 10/21/21	Flex					
1	10	Fri, 10/22/21	Flex					
1	11	Mon, 10/25/21			ELA Fall Interims-Selected Response			
1	11	Tue, 10/26/21			ELA Fall Interims-Selected Response			
1	11	Wed, 10/27/21			ELA Fall Interims--Performance Task (Opinion)			
1	11	Thu, 10/28/21			ELA Fall Interims--Performance Task (Opinion)			
		Fri, 10/29/21	No School	School-Based PD Day				
2	12	Mon, 11/1/21	M2L1	Starfield Moonshot One Giant Leap Starry Messenger Zathura	Students identify one question about space related to the art and/or module texts they examine. <i>Examine the function of adjectives in sentences.</i>	RL 3.1, RL 3.2 RI 3.1 SL 3.1.b, d, SL 3.2 L 3.1.a	Students complete an Exit Ticket identifying one thing they would like to learn about space and why. <i>In their Response Journals, students use what they have learned about adjectives to explain which of two sentences better expresses their thinking.</i>	
2	12	Tue, 11/2/21	M2L2	"Galileo's Starry Night"	Identify important facts about Galileo, based on a text. Identify facts, definitions, and details in explanatory writing. <i>Experiment with adjectives to understand how they function in sentences.</i>	RI 3.1, RI 3.2, RI 3.3, RI 3.4 W 3.2.b SL 3.1.b, d L 3.4.a, L 3.1.a	Retell important facts about Galileo from "Galileo's Starry Night," by Kelly Terwilliger. Sort facts, definitions, and details from "Galileo's Starry Night" into categories. <i>Students choose an adjective from a list and write an original sentence in their Response Journals.</i>	
2	12	Wed, 11/3/21	M2L3	Starry Messenger Space Object Box: "Little Bear, etc." motif	Ask and answer questions about <i>Starry Messenger</i> . Develop a topic with facts, definitions, and details. <i>Use adjectives to explain ideas clearly and add descriptive details to sentences.</i>	RI 3.1 W 3.2.b SL 3.2 L 3.4.c, L 3.4.a	Students write a response explaining the importance of one question. Collaboratively write an explanatory paragraph about Galileo using facts, definitions, and details. <i>In their Response Journals, students explain how adjectives enhance their writing.</i>	
2	12	Thu, 11/4/21	M2L4	Starry Messenger Space Object Box: "Little Bear, etc." motif	Use words pertaining to time to recount a series of events in the life of Galileo. <i>Examine tradition using a multiple meanings chart to distinguish shades of meaning.</i>		Students select events from a timeline and orally recount the events, using sequence words. <i>Choose the synonyms that best replace tradition in two different sentences.</i>	
2	12	Fri, 11/5/21	Flex					
2	13	Mon, 11/8/21	M2L5	Starry Messenger	Recognize cause-and-effect relationships among ideas. Develop a topic with facts, definitions, and details. <i>Distinguish shades of meaning among words that describe degrees of certainty.</i>	RI 3.1, RI 3.3, RI 3.4, RI 3.7 W 3.2.b SL 3.1.b, d L 3.4.a, L 3.5.c	As a class, create a chain of cause-and-effect relationships. Collaboratively write an explanatory paragraph about Galileo's challenge to tradition. <i>From a pre-selected list, students choose words that express shades of meaning to complete two sentences.</i>	
2	13	Tue, 11/9/21 Fall Interim Data Due	M2L6	Starry Messenger Space Object Box: "Little Bear, etc." motif	Analyze the use of nonliteral language to support a main idea. Develop a topic using facts, definitions, and details. <i>Identify simple and compound sentences.</i>	RI 3.4.a RI 3.2, RI 3.7 W 3.2.b, W 3.5, W 3.10 SL 3.1.d, SL 3.2 L 3.4, L 3.5.a, L 3.1.h, i	Students complete a Quick Write explaining how an example of nonliteral language adds to their understanding of a main idea in <i>Starry Messenger</i> . Collaboratively write and edit two body paragraphs for an essay explaining why "the stars left Galileo's eyes." <i>Students complete an Exit Ticket by copying compound sentences from Starry Messenger.</i>	
2	13	Wed, 11/10/21	Flex					
		Thu, 11/11/21	No School	FALL RLD - TK-8				
		Fri, 11/12/21	No School	Veterans Day				
2	14	Mon, 11/15/21	M2L7	Starry Messenger	Use information from quotations and illustrations to identify the main idea in a passage from <i>Starry Messenger</i> . Identify the introduction, body, and concluding paragraphs in an explanatory essay. <i>Use coordinating conjunctions to write compound sentences.</i>	RI 3.2, RI 3.7 W 3.2.a, b, d SL 3.1.b, d, SL 3.4 L 3.1.i	In a small group, explain how Peter Sis combines text, illustrations, and quotations to convey an important idea in a selected passage. Sequence paragraphs in a model explanatory essay. <i>Reread page [8] of Starry Messenger and write three simple sentences as compound sentences, using a coordinating conjunction and correct punctuation.</i>	
2	14	Tue, 11/16/21	M2L8	"Moon 101"	Demonstrate knowledge of sequence words, cause/effect words, and context clues. <i>Revise writing to produce compound sentences.</i>	RI 3.1, RI 3.3 W 3.1, W 3.7 L 3.4.a, L 3.5.c, L 3.1.i	Complete New-Read Assessment 1. <i>Students annotate a partner's writing for conjunctions, subjects, and verbs to identify compound sentences.</i>	
2	14	Wed, 11/17/21	M2L9	Starry Messenger Space Object Box: "Little Bear, etc." motif	Use information from quotations and illustrations to determine an essential idea in <i>Starry Messenger</i> . Provide a conclusion paragraph for an explanatory essay. <i>Identify real-life connections among influence, accomplished, believed and demonstrations and their use.</i>	RI 3.2, RI 3.3, RI 3.7 W 3.2.d SL 3.1.d, SL 3.4 L 3.4.a, L 3.5.b	In a small group, explain how Peter Sis combines text, illustrations, and quotations to express an essential idea. Collaboratively write a conclusion paragraph for an explanatory essay. <i>In your Vocabulary Journal, explain how Galileo's accomplishments help him learn more about space.</i>	

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#	Pink = Wednesdays used for Flex				Green= Assessments Light yellow = Foundational Lessons Orange = RLDs Grey = Holidays Regular Text: Core Lesson Italicized Text: Deep Dive		Includes both core lesson and deep dive	Lessons Skipped to review or spiral back
2	14	Thu, 11/18/21	M2L10	"Galileo's Starry Night" Starry Messenger	Explain effects of Galileo's actions Write and revise a conclusion paragraph for an explanatory essay. <i>Use coordinating conjunctions to produce compound sentences.</i>	RI 3.1, RI 3.3 W 3.2.d, W 3.5, W 3.10 SL 3.1, SL 3.2, SL 3.4 L 3.4.b, L 3.1.h, i	Students participate in a Socratic Seminar to discuss the effects of Galileo's actions. Write and revise a conclusion paragraph to an existing explanatory essay. Students copy a compound sentence from <i>Starry Messenger</i> into their Response Journals and then circle the conjunction and punctuation used to join the independent clauses.	
2	14	Fri, 11/19/21	Flex					
		Mon, 11/22/21	No School	Thanksgiving Break				
		Tue, 11/23/21	No School	Thanksgiving Break				
		Wed, 11/24/21	No School	Thanksgiving Break				
		Thu, 11/25/21	No School	Thanksgiving Break				
		Fri, 11/26/21	No School	Thanksgiving Break				
		Mon, 11/29/21	No School	School-Based PD Day				
2	15	Tue, 11/30/21	M2L11	"Galileo's Starry Night" Starry Messenger	Give a short presentation to a partner explaining three pieces of new knowledge. Plan an explanatory essay. <i>Use text to deconstruct compound sentences to analyze syntax</i>	RI 3.1, RI 3.3 W 3.2 SL 3.1.b, d L 3.1.h, L 3.1.i	Student pairs explain three things about space they have learned and recount their partners' reports. Complete a writing planner to prepare for an essay explaining how Galileo helped people learn about space. <i>Stop and jot two reasons to use compound sentences. Explain how coordinating conjunctions provide clues to understanding how the two sentences are connected.</i>	
2	15	Wed, 12/1/21	M2L12	"Galileo's Starry Night" Starry Messenger	Write an explanatory essay to demonstrate understanding of the relationship between a series of scientific ideas about space found in <i>Starry Messenger</i> . Revise writing based on peer feedback. Use compound sentences and coordinating conjunctions to clearly explain	RI 3.1, RI 3.3 W 3.2, W 3.4, W 3.5 L 3.1.a, L 3.1.h, L 3.1.i	Write an essay explaining how Galileo helped people learn about space. Revise writing using the Praise-Question-Suggestion strategy. <i>Revise a paragraph by using conjunctions to create compound sentences.</i>	
2	15	Thu, 12/2/21	M2L13	<i>Moonshot</i> Space Object Box: "Little Bear, etc." motif	Ask and answer questions about a new text. Identify the parts of an introduction paragraph for an opinion essay. <i>Determine multiple meanings for release and reduce.</i>	RL 3.1 RI 3.7 W 3.1.a SL 3.1.b, d, SL 3.2 L 3.4.a,	Students complete an Exit Ticket noting one question they have after listening to <i>Moonshot</i> . Deconstruct a model introduction paragraph for an opinion essay. <i>Students use each word in a sentence about Apollo 11 and add an illustration.</i>	
2	15	Fri, 12/3/21	M2L14	<i>Moonshot</i> "The Space Race"	Identify the stages of the Apollo 11 mission. Practice writing an introduction paragraph for an opinion essay that includes the text, author, topic, a clear opinion statement, and supporting reasons. <i>Identify and explain adverbs in sentences.</i>	RI 3.1, RI 3.3, RI 3.7 W 3.1.a, W 3.10 SL 3.1.b, d, SL 3.2 L 3.4.a, L 3.1.a	Students independently recount three events of the Apollo 11 mission, using words pertaining to time and sequence to place them in the correct order. Use sentence frames to collaboratively write an introduction paragraph for an opinion essay about <i>Moonshot</i> . <i>Identify and list three adverbs in Moonshot. Explain how one adverb functions in the sentence.</i>	
2	16	Mon, 12/6/21	M2L15	<i>Moonshot</i> Starfield	Use text and illustrations from the front endpapers to retell key events from the Apollo 11 mission in sequence. Introduce the text, author, and topic and provide a clearly stated opinion and supporting reasons in an introduction paragraph for an opinion essay. <i>Experiment with adverbs by adding them to sentences from Moonshot.</i>	RI 3.1, RI 3.3, RI 3.4, RI 3.7 W 3.1.a SL 3.1, SL 3.4, SL 3.6 L 3.4.a, L 3.1.a	Create a Living Timeline to show the sequence of events of the first landing and use language pertaining to time to retell the events. Write an introduction paragraph that includes the text, the author, the topic, a clear opinion statement, and two supporting reasons for an opinion essay about <i>Moonshot</i> . <i>In their Response Journals, students revise a sentence by adding an adverb.</i>	
2	16	Tue, 12/7/21	M2L16	<i>Moonshot</i> "Go!"	Explain how different points of view deepen your understanding of specific events in the text. <i>Use adverbs to explain ideas clearly and add descriptive details to sentences.</i>	RI 3.1, RI 3.2, RI 3.3, RI 3.7 W 3.3 SL 3.1.b, d, SL 3.4 L 3.4.a, L 3.3.a, L 3.1.a	Create a tableau depicting an event from <i>Moonshot</i> from the point of view of a particular group of people in the text. <i>Write two to three sentences describing how the family in Moonshot celebrates the Moon landing. Use at least two adverbs in your writing. Then explain how one of the adverbs improves your writing.</i>	
2	16	Wed, 12/8/21	M2L17	<i>Moonshot</i> Starfield	Explain how repetition conveys the essential meaning of <i>Moonshot</i> . Collect evidence to write an introduction paragraph for an opinion essay <i>Examine the effects of onomatopoeia in Moonshot.</i>	RI 3.1, RI 3.2 W 3.1.a SL 3.1.b, d L 3.3.a	Students write a brief response to a prompt. Write an introduction paragraph that includes the text, the author, the topic, a clear opinion statement, and supporting reasons for an opinion essay about <i>Moonshot</i> . <i>In your Knowledge Journal, explain how Brian Floca's use of onomatopoeia in Moonshot helps describe the Moon landing.</i>	
2	16	Thu, 12/9/21	M2L18	<i>Moonshot</i> "Cronkite Anchors First Moon Walk" "Apollo 11: The Eagle Has Landed"	Explain how "Cronkite Anchors First Moon Walk" adds to my knowledge of the Apollo 11 mission. Revise an introduction paragraph <i>Examine the morphology of conserve to determine its meaning.</i>	RI 3.2, RI 3.3, RI 3.6 W 3.1.a, W 3.5, W 3.10 SL 3.2 L 3.4.a	Write a brief response to a prompt. Revise an introduction paragraph for an opinion essay about <i>Moonshot</i> in response to peer feedback. <i>Students write a compound sentence using the word conserve.</i>	
2	16	Fri, 12/10/21	Flex					
2	17	Mon, 12/13/21	M2L19	<i>One Giant Leap</i>	Ask and answer questions about a new text. Analyze how to support an opinion with reasons in an opinion paragraph. <i>Elaborate on the meanings of the academic vocabulary words permanent and fragile.</i>	RL 3.1 RI 3.4, RI 3.7 W 3.1.b SL 3.1.b, d, SL 3.2 L 3.4.a	Students complete an Exit Ticket noting one question they have about <i>One Giant Leap</i> . Organize sentences into a model paragraph using the "I-OREE-CO" mnemonic. <i>In their Response Journals, students explain how the words fragile and permanent relate to the Apollo 11 space mission.</i>	

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	#	Pink = Wednesdays used for Flex.			Green= Assessments Light yellow = Foundational Lessons Orange = RLDs Grey = Holidays Regular Text: Core Lesson Italicized Text: Deep Dive		Includes both core lesson and deep dive	Lessons Skipped to review or spiral back
2	17	Tue, 12/14/21	M2L20	One Giant Leap	Identify the stages of the Apollo 11 mission described in <i>One Giant Leap</i> . Clearly state an opinion and provide strong supporting reasons. <i>Identify and examine how to use subordinating conjunctions.</i>	RI 3.1, RI 3.3, RI 3.4 W 3.1.b, W 3.10 SL 3.1.d L 3.4, L 3.1.h	Students independently recount the events of the Apollo 11 mission described in <i>One Giant Leap</i> , using words pertaining to time and sequence. Collaboratively write a paragraph that clearly states an opinion and provides strong supporting reasons. <i>In their Response Journals, students explain why subordinating conjunctions are important to writers and provide one example of a subordinating conjunction.</i>	
2	17	Wed, 12/15/21	M2L21	One Giant Leap	Explain the literal and nonliteral meaning of Neil Armstrong's words. Clearly state an opinion and provide strong supporting reasons. <i>Use subordinating conjunctions to create complex sentences.</i>	RI 3.1, RI 3.2 W 3.1.b, W 3.10 SI 3.1.d L 3.4, L 3.1.h, L 3.1.i	Students briefly explain the meaning of Neil Armstrong's famous quote. Independently write a paragraph that clearly states an opinion and provides strong supporting reasons. <i>Select a subordinating conjunction to make a complex sentence.</i>	
2	17	Thu, 12/16/21	M2L22	One Giant Leap	Explain how repetition conveys the essential meaning of <i>One Giant Leap</i> . Revise an opinion paragraph. <i>Use a subordinating conjunction to create a complex sentence.</i>	RI 3.1, RI 3.2 W 3.1, W 3.5, W 3.10 SL 3.1.d L 3.4.a, L 3.1.h, L 3.1.i	Students write a brief response to a prompt. Revise an opinion paragraph in response to peer feedback, focusing on supporting reasons. <i>Write a complex sentence using a subordinating conjunction.</i>	
2	17	Fri, 12/17/21	M2L23	Moonshot One Giant Leap "Apollo 11: The Eagle Has Landed" "We Choose the Moon," from a speech by President John F. Kennedy	Students ask and answer questions, citing evidence from the module texts. Provide a conclusion statement for an opinion essay. <i>Use the Outside-In strategy to determine meanings of the words ascent and descent.</i>	RI 3.1 W 3.1.d, W 3.10 SL 3.5 L 3.4.a, L 3.4.d	Students review what they have learned while reading <i>Moonshot</i> and <i>One Giant Leap</i> and write a brief reflection in their Knowledge Journals. Independently write a conclusion paragraph for an opinion essay. <i>Write a sentence for each word and add an illustration to show that the words are antonyms.</i>	
		Mon, 12/20/21	No School	Winter Break				
		Tue, 12/21/21	No School	Winter Break				
		Wed, 12/22/21	No School	Winter Break				
		Thu, 12/23/21	No School	Winter Break				
		Fri, 12/24/21	No School	Winter Break				
		Mon, 12/27/21	No School	Winter Break				
		Tue, 12/28/21	No School	Winter Break				
		Wed, 12/29/21	No School	Winter Break				
		Thu, 12/30/21	No School	Winter Break				
		Fri, 12/31/21	No School	Winter Break				
2	18	Mon, 1/3/22	No School	School-Based PD Day				
2	18	Tue, 1/4/22	M2L24	"We Choose the Moon," from a speech by President John F. Kennedy	Explain a point of view that is different from or similar to that of John F. Kennedy's, using evidence from the speech "We Choose the Moon." <i>Use coordinating and subordinating conjunctions to create compound and complex sentences.</i>	RI 3.1, RI 3.6 W 3.10 SL 3.1.d, SL 3.2, SL 3.4 L 3.1.h, i	Students participate in a Socratic Seminar to discuss why John F. Kennedy "chose the moon" and discuss if they would have done the same. <i>Use a coordinating or subordinating conjunction to write a compound or complex sentence.</i>	
2	18	Wed, 1/5/22	M2L25	Moonshot One Giant Leap	Plan a written response to an opinion prompt. <i>Determine how the prefix dis- changes the meaning of a root word.</i>	RI 3.3, RI 3.9 W 3.1, W 3.4, W 3.8 SL 3.1.b, SL 3.1.d, SL 3.4 L 3.4.a, L 3.4.c	Complete a Writing Planner in preparation for writing an opinion paragraph about being an astronaut on the Apollo 11 mission. <i>In their Response Journals, students write an original sentence using the word discomfort.</i>	
2	18	Thu, 1/6/22	M2L26	Moonshot One Giant Leap	Write and revise an opinion essay that includes a clearly stated opinion, supporting reasons, evidence, elaboration, and a concluding statement or section. Revise writing based on peer feedback <i>Use coordinating and subordinating conjunctions to create compound and complex sentences.</i>	RI 3.1, RI 3.3, RI 3.9 W 3.1, W 3.4, W 3.5, W 3.8 SI 3.1.b, SL 3.1.d L 3.1.a, L 3.2.a, L 3.6, L 3.1.h, i	Write an opinion essay about being an astronaut on the Apollo 11 mission. Revise writing using the Praise-Question-Suggestion strategy. <i>Revise the Focusing Question Task to include both a compound sentence and a complex sentence.</i>	
2	18	Fri, 1/7/22	M2L27	Zathura	Identify important story elements in Zathura. Analyze how an author uses linking words and phrases to connect opinions with reasons in a model opinion essay. Use a known root word as a clue to determine the meaning of malfunction.	RL 3.1, RL 3.2, RL 3.7 W 3.1.c, W 3.10 SL 3.1.b, SL 3.2 L 3.4.a, L 3.4.c	Illustrate and label a problem and solution in <i>Zathura</i> . Students review the model paragraph in pairs to find other examples of linking words that connect opinions with reasons. <i>In their Response Journals, students explain how knowing the meaning of the root funct- helps decode other unfamiliar words.</i>	
2	19	Mon, 1/10/22	M2L28	Zathura	Explain the effects of the characters' actions in <i>Zathura</i> Use linking words and phrases to connect opinions and reasons. <i>Distinguish between the literal and nonliteral meaning of language in Zathura.</i>	RL 3.1, RL 3.3, RL 3.7 W 3.1.c SL 3.1.b, d, SL 3.2 L 3.4.a, L 3.5.a	Explain the effects of one of Walter's or Danny's actions. Collaboratively write a paragraph that clearly states an opinion about Zathura and that uses linking words and phrases to connect the opinion with reasons. <i>Students identify an example of nonliteral language that expresses Walter's feelings at the end of the story.</i>	
2	19	Tue, 1/11/22	M2L29	All texts for Modules 1, 2, 3	Identify a central message in Zathura and explain how the message builds knowledge. Prepare to conduct a short research project about the Moon. <i>Examine the function of pronouns in sentences.</i>	RL 3.1, RL 3.2 RI 3.1, RI 3.7 W 3.7, W 3.10 SI 3.1.b, d, SL 3.2 L 3.4, L 3.1.a	Write a brief reflection about knowledge gained from reading <i>Zathura</i> . Generate guiding questions for a short research project. <i>Rewrite a sentence using a pronoun, and circle the pronoun.</i>	

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#	#	Pink = Wednesdays used for Flex.			Green= Assessments Light yellow = Foundational Lessons Orange = RLDs Grey = Holidays Regular Text: Core Lesson Italicized Text: Deep Dive		Includes both core lesson and deep dive	Lessons Skipped to review or spiral back
2	19	Wed, 1/12/22	M2L30	"Pegasus" "Pegasus and Perseus" "Pegasus and Bellerophon"	Recount a story and identify the elements of myth in the story. Research a topic to answer questions and gain information. <i>Experiment with the function of pronouns in sentences.</i>	RL 3.1, RL 3.2 W 3.7, W 3.8 SL 3.4 L 3.1.a	Complete a Story Map and orally recount a myth, using a checklist. Use resources to locate information about the Moon. <i>Choose the correct pronoun to replace the subject of a sentence.</i>	
2	19	Thu, 1/13/22	M2L31	"Pegasus and Perseus" "Pegasus and Bellerophon" "Callisto and Her Son" <i>Starfield</i>	Recount a story and identify the elements of myth in the story. Research a topic to answer questions and gain information. <i>Use pronouns in sentences.</i>	RL 3.1, RL 3.2 W 3.7, W 3.8, W 3.10 SL 3.1.d, SL 3.2, SL 3.4 L 3.4.a, L 3.4.b	Complete a New-Read Assessment. Use a graphic organizer to take notes and organize research, and write three to four sentences answering the guiding research question. <i>Write a compound sentence using a pronoun.</i>	
	19	Fri, 1/14/22	Flex					
2	20	Mon, 1/17/22	No School	MLK Jr. Day				
2	20	Tue, 1/18/22			Winter ELA Interims--Selected Response			
2	20	Wed, 1/19/22			Winter ELA Interims--Selected Response			
2	20	Thu, 1/20/22			Winter ELA Interims--Performance Task (Opinion)			
2	20	Fri, 1/21/22			Winter ELA Interims--Performance Task (Opinion)			
2	21	Mon, 1/24/22	M2L32	Space Object Box: "Little Bear, etc." motif <i>Starfield</i> "TateShots: ARTIST ROOMS Vija Celmins"	Explain how Joseph Cornell and Vija Celmins represent space. <i>Review and practice grade-level vocabulary</i>	RL 3.1 SL 3.1, SL 3.2, SL 3.4, SL 3.6 L 3.6	Students take part in a Socratic Seminar to discuss which piece of art to include in an exhibit about space and assess their own participation. <i>Create a Vocabulary Study Guide.</i>	
2	21	Tue, 1/25/22	M2L33	<i>Starfield</i> Space Object Box "Little Bear, etc." motif <i>Zathura</i> "Pegasus and Perseus" "Pegasus and Bellerophon" "Callisto and Her Son"	Plan a written response to an opinion prompt. <i>Identify real-life connections between miniature and its use.</i>	RL 3.1 RI 3.3 W 3.1, W 3.4 SL 3.1.b, d, SL 3.4 L 3.5.b	Complete a Writing Planner in preparation for writing an opinion paragraph about which text or art piece helps people better understand space. <i>Students identify a sentence that correctly uses the word miniature.</i>	
2	21	Wed, 1/26/22	M2L34	<i>Starfield</i> "Stars" Space Object Box: "Little Bear, etc." motif <i>Zathura</i> "Pegasus and Perseus" "Pegasus and Bellerophon" "Callisto and Her Son"	Write an opinion essay that includes a clearly stated opinion, supporting reasons, evidence, elaboration, and a concluding statement or section, and linking words or phrases. Revise writing based on peer feedback. <i>Revise a text to demonstrate how adjectives, adverbs, pronouns, conjunctions, and sentence variety can improve writing.</i>	RI 3.1 RI 3.3 W 3.1, W 3.5 SL 3.1.b, d L 3.1.a, L 3.1.h, L 3.1.i	Write an opinion essay about which text or art piece helps people better understand space. Revise writing using the Praise-Question-Suggestion strategy. <i>Students work independently to revise a paragraph to meet the criteria on a checklist.</i>	
2	21	Thu, 1/27/22	M2L35	All module texts	Gather information from print and visual sources; take brief notes and sort evidence into provided categories. Plan a written response to an opinion prompt. <i>Review module academic and content vocabulary.</i>	RL 3.1 RI 3.2 W 3.1, W 3.8 SL 3.1.b, SL 3.1.d L 3.6	Create and complete a graphic organizer reviewing an assigned text. Complete a Writing Planner in preparation for writing an opinion essay, using textual evidence, about whether or not you would travel to the Moon. <i>Students complete a Vocabulary Assessment Study Guide.</i>	
		Fri, 1/28/22	No School	School-Based PD Day				
2	22	Mon, 1/31/22	M2L36	All module texts	Synthesize evidence from multiple texts to write End-of-Module opinion essay. Edit and revise writing based on feedback from a peer reviewer. <i>Demonstrate acquisition of module academic and content vocabulary.</i>	RL 3.1 RI 3.1 W 3.1, W 3.4, W 3.5, W 3.8 L 3.1.a, L 3.1.h, L 3.1.i, L 3.6	Write an End-of-Module opinion essay. Respond to feedback from a peer reviewer by incorporating suggestions or explaining decisions to ignore suggestions. <i>Students complete Assessment 36B: End-of-Module Vocabulary Direct Assessment.</i>	
2	22	Tue, 2/1/22	No School	Lunar New Year				
3	22	Wed, 2/2/22 (Winter Interim data due)	M3L1	Grandfather's Journey "Japanese Immigrant's Trunk" "Kimono Show Introduces Occasions and Styles of Japanese Traditional Clothing" "Grandfather's Journey by Allen Say"	Notice one detail and ask one question about Grandfather's Journey. Identify the elements of an effective introduction to an explanatory essay in Response Journals <i>Write two sentences about Grandfather using the words immigrant and emigrant.</i>	RL 3.1, RL 3.4, RL 3.6, RL 3.7 RI 3.1, RI 3.4 RF 3.4 W 3.2.a SL 3.1 L 3.4.a	Write a postcard to Grandfather describing one detail you noticed and asking one question you wondered about his journey. Identify the elements of an effective introduction to an explanatory essay in Response Journals <i>Write two sentences about Grandfather using the words immigrant and emigrant.</i>	
3	22	Thu, 2/3/22	M3L2	<i>Grandfather's Journey</i> "Immigration: Who and Why?"	Identify the characters, setting, and plot in Grandfather's Journey. Write an introduction for an explanatory essay that engages the reader and orients the reader to the topic. <i>Distinguish shades of meaning among journey, voyage, traveled, trip.</i>	RL 3.1, RL 3.2, RL 3.4, RL 3.7 RF 3.4 W 3.2.a SL 3.1 L 3.5.b	Collaboratively complete a graphic organizer recording key details from <i>Grandfather's Journey</i> . Collaboratively write a hook for an expository text about immigration. <i>Students use a target word in an example sentence and explain why the target word does or does not make sense in the sentence.</i>	

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3	22	Fri, 2/4/22	M3L3	Grandfather's Journey	Explain how Grandfather's actions, thoughts, and feelings affect the events in <i>Grandfather's Journey</i> . Prepare to speak in a small-group discussion and ask questions to create rich discussions. Plan an introduction to an explanatory essay. <i>Identify real-life connections between explore and its use in Grandfather's Journey.</i>	RL 3.1, RL 3.3, RL 3.6 RF 3.4 SL 3.1.a, SL 3.1.c, SL 3.3 L 3.1.h, L 3.5.b	In small groups, students add evidence to a graphic organizer. Students complete Handout 3A and ask a group member to peer-review participation. Use an organizer to plan an introduction paragraph for an explanatory essay. <i>Students complete two sentence frames and explain which meaning of the word explore makes sense in their sentences.</i>	
	23	Mon, 2/7/22	No School	TK-8 Winter RLD				
3	23	Tue, 2/8/22	M3L4	Grandfather's Journey	Students use two pieces of text evidence to identify the narrator's point of view. Students peer-review introduction paragraphs. <i>With support, identify and form possessives with singular and plural nouns.</i>	RI 3.1, RL 3.6 RF 3.4 W 3.2.a, W 3.5 SL 3.1.a, SL 3.1.c L 3.2.d, L 3.4.b	Students write three to five sentences explaining the narrator's point of view about where home is. Students provide and respond to peer feedback. <i>In their Response Journals, students draft one sentence using a singular possessive noun and a second sentence that uses the plural possessive of the same noun.</i>	
3	23	Wed, 2/9/22	M3L5	Grandfather's Journey	Demonstrate how word choices can develop a character and his actions. Examine the way information is grouped together in compare and contrast writing. <i>Use possessives with singular and plural nouns to complete a brief narrative.</i>	RL 3.1, RL 3.3, RL 3.4 RF 3.4 W 3.2.a SL 3.1	Complete sentence frames to identify how word choices or repetition explain a character and his actions. Apply the Painted Essay strategy to a compare-and-contrast essay. <i>Form and use singular and plural possessive nouns to complete a short narrative.</i>	
3	23	Thu, 2/10/22	M3L6	Grandfather's Journey	Identify a central message in <i>Grandfather's Journey</i> . Group similarities together in one paragraph and differences together in another paragraph in a compare-and-contrast essay. <i>Use an abstract noun in a sentence that demonstrates a real-life connection to its meaning.</i>	RL 3.2, RL 3.3, RL 3.7 W 3.2.a SL 3.1.c, SL 3.2 L 3.1.c, L 3.5.b	Students record a central message in <i>Grandfather's Journey</i> on a graphic organizer. Complete sentence frames for a compare-and-contrast essay. <i>Students orally practice using an abstract noun and identify in their Response Journals a real-life connection between the word and its use.</i>	
3	23	Fri, 2/11/22	M3L7	Tea with Milk	Notice two important elements of <i>Tea with Milk</i> . Identify linking words and phrases in a compare-and-contrast essay. <i>Use the known root –graph and context clues to determine the meaning of calligraphy.</i>	RL 3.1, RL 3.4, RL 4.7 RF 3.4 W 3.2.c SL 3.1 L 3.4.a, L 3.4.c	Students write a postcard to Masako, noting one detail and one question that emerged while reading <i>Tea with Milk</i> . Circle linking words and phrases in a compare-and-contrast essay and contribute examples to an anchor chart. <i>Students write an original sentence using the word calligraphy.</i>	
3	24	Mon, 2/14/22	M3L8	Tea with Milk "Oral History Library"	Write a short paragraph to recount <i>Tea with Milk</i> . Prepare to speak by coming to a discussion prepared and asking questions to check understanding. Recognize the importance of using compare-and-contrast linking words and phrases. <i>Identify examples of subject-verb agreement in a text.</i>	RL 3.1, RL 3.2, RL 3.9 RF 3.4 W 3.2.c SL 3.1.a, SL 3.1.c, SL 3.3 L 3.4.c, L 3.1.f	In their Response Journals, students write a short paragraph to recount <i>Tea with Milk</i> . Complete a Speaking and Listening Checklist. Explain the importance of the linking word in a comparison or contrast sentence. <i>Highlight singular and plural subjects and verbs on an excerpt from Tea with Milk.</i>	
3	24	Tue, 2/15/22	M3L9	"Ann K. Nakamura: Image of Americans" Tea with Milk	Explain how Masako's actions, thoughts, feelings, and words affect the events in <i>Tea with Milk</i> . Practice preparing for a discussion and asking questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Use linking words and phrases to compare and contrast. <i>Identify examples of pronoun-antecedent agreement in a text.</i>	RL 3.1, RL 3.3, RL 3.6 RF 3.4 W 3.2.c SL 3.1.a, SL 3.1.c, SL 3.3 L 3.4.a, L 3.5.b, L 3.1.f	Students add evidence to a graphic organizer. Complete a checklist and peer-review, based on student participation in a small-group discussion. Students use linking words to compare or contrast topics in a paragraph and circle the transition words in a partner's writing. <i>Complete a sentence frame identifying a pronoun and its antecedent.</i>	
3	24	Wed, 2/16/22	M3L10	Tea with Milk Grandfather's Journey	Distinguish own point of view from May's point of view in <i>Tea with Milk</i> . <i>Students ensure subject-verb agreement.</i>	RL 3.3, RL 3.6 RF 3.4 W 3.10 SL 3.1, SL 3.3, SL 3.6 L 3.1.f	Students participate in a Socratic Seminar to discuss whether or not they agree with May's decision to stay in Japan. <i>Students conduct a targeted revision of a short piece of writing by circling the subject of each sentence and underlining the verb. If the subject and verb do not agree, students place a light check mark in the margin. If the subject and verb do not agree, students make corrections as needed.</i>	
3	24	Thu, 2/17/22	M3L11	Tea with Milk	Listen for key words and use key details to identify a central message in <i>Tea with Milk</i> . Revise linking words and phrases in compare-and-contrast writing. <i>Examine the purpose of dialogue in literature.</i>	RL 3.2, RL 3.4 RF 3.4 W 3.2.c, W 3.5 SL 3.1 L 3.2.c	Students complete a graphic organizer. Rewrite paragraphs from Lesson 10 and write two to three sentences explaining which paragraph uses stronger linking words and phrases. <i>Students identify the punctuation marks in an excerpt from Tea with Milk</i>	
		Mon, 2/21/22	No School	February Break				
		Tue, 2/22/22	No School	February Break				
		Wed, 2/23/22	No School	February Break				
		Thu, 2/24/22	No School	February Break				
		Fri, 2/25/22	No School	February Break				

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3	25	Mon, 2/28/22	M3L12	<i>Tea with Milk</i> <i>Grandfather's Journey</i>	Compare-and-contrast elements of two texts by the same author. Plan a compare-and-contrast essay about similarities and differences between <i>Grandfather's Journey</i> and <i>Tea with Milk</i> . <i>Analyze and demonstrate knowledge of rules for punctuating dialogue.</i>	RL 3.2, RL 3.3, RL 3.9 W 3.5, W 3.8, W 3.10 SL 3.1.a, SL 3.1.c L 3.1.f, L 3.2.c	Highlight similarities and differences between two texts by Allen Say noted on a graphic organizer. <i>Students use editing marks to punctuate a passage of text with dialogue correctly.</i>	
3	25	Tue, 3/1/22	M3L13	<i>Tea with Milk</i> <i>Grandfather's Journey</i>	Draft a multi-paragraph essay that compares and contrasts how two stories by the same author explain the challenges of moving to a new country. <i>Identify real-life connections between reaction words and their use.</i>	RL 3.2, RL 3.3, RL 3.9 W 3.2, W 3.4 SL 3.1.a, SL 3.1.c, SL 3.3 L 3.1.f, L 3.3.b, L 3.5.b	Students independently draft a multi-paragraph explanatory essay that compares and contrasts <i>Grandfather's Journey</i> and <i>Tea with Milk</i> . <i>Students choose a word that describes one of Grandfather's reactions and write a sentence using the word to explain when they had a similar reaction to something.</i>	
3	25	Wed, 3/2/22	M3L14	<i>Tea with Milk</i> <i>Grandfather's Journey</i>	Students use checklists to provide and use targeted feedback to strengthen compare-and-contrast essays. <i>Peer-evaluate FQ1 and revise for correct subject-verb agreement.</i>	RL 3.2, RL 3.3, RL 3.9 W 3.2, W 3.5 SL 3.1.a, SL 3.1.c, SL 3.3 L 3.1.f	Use a checklist to provide and implement targeted feedback for revisions. <i>Students use a checklist to give and receive targeted feedback regarding subject-verb agreement.</i>	
3	25	Thu, 3/3/22	M3L15	<i>Family Pictures</i> "Two Places to Call Home" "Día de los Muertos Festival 2015—Artist Talk by Carmen Lopez Garza 1"	Analyze a character in a piece of fiction. <i>Use the known affix bi- as a clue to the meaning of the unknown word bilingual.</i>	RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.6, RL 3.7, RL 3.9 RI 3.1 SL 3.1 L 3.4.c, L 3.5.a, L 3.5.b, L 3.4.a	Students complete New-Read Assessment 1. <i>Students draft an original sentence using the word bilingual.</i>	
3	25	Fri, 3/4/22	M3L16	<i>Coming to America</i> <i>Liberty Enlightening the World</i> <i>Family Pictures</i> <i>Tea with Milk</i>	Ask and answer questions based on a new informational text. Analyze how an author engages and orients the reader in a narrative. <i>Explain the function of commas in addresses.</i>	RL 3.1, RL 3.4 RI 3.4 W 3.3.a SL 3.1 L 3.4.a, L 3.2.b	In Response Journals, record one question and one observation. Explain how an author engages and orients a reader. <i>In their Response Journals, students explain the function of a comma in an address.</i>	
3	26	Mon, 3/7/22	M3L17	<i>Liberty Enlightening the World</i> <i>Coming to America</i> Interview with William Greiner	Create a timeline that shows key moments in the history of immigration to America. Analyze how an author engages and orients the reader in a narrative. <i>Use commas in an address correctly.</i>	RI 3.1, RI 3.3 RL 3.4 RF 3.4 W 3.3.a SL 3.2 L 3.4.a, L 3.2.b	Students use timeline and sequence words to participate in a Whip Around, giving a chronological overview of immigration to America. Identify examples of narrative introductions that engage and orient the reader. <i>Correctly arrange the elements of an address.</i>	
3	26	Tue, 3/8/22	M3L18	<i>Coming to America</i> "Visitors in the Statue of Liberty's Crown" "The Torch of the Statue of Liberty" "The Statue's Shackles and Feet"	Use knowledge from back matter in <i>Coming to America</i> to add detail to a timeline. Plan an introduction to a narrative that engages and orients the reader. <i>Distinguish shades of meaning between descendant, ancestor, and generation.</i>	RI 3.3, RI 3.5 RF 3.4 W 3.3.a SL 3.1, SL 3.3 L 3.5.b, L 3.5.c	Students add one detail from the back matter to their timelines and explain how it helped them better understand immigration. Organize ideas for a narrative using the first three letters of the ESCAPE mnemonic. <i>With a partner, draw and label a picture showing three generations of a family.</i>	
3	26	Wed, 3/9/22	M3L19	<i>Coming to America</i> <i>Liberty Enlightening the World</i> <i>Washington Monument</i> <i>Gateway Arch</i> "Oral History Library"	Write an introduction to a narrative that engages and orients the reader. Revise narrative introductions based on peer feedback. <i>Students create an original sentence using native to explain a real-life connection between the word and its use.</i>	RI 3.1, RI 3.2, RI 3.7 W 3.3.a SL 3.2 L 3.5.b	Using the ESCAPE mnemonic, write an introduction for a narrative. Use feedback from peer review to revise introductions.	
3	26	Thu, 3/10/22	M3L20	<i>Coming to America</i> <i>Grandfather's Journey</i>	Determine the essential meaning of a text. Analyze how an author organizes an event sequence in narrative writing. <i>Demonstrate understanding of the abstract noun opportunity.</i>	RI 3.2, RI 3.4, RI 3.7 W 3.3.a, W 3.10 SL 3.1 L 3.4.a, L 3.1.c	Students write a three- to five-sentence paragraph explaining the essential meaning of <i>Coming to America</i> . Collaboratively identify the events in the beginning, middle, and end of <i>Grandfather's Journey</i> . <i>Draw a picture representing opportunity and explain how the picture represents opportunity.</i>	
3	26	Fri, 3/11/22	Flex					
	27	Mon, 3/14/22			Spring ELA Interims- Selected Response			
	27	Tue, 3/15/22			Spring ELA Interims- Selected Response			
	27	Wed, 3/16/22			Spring ELA Interims--Performance Task (Opinion)			
	27	Thu, 3/17/22			Spring ELA Interims--Performance Task (Opinion)			
		Fri, 3/18/22	No School	School-Based PD Day				
3	28	Mon, 3/21/22	M3L21	"Oral History Library" The Steerage Untitled photograph of evacuees seeing the Statue of Liberty <i>Liberty Enlightening the World</i>	Use information gained from artwork and words in a text to demonstrate understanding. <i>Use an abstract noun in an original sentence.</i>	RI 3.1, RI 3.7 W 3.8 SL 3.3 L 3.1.c	Reflect on new knowledge from photographs, monuments, and text. <i>In their Response Journals, students write an original sentence using an abstract noun.</i>	

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					Includes both core lesson and deep dive			
								Lessons Skipped to review or spiral back
3	28	Tue, 3/22/22	M3L22	<i>Coming to America</i> "The New Colossus" <i>Liberty Enlightening the World</i>	Identify a central message in the Statue of Liberty. Participate in a Socratic Seminar using speaking and listening skills to provide relevant evidence in answer to a question. <i>Identify three patterns for forming irregular plural nouns.</i>	RL 3.1 W 3.10 SL 3.1, SL 3.2, SL 3.3, SL 3.6 L 3.6	Students determine and write about the central message of the Statue of Liberty in their response journals. Students complete a Socratic Seminar Self-Assessment. <i>In their Response Journals, students write the rule to form the plural form of opportunity.</i>	
3	28	Wed, 3/23/22	M3L23	<i>Coming to America</i>	Plan a written response to a narrative prompt. Gather information from multiple sources and sort into categories. <i>Identify three patterns for forming irregular plural nouns.</i>	W 3.3.a, W 3.4 SL 3.1.c L 3.1.f, L 3.2.b, L 3.1.b	Complete a writing planner in preparation for writing a narrative that identifies why an immigrant came to America and describes the immigrant's feelings upon first seeing the Statue of Liberty. Annotate knowledge to categorize it as knowledge of the world, knowledge of ideas, and knowledge of skills. <i>Students choose one of the irregular plural nouns they noticed in a classmate's work and use it in an original sentence, using correct spelling.</i>	
3	28	Thu, 3/24/22 Spring Interim Data Due	M3L24	<i>Coming to America</i>	Write a narrative with an introduction that orients the reader to the situation, introduces the characters, and describes the setting. Revise writing based on peer feedback. Use information gained from artwork and text to demonstrate understanding of a topic. <i>Peer-evaluate FQ2 letter and revise for correct usage of subject-verb agreement, and using commas in addresses.</i>	RI 3.7 W 3.3.a, W 3.4, W 3.5 L 3.1.f, L 3.2.b,	Write a narrative that explains a character's reason for immigrating to America and describes the first moment the character saw the Statue of Liberty. Use feedback from small-group peer-review to revise writing. Record categorized knowledge in Knowledge Journal. <i>Students use a checklist to make targeted revisions.</i>	
3	28	Fri, 3/25/22	M3L25	<i>The Keeping Quilt</i> "The Keeping Quilt"	Students use text evidence to ask and answer questions about <i>The Keeping Quilt</i> . Organize an event sequence that unfolds naturally. <i>Identify regular and irregular verbs in a text.</i>	RL 3.1, RL 3.4, RL 3.7, RL 3.2 RF 3.4 W 3.3.a SL 3.1 L 3.4.a, L 3.1.d	Students complete a Three-Two-One Ticket in their Response Journals, recording questions and observations about <i>The Keeping Quilt</i> . Explain the importance of sequencing events. <i>Students independently identify and sort regular and irregular verbs in an excerpt from The Keeping Quilt.</i>	
3	29	Mon, 3/28/22	M3L26	<i>The Keeping Quilt</i>	Sequence the multiple generations in <i>The Keeping Quilt</i> and identify how the quilt was used in each generation. Organize an event sequence that unfolds naturally. Revise writing based on peer feedback. <i>Notice patterns in irregular verbs.</i>	RL 3.2, RL 3.3 RF 3.4 W 3.3.a, W 3.3.c, W 3.5 SL 3.1.a, SL 3.1.c, SL 3.3 L 3.5.b, L 3.1.d	Students complete a graphic organizer charting the use of the quilt in each generation. Use sticky notes to organize the events in a narrative that tells the story of an immigrant traveling to America. Use feedback from a partner to revise writing. <i>Write two sentences that use the present and past of an irregular verb.</i>	
3	29	Tue, 3/29/22	M3L27	<i>The Keeping Quilt</i>	Recognize similarities and differences between characters from different generations of one family. Analyze how an author uses dialogue to develop experiences and events in narrative writing. <i>Form and use irregular verbs.</i>	RL 3.1, RL 3.2, RL 3.3, RL 3.4 W 3.3.b SL 3.1.a, SL 3.1.c, SL 3.2, SL 3.3 L 3.1.c, L 3.1.d	On an Exit Ticket, note a similarity and difference between how two characters from different generations use the keeping quilt. Write four to six sentences explaining how dialogue develops the characters and experiences in the story <i>Tea with Milk</i> . <i>Students correctly use irregular verbs in a short piece of writing.</i>	
3	29	Wed, 3/30/22	M3L28	<i>The Keeping Quilt</i>	Explain how family traditions both stayed the same and changed over several generations of Patricia Polacco's family. Use dialogue to develop experiences and events in narrative writing. <i>Compose and punctuate dialogue for characters in The Keeping Quilt.</i>	RL 3.2, RL 3.3 RF 3.4 W 3.3.b, W 3.10 SL 3.1 L 3.1.c, L 3.4.a, L 3.5.b, L 3.2.c	Students use text evidence to explain the use of repetition in <i>The Keeping Quilt</i> . With a partner, write dialogue between two characters. <i>Students independently draft several lines of dialogue, including multiple speakers.</i>	
		Thu, 3/31/22	No School	School-Based PD Day				
		Fri, 4/1/22	No School	Spring Break				
		Mon, 4/4/22	No School	Spring Break				
		Tue, 4/5/22	No School	Spring Break				
		Wed, 4/6/22	No School	Spring Break				
		Thu, 4/7/22	No School	Spring Break				
		Fri, 4/8/22	No School	Spring Break				
		Mon, 4/11/22	No School	School-Based PD Day				
3	30	Tue, 4/12/22	M3L29	<i>The Keeping Quilt</i>	Explain how authors use word choices to develop characters. Use dialogue to develop experiences and events in narrative writing. <i>Make real-life connections between ethnic and its use.</i>	RL 3.3, RL 3.4 W 3.3.b SL 3.1 L 3.4.a, L 3.5.b	Students write two to three sentences explaining how Patricia Polacco's use of loan words adds information about Anna's culture. Write dialogue between two characters for an original narrative about an immigrant traveling to America. <i>Students complete a sentence frame.</i>	
3	30	Wed, 4/13/22	M3L30	<i>The Keeping Quilt</i>	Identify a central message of <i>The Keeping Quilt</i> . Write a narrative that engages and orients the reader, organizes an event sequence that unfolds naturally, includes dialogue, and uses temporal words and phrases. <i>Make real-life connections with the word unfamiliar.</i>	RL 3.1, RL 3.3 W 3.3.a, b, c, W 3.5 SL 3.1, SL 3.3, SL 3.6 L 3.6, L 3.5.b	Students write a two- to three-sentence explanation of the central message in <i>The Keeping Quilt</i> , using text evidence and ideas from the Socratic Seminar to support their responses. Write and revise a narrative about an immigrant traveling to America. <i>In their Response Journals, students draw a picture of a time when something was unfamiliar to them and write a caption using the word unfamiliar.</i>	
3	30	Thu, 4/14/22	M3L31	<i>Family Pictures</i> "Día de los Muertos Festival 2015—Artist Talk by Carmen Lopez Garza 1"	Compare and contrast the settings, plots, and central messages from two stories by the same author. Provide a sense of closure for a narrative. <i>Experiment with and review module vocabulary from Assessed Vocabulary List.</i>	RL 3.2, RL 3.4, RL 3.9 W 3.3.d SL 3.1 L 3.1.b, L 3.2.d, L 3.4.a, L 3.6	Complete New-Read Assessment 2. Write a conclusion for a narrative about an immigrant traveling to America. <i>Choose a vocabulary word and write it in a sentence.</i>	

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	#	Pink = Wednesdays used for Flex.			Green = Assessments Light yellow = Foundational Lessons Orange = RLDs Grey = Holidays Regular Text: Core Lesson Italicized Text: Deep Dive		Includes both core lesson and deep dive	Lessons Skipped to review or spiral back
3	30	Fri, 4/15/22	Flex					
3	31	Mon, 4/18/22	M3L32	<i>The Keeping Quilt</i>	Plan a written response to a narrative prompt. <i>Review and practice vocabulary words from Assessed Vocabulary list.</i>	RL 3.1, RL 3.3 W 3.3, W 3.4 L 3.1.b, L 3.2.c, L 3.2.d, L 3.6	Complete a Writing Planner in preparation for writing a narrative that describes the moment when Patricia's mother first tells her about how the keeping quilt is important to their family and a reminder of their traditions. <i>In small groups, students review the vocabulary words and create sketches or context sentences for unknown words on the study guide.</i>	
3	31	Tue, 4/19/22	M3L33	<i>The Keeping Quilt</i>	Write a narrative. Edit and revise writing based on feedback from a peer reviewer. <i>Peer-evaluate a narrative and revise for correct usage of possessives, subject-verb agreement, and punctuating dialogue.</i>	RL 3.1, RL 3.3 W 3.3, W 3.4, W 3.5, W 3.8 L 3.1.f, L 3.2.c, L 3.2.d, L 3.1.f	Write a short narrative that describes the moment when Patricia's mother first tells her about how the keeping quilt is important to their family and a reminder of their traditions. Formulate questions for peer review and respond to peer feedback. <i>Use a checklist to provide feedback and make targeted revisions.</i>	
3	31	Wed, 4/20/22	M3L34	<i>Grandfather's Journey</i> <i>Tea with Milk</i> <i>Coming to America</i> <i>The Keeping Quilt</i>	Plan a written response to narrative prompt. <i>Demonstrate acquisition of academic and content vocabulary from module word list.</i>	RL 3.1 W 3.3, W 3.5, W 3.8 SI 3.1.a, SL 3.1.c, SL 3.3 L 3.6, L 3.5.b,	Complete a Writing Planner in preparation for writing a narrative that describes a particular moment based on the events depicted in one of four module texts. <i>Students complete Assessment 34B: Vocabulary Assessment.</i>	
3	31	Thu, 4/21/22	M3L35	<i>Grandfather's Journey</i> <i>Tea with Milk</i> <i>Coming to America</i> <i>The Keeping Quilt</i>	Use evidence from a module text to write an End-of-Module narrative. Edit and revise writing based on feedback from a peer reviewer. <i>Peer-evaluate EOM and revise for correct usage of irregular plural nouns, abstract nouns, and dialogue punctuation.</i>	RL 3.1 RI 3.1 W 3.3, W 3.4, W 3.5, W 3.8 L 3.1.b, c, d, f, L 3.2.c, d	Write an End-of-Module narrative describing a particular moment from one of the module texts. Respond to feedback from a peer reviewer by adding dialogue and descriptions of thoughts, actions, or feelings where needed. <i>Students use a checklist to review a peer's essay and edit their own work.</i>	
3	31	Fri, 4/22/22	Flex					
4	32	Mon, 4/25/22	M4L1	<i>Emma's Rug</i>	Use text and illustrations to complete a story map that organizes the basic elements of Emma's Rug. Use a shared digital organizer to take notes collaboratively, using provided categories. <i>Make a real-life connection between inspiration and its use.</i>	RL 3.1, RL 3.2, RL 3.7 RF 3.4 W 3.6, W 3.8 SL 3.1 L 3.5.b	Based on class discussion and notes, complete a graphic organizer to identify the story elements of <i>Emma's Rug</i> . Review your notes with your group and share them with the class, identifying which category on the shared digital organizer to use. <i>In your Response Journal, write an original sentence using inspiration to explain how you get ideas for artwork.</i>	
4	32	Tue, 4/26/22	M4L2	<i>Emma's Rug</i>	Identify a source of inspiration for Emma, and provide evidence based on the text and illustrations to support your response. Analyze the parts of a model thesis statement. <i>Use a dictionary to determine the precise meaning of unknown words.</i>	RL 3.1, RL 3.2, RL 3.7 RF 3.4 W 3.2.a, W 3.6, W 3.8 SL 3.1, SL 3.3, SL 3.6 L 3.4.d	Complete a graphic organizer that identifies an important source of inspiration for Emma, and provide evidence from the text and illustrations to support your choice. Check the effectiveness of a thesis statement by answering two questions: What is the topic of the essay? What are the supporting points? <i>In your Response Journal, use one of the synonyms we defined today to write an original sentence about Emma.</i>	
4	32	Wed, 4/27/22	M4L3	<i>Emma's Rug</i>	Participate in a Socratic Seminar discussing which of two illustrations better supports a central message in Emma's Rug. Identify the elements of a thesis statement. Examine differences between conventions for spoken and written English. <i>Experiment with distinguishing between conventions of spoken and written Standard English.</i>	RL 3.1, RL 3.2, RL 3.7 W 3.2.a SL 3.1, SL 3.3, SL 3.6 L 3.3.b	Participate in a Socratic Seminar, and complete a self- and peer-assessment. Underline the topic in a thesis statement, and star the supporting points. Answer a multiple-choice question identifying conventions of spoken and written English. Complete sentence frames to explain how to use conventions of spoken and written English. <i>Complete sentence frames to explain how to use the conventions of spoken and written English to convey similar ideas.</i>	
4	32	Thu, 4/28/22	M4L4	<i>Alvin Ailey</i> Excerpts from <i>Revelations</i> Excerpt of 2013 National Book Festival	Record and categorize one detail and one question about Alvin Ailey. Use research to plan an explanatory essay that includes a thesis statement. <i>Use the known root graph to determine the precise meaning of choreography, and clarify with a dictionary.</i>	RL 3.1 RI 3.1, RI 3.4 RF 3.4 W 3.2.a, W 3.5, W 3.7, W 3.8 SL 3.1 L 3.4.c, L 3.4.d	On an Exit Ticket, record and categorize one detail and one question about Alvin Ailey, using categories provided on a shared evidence catcher. Complete the thesis statement section of a writing planner in preparation for writing a research-based explanatory essay. <i>Write your own definition of choreography in your Vocabulary Journal, and then confirm or revise definitions after checking in a dictionary.</i>	
4	32	Fri, 4/29/22	M4L5	<i>Alvin Ailey</i> Excerpts from <i>Revelations</i> Excerpt of Scholastic transcript of interview with Andrea Davis Pinkney "Working as a Team on Children's Books" "Brian Pinkney"	Prepare a short group presentation about the logical connection between paragraphs in <i>Alvin Ailey</i> , noting conventions of spoken English. Use time-order words to explain Alvin Ailey's sources of inspiration in the correct sequence. Research and plan for an explanatory essay. <i>Elaborate on the meaning of revelation through context clues, and clarify precise meaning with a dictionary.</i>	RL 3.1 RI 3.1, RI 3.3, RI 3.8 RF 3.4 W 3.2.a, W 3.5, W 3.6, W 3.7, W 3.8 SL 3.1, SL 3.4, SL 3.6 L 3.3.b, L 3.4.a, L 3.4.d	Prepare a group presentation and then ask a peer from another group to assess the presentation. In groups create a paragraph using time-order words to list Alvin Ailey's sources of inspiration and influence as described in the text in the correct sequence. Complete a writing planner as preparation for writing a research-based explanatory essay. <i>Write your own definition of revelation in your Vocabulary Journal.</i>	
4	33	Mon, 5/2/22	No School	Eid				
4	33	Tue, 5/3/22	M4L6	<i>Alvin Ailey</i> Excerpt from 1988 interview with Alvin Ailey	Explain how nonliteral language and word choices develop an understanding of the biography's subject. Research Alvin Ailey in preparation for writing an explanatory essay. <i>Use a known prefix and sentence-level context as clues to determine the meaning of the word rehearsed, and clarify precise meaning with a dictionary.</i>	RL 3.4 RI 3.1, RI 3.2, RI 3.4 RF 3.4 W 3.7, W 3.8 SL 3.1, SL 3.4, SL 3.6 L 3.3.b, L 3.4.d, L 3.5.a	In your Response Journal, explain how one example of nonliteral language and one word you learned while reading <i>Alvin Ailey</i> help you understand Alvin Ailey or his work better. Research Alvin Ailey by reading the back matter from <i>Alvin Ailey</i> by Andrea Davis Pinkney and collecting information on a research note catcher. <i>Use context clues and a known prefix to determine the meaning of rehearsed, and confirm the definition using a dictionary.</i>	

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4	33	Wed, 5/4/22	M4L7	<i>Alvin Ailey</i> Excerpt from 1988 interview with Alvin Ailey "Celebrating Revelations at 50 Film" Excerpts of <i>Revelations</i>	Determine the essential meaning of <i>Alvin Ailey</i> . Give a short group presentation, using complete sentences, to share ideas about the essential meaning of <i>Alvin Ailey</i> , distinguishing between conventions of spoken and written English. Research Alvin Ailey in preparation for writing an explanatory essay. <i>Distinguish between comparative and superlative adjectives.</i>	RI 3.1, RI 3.2, RI 3.5 RF 3.4 W 3.6, W 3.7, W 3.8 SL 3.1, SL 3.4, SL 3.6 L 3.3.b, L 3.1.g	Complete a graphic organizer to identify an essential meaning of <i>Alvin Ailey</i> , using key details to support your work. Self- and peer-assess group presentations about the essential meaning of Alvin Ailey. Note one convention of spoken English used during the presentation, and explain how it is similar to or different from a convention of written English used while completing Handout 7A. In stations, research Alvin Ailey using a variety of sources. <i>Use sentence frames to identify comparative and superlative adjectives.</i>	
4	33	Thu, 5/5/22	M4L8	<i>Alvin Ailey</i> <i>Emma's Rug</i>	Plan a written response to an explanatory prompt. Draft an explanatory essay. <i>Use comparative and superlative adjectives in nonliteral language.</i>	RI 3.1 RF 3.4 W 3.2, W 3.4, W 3.5, W 3.6, W 3.7, W 3.8 SL 3.1 L 3.2.f, L 3.2.g, L 3.1.g, L 3.5.a	Complete a writing planner to prepare for writing an essay explaining what inspired Alvin Ailey. Complete the self-reflection column of the Focusing Question Task 1 Checklist. <i>Independently, write a comparison using comparative and superlative adjectives to describe the noise in the theater when Revelations ended.</i>	
4	33	Fri, 5/6/22	M4L9	<i>Alvin Ailey</i> <i>Emma's Rug</i>	Edit and revise writing based on feedback from a peer reviewer. <i>Peer-evaluate and revise a multi-paragraph essay for correct rules for spelling.</i>	RI 3.1 W 3.2, W 3.4, W 3.5, W 3.6 SL 3.1 L 3.2.e, L 3.2.f, L 3.2.g	Use a checklist to provide and implement targeted feedback for revision. <i>Revise spelling using peer feedback and consulting dictionaries as necessary.</i>	
4	34	Mon, 5/9/22	M4L10	<i>I Saw the Figure 5 in Gold</i> <i>A River of Words: The Story of William Carlos Williams</i>	Notice and wonder about a text and categorize observations and questions. Analyze how an author chooses words and phrases for effect. <i>Experiment with comparative and superlative forms of irregular adjectives.</i>	RL 3.1 RI 3.1, RI 3.4 RF 3.4 W 3.8 SL 3.1 L 3.4.a, L 3.1.g	In Response Journals, record one question or observation based on <i>A River of Words</i> , and identify to which category on the shared digital organizer the question or observation belongs. Dramatize an excerpt from <i>A River of Words</i> to illustrate the effect of word choice. <i>Participate in a Whip Around using the irregular adjectives good and bad in original sentences</i>	
4	34	Tue, 5/10/22	M4L11					
4	34	Wed, 5/11/22	M4L12					
4	34	Thu, 5/12/22	M4L13					
4	34	Fri, 5/13/22	M4L14					
4	35	Mon, 5/16/22	M4L15					
4	35	Tue, 5/17/22	M4L16					
4	35	Wed, 5/18/22	M4L17					
4	35	Thu, 5/19/22	M4L18					
4	35	Fri, 5/20/22	M4L19					
	36	Mon, 5/23/22			SBAC Prep			
	36	Tue, 5/24/22			SBAC Prep			
	36	Wed, 5/25/22			SBAC Prep			
	36	Thu, 5/26/22			SBAC Prep			
	36	Fri, 5/27/22			SBAC Prep			
	37	Mon, 5/30/22			Memorial Day			
	37	Tue, 5/31/22			SBAC			
	37	Wed, 6/1/22			SBAC			
	37	Thu, 6/2/22			SBAC			
	37	Fri, 6/3/22			SBAC			
4	38	Mon, 6/6/22	Flex					
4	38	Tue, 6/7/22	Flex					
4	38	Wed, 6/8/22	Flex					
4	38	Thu, 6/9/22	Flex					

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0	2	Mon, 8/23/21	M0L1	<i>Thank You, Mr. Falker</i>	Make observations and ask questions about Thank You, Mr. Falker		Complete an Exit Ticket with an observation and a question	
0	2	Tue, 8/24/21	M0L2	<i>Thank You, Mr. Falker</i>	Summarize the setting, characters, and events in Thank You, Mr. Falker		Complete Handout 2A	
0	2	Wed, 8/25/21	M0L3	<i>Thank You, Mr. Falker</i>	Explain how Trisha's feelings toward reading change throughout Thank You, Mr. Falker		Complete a Quick Write in your Response Journal	
0	2	Thu, 8/26/21	M0L4	<i>Thank You, Mr. Falker</i>	Explain an essential meaning of Thank You, Mr. Falker		Contribute ideas in a Chalk Talk using an evidence organizer; complete a set of sentence frames	
0	2	Fri, 8/27/21	M0L5	<i>Thank You, Mr. Falker</i>	Analyze how Thank You, Mr. Falker builds knowledge Improve writing by offering and using peer feedback		Participate in a Socratic Seminar Add one to two sentences to a Response Journal entry after exchanging work with a peer	
1	3	Mon, 8/30/21	M0L6	<i>Thank You, Mr. Falker</i> Reading at a Table (art)	Express an idea based on the painting <i>Reading at a Table</i>		Write about how the painting builds knowledge about reading or about visual art	
1	3	Tue, 8/31/21	M1L1	None	Differentiate between literal and figurative uses of heart Identify text evidence to support a focus and organize ideas, citing the source and attributing direct quotation. <i>Trace the roots of words related to heart, making connections among various cognates</i>	RI 4.2 RI 4.4 L.4.4.a L.4.4.b W 4.8 SL 4.1	Complete an Exit Ticket demonstrating understanding of the literal and figurative uses of heart Complete an Evidence Organizer for a quotation about the heart <i>Make connections among the Latin and Greek word parts cor and cardi and the literal and figurative uses of the word heart</i>	
1	3	Wed, 9/1/21	M1L2	None	Analyze quotations to explain their meaning based on the literal or figurative use of the word heart Identify the parts of an informative essay and the purpose each serves <i>Demonstrate how punctuation is used with quotations</i>	RI 4.4 W 4.2 SL 4.1 L 4.4.a L 4.2.b	Explain whether heart was meant to be understood in a figurative way or in a literal way in quotations, and state the meaning of the quotations Compose a Quick Write to demonstrate understanding of the parts of an informative essay and the connections among the Evidence Organizer, Painted Essay®, and Exemplar Essay <i>Punctuate a quotation that is in the form of a sentence</i>	
1	3	Thu, 9/2/21	M1L3	Biography of Clara Barton Biography of Helen Keller Biography of Anne Frank	Recount the key achievements from the biography of Clara Barton, Helen Keller, or Anne Frank <i>Clarify the precise meaning of the word "greathearted"</i>	RI 4.3 W 4.8 SL 4.1 L 4.4 L 4.4.c L 4.5.c	Identify the main achievements of Clara Barton, Helen Keller, or Anne Frank <i>Identify one meaning of greathearted that could be used to describe Clara Barton, Helen Keller, and Anne Frank</i>	
1	3	Fri, 9/3/21	M1L4	Biography of Clara Barton Biography of Helen Keller Biography of Anne Frank	Define a figurative great heart by synthesizing textual details from details from a biography Create a focus statement about a famous person, and support it with textual details <i>Punctuate quotations from given sources</i>	RI 4.2 W 4.2 W 4.8 W 4.9 SL 4.1 L 4.2.b	Complete a Quick Write to explain a figurative great heart Complete an Evidence Organizer based on a biography to prepare to write an informative paragraph <i>Insert quotation marks, commas, and end marks in quotations</i>	
		Mon, 9/6/21	No School	Labor Day				
1	4	Tue, 9/7/21	M1L5	Biography of Clara Barton Biography of Helen Keller Biography of Anne Frank	In a paragraph with an introduction, focus statement, textual evidence, elaboration, and a concluding statement, explain how a famous woman (Clara Barton, Helen Keller, or Anne Frank) showed great heart <i>Use punctuation correctly with quoted evidence from a text</i>	RI 4.1 RI 4.2 W 4.2 W 4.4 W 4.9.b SL 4.1 L 4.2.b	Complete Focusing Question Task 1 <i>Edit or add a quotation to the Focusing Question Task response, punctuating correctly with quotation marks, commas, and end punctuation</i>	
1	4	Wed, 9/8/21	M1L6	<i>Portrait of Dr. Samuel D. Gross (The Gross Clinic)</i> (art)	Synthesize details from a painting and a quotation to define a figurative great heart Create a focus statement about a famous person, and support it with textual details	RI 4.4 W 4.2 W 4.8 SL 4.2 SL 4.1.d	Construct a Quick Write to elaborate on the definition of a figurative great heart Complete an Evidence Organizer based on a painting and a quotation to prepare to write an informative paragraph	
1	4	Thu, 9/9/21	M1L7	"Exploring the Heart - The Circulatory System!" (video) <i>The Circulatory Story</i>	Develop a framework for understanding the text by referring to details and examples in a new text <i>Formulate a definition for the word circulatory after studying the morphology of the word</i>	RI 4.1 SL 4.1 SL 4.2 L 4.4.b	Complete a Read-Think-Wonder Chart while reading pages 1–21 in <i>The Circulatory Story</i> Generate a definition for circulatory	
1	4	Fri, 9/10/21	M1L8	<i>The Circulatory Story</i>	Use the text structure of <i>The Circulatory Story</i> to determine the main idea of a short section of text, and show how it is supported by key details <i>Explain the significance of the word chamber in relation to the heart, and show where the chambers of the heart are located</i>	RI 4.1 RI 4.2 RI 4.5 RI 4.7 W 4.8 SL 4.2 L 4.5 L 4.5.c	Complete a Boxes and Bullets Chart with information from <i>The Circulatory Story</i> , pages 6–7 <i>Draw a sketch of the heart, labeling the four chambers, and explain the significance of the word chamber in relation to the heart</i>	
1	5	Mon, 9/13/21	M1L9	"Exploring the Heart - The Circulatory System!" (video) <i>The Circulatory Story</i>	Identify and explain an example of figurative language in <i>The Circulatory Story</i> Use reference materials to clarify the precise meanings of key words and phrases in content-rich texts	RI 4.2 W 4.8 SL 4.1 L 4.5 L 4.4.c	Complete an Evidence Organizer to identify an example of figurative language and explain how it aids in comprehension of the text <i>Use reference materials to clarify the meanings of three words pertaining to the heart</i>	

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1	5	Tue, 9/14/21	M1L10	"Grand Central Terminal, NYC" (video) <i>The Circulatory Story</i>	Determine the main idea and details to articulate the big ideas of a section of text about the heart Summarize information about the heart using a Boxes and Bullets Chart <i>Generate a list of rules for capitalization after examining excerpts from the text</i>	RI 4.1 RI 4.2 W 4.2 W 4.8 SL 4.1 L 4.5 L 4.2.a	After reading a text, complete a Boxes and Bullets Chart to identify the main idea and details about the heart Summarize to describe the heart <i>Create a "When to Capitalize" Chart</i>	
1	5	Wed, 9/15/21	M1L11	<i>The Circulatory Story</i>	Explain how text features contribute to comprehension of the text about blood vessels Identify examples of figurative language in <i>The Circulatory Story</i> , and explain why the author uses figurative language to describe parts of the circulatory system <i>Identify examples of each rule of capitalization in a given text</i>	RI 4.2 RI 4.3 RI 4.4 RI 4.7 W 4.2 W 4.8 W 4.9 SL 4.1 L 4.4 L 4.5 L 4.2.a	In a collaborative group, create a riddle to describe a text feature Complete an Evidence Organizer and write sentence sets to describe the figurative language used on pages 8–13 in <i>The Circulatory Story</i> <i>Write examples of each capitalization rule</i>	
1	5	Thu, 9/16/21	M1L12	<i>The Circulatory Story</i>	Determine the main idea and details of a section of text about blood vessels, and organize them in a graphic organizer Independently paraphrase and summarize information about blood vessels into a brief paragraph using notes in a Boxes and Bullets Chart <i>Integrate rules for capitalization in writing</i>	RI 4.2 RI 4.3 RI 4.4 W 4.2 W 4.8 W 4.9 SL 4.1 L 4.5 L 4.2.a	After reading a text, complete a Boxes and Bullets Chart to identify the main ideas and details about blood vessels Write a summary to describe blood vessels <i>Use a checklist to revise the summary from core instruction to ensure capitalization rules have been followed</i>	
		Fri, 9/17/21	No School	School-Based PD Day				
1	6	Mon, 9/20/21	M1L13	<i>The Circulatory Story</i> Image of a Subway map	Interpret information presented visually in text features, and explain how the information contributes to an understanding of <i>The Circulatory Story</i> Identify an example of figurative language in <i>The Circulatory Story</i> , and explain why the author uses figurative language to describe the blood vessels <i>Use commas correctly in compound sentences</i>	RI 4.1 RI 4.2 RI 4.4 RI 4.7 W 4.2 W 4.8 L 4.2.a L 4.2.d L 4.3.a L 4.5 L 4.2.c	Identify a text feature on pages 14–19 of <i>The Circulatory Story</i> , and explain how it aids in comprehension of the text Complete an Evidence Organizer and then write a sentence set to describe the figurative language used to describe the blood vessels on pages 14 and 15 in <i>The Circulatory Story</i> <i>Practice creating compound sentences</i>	
1	6	Tue, 9/21/21	M1L14	<i>The Circulatory Story</i>	Demonstrate understanding of key vocabulary, main idea, and how illustrations contribute to an understanding of the text in an excerpt from <i>The Circulatory Story</i> Explain why a well-crafted introduction in a text is important <i>Incorporate commas before coordinating conjunctions in compound sentences</i>	RI 4.1 RI 4.2 RI 4.3 RI 4.4 RI 4.7 W 4.2 W 4.9 SL 4.1 L 4.4.a L 4.5.aL L 4.2.c	Complete New-Read Assessment 1 Collaboratively analyze the introduction in <i>The Circulatory Story</i> and discuss its purpose <i>Construct compound sentences</i>	
1	6	Wed, 9/22/21	M1L15	<i>The Circulatory Story</i> "Gallery Walk" (video)	Determine and paraphrase the main idea and figurative language in a section of text <i>Correctly use commas and conjunctions in compound sentences that relate to The Circulatory Story</i>	RI 4.2 W 4.8 SL 4.1 SL 4.2 L 4.5 L 4.2.c	Identify the main idea of a section of text in <i>The Circulatory Story</i> , and then paraphrase the text to explain it to others in a Gallery Walk Create one compound sentence that tells the essential meaning of the text	
1	6	Thu, 9/23/21	M1L16	<i>The Circulatory Story</i>	Infer what makes a healthy heart using knowledge learned from reading <i>The Circulatory Story</i> Share ideas and build on what others say to answer a Content Framing Question about the essential meaning of a text in a Socratic Seminar Apply knowledge of content-specific vocabulary about the heart to label a heart diagram	RI 4.2 RI 4.7 SL 4.1 L 4.6	Complete inference statements about a healthy heart that can be made from reading <i>The Circulatory Story</i> Participate in a Socratic Seminar discussion about learning from a text, and then write a reflection to identify new thoughts gained from the discussion Use the text to label a diagram of the heart to use as a reference	
1	6	Fri, 9/24/21	Flex					

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1	7	Mon, 9/27/21	M1L17	<i>The Circulatory Story</i>	Gather evidence about a literal great heart, and explain what it means to have a literal great heart by writing an informative paragraph with a focus statement, evidence and elaboration, and a conclusion	RI 4.1 RI 4.2 RI 4.3 W 4.2 W 4.4 W 4.8 W 4.9.b L 4.2.a L 4.2.c	Complete Handout 17A and Focusing Question Task 2	
1	7	Tue, 9/28/21	M1L18	"The Red Wheelbarrow"	Analyze the rules the poet used to craft "The Red Wheelbarrow" to determine the poem's structure and organization <i>Evaluate writing for vivid use and correct order of adjectives</i>	RL 4.2 RL 4.5 W 4.4 SL 4.1 L 4.4.a L 4.1.d	Write entries about the structure of "The Red Wheelbarrow" in a Response Journal <i>Rewrite "The Red Wheelbarrow" with adjectives of students' choosing in the correct order, and share with a partner to get feedback</i>	
1	7	Wed, 9/29/21	M1L19	<i>Love That Dog</i>	Interpret the journal narrative structure to infer events between Jack's entries Analyze the characteristics of an effective narrative summary <i>Text text-based phrases to generalize the order of adjectives</i>	RL 4.1 RL 4.2 W 4.8 SL 4.2 L 4.4.a L 4.1.d	Identify the phrases or sentences in the exemplar summary that represent characteristics of an effective narrative summary <i>Practice ordering adjectives to make phrases flow in context</i>	
1	7	Thu, 9/30/21	M1L20	<i>Love That Dog</i> "The Red Wheelbarrow" "Stopping By the Woods on a Snowy Evening"	Analyze a Robert Frost poem for craft (e.g., repetition, rhythm, and rhyme) Explain how knowing the elements of poetry helps to understand the meaning of a poem <i>Order multiple adjectives in a phrase or sentence according to established rules</i>	RL 4.1 RL 4.2 RL 4.5 W 4.2 L 4.2 L 4.1.d	Write a Response Journal entry explaining how knowing the elements of poetry helps one understand the meaning of "Stopping by Woods on a Snowy Evening." <i>Generate a list of adjective phrases that describe the setting of "Stopping by Woods on a Snowy Evening" by Robert Frost, using words from the poem</i>	
1	7	Fri, 10/1/21	M1L21	<i>Love That Dog</i> "dog" "The Tiger"	Summarize key events from a novel <i>Study the root of anonymous, and infer why Jack asks what it means in Love That Dog</i>	RI 4.2 W 4.2 W 4.8 SL 4.1 L 4.2 L 4.4.b	Write a summary of what is happening in a section of <i>Love That Dog</i> <i>Complete an Exit Ticket: Why is it important that Jack's teacher chooses the word anonymous for his poetry at this point in the text?</i>	
1	8	Mon, 10/4/21	M1L22	<i>Love That Dog</i> "The Tiger" "The Pasture" "Stopping By the Woods on a Snowy Evening"	Summarize Robert Frost's poem "The Pasture." <i>Explain why William Blake describes the creator of the tiger as immortal in the poem "The Tiger."</i>	RL 4.2 W 4.2 W 4.8 L 4.2 L 4.4.b	Write an effective poem summary of "The Pasture." <i>Complete an Exit Ticket: "Why does William Blake use the word immortal to describe the agent who 'framed' the tiger?"</i>	
1	8	Tue, 10/5/21	M1L23	<i>Love That Dog</i> "dog"	Analyze the text structure of <i>Love That Dog</i> Analyze how evidence is used in an informative paragraph Formulate the proper use of quotation marks when quoting an author or speaker	RL 4.3 RL 4.5 W 4.2 W 4.9 SL 4.1 L 4.3 L 4.2.b	Discuss the author's use of elements of poetry and text structure Explain how evidence is used in an exemplar informative paragraph <i>Rewrite the two sentences on pages 25 and 33 of Love That Dog using quotation marks in place of italics</i>	
1	8	Wed, 10/6/21	M1L24	<i>Love That Dog</i> "Street Music"	Determine the themes in <i>Love That Dog</i> Write an informative paragraph about one of the themes in <i>Love That Dog</i> Develop the proper use of quotation marks when quoting text	RL 4.2 W 4.2 W 4.8 W 4.9 SL 4.1 SL 4.3 L 4.2 L 4.2.b	Discuss possible themes presented in <i>Love That Dog</i> Choose one of the themes of <i>Love That Dog</i> and independently write an informative paragraph about that theme <i>Practice using quotation marks with a partner when quoting text</i>	
1	8	Thu, 10/7/21	M1L25	<i>Love That Dog</i> "Love That Boy"	Analyze the text to find evidence of Jack's figurative great heart Describe and explain Jack's figurative great heart, supporting points with evidence from the text <i>Integrate the proper use of quotation marks when quoting text</i>	RL 4.3 W 4.2 W 4.8 SL 4.1 L 4.2 L 4.2.b	Gather evidence about Jack's actions that reflect his figurative great heart Write an informative paragraph that describes Jack's figurative great heart <i>Write an example of Jack showing great heart, integrating a quotation with proper punctuation to support the example</i>	
1	8	Fri, 10/8/21	M1L26	<i>Love That Dog</i>	Explain how inferences drawn from the text reveal Miss Stretchberry's actions Engage effectively in a collaborative discussion about Miss Stretchberry's actions, building on others' ideas and expressing your own clearly	RL 4.3 W 4.8 SL 4.1 SL 4.3 L 4.2	Gather evidence to participate in a Socratic Seminar Complete an Exit Ticket to rate your effectiveness and participation in a Socratic Seminar	
		Mon, 10/11/21	No School	Indigenous People's Day				

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1	9	Tue, 10/12/21	M1L27	<i>Love That Dog</i>	Identify elements of poetry Jack uses in his poem Identify what Jack's poem reveals about his great heart <i>Demonstrate how to synthesize evidence to support a point.</i>	RL 4.3 W 4.8 L 4.2 L 4.6	Create a Graffiti Wall to explain what Jack's poem reveals about his great heart <i>Synthesize evidence from Jack's dog poem to support a point in writing</i>	
1	9	Wed, 10/13/21	M1L28	<i>Love That Dog</i>	Articulate a theme of <i>Love That Dog</i> , and how it relates to a change in Jack's character, by writing a well-developed informative paragraph <i>Build connections between words related to a great heart</i>	RL 4.1 RL 4.2 W 4.2 W 4.4 W 4.9.a SL 4.1 SL 4.4 L 4.1.d L 4.2.a, b, c	Complete Focusing Question Task 3 <i>Consult references and generate a bank of content vocabulary words to prepare for performance tasks</i>	
1	9	Thu, 10/14/21	M1L29	<i>Love That Dog</i>	Gather and record evidence to support the point that Jack, Miss Stretchberry, or Mr. Walter Dean Myers show figurative great heart in <i>Love That Dog</i> Summarize learning, from reading <i>Love That Dog</i> into knowledge statements <i>Demonstrate knowledge of module content vocabulary by defining words in context</i>	RL 4.2 RL 4.3 W 4.8 L 4.4 L 4.6	Complete an Evidence Organizer to support that a character in <i>Love That Dog</i> shows figurative great heart Reflect on learning, and organize statements for entry into Knowledge Journals <i>Complete Vocabulary Assessment 1</i>	
1	9	Fri, 10/15/21	Flex					
1	10	Mon, 10/18/21	M1L30	"Heart to Heart" student-selected poems	Analyze Rita Dove's poem "Heart to Heart" in a New-Read Assessment to summarize and demonstrate understanding of the poem and its elements Demonstrate knowledge of module content vocabulary by defining words in context	RL 4.1 RL 4.2 RL 4.5 W 4.8 SL 4.1 L 4.2.b L 4.5.a L 4.6	Complete New-Read Assessment 2 <i>Complete Vocabulary Assessment 2</i>	
1	10	Tue, 10/19/21	M1L31	All module texts	Synthesize evidence from multiple texts in a Socratic Seminar Cite textual evidence to support statements about what it means to have great heart, literally and figuratively <i>Demonstrate understanding of using punctuation with quotations and in compound sentences, capitalization, and ordering adjectives</i>	RL 4.1 RI 4.1 RI 4.9 SL 4.1 SL 4.6 L 4.5	Complete Handout 31A: Socratic Seminar Self-Assessment Write sentences demonstrating understanding of identified style and convention skills	
1	10	Wed, 10/20/21	M1L32	<i>The Circulatory Story</i> <i>Love That Dog</i>	Write an informative essay, with evidence from the module's core texts, that tells what it means to have a great heart, literally and figuratively Demonstrate understanding of grade-appropriate style and conventions		Complete the End-of-Module Task Use Handout 31B to revise EOM Task responses	
1	10	Thu, 10/21/21	Flex					
1	10	Fri, 10/22/21	Flex					
1	11	Mon, 10/25/21			ELA Fall Interims - Selected Response			
1	11	Tue, 10/26/21			ELA Fall Interims - Selected Response			
1	11	Wed, 10/27/21			ELA Fall Interims - Performance Task			
1	11	Thu, 10/28/21			ELA Fall Interims - Performance Task			
1	11	Fri, 10/29/21	No School	School-Based PD Day				
2	12	Mon, 11/1/21	M2L1	"All Summer in a Day" "Explode a Moment with Barry Lane" "Planet Venus: The Deadliest Planet, Venus Surface & Atmosphere" National Geographic Lost Cities Photos	Generate and answer questions after a first reading of "All Summer in a Day." Identify examples of sensory detail in an oral telling of a story <i>Evaluate why Ray Bradbury chose the word civilization to convey life on Venus in "All Summer in a Day."</i>	RL 4.1 W 4.3.d SL 4.1 L 4.3.a	Write a note to a character asking a pressing question about the story Create a four-square with examples of sensory detail from an oral story <i>Complete Handout 1D</i>	
2	12	Tue, 11/2/21	M2L2	"All Summer in a Day" "Costa Rica--Rainforest Heavy Rain"	Identify the story elements of characters, setting, plot, and conflict for "All Summer in a Day" and then summarize the story <i>Use context to determine the meaning of the word consequence</i>	RL 4.1 RL 4.2 RL 4.3 W 4.2 W 4.3.d SL 4.1 L 4.4.a	Collaboratively write a summary of "All Summer in a Day." <i>Explain how Bradbury uses context to define the phrase "big and little consequence."</i>	
2	12	Wed, 11/3/21	M2L3	"All Summer in a Day"	Describe the setting of "All Summer in a Day" by identifying the author's sensory detail and explaining the feeling it creates in the story <i>Identify and use similes and metaphors to add detail and description to narrative writing</i>	RL 4.1 RL 4.3 W 4.3.d SL 4.1 L 4.5.a	Collaboratively analyze a section of text focusing on the setting in "All Summer in a Day" and share in a Gallery Walk to understand how the setting impacts the characters and the mood of the story <i>Write a sentence that includes a simile or metaphor to describe the children in "All Summer in a Day."</i>	

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2	12	Thu, 11/4/21	M2L4	"All Summer in a Day" Part 1 of "All Summer in a Day" video "Tidal Wave" "4 hours of Heavy Pouring Rain and Thunder"	Determine the relationship between setting and characters by inferring and describing the feelings of the characters in "All Summer in a Day" based on their words and actions in specific settings in the story Compose a narrative paragraph to describe a moment in time using sensory detail in the voice of a character in "All Summer in a Day." <i>Use similes and metaphors to add detail and description while "exploding the moment."</i>	RL 4.1 RL 4.3 RL 4.7 W 4.3.c, d SL 4.1 L 4.5.a	Answer TDQs about the relationship between setting and characterization Write a rough draft of a narrative paragraph <i>Insert a simile or metaphor in an exploded moment</i>	
2	12	Fri, 11/5/21	M2L5	"All Summer in a Day" Part 2 of "All Summer in a Day" video	Determine the theme of "All Summer in a Day" and support it with textual evidence Explain how the setting impacted the characters in "All Summer in a Day." <i>Explain how punctuation is used to help display personality traits in characters in dialogue.</i>	RL 4.1 RL 4.2 RL 4.3 RL 4.7 W 4.3 SL 4.1, 4.3, 4.6 L 4.3.b	Develop a theme using a Snowball Toss activity and support themes with evidence from "All Summer in a Day." Participate effectively in a Socratic Seminar discussion referring to details in the text to support responses. <i>Complete Handout 5A to describe how the dialogue and its punctuation help reveal something about the character.</i>	
2	13	Mon, 11/8/21	M2L6	"All Summer in a Day" Part 3 of "All Summer in a Day" video	Generate statements to summarize the knowledge gained by reading "All Summer in a Day." <i>Add punctuation to help display personality traits in characters in dialogue</i>	RL 4.2 RL 4.7 W 4.2, 4.3, 4.5 SL 4.1 L 4.3.b	Collaboratively create Chalk Talk charts to record knowledge statements learned from reading "All Summer in a Day." <i>Write a response as Margot using correct punctuation for dialogue.</i>	
2	13	Tue, 11/9/21 Fall Interim Data Due	M2L7	"Dust of Snow" "My Favorite Day" video	Demonstrate understanding of the poem, "Dust of Snow," by retelling it in a story format <i>Use punctuation to help display traits in characters through dialogue</i>	RL 4.1, 4.2 W 4.3 SL 4.1, 4.5 L 4.3.b	Create a storyboard of "Dust of Snow" that uses snap shots to explain the sequence of events in the poem. <i>Write a brief story about the man and the crow ("Dust of Snow"), punctuating and indenting dialogue correctly.</i>	
2	13	Wed, 11/10/21	Flex					
		Thu, 11/11/21	No School	Fall RLD TK-8				
		Fri, 11/12/21	No School	Veterans Day				
2	14	Mon, 11/15/21	M2L8	"Dust of Snow" Fallingwater	Analyze the poem, "Dust of Snow" to explain how the setting affects the speaker of the poem <i>Identify words and phrases that precisely describe the setting</i>	RL 4.1, 4.3 W 4.3 SL 4.1, 4.5 L 4.3.a	Students respond to TDQs about the theme and characterization of the speaker of the poem <i>Complete Handout 8A to replace specific words in "Dust of Snow" with words that represent Fallingwater</i>	
2	14	Tue, 11/16/21	M2L9	"Stopping By the Woods on a Snowy Evening" Fallingwater	Analyze the poem "Stopping by Woods on a Snowy Evening" to explain how the setting affects the speaker <i>Select words and phrases to precisely describe the setting</i>	RL 4.1, 4.3 W 4.3 SL 4.6 L 4.3.a	Students participate in a Chalk Talk to analyze how a poem's setting affects the speaker <i>Complete Handout 9A to categorize words</i>	
2	14	Wed, 11/17/21	M2L10	"Stopping By the Woods on a Snowy Evening" "All Summer in a Day" "Dust of Snow"	Create a narrative to show how a setting affects a character, incorporating sensory detail, snap shots, and thought shots <i>Integrate punctuation for effect in dialogue to reveal characters and precise selection of words to describe setting in narrative writing</i>	RL 4.1, 4.3 W 4.3 SL 4.4 L 4.3.a, b	Students write an exploded moment from the perspective of one of the characters in "All Summer in a Day" or one of the speakers in the Robert Frost poems (Focusing Question Task 1) <i>Edit narratives to include specific word choice and dialogue</i>	
2	14	Thu, 11/18/21	Flex					
2	14	Fri, 11/19/21	Flex					
		Mon, 11/22/21	No School	Thanksgiving Break				
		Tue, 11/23/21	No School	Thanksgiving Break				
		Wed, 11/24/21	No School	Thanksgiving Break				
		Thu, 11/25/21	No School	Thanksgiving Break				
		Fri, 11/26/21	No School	Thanksgiving Break				
		Mon, 11/29/21	No School	School-Based PD Day				
2	15	Tue, 11/30/21	M2L11	Mountains SAS Survival Handbook "Planet Earth—Mountains"	Describe characteristics of an informational text and generate questions to guide further study of the texts <i>After consulting references, clarify the precise meaning of key words and phrases pertaining to mountains.</i>	RI 4.1, 4.5 W 4.2 SL 4.1, 4.2 L 4.4.c	Students complete notice/think/wonder charts for Mountains and the SAS Survival Handbook Write an original, inspirational quotation about mountains.	
2	15	Wed, 12/1/21	M2L12	Mountains	Explain how the information in Mountains is organized and written, and then describe the main mountain ranges in brief notes <i>Use context clues to define the word solitary and deepen understanding by identifying examples and non-examples.</i>	RI 4.1, 4.5, 4.7 W 4.2 SL 4.1, 4.2, 4.5 L 4.4.b	Students identify key descriptions of mountain ranges in a handout. Students identify writing techniques that make descriptions engaging <i>Complete Handout 12B: Frayer Model for Solitary</i>	
2	15	Thu, 12/2/21	M2L13	Mountains SAS Survival Handbook	Identify the main ideas and supporting details in an informational text to build knowledge about mountains <i>Demonstrate understanding of exposed after gaining clues from its cognate pos</i>	RI 4.1, 4.5, 4.7 W 4.2 SL 4.1, 4.5 L 4.4.b	Students identify main idea and supporting details in a Boxes and Bullet Chart <i>Use the word exposed in a sentence and draw a picture to show its meaning</i>	
2	15	Fri, 12/3/21	M2L14	Mountains SAS Survival Handbook	Infer details about extreme mountainous settings based on the text <i>Explain why the author chose to use the word spectacular to describe mountains</i>	RI 4.1, 4.2, 4.5, 4.7 W 4.2 SL 4.1, 4.5 L 4.3.a, 4.4.b	Students write a vivid description of an extreme setting to add to their visual display about mountains <i>Explain why the author used the word spectacular to describe the scenery.</i>	

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2	16	Mon, 12/6/21	M2L15	<i>Mountains</i> <i>SAS Survival Handbook</i>	Apply reading skills to a new informational text to demonstrate mastery Determine the essential meaning of an informational text about mountains <i>Illustrate the various reasons for living in a shelter</i>	RI 4.1, 4.2, 4.5 W 4.2, 4.5 SL 4.1, 4.5 L 4.6	Complete a New-Read Assessment using an excerpt from the <i>SAS Survival Handbook</i> Students articulate what makes a mountainous environment extreme (Focusing Question Task 2) <i>Draw a graphic organizer to show why people need shelter according to the information in the SAS Survival Handbook</i>	
2	16	Tue, 12/7/21	M2L16	<i>Mountains</i> <i>SAS Survival Handbook</i>	Present learning in an organized manner that incorporates facts and descriptive details using a clear, formal voice, enhancing a presentation with audio or visual displays when appropriate Create statements to summarize the knowledge gained by reading <i>Mountains</i> <i>Use context and the root rupt to determine the meaning of eruption and other related words</i>	RI 4.2, 4.5 W 4.2 SL 4.1, 4.4, 4.5, 4.6 L 4.4.a, b	Groups present their visual display and use the information from presentations to generate knowledge statements Collaboratively create Chalk Talk charts to record knowledge statements learned from reading <i>Mountains</i> <i>Complete Handout 16A: Cognate rupt</i>	
2	16	Wed, 12/8/21	M2L17	<i>Hatchet</i>	Generate questions related to story elements to be answered in later chapters of the text <i>Hatchet</i> Identify the climax of a story and categorize details into rising or falling action Identify the connection between survival and shelter.	RL 4.1 W 4.3 SL 4.2 L 4.6	Complete a I Read/I Think/I wonder chart and an Exit Ticket Complete a Mountain Chart for "All Summer in a Day" <i>Draw a relationship map for the word survival</i>	
2	16	Thu, 12/9/21	M2L18	<i>Hatchet</i>	Summarize events of the first three chapters of <i>Hatchet</i> to establish initial understanding of character, plot, and setting Generate ideas for writing a narrative survival story focusing on setting and plot <i>Identify prepositional phrases that add sensory details and help create believable characters and settings</i>	RL 4.2 W 4.3.a SL 4.4 L 4.1.e	Students will generate and respond to TDQs and complete a story map for chapters 1-3 of <i>Hatchet</i> Record ideas for a survival story setting and background in a graphic organizer Complete Part B of Handout 188 independently	
2	16	Fri, 12/3/21	M2L19	<i>Hatchet</i>	Summarize events of the story and explain how the setting impacts the character <i>Identify prepositional phrases and add them to writing to help make characters and settings more believable</i>	RL 4.2, 4.3 W 4.3 SL 4.4 L 4.1.e	Complete a Mountain Chart and answer TDQs <i>Complete Handout 19A: Prepositional Phrases Exit Ticket</i>	
2	17	Mon, 12/13/21	M2L20	<i>Hatchet</i>	Analyze Brian's thoughts and actions to infer the impact of the challenging setting on Brian Brainstorm narrative ideas that show how the setting influences the development of character and plot <i>Form and use prepositional phrases to help make characters and settings more believable</i>	RL 4.3 W 4.3 SL 4.1 L 4.1.e	Complete an evidence guide Record story ideas on a Mountain Chart <i>Complete Handout 20B: Adding Prepositional Phrases</i>	
2	17	Tue, 12/14/21	M2L21	<i>Hatchet</i>	Summarize events of the story and explain how the setting impacts the plot Write a narrative that shows how the setting influences the development of character and plot <i>Identify relative pronouns and clauses, and explain how they provide more description of characters and settings</i>	RL 4.1, 4.3 W 4.3 SL 4.1 L 4.1.a	Complete an evidence guide showing Brian's thoughts and actions Write the first draft of a mountain survival narrative <i>Complete an Exit Ticket: Circle the relative pronoun and underline the clause in a sentence</i>	
2	17	Wed, 12/15/21	M2L22	<i>Hatchet</i>	Summarize events of the story and explain how the setting impacts the plot Write a narrative that shows how the setting influences the development of character and plot <i>Identify relative pronouns and clauses, and explain how they provide more description of characters and settings</i>	RL 4.1, 4.2, 4.4 W 4.3 SL 4.1 L 4.1.a	Add symbols to <i>Hatchet</i> Mountain Chart and an Exit Ticket Write the first draft of a mountain survival story Write a sentence and insert a relative pronoun and clause	
2	17	Thu, 12/16/21	M2L23	<i>Hatchet</i>	Analyze Brian's actions and thoughts to infer how Brian is changing in response to his challenging environment Apply understanding of an exploded moment to make a narrative more interesting to read <i>Integrate relative clauses into writing to provide more sentence variety and description of characters and settings</i>	RL 4.3 W 4.3 SL 4.4, 4.5, 4.6 L 4.1.a	Create a moving tableau in a group and complete an Exit Ticket Work with a partner to revise mountain survival story by creating an exploded moment. <i>Students add a relative clause to their writing and give feedback to others on the effectiveness their new relative clauses</i>	
2	17	Fri, 12/17/21	Flex					
		Mon, 12/20/21	No School	Winter Break				
		Tue, 12/21/21	No School	Winter Break				
		Wed, 12/22/21	No School	Winter Break				
		Thu, 12/23/21	No School	Winter Break				
		Fri, 12/24/21	No School	Winter Break				
		Mon, 12/27/21	No School	Winter Break				
		Tue, 12/28/21	No School	Winter Break				
		Wed, 12/29/21	No School	Winter Break				
		Thu, 12/30/21	No School	Winter Break				
		Fri, 12/31/21	No School	Winter Break				
	18	Mon, 1/3/22	No School	School-Based PD Day				
2	18	Tue, 1/4/22	M2L24	<i>Hatchet</i>	Identify the main events of the story and explain how the setting impacts the plot Apply understanding of an exploded moment to make a narrative more interesting to read <i>Demonstrate understanding of a challenge through context clues</i>	RL 4.1, 4.2, 4.3, 4.4 W 4.3 SL 4.1 L 4.4.a	Complete a New-Read Assessment using chapter 11 of <i>Hatchet</i> Write an exploded moment for a mountain survival narrative Students answer the following questions in writing: "What challenge does Brian face in chapter 11? How does he handle this challenge?"	

WIT AND WISDOM STANDARDS SCOPE + PACING GUIDE

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	#	Pink = Wednesdays used for Flex			Green= Assessments Light yellow = Foundational Lessons Orange = RLDs Grey = Holidays Regular Text: Core Lesson Italicized Text: Deep Dive		Includes both core lesson and deep dive	Lessons skipped to review or spiral back to if time is available
2	18	Wed, 1/5/22	M2L25	<i>Hatchet</i>	Analyze <i>Hatchet</i> for emerging themes Apply understanding of an exploded moment to make a narrative more interesting to read <i>Demonstrate understanding of overcome by relating it to its opposite</i>	RL 4.1, 4.2, 4.3 W 4.3 SL 4.1 L 4.5.c	Complete a close reading to compare two excerpts in order to infer themes Work with a partner to revise their mountain survival stories by creating another exploded moment <i>Students generate a definition for the words despair and overcome and give an example of an action that fits each word</i>	
2	18	Thu, 1/6/22	M2L26	<i>Hatchet Fallingwater</i>	Analyze the text to explain how Brian is “new” and what brought about that change Apply understanding of an exploded moment to make a narrative more interesting to read <i>Unlock the meanings of an author’s words with suffixes –less, –ly, –ness, –ment, –ogy, –able, –ize</i>	RL 4.3 W 4.3 SL 4.1, 4.4 L 4.4.b	Complete a 3-2-1 Exit Ticket Write an exploded moment for student-generated mountain survival story <i>Read excerpts from the text to build word meanings and partners complete Handout 26A: Suffixes</i>	
2	18	Fri, 1/7/22	Flex					
2	19	Mon, 1/10/22	M2L27	<i>Hatchet SAS Survival Handbook</i>	Summarize chapters 15 and 16 of <i>Hatchet</i> and analyze the impact of the setting on Brian Develop and strengthen narrative as needed by revising and editing <i>Demonstrate understanding of punctuation for effect (helping to reveal characters), using words and phrases to convey ideas, and using prepositional phrases and relative clauses to provide more variety and description in narrative writing</i>	RL 4.1, 4.2, 4.3, 4.4 W 4.3, 4.5, 4.6 SL 4.1 L 4.1.a, e, 4.3.a, b	Record events and important quotation about character development on the mountain chart Use the writer’s self-checklist to assess and revise mountain survival story Students use Handout 27B: Survival Story Writing Checklist to self-assess while working on the EOM Task	
2	19	Tue, 1/11/22	M2L28	<i>Hatchet</i>	Analyze the mistakes Brian made to explain the lessons he learned in order to survive <i>Demonstrate understanding of punctuation for effect (helping to reveal characters), using words and phrases to convey ideas, and using prepositional phrases and relative clauses to provide more variety and description in narrative writing</i>	RL 4.3 W 4.3 SL 4.1, 4.4 L 4.1.a, e, 4.3.a, b	Complete a chart to record Brian’s mistakes and explain the lessons he learned to survive <i>Have students use checklist to self-assess, revise, and improve their writing as they continue the EDM Task</i>	
2	19	Wed, 1/12/22	M2L29	<i>Hatchet</i>	Identify the climax of <i>Hatchet</i> and explain how the author resolves the conflict and brings the story to closure <i>Revise and edit a narrative story using a writing checklist to guide revisions</i>	RL 4.1, 4.2, 4.3 W 4.3, 4.5 SL 4.1	Identify the climax, resolution, and falling action in <i>Hatchet</i> on a Mountain Chart <i>Complete a full review of the survival story using the writing checklist to revise story</i>	
2	19	Thu, 1/13/22	M2L30	<i>Hatchet</i>	Describe the ending of the novel and determine theme(s) Revise the conclusion for a narrative to provide closure to the story and emphasize an important lesson	RL 4.1, 4.2, 4.3 W 4.3.e SL 4.1.a,b,c	Students complete “I used to think ... Now I think ...” Exit Ticket about theme(s) of <i>Hatchet</i> Students revise conclusions of survival narratives	
2	19	Fri, 1/14/22	Flex					
		Mon, 1/17/22	No School	MLK Jr Day				
2	20	Tue, 1/18/22			Winter ELA Interims- Selected Response			
2	20	Wed, 1/19/22			Winter ELA Interims- Selected Response			
2	20	Thu, 1/20/22			Winter ELA Interims- Performance Task (Narrative)			
2	20	Fri, 1/21/22			Winter ELA Interims- Performance Task (Narrative)			
2	21	Mon, 1/24/22	M2L31	<i>Hatchet SAS Survival Handbook</i>	Synthesize information from multiple sources to create a skit that explains how Brian was affected by the challenges of the extreme setting	RL 4.2, 4.3, 4.9 W 4.3, 4.5, 4.6 SL 4.1, 4.2, 4.4	Student-created skit of Brian’s opportunity to do it all again (Focusing Question Task 3)	
2	21	Tue, 1/25/22	M2L32	<i>Hatchet SAS Survival Handbook Fallingwater</i>	Synthesize information from the entire text to create a skit that explains how Brian and others were affected by the challenges of the extreme setting Participate effectively in a collaborative oral presentation that demonstrates understanding of the theme and main ideas in <i>Hatchet</i>	RL 4.2, 4.3 W 4.3 SL 4.1, 4.2, 4.4	Students create skits of Brian’s opportunity to do it all again Students present skits of Brian’s opportunity to do it all again	
2	21	Wed, 1/26/22	M2L33	<i>Hatchet</i>	Read a story, speaking clearly, with expression, and at an understandable pace <i>Demonstrate knowledge of module content vocabulary by defining words in context</i>	SL 4.1, 4.4 L 4.4.a,b, 4.5.c, 4.6	Students will participate in an author’s reading of their narrative <i>Have students complete Assessment 33A: Vocabulary Assessment, Part 1</i>	
2	21	Thu, 1/27/22	M2L34	<i>Hatchet SAS Survival Handbook Fallingwater</i>	Read a story, speaking clearly and at an understandable pace <i>Demonstrate knowledge of module content vocabulary by defining words in context</i>	SL 4.1, 4.4 L 4.4.a,b, 4.5.c, 4.6	Students will participate in an author’s reading of their narrative <i>Have students complete Assessment 34A: Vocabulary Assessment, Part 2</i>	
		Fri, 1/28/22	No School	School-Based PD Day				
3	22	Mon, 1/31/22	Flex					
		Tue, 2/1/22	No School	Lunar New Year				
3	22	Wed, 2/2/22 (Winter Interim data due)	M3L1	<i>George vs. George: The American Revolution as Seen from Both Sides</i>	Generate and respond to observations and questions about <i>George vs. George: The American Revolution as Seen from Both Sides</i> Define evidence and identify why it is important in writing <i>Explain the multiple meanings of the word revolution, a descriptive word that names the war between the American colonies and Great Britain</i>	RI 4.1, 4.3, 4.4, RI 4.8 RF 4.4 W 4.10 SL 4.1.a, c L 4.4.b, c	Exit Ticket: Choose your best question about the text and write it on an index card. Then swap cards with a partner and write one comment or one question about your partner’s question Write two statements in your Response Journal to define evidence and tell why it is important in writing <i>Explain how knowing the word parts of revolution helps to understand the meaning of the American Revolution</i>	

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3	22	Thu, 2/3/22	M3L2	<i>George vs. George: The American Revolution as Seen from Both Sides</i>	Summarize the different perspectives of the colonists and the British and explain how some of these differences could eventually lead to conflict Experiment with perspective to explain how pieces of evidence work together to complete a whole picture, or piece of writing <i>Define convinced, identify its synonyms and antonyms, and use the word in an original sentence</i>	RI 4.1, 4.2, 4.3, 4.7 RF 4.4 W 4.2.b SL 4.1.b, c L 4.4.b, 4.5.c	Summarize what is happening in this part of the text and explain how it is related to perspective and conflict Collaborate to piece together parts of a whole by asking and responding to questions, and discuss how each perspective, or piece of evidence, is necessary to create a complete picture <i>Write three antonyms for convinced, two synonyms, and one sentence using the word convinced which demonstrates its meaning</i>	
3	22	Fri, 2/4/22	M3L3	<i>George vs. George: The American Revolution as Seen from Both Sides</i>	Describe the perspectives and events leading up to the Boston Massacre Describe the purpose and importance of each section of a Painted Essay <i>Define the word liberty, and explain how the word adds meaning to the text and is related to American symbols</i>	RI 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 RF 4.4 W 4.2 SL 4.1.a, c L 4.4.b, 4.5.c	Write Somebody Wanted But So Then statements to explain the perspectives and events which lead to the Boston Massacre. Write brief descriptions for each part of a Painted Essay on the template. <i>Complete Frayer Model for liberty including the ways it is used in the text and related to American symbols.</i>	
3	23	Mon, 2/7/22	No School	Winter RLD TK-8				
3	23	Tue, 2/8/22	M3L4	<i>George vs. George: The American Revolution as Seen from Both Sides</i> "Massacre in King Street"	Compare and contrast two accounts of the Boston Massacre from the article "Massacre in King Street" and <i>George vs. George: The American Revolution as Seen from Both Sides</i> to reveal more about the incident and about multiple perspectives Gather evidence to support a focus statement <i>Demonstrate understanding of taunted after referencing a dictionary to look up its forms and synonyms</i>	RI 4.1, 4.3, 4.6, 4.7 RF 4.4 SL 4.1 L 4.4.c, 4.5.c	Complete a three-column chart to compare and contrast two texts about the Boston Massacre. Include one firsthand quote from <i>George vs. George</i> . Begin recording evidence in an Evidence Organizer to prepare to write an explanatory essay about the perspectives of the two main sides of the American Revolution. Illustrate and explain a drawing illustrating taunted.	
3	23	Wed, 2/9/22	M3L5	<i>The Boston Massacre Colonial Voices: Hear Them Speak</i>	Generate and respond to questions about the artwork <i>The Boston Massacre</i> , and identify what is happening in the picture Gather evidence to prepare to write an explanatory essay about the perspectives of the two main sides of the American Revolution Explain the significance of independence and independent as related to the American Revolution and America today	RL 4.1 RF 4.4 W 4.2, 4.7, 4.8 SL 4.1.b, c L 4.4.b, c, 4.5.c	Write one sentence to identify what is happening in <i>The Boston Massacre</i> artwork. Students swap sentences and respond to each other's writing with one comment or question Complete an evidence guide to prepare to write an explanatory essay about the perspectives of the two main sides of the American Revolution <i>Explain what significance independence or being independent had during the American Revolution and now</i>	
3	23	Thu, 2/10/22	M3L6	Paul Revere: Mini Biography <i>The Boston Massacre George vs. George: The American Revolution as Seen from Both Sides</i> "Massacre in King Street"	Compare and contrast three accounts of the Boston Massacre to reveal more about the event, and to discover how perspective affects each account Collaborate to compose a supporting paragraph to explain the British perspective in the conflicts leading up to the American Revolution <i>Identify fragments and run-ons, and explain why they should be avoided when writing.</i>	RI 4.1, 4.3, 4.6, 4.7, 4.9 RF 4.4 W 4.2, 4.7, 4.8 SL 4.1.b, c L 4.1.f	Students complete an Exit Ticket to answer this question: "Which of the three accounts of the Boston Massacre is not like the others? How is this difference related to perspective?" Write a paragraph to explain each point in a focus statement and support the explanation with text evidence. <i>Identify fragments, run-ons and complete sentences and explain why they should be avoided when writing.</i>	
3	23	Fri, 2/11/22	Flex					
3	24	Mon, 2/14/22	M3L7	<i>The Boston Massacre George vs. George: The American Revolution as Seen from Both Sides</i> "Massacre in King Street"	Identify the central message of each of the two texts and the artwork about the Boston Massacre, and explain how perspective determines each Compose a supporting paragraph to explain the colonists' perspectives in the conflicts leading up to the American Revolution <i>Distinguish between fragments, run-ons, and complete sentences, and explain what makes a complete and effective sentence</i>	RI.4.1, 4.2, 4.3, 4.6, 4.8, 4.9 RF.4.4 W.4.2.b, c, d, 4.7, 4.8 SL 4.1.c L 4.6, 4.1.f	Complete a three-column chart summarizing the central message of each text and the artwork, and determine whether the account is biased as related to perspective Write a paragraph to explain the second supporting point of a focus statement and support the explanation with text evidence (Focusing Question Task 1) <i>Students complete Handout 7C: Identifying Fragments, Run-Ons, and Complete Sentences</i>	
3	24	Tue, 2/15/22	M3L8	<i>The Boston Massacre George vs. George: The American Revolution as Seen from Both Sides</i> "Massacre in King Street"	Write an introduction and conclusion that support a focus statement and evidence paragraphs in an essay Synthesize knowledge gathered about the world, ideas, and skills from <i>George vs. George</i> , "Massacre in King Street," and <i>The Boston Massacre</i> Participate effectively in a discussion about the perspectives of the two sides of the American Revolution, and write a reflection about information shared by a classmate <i>Correct fragments and run-ons in writing, and produce complete, effective sentences</i>	RI 4.1, 4.2, 4.3, 4.6, 4.9 RF. 4.4 W. 4.2.a, e, 4.4, 4.5, 4.7 SL 4.1.a, c, 4.3 L 4.6, 4.1.f	Write an introduction and conclusion for an explanatory essay about the two sides of the American Revolution Write knowledge statements about the art and the two texts and how they help build knowledge Participate in a discussion about the perspectives of the two sides of the American Revolution, and write a reflection about information shared by a classmate and whether or not your thinking changed after the discussion <i>Students peer review with checklist for editing fragments or run-ons, and strengthening complete sentences</i>	
3	24	Wed, 2/16/22	M3L9	<i>Colonial Voices: Hear Them Speak</i>	Generate and respond to questions to increase engagement and guide learning of, about, and beyond the text, <i>Colonial Voices: Hear Them Speak</i> Explain the meaning of the word <i>opinion</i> and state an opinion about the actions of the soldiers involved in the Boston Massacre <i>Give examples of the diversity in the characters from contextual clues in Colonial Voices Hear Them Speak, Kay Winters.</i>	RL 4.1, 4.6 W 4.1.a SL 4.1.a, b, c, 4.3 L 4.4.a	Students write questions about what they read, and then student "experts" respond Students create a class definition of the word <i>opinion</i> and generate their own <i>opinion</i> about the actions of the soldiers in the Boston Massacre <i>Exit Ticket: What characteristics mentioned in the introduction exercise made the characters reflect diversity?</i>	

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3	24	Thu, 2/17/22	M3L10	<i>Colonial Voices: Hear Them Speak</i>	Identify important details and generate main ideas in <i>Colonial Voices</i> Analyze the components of an opinion paragraph <i>Recognize and explain the meaning of common idioms in the text</i>	RI 4.1 RL 4.2, 4.6 W 4.1 SL 4.1.b, c L 4.5.b	Summarize the first half of the text using the first two columns of a What, So, So What Chart Color-code the components of an opinion paragraph using the Painted Essay format <i>Partners explain what an assigned idiom means literally and within the context of the text</i>	
3	24	Fri, 2/18/22	Flex					
		Mon, 2/21/22	No School	February Break				
		Tue, 2/22/22	No School	February Break				
		Wed, 2/23/22	No School	February Break				
		Thu, 2/24/22	No School	February Break				
		Fri, 2/25/22	No School	February Break				
3	25	Mon, 2/28/22	M3L11	<i>Colonial Voices: Hear Them Speak</i> <i>George vs. George: The American Revolution as Seen from Both Sides</i>	Identify important details and generate main ideas in <i>Colonial Voices</i> Apply an opinion paragraph structure to write a response to the Tea Tax from the perspective of an American colonist <i>Interpret why authors use formal and informal English in text</i>	RL 4.1, 4.2, 4.4, 4.6 W 4.1 SL 4.1.c L 4.3.c	Summarize important details using the first two columns of a What, So, So What Chart Write a first-person opinion paragraph from the perspective of a colonist regarding the Tea Tax. (Focusing Question Task 2) <i>Exit Ticket: After looking at the three texts in light of these questions, can you figure out why authors write in informal and formal English?</i>	
3	25	Tue, 3/1/22	M3L12	<i>Colonial Voices: Hear Them Speak</i>	Explain how life experiences influenced the perspective of the colonists Generate and support an opinion statement from the perspective of a Patriot or a Loyalist <i>Generate sentences in formal and informal English and distinguish differences</i>	RL 4.2, 4.3 RI 4.1, 4.4 RF 4.4 W 4.1 SL 4.1 L 4.3.c	In small groups, complete the third column of the What, So, So What chart from previous lessons to reveal the perspectives of the speakers in <i>Colonial Voices</i> Write a supporting paragraph from one of the perspectives in <i>Colonial Voices</i> as part of a full essay. Character groups create a tableau and freeze and unfreeze into formal and informal English, then discuss the differences between informal vs. formal	
3	25	Wed, 3/2/22	M3L13	<i>Colonial Voices: Hear Them Speak</i> "Detested Tea"	Use a range of reading skills, strategies and knowledge to construct meaning of complex informational text Create an introductory paragraph for an opinion essay that includes appropriate context to introduce a perspective and opinion statement <i>Write in formal English in order to complete a text-based task</i>	RI 4.3, 4.6, 4.8 RF 4.4 W 4.1.a SL 4.1 L 4.3.c	Complete a New-Read Assessment using the informational text, "Detested Tea." Create an introduction for an opinion letter to the Sons of Liberty regarding the Boston Tea Party. <i>Students review a partner's letter from core lesson in formal English writing and revise from partner's feedback.</i>	
3	25	Thu, 3/3/22	M3L14	<i>Colonial Voices: Hear Them Speak</i> "Detested Tea" <i>George vs. George: The American Revolution as Seen from Both Sides</i>	Synthesize quotations from multiple texts and generate themes for <i>Colonial Voices: Hear Them Speak</i> Use transitional words and phrases to make connections between an opinion and supporting reasons in an opinion paragraph <i>Categorize words related to actions using references to see contrasting relationships between standoff, mobilized, and restrained</i>	RL 4.2, 4.3 RI 4.2 W 4.1.c, W 4.5 SL 4.1 L 4.4.c, 4.5.c	Exit ticket: In first-person narration, write a motto which captures one of the three main perspectives on the conflict between the American Colonies and England. Revise the first supporting paragraph and write the second supporting paragraph for the <i>Colonial Voices</i> opinion letter to the Sons of Liberty regarding the Boston Tea Party and include transitional words and phrases. <i>Write standoff, mobilized, and restrained in Vocabulary Journal. Write a quick definition for each in your own words, and complete an optional drawing demonstrating understanding.</i>	
3	25	Fri, 3/4/22	Flex					
3	26	Mon, 3/7/22	M3L15	<i>Colonial Voices: Hear Them Speak</i> <i>George vs. George: The American Revolution as Seen from Both Sides</i>	Effectively debate the two positions of supporting or refusing to support dumping the tea into Boston Harbor. Synthesize information, details, and perspectives from a variety of texts and text types to create an informed opinion of the Boston Tea Party. <i>Demonstrate use of formal English in the situational context of a Town Meeting discussion</i> <i>Use content vocabulary to report on a topic using appropriate facts and relevant descriptive details to support main ideas or themes.</i>	RL 4.3 RI 4.9 W 4.1, 4.4, 4.5 SL 4.1, 4.3, 4.6 L 4.3.c, 4.6	Participate in a Socratic Seminar as characters in <i>Colonial Voices</i> . Complete the first draft of the opinion letter to the Sons of Liberty. <i>Use formal English and content vocabulary during the Socratic Seminar discussion.</i>	
3	26	Tue, 3/8/22	M3L16	<i>The Scarlet Stockings Spy</i>	Build understanding of historical fiction by listening to a reading of <i>The Scarlet Stockings Spy</i> <i>Predict how Maddy Rose will show patriotism in The Scarlet Stockings Spy</i>	RL 4.1, 4.6 RF 4.4 W 4.1, 4.5 SL 4.1 L 4.4.x	Complete a Read/Think/Wonder chart during a picture walk and reading of <i>The Scarlet Stockings Spy</i> . <i>Students predict how Maddy Rose will show patriotism in the text.</i>	

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3	26	Wed, 3/9/22	M3L17	<i>The Scarlet Stockings Spy</i> <i>George vs. George: The American Revolution as Seen from Both Sides</i> Washington Crossing the Delaware (art) EDSITEment: Emanuel Leutze's Symbolic Scene of Washington Crossing the Delaware	Discuss events in a story to differentiate between historical fact and fiction Conduct research to confirm historical information in a historical fiction text is accurate <i>Form compound sentences and explain why they are important in writing</i>	RL 4.1 RI 4.6 W 4.7 SL 4.1 L 4.2.c	Participate in a conversation about what is happening in the story. Create a class chart to record research results. <i>Combine simple sentences into compound sentences by adding the proper punctuation and conjunction.</i>	
3	26	Thu, 3/10/22	M3L18	<i>The Scarlet Stockings Spy</i> <i>George vs. George: The American Revolution as Seen from Both Sides</i> Washington Crossing the Delaware (art) EDSITEment: Emanuel Leutze's Symbolic Scene of Washington Crossing the Delaware	Analyze Maddy Rose's actions to understand her perspective on the American Revolution. Conduct research to confirm historical information in a historical fiction text is accurate <i>Use correct punctuation with conjunctions in compound sentences, and explain the purpose of each conjunction</i>	RL 4.1, 4.3, 4.6 W 4.7, 4.10 SL 4.1 L 4.2.c	Complete a What, So, So What chart about Maddy. Translate some of the statements from third-person to first-person point of view. Create a class chart to record research results. <i>On an index card, students independently write an original compound sentence about The Scarlet Stockings Spy.</i>	
3	26	Fri, 3/11/22	M3L19	<i>The Scarlet Stockings Spy</i>	Determine themes in <i>The Scarlet Stockings Spy</i> by examining the perspectives and actions of different characters Organize evidence to support points for an explanatory essay about Maddy Rose's perspective and actions in <i>The Scarlet Stockings Spy</i> <i>Use correct punctuation with conjunctions in compound sentences, and explain the importance of each</i>	RL 4.1, 4.2 RF 4.4 W 4.2.b, 4.7 SL 4.1.b, c L 4.2.c	Participate in a Chalk Talk discussion. Complete an essay organizer chart. <i>Write one sentence about the themes from The Scarlet Stockings Spy in the form of a compound sentence.</i>	
3	27	Mon, 3/14/22			Spring ELA Interims- Selected Response			
3	27	Tue, 3/15/22			Spring ELA Interims- Selected Response			
3	27	Wed, 3/16/22			Spring ELA Interims--Performance Task (Opinion)			
3	27	Thu, 3/17/22			Spring ELA Interims--Performance Task (Opinion)			
		Fri, 3/18/22	No School	School-Based PD Day				
3	28	Mon, 3/21/22	M3L20	<i>The Scarlet Stockings Spy</i>	Express understanding of the author's and characters' perspectives and events in <i>The Scarlet Stockings Spy</i> Compose an explanatory essay to show the connection between perspective and actions related to the American Revolution <i>Use correct punctuation with coordinating conjunctions in compound sentences, and refrain from using fragments and run-ons</i>	RL 4.1, 4.2 W 4.2, 4.6, 4.7 SL 4.1.a, c L 4.1.f, 4.2.c	Record ideas in Knowledge Journals Write an explanatory essay in response to the Focusing Question (Focusing Question Task 3) <i>Assessment: Teacher reviews essays to evaluate compound sentence use and absence of fragments and run-ons with writing checklist.</i>	
3	28	Tue, 3/22/22	M3L21	<i>Woods Runner</i> Video of Pennsylvania Forest	Generate questions to increase engagement and guide learning of, about, and beyond the text, <i>Woods Runner</i> Explain how the informational text is reflected in the fiction story of <i>Woods Runner</i> Use context to investigate the meaning of frontier.	RL 4.1 RI 4.1, 4.4 RF 4.4 W 4.10 SL 4.1 L 4.4.a, b, c	Students write questions about what they read and sort into the content stage that will be used to answer the questions. Re-read the Author's Note, then compare the informational text, "Frontier Life," to chapters 1 and 2 of <i>Woods Runner</i> . <i>Reread the three quotations and explain how a frontier life then was similar to space travel today.</i>	
3	28	Wed, 3/23/22	M3L22	<i>Woods Runner</i>	Identify important details and generate main ideas in <i>Woods Runner</i> . Explain how Paulsen weaves knowledge into a work of fiction. <i>Identify past progressive verbs in text.</i>	RL 4.2 RI 4.4, 4.9 RF 4.4 W 4.10 SL 4.1, 4.3 L 4.4.a, b, 4.1.b	Record answers to address TDQs. Complete a graphic organizer to compare the informational text, "Communication," to chapter 2 of <i>Woods Runner</i> . <i>Partners find another example sentence with a past progressive verb on their assigned page.</i>	
3	28	Thu, 3/24/22 Spring Interim Data Due	M3L23	<i>Woods Runner</i> <i>George vs. George: The American Revolution as Seen from Both Sides</i> Raising the Flag at Ground Zero (art)	Analyze the author's craft to reveal important ideas about the American Revolution in <i>Woods Runner</i> . Research to gain knowledge about the Battle at Lexington and Concord and apply knowledge to an understanding of <i>Woods Runner</i> <i>Identify and correctly use past, present, and future progressive verb tense in text.</i>	RL 4.3 RI 4.1, 4.3 W 4.7 SL 4.1 L 4.4.a, 4.5.a, 4.1.b	3-2-1 Exit Ticket: Write three things you learned about the American Revolution, write 2 things you learned about Samuel, and write 1 word from the chapters that describes the mood of the text. Explain the significance of the letter that Isaac shared with Samuel's father. <i>Convert the first sentence to future progressive tense, and the second sentence to present progressive tense. Students circle each progressive verb. Remind students to circle the whole verb—the helping verb and -ing verb.</i>	
3	28	Fri, 3/25/22	M3L24	<i>Woods Runner</i>	Infer character traits about Samuel based on his thoughts and actions Gather text evidence about Samuel's knowledge, and then create an opinion focus statement to respond to the prompt <i>Construct sentences that use past, present, and future progressive verbs to show ongoing action in the correct verb tense</i>	RL 4.3 RI 4.3 W 4.1 SL 4.1 L 4.1.b	Record evidence of Samuel's thoughts and actions and explain what they reveal about him. Gather text evidence in <i>Woods Runner</i> about Samuel's knowledge he uses to track his parents. <i>Select another sentence stem and write a sentence about Samuel using a progressive verb to describe what he saw at his family's settlement.</i>	

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3	29	Mon, 3/28/22	M3L25	<i>Woods Runner</i>	Explain the impact of Paulson's decision to integrate fact and fiction in <i>Woods Runner</i> . Compose a paragraph that states an opinion and support the opinion with reasons and text evidence. <i>Use references to clarify unknown words in text.</i>	RL 4.3, 4.6 RI 4.7 RF 4.4 W 4.1.a, b SL 4.3 L 4.4.a, c	Give one example from <i>Woods Runner</i> to show how Paulson connected fact and fiction and explain how this helps the reader understand the important ideas in the text. Write a paragraph to respond to the prompt. Select one word clarified through strategies. Pronounce the word to your teacher and explain the meaning of the word.	
3	29	Tue, 3/29/22	M3L26	<i>Woods Runner</i> <i>George vs. George</i>	Integrate important quotations from <i>Woods Runner</i> and factual information to infer emerging themes of <i>Woods Runner</i> . Gather evidence that supports the emerging themes in <i>Woods Runner</i> <i>Identify relative adverbs and clauses, and explain how they are used to provide description and variety.</i>	RI 4.1 RI 4.2 RF 4.4 W 4.8 SL 4.1.c L 4.1.a	Quick Write: Which emerging theme do you think is most important to the story, <i>Woods Runner</i> ? Begin recording notes in an evidence organizer to support how the characters in <i>Woods Runner</i> demonstrate the American Spirit. Identify the relative adverbs and clauses on Handout 26B. On the bottom of the handout, write one reason why relative adverbs are important.	
3	29	Wed, 3/30/22	M3L27	<i>Woods Runner</i> Raising the Flag at Ground Zero (art)	Analyze how the Patriots demonstrate great heart. Gather evidence that supports the emerging themes in <i>Woods Runner</i> . <i>Identify relative adverbs and clauses, and use them to combine two sentences to provide variety.</i>	RL 4.2, 4.3, 4.6 W 4.8 SL 4.1.a L 4.1.a	Discuss in groups, then respond to a Quick Write: How is the American Spirit related to great heart? Record notes in an evidence guide to support how the characters in <i>Woods Runner</i> demonstrate the American Spirit. <i>Exit Ticket: On an index card, combine two sentences using the relative adverb where.</i>	
		Thu, 3/31/22	No School	School-Based PD Day				
		Fri, 4/1/22	No School	Spring Break				
		Mon, 4/4/22	No School	Spring Break				
		Tue, 4/5/22	No School	Spring Break				
		Wed, 4/6/22	No School	Spring Break				
		Thu, 4/7/22	No School	Spring Break				
		Fri, 4/8/22	No School	Spring Break				
3	30	Mon, 4/11/22	No School	School-Based PD Day				
3	30	Tue, 4/12/22	M3L28	<i>Woods Runner</i>	Analyze complex perspectives of Patriots of the American Revolution. Gather evidence of Abner demonstrating great heart and the American Spirit. <i>Combine sentences using relative adverbs and clauses, and use relative adverbs in original sentences to provide information and variety in writing</i>	RL 4.1, 4.2, 4.3, 4.4 W 4.1, 4.2 SL 4.1.a L 4.1.a	Complete a New-Read Assessment. Complete an evidence guide with information about Abner. <i>Write one sentence using a relative adverb and clause, list out the other two relative adverbs, and write one reason why relative adverbs are important.</i>	
3	30	Wed, 4/13/22	M3L29	<i>The Boston Massacre</i> <i>Washington Crossing the Delaware</i> <i>Raising the Flag at Ground Zero</i> "Rebuild – From the Ashes, The World Trade Center Rises Again" (video)	Synthesize knowledge gathered about the world, ideas, and skills from Washington Crossing the Delaware and Raising the Flag at Ground Zero Participate effectively in a collaborative discussion about The Boston Massacre, Washington Crossing the Delaware, and Raising the Flag at Ground Zero and how art may be used to affect public opinion, and write a reflection about the discussion and a peer's perspective. Synthesize an explanation of resilience which demonstrates the American Spirit.		Write knowledge statements about Washington Crossing the Delaware and Raising the Flag at Ground Zero and how they help build knowledge. Participate in a discussion about The Boston Massacre, Washington Crossing the Delaware, and Raising the Flag at Ground Zero and how art may be used to affect public opinion, and write a reflection about a peer's perspective which differs from your own and whether it affected your opinion. Write an elevator speech on an index card that reflects what the American Spirit of resilience means, using words from the video to elaborate.	
3	30	Thu, 4/14/22	M3L30	<i>Woods Runner</i> "The Culper Spy Ring: Path through History"	Explain the role civilians played in the Patriots winning the American Revolution. Compose two supporting paragraphs to state and support an opinion about a theme in <i>Woods Runner</i> . <i>Use reference materials to clarify the precise meaning of key words and phrases pertaining to communication during the American Revolution.</i>	RI 4.3, 4.4 RL 4.2, 4.3 W 4.1 SL 4.1 L 4.4.a,c	Share one fact you learned about spies from your research. Share one question you now have about spies. Finish a first draft of the supporting paragraphs for an opinion essay (Focusing Question Task 4) <i>Exit Ticket: How was communication limited during the American Revolution?</i>	
3	30	Fri, 4/15/22	M3L31	<i>Woods Runner</i>	Explain how experiences with the war changed or shaped the perspective characters have of each other Write an introduction paragraph and a conclusion paragraph for an opinion essay. <i>Demonstrate knowledge of module content vocabulary by defining words in context.</i>	RL 4.1.a, d, 4.3 W 4.1 SL 4.1 L 4.4.a, c, 4.5.c	From Mother's perspective give two ways Samuel may be the same. Give two ways Samuel may be different. Write an introduction and a conclusion for your essay. <i>Students complete Assessment 31A: Vocabulary Assessment 1.</i>	
3	31	Mon, 4/18/22	M3L32	<i>Woods Runner</i> <i>George vs. George</i>	Synthesize important quotations into the overall themes of <i>Woods Runner</i> Improve writing by editing and revising an essay using a writing checklist to guide self-evaluation. <i>Demonstrate knowledge of module content vocabulary by defining words in context.</i>	RL 4.2 W 4.1, 4.5 SL 4.1, 4.3, 4.4 L 4.4.a, c, 4.5.c	Discuss ideas about the themes in <i>Woods Runner</i> , then write a book review in under 20 words to capture those ideas. Completed writing checklist and documented revisions in essay. <i>Student complete Assessment 32A: Vocabulary Assessment 2.</i>	
3	31	Tue, 4/19/22	M3L33	All module texts	Evaluate the relevancy of information gathered from <i>Woods Runner</i> to explain an opinion of the colonists' decision to fight for independence. Improve writing by applying feedback and revisions to a final draft of an essay <i>Evaluate use of relative adverbs, complete sentences without fragments and run-ons, and use of one comma and a conjunction in a compound sentence.</i>	RL 4.2 W 4.1, 4.5, 4.6, 4.8 SL 4.1 L 4.1.a, f, 4.2.c	Complete an evidence organizer. Complete a typed essay. <i>Students self-evaluate on criteria to be assessed on the EDM Task.</i>	

WIT AND WISDOM STANDARDS SCOPE + PACING GUIDE

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#	#	Pink = Wednesdays used for Flex			Green= Assessments Light yellow = Foundational Lessons Orange = RLDs Grey = Holidays Regular Text: Core Lesson Italicized Text: Deep Dive		Includes both core lesson and deep dive	Lessons skipped to review or spiral back to if time is available
3	31	Wed, 4/20/22	M3L34	All module texts	Identify and analyze evidence that supports an opinion about whether or not the American colonists were right to fight for their independence from Britain Engage effectively in a collaborative discussion to respond to the essential question, citing evidence from texts, building on others' ideas, and expressing their own ideas clearly. <i>Demonstrate use of one relative adverb to be more specific, use of complete sentences without fragments and run-ons, and use of one comma and a conjunction in a compound sentence.</i>	RL 4.1, 4.3 RI 4.1, 4.3, 4.9 W 4.5, 4.8 SL 4.1, 4.3, 4.4 L 4.1.a, c, f, 4.2.c, 4.3.c, 4.5.c	Complete an evidence guide in preparation to write a response to the EOM Task prompt. Actively participate in a Socratic Seminar to paraphrase learning from multiple texts about the actions and viewpoints of events in the American Revolution. <i>Students exhibit mastery of module language skills, based on individual needs.</i>	
3	31	Thu, 4/21/22	M3L35	All module texts	Write an opinion essay that addresses the following prompt: "In your opinion, were the American patriots right to fight for their independence from Britain?" <i>Demonstrate use of one relative adverb to be more specific, use of complete sentences without fragments and run-ons, and use of one comma and a conjunction in a compound sentence.</i>	RL 4.1, 4.3 RI 4.1, 4.3 W 4.1, 4.5 SL 4.1 L 4.1.a, c, f, 4.2.c, 4.3.c, 4.5.c, 4.6	Complete the End-of-Module Assessment. <i>Have students use Handout 33B: Opinion Writing Checklist to self-assess, revise, and improve their writing as they continue the EOM Task.</i>	
3	31	Fri, 4/22/22	Flex					
4	32	Mon, 4/25/22	M4L1	<i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i> <i>Understanding Greek Myths Parthenon</i>	Generate ideas and questions to guide further reading about Greek mythology <i>Explain the meaning of the word invincible using knowledge of word parts and the context clues in the myth of Achilles.</i>	RL 4.4 RI 4.1, 4.2 SL 4.1 L 4.4.c	Discuss the meaning of the term Achilles' heel and how it relates to other stories and modern day. Record a question about myths to guide further inquiry. <i>Quick Write: Write a sentence using the word invincible. Explain how the subject of your sentence was invincible.</i>	
4	32	Tue, 4/26/22	M4L2	<i>Understanding Greek Myths Parthenon</i>	Identify supporting details on pages 4–9 of <i>Understanding Greek Myths</i> . Examine the effectiveness of evidence to support a point when writing explanatory text. <i>Explain the meaning of the words moral, morals, and morality and their opposites, and how they relate to a purpose of Greek mythology.</i>	RL 4.1 RI 4.1, 4.2 RF 4.4 W 4.2.b SL 4.1 L 4.4.a, 4.5.c	Complete a 3–2–1 Exit Ticket: Write three characteristics of myths, the names of two Greek gods/goddesses, and one way Greeks honored their gods. Compare two explanatory paragraphs to look for effective evidence. <i>Exit Ticket: For what purpose did the Greeks create myths? Use the word morals, moral, or morality in your written response. Use also one of the opposites, immoral or immorality.</i>	
4	32	Wed, 4/27/22	M4L3	"Secrets of the Parthenon" <i>Understanding Greek Myths</i> <i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i>	Explain the polytheistic beliefs of the ancient Greeks. Determine the context needed to most effectively explain Greek myths. <i>Use the root theos and prefixes poly-, a-, and mono- to define content vocabulary.</i>	RL 4.1, 4.2 RI 4.1, 4.2 RF 4.4 W 4.2.a, 4.8 SL 4.1 L 4.4.a, b		
4	32	Thu, 4/28/22	M4L4	<i>Understanding Greek Myths</i> <i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i>	Collaboratively summarize a Greek myth including its theme and how it is referenced in modern society. Locate the strongest text evidence to support a focus, then explain the significance of the evidence to support points in explanatory writing. <i>Use context to clarify and choose the correctly spelled homophone</i>	RL 4.1, 4.2, 4.4 RF 4.4 W 4.8 SL 4.1 L 4.1.g	Complete a graphic organizer about Pandora's Box, then support ideas with factual details from <i>Understanding Greek Myths</i> . Complete the first column of an evidence organizer to respond to the focusing question task. <i>Exit Ticket: "Based on context and on the parts of each word (the prefixes and roots of each word), determine the meaning of several words. Explain how you know."</i>	
4	32	Fri, 4/29/22	M4L5	<i>Understanding Greek Myths</i> <i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i>	Collaboratively summarize a Greek myth including its theme and how it is referenced in modern society. Explain the purpose and characteristics of Greek myths in an explanatory paragraph. <i>Demonstrate and explain the meaning of idioms that pertain to fate.</i>	RL 4.1, 4.2 RF 4.4 W 4.2 SL 4.1, 4.4, 4.5 L 4.5.b	Create a poster in small groups to record learning, then share with the whole group. Watch a group presentation and record key details in notes. Orally rehearse composing sentences using notes in an evidence organizer. <i>Exit Ticket: Explain the meanings of two idioms.</i>	
		Mon, 5/2/22	No School	Eid				
4	33	Tue, 5/3/22	M4L6	<i>Understanding Greek Myths</i> <i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i>	Categorize Greek myths, then determine the best themes for each myth Explain the purpose and characteristics of Greek myths in an explanatory paragraph <i>Correct sentences to edit a paragraph.</i>	RL 4.1, 4.2, 4.9 RI 4.9 W 4.2, 4.4, 4.8 SL 4.1.d L 4.1.g, 4.2.d	Collaboratively create two charts about Greek mythology and defend decisions in creating the charts. Write an explanatory paragraph to respond to the FQT. <i>Correct sentences to edit a paragraph.</i>	
4	33	Wed, 5/4/22	M4L7	<i>Understanding Greek Myths</i> <i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i>	Synthesize knowledge about the ancient Greeks and their myths and what they teach us. Revise and edit an explanatory paragraph about Greek myths. <i>Edit frequently confused words and misspellings in writing.</i>	RL 4.1, 4.2, 4.4 RI 4.1, 4.2 W 4.2, 4.4, 4.5 SL 4.1 L 4.1.g, 4.2.d	Record knowledge learned about the ancient Greeks and mythology in Knowledge Journals and a visual representation of the Parthenon. Use a writing checklist to revise and edit an explanatory paragraph. <i>Students use Informative/Explanatory Writing Checklist to review writing for spelling and frequently confused words.</i>	

WIT AND WISDOM STANDARDS SCOPE + PACING GUIDE

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4	33	Thu, 5/5/22	M4L8	<p><i>Winged Victory of Samothrace</i></p> <p><i>Pushing Up the Sky: Seven Native American Plays for Children</i></p> <p><i>Understanding Greek Myths</i></p> <p><i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i></p> <p>Texts from previous modules:</p> <p><i>Love That Dog</i></p> <p><i>The Circulatory Story</i></p> <p><i>SAS Survival Handbook</i></p> <p><i>Mountains</i></p>	<p>Identify the elements of drama, prose, and poetry and discuss how they are similar and different.</p> <p>Analyze introductions in some of the module texts to determine their importance in understanding a text.</p> <p><i>Use knowledge of the word victory and the root vict to define and use other words with the same root.</i></p>	<p>RL 4.5</p> <p>RF 4.4</p> <p>W 4.2.a, 4.10</p> <p>SL 4.1</p> <p>L 4.4.a, b</p>	<p>Collaboratively create an anchor chart that lists the elements of drama, prose, and poetry, then discuss how they are similar and different.</p> <p>Quick Write: Explain why an introduction for a writing piece is important.</p> <p><i>Write four sentences, one for each word with the root vict.</i></p>	
4	33	Fri, 5/6/22	Flex					
4	34	Mon, 5/9/22	M4L9	<p><i>Winged Victory of Samothrace</i></p> <p><i>Pushing Up the Sky: Seven Native American Plays for Children</i></p> <p>"A Closer Look at Winged Victory of Samothrace"</p>	<p>Identify the story elements within a drama using proper terminology for the parts of a drama and identify its theme.</p> <p>Introduce a play by identifying its key story elements in a way that draws a reader into the story.</p> <p><i>Identify modal auxiliary verbs used in conversation between characters, and explain their importance.</i></p>	<p>RL 4.1, 4.2, 4.5, 4.9</p> <p>RF 4.4</p> <p>W 4.2, 4.4, 4.10</p> <p>SL 4.1</p> <p>L 4.1.c</p>	<p>Discuss the play using proper terminology, then complete an organizer for a play that includes the theme.</p> <p>Collaboratively write an introduction for the play, "Gluskabe and Old Man Winter."</p> <p><i>Identify which modal auxiliary verb is used in a conversation from the text, and explain why the writer might use that word and why it is important.</i></p>	
4	34	Tue, 5/10/22	M4L10	<p><i>Winged Victory of Samothrace</i></p> <p><i>Pushing Up the Sky: Seven Native American Plays for Children</i></p> <p><i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i></p>	<p>In collaborative groups, summarize a play and identify its theme to prepare to compare myths from different cultures.</p> <p>Apply learning about introductions for texts to create an introduction for a Native American myth.</p> <p><i>Use modal auxiliary verbs to convey various conditions.</i></p>	<p>RL 4.1, 4.2, 4.7, 4.9</p> <p>RF 4.4</p> <p>W 4.2, 4.4, 4.10</p> <p>SL 4.1.d</p> <p>L 4.1.c</p>	<p>Complete the first row of an evidence organizer to summarize a play and identify its theme.</p> <p>Write an introduction for a myth.</p> <p><i>Write a letter to Nike, giving her advice using modal auxiliary verbs.</i></p>	
4	34	Wed, 5/11/22	M4L11	<p><i>Winged Victory of Samothrace</i></p> <p><i>Pushing Up the Sky: Seven Native American Plays for Children</i></p> <p><i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i></p>	<p>Compare and contrast the themes in the Tlingit myth, "Cannibal Monster" to the Greek myth, "Pandora's Box" to determine commonalities.</p> <p>Determine the key information to include in an introduction for an explanatory essay that compares and contrasts two myths from different cultures.</p> <p><i>Students use at least four auxiliary verbs to write an Essay Plan paragraph for a classmate.</i></p>	<p>RL 4.1, 4.2, 4.9</p> <p>W 4.2, 4.8</p> <p>SL 4.1</p> <p>L 4.1.c</p>	<p>Collaboratively complete an evidence organizer to record the similarities and differences in the themes of myths from different cultures.</p> <p>Write an introduction paragraph for a compare/contrast explanatory essay.</p> <p><i>Students use at least four auxiliary verbs to write an Essay Plan paragraph for a classmate.</i></p>	
4	34	Thu, 5/12/22	M4L12	<p><i>Pushing Up the Sky: Seven Native American Plays for Children</i></p> <p><i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i></p> <p><i>Understanding Greek Myths</i></p>	<p>Compare and contrast the treatment of similar themes in Greek and Native American myths.</p> <p>Create an introduction for an essay that compares and contrasts myths from different cultures.</p> <p><i>Improve use of modal auxiliary verbs to convey various conditions.</i></p>	<p>RL 4.1, 4.2, 4.3, 4.9</p> <p>RF 4.4</p> <p>W 4.8, 4.2.a</p> <p>SL 4.1</p> <p>L 4.1.c</p>	<p>Complete an evidence organizer to record the similarities and differences in the themes of two myths from different cultures.</p> <p>Identify important information to include in an introduction for an essay, then write an introduction independently.</p> <p><i>Write three statements using modal auxiliary verbs for each of three categories and then write an essay planning statement.</i></p>	
4	34	Fri, 5/13/22	Flex					
	35	Mon, 5/16/22	M4L13					
	35	Tue, 5/17/22	M4L14					
	35	Wed, 5/18/22	M4L15					
	35	Thu, 5/19/22	M4L16					
	35	Fri, 5/20/22	Flex					
	36	Mon, 5/23/22			SBAC Prep			
	36	Tue, 5/24/22			SBAC Prep			
	36	Wed, 5/25/22			SBAC Prep			
	36	Thu, 5/26/22			SBAC Prep			
	36	Fri, 5/27/22			SBAC Prep			
	37	Mon, 5/30/22	No School	Memorial Day				
	37	Tue, 5/31/22			SBAC			
	37	Wed, 6/1/22			SBAC			

WIT AND WISDOM STANDARDS SCOPE + PACING GUIDE

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	37	Thu, 6/2/22			SBAC			
	37	Fri, 6/3/22			SBAC			
4	38	Mon, 6/6/22	Flex					
4	38	Tue, 6/7/22	Flex					
4	38	Wed, 6/8/22	Flex					
4	38	Thu, 6/9/22	Flex					
		Standards not addressed before the SBAC:	All RL, RI, W, and L standards are taught by the SBAC	RF 4.3 is NOT explicitly taught at all, will need to be supplemented (daily word to analyze? focus on phonics patterns and syllabication rules, then move to roots and affixes)	L 4.2.d--spelling standard--do we want to integrate spelling into G4? Weekly word lists? Spelling test on Friday?			
		Questions:	Are the 4 types of NF text organization taught? ie. problem/solution, chronological, comparison, cause/effect					

23-24 SCOPE + PACING GUIDE - [KINDER]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
Unit #1	0	Mon, 8/14/23	Lesson #1	Awareness of Noises Left + Right Discrimination	Use Common Prepositions		Prewriting Skills: Drawing on a Vertical Surface
Unit #1	0	Tue, 8/15/23	Lesson #2	Awareness of Noises Left + Right Discrimination	Use Common Prepositions		Prewriting Skills: Vertical Line
Unit #1	0	Wed, 8/16/23	Lesson #3	Awareness of Noises Left + Right Discrimination Blending Pretest	Use Common Prepositions		Prewriting Skills: Vertical Line
Unit #1	0	Thu, 8/17/23	Lesson #4	Awareness of Noises and Words Left + Right Discrimination	Use Common Prepositions		Prewriting Skills: Horizontal Line
Unit #1	0	Fri, 8/18/23	Lesson #5	Awareness of Noises and Words Left + Right Discrimination	Use Common Prepositions		Prewriting Skills: Circle
Unit #1	1	Mon, 8/21/23	Lesson #6	Awareness of Noises, Words and Phrases	Use Common Prepositions		Writing Strokes Pretest Prewriting Skills: Circle
Unit #1	1	Tue, 8/22/23	Lesson #7	Awareness of Noises, and Words Tracking Practice	Use Common Prepositions		Prewriting Skills: Diagonal Line
Unit #1	1	Wed, 8/23/23	Lesson #8	Awareness of Words	Use Common Prepositions		Prewriting Skills: Square; Vertical and Horizontal Lines—Review
Unit #1	1	Thu, 8/24/23	Lesson #9	Awareness of Words	Use Common Prepositions		Prewriting Skills: Triangle; Circle and Diagonal Line—Review
Unit #1	1	Fri, 8/25/23	Lesson #10	Awareness of Words and Phrases Tracking Assessment*	Use Common Prepositions		Prewriting Skills Assessment
Unit #1	2	Mon, 8/28/23	Pausing Point	Review: Awareness of Noises, Words, and Phrases Review: Directionality and Tracking			Review: Prewriting Skills
Unit #2	2	Tue, 8/29/23	Lesson #1	Tracking Practice	Use Common Prepositions		Prewriting Skills: Cup
Unit #2	2	Wed, 8/30/23	Lesson #2	Blending Syllables and Sounds	Use Common Prepositions		Prewriting Skills: Hump
Unit #2	2	Thu, 8/31/23	Lesson #3	Blending Sounds into Words Differentiating Shapes	Use Common Prepositions		Prewriting Skills: Zigzag
Unit #2	2	Fri, 9/1/23	Lesson #4	Blending Sounds into Words Beginning/End Recognition	Use Common Prepositions		Prewriting Skills: Wavy Line
		Mon, 9/4/23	Break		LABOR DAY		

23-24 SCOPE + PACING GUIDE - [KINDER]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #2	3	Tue, 9/5/23	Lesson #5	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Spiral Handwriting: Own Name
Unit #2	3	Wed, 9/6/23	Lesson #6	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: X, + Handwriting: Ov
Unit #2	3	Thu, 9/7/23	Lesson #7	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Loop Handwriting: Ov
Unit #2	3	Fri, 9/8/23	Lesson #8	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Cane Handwriting: Ov
Unit #2	4	Mon, 9/11/23	Lesson #9	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Hook* Handwriting: Own Name
Unit #2	4	Tue, 9/12/23	Lesson #10	Blending Sounds into Words Sound Blending Assessment	Use Common Prepositions		Handwriting: Own Name Prewriting Skills Assessment
Unit #2	4	Wed, 9/13/23	Pausing Point	REview: Syllable and Sound Blending, Blending Sounds into Words Review: Tracking	Use Common Prepositions		Review: Prewriting Skills Review: Handwriting— Own Name
Unit #3	4	Thu, 9/14/23	Lesson #1	Sound /m/ Spelled 'm'	Use Common Prepositions		Handwriting 'm': Letter
Unit #3	4	Fri, 9/15/23	Lesson #2	Sound /a/ Spelled 'a'	Use Common Prepositions		Handwriting 'a': Letter
Unit #3	5	Mon, 9/18/23	Lesson #3	Sound /t/ Spelled 't' Chaining: One-Syllable Short Vowel Sounds	Use Common Prepositions		Handwriting 't': Letter
Unit #3	5	Tue, 9/19/23	Lesson #4	Sound /d/ Spelled 'd' Chaining: One-Syllable Short Vowel Sounds *	Use Common Prepositions		Handwriting 'd': Letter
Unit #3	5	Wed, 9/20/23	Lesson #5	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Soundst		Chaining: One-Syllable Short Vowel Soundst	Review: Handwriting 'm', 'a', 't', 'd'—Letter
Unit #3	5	Thu, 9/21/23	Lesson #6	Sound /o/ Spelled 'o' Chaining: One-Syllable Short Vowel Sounds	Use Common Prepositions		Handwriting 'o': Letter Handwriting 'm', 'a', 't', 'd': Words*
Unit #3	5	Fri, 9/22/23	Lesson #7	Sound /k/ Spelled 'c' Chaining: One-Syllable Short Vowel	Use Common Prepositions		Handwriting 'c': Letter
Unit #3	6	Mon, 9/25/23	Lesson #8	Sound /g/ Spelled 'g' Chaining: One-Syllable Short Vowel Sounds	Use Common Prepositions		Handwriting 'g': Letter

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green = Interim dates Red = deadlines Yellow = Today's Date Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
Unit #3	6	Tue, 9/26/23	Lesson #9	Sound /i/ Spelled 'i' Chaining: One-Syllable Short Vowel Sounds*	Use Common Prepositions		Handwriting 'i': Letter and Word
Unit #3	6	Wed, 9/27/23	Lesson #10	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Soundst *	Use Common Prepositions	Chaining: One-Syllable Short Vowel Sounds	Review: Handwriting 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i'— Letters and Words*
Unit #3	6	Thu, 9/28/23	Lesson #11	Chaining: One-Syllable Short Vowel Soundst Reading Assessment	Use Common Prepositions	Chaining: One-Syllable Short Vowel Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #3	6	Fri, 9/29/23	Lesson #12	Chaining: One-Syllable Short Vowel Soundst Reading Assessment	Use Common Prepositions	Chaining: One-Syllable Short Vowel Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #3	7	Mon, 10/2/23	Lesson #13	Tricky Words: one and two (Picture Reader) Reading Assessment	Use Common Prepositions	Circle Spelling: One-Syllable Short Vowel VC and CVC Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #3	7	Tue, 10/3/23	Lesson #14	Tricky Word: three (Picture Reader) Reading Assessment	Use Common Prepositions	Stomp and Spell: One-Syllable Short Vowel CVC Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #3	7	Wed, 10/4/23	Pausing Point	Review: Oral Blending and Sound Spelling		Chaining: One-Syllable Short Vowel Sounds	Review: Handwriting— Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #4	7	Thu, 10/5/23	Lesson #1	Sound /n/ Spelled 'n' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'n': Letter and Words
Unit #4	7	Fri, 10/6/23	Lesson #2	Sound /h/ Spelled 'h'* Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'h': Letter and Words
	8	Mon, 10/9/23		<i>Break</i>	Indigenous People's Day		
Unit #4	8	Tue, 10/10/23	Lesson #3	Sound /s/ Spelled 's' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 's': Letter and Words

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
		Green = Interim dates Red = deadlines Yellow = Today's Date					
	#						
Unit #4	8	Wed, 10/11/23	Lesson #4	Sound /f/ Spelled 'f' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'f': Letter and Words*
Unit #4	8	Thu, 10/12/23	Lesson #5	Practice Reading Words		Chaining: One-Syllable Short Vowel Words	
Unit #4	8	Fri, 10/13/23	Lesson #6	Sound /v/ Spelled 'v'* Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'v': Letter and Words*
Unit #4	9	Mon, 10/16/23	Lesson #7	Sound /z/ Spelled 'z'* Chaining: One-Syllable Short Vowel Words	Use Common Prepositions	Dictation: Sounds	Handwriting 'z', 'a', 'o', 'm', 't', 's', 'c': Letters
Unit #4	9	Tue, 10/17/23	Lesson #8	Sound /p/ Spelled 'p'* Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'p': Letter and Words
Unit #4	9	Wed, 10/18/23	Lesson #9	Sound /e/ Spelled 'e' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'e': Letter and Words
Unit #4	9	Thu, 10/19/23	Lesson #10		Introduction to Phrases	Chaining: One-Syllable Short Vowel Words Dictation: Sounds*	
Unit #4	9	Fri, 10/20/23	Lesson #11	Practice Reading Phrases Reading Assessment		Chaining: One-Syllable Short Vowel Words Dictation: Sounds	Review: Handwriting 'm', 'n', 'h', 's', 'f', 'v', 'z', 'p', 'e'—Letters
Unit #4	10	Mon, 10/23/23	Lesson #12	Demonstration Story Practice Reading Words Reading Assessment		Stomp and Spell	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #4	10	Tue, 10/24/23	Lesson #13	<i>Demonstration Story</i> <i>Practice Reading Words*</i> <i>Reading Assessment</i>		Dictation: Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #4	10	Wed, 10/25/23	Lesson #14	Tricky Word: the (Picture Reader) Practice Reading Words Reading Assessment		Dictation: Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
	#	Green = Interim dates Red = deadlines Yellow = Today's Date					
Unit #4	10	Thu, 10/26/23	Lesson #15	Tricky Word: a (Picture Reader) Phrases and Wiggle Cards Practice Reading Words* Reading Assessment		Spelling Hopscotch	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Unit #4	10	Fri, 10/27/23	Pausing Point	Review: Segmenting and Sound Spelling Practice Reading Words and Phrases Demonstration Story		Dictation: Sounds and One-Syllable Short Vowel CVC Words	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #5	11	Mon, 10/30/23	Lesson #1	Sound /b/ Spelled 'b'* Sound /d/ Spelled 'd'*		Chaining: One-Syllable Short Vowel Words	Handwriting 'b': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Unit #5	11	Tue, 10/31/23	Lesson #2	Sound /l/ Spelled 'l'*			Handwriting 'l': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Unit #5	11	Wed, 11/1/23	Lesson #3	Sound /r/ Spelled 'r'			Handwriting 'r': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #5	11	Thu, 11/2/23	Lesson #4	Sound /u/ Spelled 'u'* Reading: Wiggle Cards			Handwriting 'u': Letter and Words* Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
	11	Fri, 11/3/23	Fall RLD		FALL RLD - TK-8		
Unit #5	12	Mon, 11/6/23	Lesson #5	Tricky Word: blue (Picture Reader)		Chaining: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green = Assessments Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
	#	Green = Interim dates Red = deadlines Yellow = Today's Date					
Unit #5	12	Tue, 11/7/23	Lesson #6	Sound /w/ Spelled 'w'		Chaining: One-Syllable Short Vowel Words	Handwriting 'w': Letter and Words* Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #5	12	Wed, 11/8/23	Lesson #7	Sound /j/ Spelled 'j'			Handwriting 'j': Letter and Words* Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #5	12	Thu, 11/9/23	Lesson #8	Sound /y/ Spelled 'y'* Tricky Word: yellow (Picture Reader)			Handwriting 'y': Letter and Words* Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
	12	Fri, 11/10/23	Break		Veterans Day		
Unit #5	13	Mon, 11/13/23	Lesson #9	Sound /x/ Spelled 'x'		Chaining: One-Syllable Short Vowel Words	Handwriting 'x': Letter and Words* Phrase Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #5	13	Tue, 11/14/23	Lesson #10	Spelling Alternative for /k/ Spelled 'k' Practice Reading Words		Chaining: One-Syllable Short Vowel Words	Handwriting 'k': Letter and Words* Phrase Writing: One-Syllable Short Vowel VC and CVC Words (with Cues) Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #5	13	Wed, 11/15/23	Lesson #11	Tricky Word: look (Picture Reader)*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: Sounds Practice Spelling Words: Stomp and Spell	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Unit #5	13	Thu, 11/16/23	Lesson #12	Reading Assessment		Chaining: One-Syllable Short Vowel Words	Review: Handwriting 'b', 'l', 'r', 'u', 'w', 'k', 'y', 'x', 'j'—Letters

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #5	13	Fri, 11/17/23	Lesson #13	Demonstration Story Practice Reading Words Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
		Mon, 11/20/23 Tue, 11/21/23 Wed, 11/22/23 Thu, 11/23/23 Fri, 11/24/23			Thanksgiving Break Thanksgiving Break Thanksgiving Break Thanksgiving Break Thanksgiving Break		
Unit #5	14	Mon, 11/27/23	Lesson #14	Demonstration Story Practice Reading Phrases Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Unit #5	14	Tue, 11/28/23	Lesson #15	Demonstration Story Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Unit #5	14	Wed, 11/29/23	Lesson #16	Demonstration Story Practice Reading Phrases* Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: Sounds Practice Spelling Words: Spelling Hopscotch	
Unit #5	14	Thu, 11/30/23	Pausing Point	Review: Sound Spelling		Chaining: One-Syllable Short Vowel Words Review: Dictation— Sounds	Word Writing: One- Syllable Short Vowel CVC Words (with Cues) Review: Handwriting - Letter and Words
Unit #6	14	Fri, 12/1/23	Lesson #1	Alphabet/Letter Names (lowercase) Tricky Word: l (Picture Reader) Demonstration Story	Use Question Words Capitalize the First Word in a Sentence/Pronoun I	Chaining: One-Syllable Short Vowel Words with Consonant Clusters	
Unit #6	15	Mon, 12/4/23	Lesson #2	Alphabet/Letter Names Demonstration Story	Use Question Words Use Common Prepositions	Chaining Dictation: One- Syllable Short Vowel Words with Consonant Clusters	Word Writing: One- Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs (with Cues)

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #6	15	Tue, 12/5/23	Lesson #3	Alphabet/Letter Names* Sound /z/ spelled 's' Demonstration Story*	Form Plural Nouns by adding /s/ or /es/ Use Question Words Use Common Prepositions	Chaining: One-Syllable Short Vowel Words with Consonant Clusters	Word Writing: One-Syllable Short Vowel VC and CVC Words (with Cues)
Unit #6	15	Wed, 12/6/23	Lesson #4	Sounds /s/ and /z/ Partner Reading	Form Plural Nouns by adding /s/ or /es/ Use Question Words Use Common Prepositions		Word Writing: One-Syllable Short Vowel Words in which 's' > /s/ or /z/ (with Cues)*
Unit #6	15	Thu, 12/7/23	Lesson #5	Alphabet/Letter Names Demonstration Story Small Group Reading	Use Question Words Use Common Prepositions		
Unit #6	15	Fri, 12/8/23	Lesson #6	Tricky Word: are (Picture Reader)	/s/ and /z/ in Plural Nouns and Verbs	Chaining: One-Syllable Short Vowel CVC Words	
Unit #6	16	Mon, 12/11/23	Lesson #7	Reading: Wiggle Cards Small Group Reading*	Use Question Words	Chaining: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
Unit #6	16	Tue, 12/12/23	Lesson #8	Demonstration Story Small Group Reading	Use Question Words	Dictation: One-Syllable Short Vowel Words with Consonant Clusters	
Unit #6	16	Wed, 12/13/23	Lesson #9	Rhyming Words Small Group and Partner Reading*		Chaining: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
Unit #6	16	Thu, 12/14/23	Lesson #10	Demonstration Story Small Group Reading*	Use Question Words	Dictation: One-Syllable, Short-Vowel CVC, CCVC, and CVCC Words	
Unit #6	16	Fri, 12/15/23	Lesson #11	Review: Rhyming Words Tricky Word: little (Picture Reader)		Chaining: One-Syllable Short Vowel Words with Consonant Clusters	
		Mon, 12/18/23 Tue, 12/19/23 Wed, 12/20/23 Thu, 12/21/23 Fri, 12/22/23 Mon, 12/25/23			Winter Break Winter Break Winter Break Winter Break Winter Break Winter Break		

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
		Tue, 12/26/23			Winter Break		
		Wed, 12/27/23			Winter Break		
		Thu, 12/28/23			Winter Break		
		Fri, 12/29/23			Winter Break		
	17	Mon, 1/1/24			Winter Break		
	17	Tue, 1/2/24			Winter Break		
Unit #6	17	Wed, 1/3/24	Lesson #12	Demonstration Story Small Group and Partner Reading*	Use Question Words	Tap and Spell: One- Syllable, Short-Vowel CVC, CCVC, and CVCC Words	
Unit #6	17	Thu, 1/4/24	Lesson #13	Review: Rhyming Words* Small Group and Partner	Use Question Words	Chaining: One-Syllable Short Vowel Words with Consonant Clusters	
Unit #6	17	Fri, 1/5/24	Lesson #14	Demonstration Story Small Group Reading Review: Letter Names and Rhyming Words	Use Question Words Use Common Prepositions		
Unit #6	18	Mon, 1/8/24	Lesson #15	Review: Letter Names		Chaining: One-Syllable, Short-Vowel Words with Consonant Clusters	Word Writing: One- Syllable Short Vowel Words (with Cues)
Unit #6	18	Tue, 1/9/24	Lesson #16	Demonstration Story Small Group and Partner Reading*	Use Question Words	Dictation: One-Syllable, Short-Vowel CVC, CCVC, and CVCC Words	
Unit #6	18	Wed, 1/10/24	Lesson #17	Assessment: Letter Names Assessment: Rhyming Words Assessment: Consonant Clusters Small Group and Partner Reading			Word Writing: One- Syllable Short Vowel Words (with Cues)

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
		Green = Interim dates Red = deadlines Yellow = Today's Date					
	#						
Unit #6	18	Thu, 1/11/24	Pausing Point	Review: Sound Spelling, Letter Names, Rhyming Words* Demonstration Stories Partner Reading*		Chaining: One-Syllable Short Vowel Words with Digraphs Dictation: Words and Phrases	Word Writing: One- Syllable Short Vowel CVCC, CVCCC, and CCVCC Words (with Cues) Review: Handwriting— Letters and Words
Unit #7	18	Fri, 1/12/24	Lesson #1	Sound /ch/ Spelled 'ch'			Handwriting 'ch': Letters and Words Word Writing: One- Syllable Short Vowel CCVCC and CVCCC Words (with Cues)
		Mon, 1/15/24	<i>Break</i>		MLK Jr. Day		
Unit #7	19	Tue, 1/16/24	Lesson #2	Sound /sh/ Spelled 'sh'*		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'sh': Letters and Words
Unit #7	19	Wed, 1/17/24	Lesson #3	Review: Sounds /ch/ Spelled 'ch' and /sh/ Spelled 'sh'* Tricky Word: down (Picture Reader) Reading: Wiggle Cards	Use Common Prepositions		
Unit #7	19	Thu, 1/18/24	Lesson #4	Sound /th/ Spelled 'th'		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'th': Letters and Words
Unit #7	19	Fri, 1/19/24	Lesson #5	Sound /th/ Spelled 'th'*			Handwriting 'th': Letters and Words

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
	#	Green = Interim dates Red = deadlines Yellow = Today's Date					
Unit #7	19	Mon, 1/22/24	Lesson #6	Review: Sounds /ch/ Spelled 'ch', /sh/ Spelled 'sh', /th/ Spelled 'th', and /th/ Spelled 'th'		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting: One- Syllable Short Vowel Words Word Writing: One- Syllable Short Vowel Words with Digraphs (with Cues)
Unit #7	20	Tue, 1/23/24	Lesson #7	Sound /qu/ Spelled 'qu'		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'qu': Letters and Words Handwriting 'ng': Letters and Words Word Writing: One- Syllable Short-Vowel Words with Digraphs(with Cues)
Unit #7	20	Wed, 1/24/24	Lesson #8	Sound /ng/ Spelled 'ng'			
Unit #7	20	Thu, 1/25/24	Lesson #9	Tricky Word: out (Picture Reader) Practice: Segmenting into Phonemes Demonstration Story	Use Question Words Use Common Prepositions		
Unit #7	20	Fri, 1/26/24	Lesson #10	Demonstration Story Partner Reading	Use Question Words	Dictation Identification: One-Syllable Short Vowel CCVC, CVCC, and CCVCC Words	Handwriting: One- Syllable Short Vowel CCVC, CVCC, and CCVCC Words
Unit #7	20	Mon, 1/29/24	Lesson #11	Tricky Word: of (Picture Reader) Reading Assessment Demonstration Story Small Group and Partner	Use Question Words Use Common Prepositions		

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
Unit #7	21	Tue, 1/30/24	Lesson #12	Chaining: One-Syllable Short Vowel Words with Digraphs Reading Assessment Small Group and Partner Reading*			Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs (with Cues)
Unit #7	21	Wed, 1/31/24	Lesson #13	Demonstration Story Partner Reading	Use Question Words	Chaining: One-Syllable Short Vowel Words with Digraphs	
Unit #7	21	Thu, 2/1/24	Lesson #14	Reading Assessment Demonstration Story Small Group and Partner Reading*	Use Question Words		Word Writing: One-Syllable, Short-Vowel Words with Digraphs (with Cues)
Unit #7	21	Fri, 2/2/24	Lesson #15	Reading Assessment Small Group and Partner Reading*		Practice: Tap and Spell	Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs (with Cues)
		Mon, 2/5/24			TK-8 Winter RLD		
Unit #7	22	Tue, 2/6/24	Lesson #16	Reading: Wiggle Cards Practice Reading Words Reading Assessment Demonstration Story Small Group and Partner Reading	Use Question Words		Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs (with Cues)
Unit #7	22	Wed, 2/7/24	Lesson #17	Review Tricky Words: down, out, of Practice Reading Phrases Reading Assessment Small Group and Partner Reading*			

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Unit #7	22	Thu, 2/8/24	Pausing Point	Review: Sounds Spelling Practice Reading Words and Phrases* Demonstration Stories Partner Reading*			Review: Handwriting— Letters and Words Word Writing: One- Syllable, Short-Vowel Words with Consonant Clusters and Digraphs(with Cues)
Unit #8	22	Fri, 2/9/24	Lesson #1	Tricky Word: funny (Picture Reader)* Demonstration Story Use Question Words Recognize End Punctuation	Use Question Words Recognize End Punctuation		Word Writing: Tricky Word funny* Generative Sentence Writing: Including Tricky Words Handwriting: Words Vocabulary: Pictorial Representations
Unit #8	23	Mon, 2/12/24	Lesson #2	Tricky Words: all (Picture Reader) Small Group and Partner Reading Review: Tricky Words* Demonstration Story Small Group and Partner Reading	Use Question Words Recognize End Punctuation		Word Writing: Tricky Word all* Generative Sentence Writing: Including Tricky Words
Unit #8	23	Tue, 2/13/24	Lesson #3	Review: Tricky Words, Rhyming Words Small Group and Partner Reading	Use Question Words Recognize End Punctuation	Dictation: Tricky Words	Handwriting: Words, including Tricky Words Vocabulary: Pictorial Representations
Unit #8	23	Wed, 2/14/24	Lesson #4	Review: Tricky Words, Rhyming Words Small Group and Partner Reading			
Unit #8	23	Thu, 2/15/24	Lesson #5	Tricky Words: from (Picture Reader) Demonstration Story Partner Reading*	Use Question Words Recognize End Punctuation		Word Writing: One- Syllable Short Vowel Tricky Words (with Cues) Handwriting: Words Vocabulary: Pictorial Representations

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #8	23	Fri, 2/16/24	Lesson #6	Demonstration Story Small Group and Partner Reading*	Use Question Words Recognize End Punctuation	Chaining: One Syllable Short Vowel Words with Initial or Final Digraphs and/or Clusters	Handwriting: Words Vocabulary: Pictorial Representations
		Mon, 2/19/24 Tue, 2/20/24 Wed, 2/21/24 Thu, 2/22/24 Fri, 2/23/24			February Break February Break February Break February Break February Break		
Unit #8	24	Mon, 2/26/24	Lesson #7	Small Group and Partner Reading		Dictation: One-Syllable Short-Vowel Words with Initial or Final Blends, Clusters, or Digraphs	Phrases Writing: Including One-Syllable Short Vowel Words with Digraphs (with Cues)
Unit #8	24	Tue, 2/27/24	Lesson #8	Tricky Word: was (Picture Reader)* Demonstration Story Partner Reading	Use Question Words Recognize End Punctuation	Dictation: Tricky Words	Handwriting: Tricky Words
Unit #8	24	Wed, 2/28/24	Lesson #9	Review: Tricky Words and Rhyming Words Practice Reading Phrases			
Unit #8	24	Thu, 2/29/24	Lesson #10	Double-Letter Spellings for Consonant Sounds Chaining: One-Syllable Short-Vowel Words with Initial or Final Blends, Clusters, or Consonant Digraphs Demonstration Story*	Use Question Words Recognize End Punctuation		Word Writing: One Syllable Short Vowel Words with a Double Consonant Final Spelling (with Cues)
Unit #8	24	Fri, 3/1/24	Lesson #11	Chaining: One-Syllable Short Vowel Words with Initial or Final Blends, Clusters, or Consonant Digraphs Partner Reading		Dictation: Tricky Words	

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #8	24	Mon, 3/4/24	Lesson #12	Double-Letter Spellings for Consonant Sounds* Demonstration Story Whole Group Reading	Use Question Words Recognize End Punctuation		Vocabulary: Pictorial Representations
Unit #8	25	Tue, 3/5/24	Lesson #13	Practice Reading Sounds, Words, and Sentences Demonstration Story*	Use Question Words Recognize End Punctuation	Practice: Guess it and Spell I	Handwriting: Words Vocabulary: Pictorial Representations
Unit #8	25	Wed, 3/6/24	Lesson #14	Practice Reading Phrases Partner Reading*			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Unit #8	25	Thu, 3/7/24	Lesson #15	Word Recognition Assessment Demonstration Story Whole Group Reading	Recognize End Punctuation		Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Unit #8	25	Fri, 3/8/24	Lesson #16	Lowercase Letter Name Assessment Small Group/Partner Reading Practice: Rhyming Words Reading Assessment			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Unit #8	25	Mon, 3/11/24	Lesson #17	Tricky Word Assessment Demonstration Story Practice Reading Phrases Code Knowledge Diagnostic Assessment	Recognize End Punctuation Use apostrophe –s to Determine Meaning		Handwriting: Words Vocabulary: Pictorial Representations
Unit #8	26	Tue, 3/12/24	Lesson #18	Partner Reading* Story Reading Assessment Code Knowledge Diagnostic Assessment			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)

23-24 SCOPE + PACING GUIDE - [KINDER]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #8	26	Wed, 3/13/24	Lesson #19	Demonstration Story Small Group and Partner Reading*	Use Question Words		Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Unit #8	26	Thu, 3/14/24	Lesson #20	Review: Rhyming Words Small Group and Partner Reading		Dictation: One-Syllable Short Vowel Words with Digraphs and Double-Letter Spellings for	Handwriting: Tricky Words
Unit #8	26	Fri, 3/15/24	Pausing Point	Review: Tricky Words, Sound Spelling, Rhyming Words Partner Reading*		Dictation: Words and Phrases	Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues) Review: Handwriting—Double-Letter Spellings for Consonant Sounds, Words—Tricky Words
Unit #9	27	Mon, 3/18/24	Lesson #1	Tricky Words: when, word* Uppercase Letters: 'A', 'B', 'C', 'D'	Use Question Words		Handwriting 'A' 'B' 'C' 'D'; Tricky Words: Letters and Words*
Unit #9	27	Tue, 3/19/24	Lesson #2	Tricky Words: why, to Whole Group Reading	Use Question Words Use Common Prepositions		Response to Text Vocabulary: Pictorial Representations
Unit #9	27	Wed, 3/20/24	Lesson #3	Uppercase Letters: 'E' 'F' 'G' 'H' Small Group Reading	Use Question Words		Handwriting 'E' 'F' 'G' 'H'; Tricky Words: Letters and Words* Vocabulary: Pictorial Representations

23-24 SCOPE + PACING GUIDE - [KINDER]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green = Interim dates Red = deadlines Yellow = Today's Date Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
Unit #9	27	Thu, 3/21/24	Lesson #4	Review: Uppercase Letters Small Group and Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text Sentence Writing (with Cues) Word Writing: Tricky Words (with Cues)
Unit #9	27	Fri, 3/22/24	Lesson #5	Tricky Words: where, no	Use Question Words		Handwriting 'I' 'J' 'K' 'L' 'M'; Tricky Words: Letters and Words* Response to Text Vocabulary: Pictorial Representations
Unit #9	27	Mon, 3/25/24	Lesson #6	Uppercase Letters: 'I' 'J' 'K' 'L' 'M' Whole Group Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Handwriting 'N' 'O' 'P' 'Q' 'R'; Tricky Words: Letters and Words*
Unit #9	28	Tue, 3/26/24	Lesson #7	Tricky Words: what, so Uppercase Letters: 'N' 'O' 'P' 'Q' 'R'	Use Question Words		Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Consonant Digraphs Dictation: Letters
Unit #9	28	Wed, 3/27/24	Lesson #8	Review: Tricky Words Small Group and Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Word Writing: Tricky Words (with Cues) Response to Text
		Fri, 3/29/24			TK-8 Spring RLD #1		
		Mon, 4/1/24			Cesar Chavez Day		
		Tue, 4/2/24			Spring Break		
		Wed, 4/3/24			Spring Break		
		Thu, 4/4/24			Spring Break		
		Fri, 4/5/24			Spring Break		

23-24 SCOPE + PACING GUIDE - [KINDER]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
	#	Green = Interim dates Red = deadlines Yellow = Today's Date					
Unit #9	29	Mon, 4/8/24	Lesson #10	Tricky Word: which Uppercase Letters: 'S' 'T' 'U' 'V' 'W' Assessment: Tricky Word Recognition Small Group and Partner Reading*	Use Question Words		Handwriting 'S' 'T' 'U' 'V' 'W'; Tricky Words: Letters and Words Vocabulary: Pictorial Representations
Unit #9	29	Tue, 4/9/24	Lesson #11	Review: Uppercase Letters Tricky Word: once Small Group and Partner Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text
Unit #9	29	Wed, 4/10/24	Lesson #12	Uppercase Letters: 'X' 'Y' 'Z' Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Handwriting 'X' 'Y' 'Z'; Tricky Words: Letters and Words Word Writing: Tricky Words (with Cues) Response to Text
Unit #9	29	Thu, 4/11/24	Lesson #13	Tricky Words: said, says Small Group and Partner Reading	Use Question Words		Word Writing: Tricky
Unit #9	29	Fri, 4/12/24	Lesson #14	Small Group and Partner Reading Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Review: Handwriting— Capital Letters Response to Text
Unit #9	30	Mon, 4/15/24	Lesson #15	Reading: Wiggle Cards Practice Reading Sentences	Use Question Words		Word Writing: Tricky Words (with Cues)
Unit #9	30	Tue, 4/16/24	Lesson #16	Tricky Words: were Partner Reading*	Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text Vocabulary: Pictorial Representations

23-24 SCOPE + PACING GUIDE - [KINDER]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #9	30	Wed, 4/17/24	Lesson #17	Tricky Words: here, there* Whole Group Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Word Writing: Tricky Words Response to Text Handwriting: One- Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Unit #9	30	Thu, 4/18/24	Lesson #18	Review: Tricky Words Small Group and Partner Reading*	Use Question Words	Dictation: Phrases	Word Writing: Tricky Words (with Cues) Handwriting: One- Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Unit #9	30	Fri, 4/19/24	Lesson #19	Small Group and Partner Reading*	"Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I"		Handwriting '?' '!' '!' Response to Text
Unit #9	31	Mon, 4/22/24	Lesson #20	Small Group and Partner Reading Practice Reading: Wiggle Cards Assessment: Tricky Word Recognition Assessment: Upper Case Letter Writing Assessment: Punctuation	Use Question Words		

23-24 SCOPE + PACING GUIDE - [KINDER]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #9	31	Tue, 4/23/24	Lesson #21	Small Group and Partner Reading Reading* Practice Reading: Wiggle Cards Reading Assessment	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Review: Handwriting— Capital Letters Handwriting: Tricky Words Sentence Writing (With Cues) Response to Text
Unit #9	31	Wed, 4/24/24	Lesson #22	Whole Group Reading* Practice Reading: Wiggle Cards Reading Assessment	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text Handwriting: One- Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Unit #9	31	Thu, 4/25/24	Lesson #23	Partner Reading* Reading Assessment	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Sentence Writing (with Cues) Response to Text Handwriting: One- Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Unit #9	31	Fri, 4/26/24	Pausing Point	Review: Tricky Words, Uppercase Letters Partner Reading*		Review: Spelling Dictation	Response to Text Review: Handwriting— Capital Letters, Tricky Words Word Writing: Tricky Words (with Cues)

23-24 SCOPE + PACING GUIDE - [KINDER]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
	#	Green = Interim dates Red = deadlines Yellow = Today's Date					
Unit #10	31	Mon, 4/29/24	Lesson #1	Sound /ee/ Spelled 'ee' Small Group and Partner Reading	Use Question Words		Handwriting 'ee': Letters and Words
Unit #10	32	Tue, 4/30/24	Lesson #2	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Handwriting: One-Syllable Short Vowel
Unit #10	32	Wed, 5/1/24	Lesson #3	Chaining: One-Syllable Long Vowel Words Tricky Words: he, she, we Small Group and Partner Reading	Use Question Words		Words Vocabulary: Pictorial Representations
Unit #10	32	Thu, 5/2/24	Lesson #4	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: One-Syllable Words with /e/ and /ee/ sounds/spellings	Word Writing: One Syllable 'ee' Words (with Cues)* Response to Text
Unit #10	32	Fri, 5/3/24	Lesson #5	Tricky Words: be, me Whole Group Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text
Unit #10	33	Mon, 5/6/24	Lesson #6	Reading: Wiggle Cards Review: Tricky Words		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words, Long 'e' Words
Unit #10	33	Tue, 5/7/24	Lesson #7	Sound /ae/ Spelled 'a_e' Small Group and Partner Reading*			Handwriting 'a_e': Words Writing the Spelling
Unit #10	33	Wed, 5/8/24	Lesson #8	Tricky Words: they, their Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Large Card Chaining	Response to Text

23-24 SCOPE + PACING GUIDE - [KINDER]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green = Assessments Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
	#	Green = Interim dates Red = deadlines Yellow = Today's Date					
Unit #10	33	Thu, 5/9/24	Lesson #9	Whole Group Reading* Practice Reading: Wiggle Cards Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Word Writing: One- Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Unit #10	33	Fri, 5/10/24	Lesson #10	Dictation Identification: One-Syllable Long and Short Vowel Words Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One- Syllable Long Vowel Words (with Cues) Response to Text
Unit #10	34	Mon, 5/13/24	Lesson #11	Sound /ie/ Spelled 'i_e' Small Group and Partner Reading*			Handwriting 'i_e': Words Word Writing: One- Syllable Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Unit #10	34	Tue, 5/14/24	Lesson #12	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One- Syllable Long Vowel Words (with Cues) Response to Text
Unit #10	34	Wed, 5/15/24	Lesson #13	Tricky Word: my Small Group and Partner Reading	Use Question Words	Chaining: One-Syllable Short and Long Vowel Words with the Final –e Spelling	Word Writing: One- Syllable Long Vowel Words (with Cues)* Vocabulary: Pictorial Representations
Unit #10	34	Thu, 5/16/24	Lesson #14	Practice: Reading Words with the Final –e Spelling Small Group and Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text

23-24 SCOPE + PACING GUIDE - [KINDER]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #10	34	Fri, 5/17/24	Lesson #15/Lesson #16	Tricky Word: by Reading: Wiggle Cards Partner Reading Review: Tricky Words	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: Tricky Words	Response to Text Vocabulary: Pictorial Representations "Response to Text Word Writing: Tricky Words"
Unit #10	35	Mon, 5/20/24	Lesson #26	End-of-the-Year Assessment: Word Reading Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Word Writing: One- Syllable Short and Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Unit #10	35	Tue, 5/21/24	Lesson #27	Whole Group Reading* End-of-the-Year Assessment: Letter Sounds	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	End-of-the-Year Assessment: Sound Writing	End-of-the-Year Assessment: Sound Writing Response to Text Word Writing: One- Syllable Short and Long Vowel Words (with Cues)
Unit #10	35	Wed, 5/22/24	Lesson #28	End-of-the-Year Assessment: Uppercase Letter Names Small Group and Partner Reading* End-of-the-Year Assessment: Letter Sounds	Use Question Words	Chaining: One-Syllable Long Vowel Words with the Final -e Spelling	End-of-the-Year Assessment: Writing Lowercase Letters
Unit #10	35	Thu, 5/23/24	Lesson #17	Sound /oe/ Spelled 'o_e' Small Group and Partner Reading*	Use Question Words		Handwriting 'o_e': Words Vocabulary: Pictorial Representations

23-24 SCOPE + PACING GUIDE - [KINDER]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing	
			Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday					
	#	Green = Interim dates Red = deadlines Yellow = Today's Date						Word Writing: One-Syllable Long Vowel
Unit #10	35	Fri, 5/24/24	Lesson #18	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Words (with Cues) Response to Text	
		Mon, 5/27/24			Memorial Day			
Unit #10	36	Tue, 5/28/24	Lesson #19	Review: Sound Spelling Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Word Writing: One-Syllable Short and Long Vowel Words Vocabulary: Pictorial Representations	
Unit #10	36	Wed, 5/29/24	Lesson #20	Dictation Identification: One-Syllable, Long-Vowel Words Small Group and Partner Reading	Use Question Words		Word Writing: One-Syllable Long Vowel Words (with Cues) Vocabulary: Pictorial Representations	
Unit #10	36	Thu, 5/30/24	Lesson #21	Small Group and Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Long and Short Vowel Words	Response to Text Handwriting 'u_e': Words	
Unit #10	36	Fri, 5/31/24	Lesson #22	Sound /ue/ Spelled 'u_e' Small Group and Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One-Syllable Short and Long Vowel Words (with Cues) Vocabulary: Pictorial Representations	
Unit #10	37	Mon, 6/3/24	Lesson #23	Tricky Words: you, your Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Long Vowel Words with the Final -e Spelling	Response to Text	

23-24 SCOPE + PACING GUIDE - [KINDER]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #10	37	Tue, 6/4/24	Lesson #24	Whole Group Reading*	Use Question Words	Chaining: One-Syllable Long Vowel Words with the Final -e Spelling	Response to Text Word Writing: One-Syllable Short Vowel Words (with Cues)
Unit #10	37	Wed, 6/5/24	Lesson #25	Reading: Wiggle Cards		Dictation: Tricky Words	Response to Text Word Writing: Tricky
		Thu, 6/6/24			Estimated Last Day of School		
Unit #10	37	Fri, 6/7/24	Lesson #29	Small Group and Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Short and Long Vowel Words	Response to Text
	38	Mon, 6/10/24					
	38	Tue, 6/11/24					
	38	Wed, 6/12/24					
	38	Thu, 6/13/24					
	38	Fri, 6/14/24					

23-24 SCOPE + PACING GUIDE - [1ST GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #1	0	Mon, 8/14/23	Lesson #1	Sounds /p/, /k/, /g/, /n/, /a/ Spelled 'p'-'P', 'c'-'C', 'g'-'G', 'n'-'N', 'a'-'A' Chaining: One-Syllable Short Vowel Words			Handwriting 'a' 'A' 'p' 'P' 'n' 'N' 'c' 'C' 'g' 'G': Letters and Words
Unit #1	0	Tue, 8/15/23	Lesson #2	Sounds /i/, /o/, /t/, /d/ Spelled 'i'-'I', 'o'-'O', 't'-'T', 'd'-'D'* Chaining: One-Syllable Short Vowel Words			Handwriting 'i' 'I' 'o' 'O' 't' 'T' 'd' 'D': Letters Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Unit #1	0	Wed, 8/16/23	Lesson #3	Tricky Words: a, I Sounds /e/, /u/ Spelled 'e', 'u'	Identifying Nouns		Review: Handwriting— Letters Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
Unit #1	0	Thu, 8/17/23	Lesson #4	Sounds /m/, /f/, /v/ Spelled 'm'-'M', 'f'-'F', 'v'-'V'* Chaining: One-Syllable Short Vowel Words			Handwriting 'm' 'M' 'f' 'F' 'v' 'V': Letters Phrase Writing: One- Syllable Short Vowel Words (with Cues)
Unit #1	0	Fri, 8/18/23	Lesson #5	Sounds /s/, /z/, /h/ Spelled 's'-'S', 'z'-'Z', 'h'-'H' Tricky Words: no, so, of Practice Reading Phrases		Large Card Chaining: One-Syllable Short Vowel Words	Handwriting 's' 'S' 'z' 'Z' 'h' 'H': Letters and Words
Unit #1	1	Mon, 8/21/23	Lesson #6	Word Recognition Assessment Partner Reading			
Unit #1	1	Tue, 8/22/23	Lesson #7	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
Unit #1	1	Wed, 8/23/23	Lesson #8	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
Unit #1	1	Thu, 8/24/23	Lesson #9	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
Unit #1	1	Fri, 8/25/23	Lesson #10	Reading Assessment Independent Reading			Word Writing: Using Letters to Make Words
Unit #1	2	Mon, 8/28/23	Lesson #11	Sister Sounds /s/ and /z/, /f/ and /v/* Tricky Words: is, to		Chaining: One-Syllable Short Vowel Words	Review: Handwriting— Letters and Words
Unit #1	2	Tue, 8/29/23	Lesson #12	Sounds /b/, /l/, /r/ Spelled 'b'-'B', 'l'-'L', 'r'-'R'		Chaining: One-Syllable Short Vowel Words	Handwriting 'b' 'B' 'l' 'L' 'r' 'R': Letters and Words Word Writing: One- Syllable Short Vowel CVC and CVCC Words (with Cues)

23-24 SCOPE + PACING GUIDE - [1ST GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #1	2	Wed, 8/30/23	Lesson #13	Sounds /w/, /e/, /u/ Spelled 'w'—'W', 'e'—'E', 'u'—'U' Tricky Words: all, some*		Chaining: One-Syllable Short Vowel Words	Handwriting 'w' 'W' 'e' 'E' 'u' 'U': Letters Word Writing: Tricky Words (with Cues)
Unit #1	2	Thu, 8/31/23	Lesson #14	Tricky Words: from, word Reading Phrases	Identifying Nouns		Review: Handwriting— Letters and Words
Unit #1	2	Fri, 9/1/23	Lesson #15	Sounds /j/, /y/ Spelled 'j'— 'j', 'y'—'Y' Tricky Words: are, have, were* Reading Phrases		Chaining: One-Syllable Short Vowel Words	Handwriting 'j' 'j' 'y' 'Y': Letters and Words
		Mon, 9/4/23	<i>Break</i>		LABOR DAY		
Unit #1	3	Tue, 9/5/23	Lesson #16	Sounds /x/, /k/ Spelled 'x'—'X', 'k'—'K' Chaining: One-Syllable Short Vowel Wordst Tricky Words: one, once		Chaining: One-Syllable Short Vowel Words	Handwriting 'x' 'X' 'k' 'K': Letters and Words
Unit #1	3	Wed, 9/6/23	Lesson #17	Sounds /ch/, /sh/ Spelled 'ch', 'sh' Chaining: One-Syllable Short Vowel Words Tricky Words: do, two*	Identifying Nouns		Handwriting 'ch' 'sh': Letters and Words
Unit #1	3	Thu, 9/7/23	Lesson #18	Sister Sounds /th/ and /th/* Chaining: One-Syllable Short Vowel Words Practice Reading Phrases and Sentences			Handwriting 'th': Letters and Words
Unit #1	3	Fri, 9/8/23	Lesson #19	Tricky Words: the, who Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences
Unit #1	4	Mon, 9/11/23	Lesson #20	Sounds /ng/, /qu/ Spelled 'ng', 'qu'* Tricky Words: said, says Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Handwriting 'ng' 'qu': Letters and Words Response to Text: Sentences

23-24 SCOPE + PACING GUIDE - [1ST GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #1	4	Tue, 9/12/23	Lesson #21	Review: Vowel Sounds Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences
Unit #1	4	Wed, 9/13/23	Lesson #22	Review: Consonant and Vowel Sounds Small Group Reading*	Identifying Nouns		
Unit #1	4	Thu, 9/14/23	Lesson #23	Sounds /k/, /b/, /d/, /f/, /g/, /l/, /m/, /s/ Spelled 'ck', 'bb', 'dd', 'ff', 'gg', 'll', 'ss' Small Group Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
Unit #1	4	Fri, 9/15/23	Lesson #24	Sounds /k/, /n/, /p/, /r/, /t/, /z/ Spelled 'cc', 'nn', 'pp', 'rr', 'tt', 'zz' Sound /k/ Spelled 'c', 'ck', 'k', 'cc'			Word Writing: One Syllable Short Vowel Words with Double-Letter Spellings (with Cues)
Unit #1	5	Mon, 9/18/23	Lesson #25	Sister Sounds /s/ and /z/ Tricky Words: was, when, why			
Unit #1	5	Tue, 9/19/23	Lesson #26	Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns*		Response to Text: Sentences
Unit #1	5	Wed, 9/20/23	Lesson #27	Tricky Words: where, what, which	Review: Question Mark		
Unit #1	5	Thu, 9/21/23	Lesson #28	Partner Reading Review: Tricky Words			Response to Text: Sentences
Unit #1	5	Fri, 9/22/23	Lesson #29	Tricky Words: here, there	Identifying Nouns Review: Question Mark	Dictation: One-Syllable Short Vowel Words	
Unit #1	6	Mon, 9/25/23	Lesson #30	Review: Letter Names Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words with Double-Letter Spellings	Response to Text: Sentences
Unit #1	6	Tue, 9/26/23	Lesson #31	Review: Tricky Words Partner Reading			Response to Text: Sentences

23-24 SCOPE + PACING GUIDE - [1ST GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #1	6	Wed, 9/27/23	Lesson #32	Review: Tricky Words Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
Unit #1	6	Thu, 9/28/23	Pausing Point	Review: Sound Spelling, Tricky Words, Alphabet Partner Reading* Practice Reading Phrases* Reading Comprehension: Multiple Choice		Chaining Dictation	Review: Handwriting— Letters Word and Phrase Writing: One-Syllable Short Vowel Words (with Cues) Response to Text: Sentences
Unit #2	6	Fri, 9/29/23	Lesson #1	Vowel Digraph 'ee'* Demonstration Story Reading Comprehension: Multiple Choice			Handwriting 'ee': Letters and Words Response to Text: Sentences
Unit #2	7	Mon, 10/2/23	Lesson #2	Chaining: One-Syllable Long Vowel Words Tricky Words: he, she, be, me, we Demonstration Story* Reading Comprehension: Multiple Choice	Identifying Proper Nouns		Response to Text: Sentences
Unit #2	7	Tue, 10/3/23	Lesson #3	Vowel Digraph 'a_e' Small Group Reading*		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs
Unit #2	7	Wed, 10/4/23	Lesson #4	Review: Vowel Digraphs Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice		Chaining: One-Syllable Long Vowel Words	Response to Text: Sentences, Pictorial Representation
Unit #2	7	Thu, 10/5/23	Lesson #5	Tricky Words: they, their* Whole Group Reading Small Group Reading Reading Comprehension: Multiple Choice		Chaining: One-Syllable Long Vowel Words	Response to Text: Sentences
Unit #2	7	Fri, 10/6/23	Lesson #6	Vowel Digraph 'i_e' Partner Reading		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs Response to Text: Sentences
	8	Mon, 10/9/23	Break		Indigenous People's Day		

23-24 SCOPE + PACING GUIDE - [1ST GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #2	8	Tue, 10/10/23	Lesson #7	Review: Tricky Words Demonstration Story Small Group Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
Unit #2	8	Wed, 10/11/23	Lesson #8	Vowel Digraph 'o_e'		Chaining: One-Syllable Long Vowel Words Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs Handwriting 'o_e': Words
Unit #2	8	Thu, 10/12/23	Lesson #9	Small Group Reading	Identifying Nouns	Chaining: One-Syllable Long Vowel Words	
Unit #2	8	Fri, 10/13/23	Lesson #10	Tricky Words: my, by Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences *
Unit #2	9	Mon, 10/16/23	Lesson #11	Review: Tricky Words Partner Reading Reading Comprehension: Multiple Choice	Identifying Nouns	Chaining: One-Syllable Long Vowel Words	Word Writing: One- Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Unit #2	9	Tue, 10/17/23	Lesson #12	Vowel Digraph 'u_e' Demonstration Story*		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Unit #2	9	Wed, 10/18/23	Lesson #13	Partner Reading Reading Comprehension: Multiple Choice		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Unit #2	9	Thu, 10/19/23	Lesson #14	Tricky Words: you, your Small Group Reading			
Unit #2	9	Fri, 10/20/23	Lesson #15	Tricky Words: you, your Small Group Reading	Review: Identifying Nouns		
Unit #2	10	Mon, 10/23/23	Lesson #16	Small Group Reading Review: Sound Spelling, Tricky Words	Review: Identifying Nouns		

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #2	10	Tue, 10/24/23	Lesson #17	Partner Reading Reading Comprehension: Multiple Choice Reading: Wiggle Cards Review: Sound Spelling, Tricky Words*	Review: Identifying Nouns		Response to Text: Sentence, Pictorial Representation
Unit #2	10	Wed, 10/25/23	Lesson #18	Word Recognition Assessment Reading: Wiggle Cards			
Unit #2	10	Thu, 10/26/23	Lesson #19	Small Group Reading	Assessment: Identifying Nouns		
Unit #2	10	Fri, 10/27/23	Pausing Point	Review: Sound Spelling, Tricky Words* Partner Reading* Reading Comprehension: Multiple Choice	Review: Identifying Nouns	Chaining: One-Syllable Words Dictation: One-Syllable Words with Long Vowel Digraphs	Review: Handwriting— Words with Vowel Digraphs, Tricky Words Word Writing: One- Syllable Words with Long Vowel Digraphs (with Cues) Response to Text: Sentences, Pictorial Representation
Unit #3	11	Mon, 10/30/23	Lesson #1	Sound /oo/ Spelled 'oo' Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: same, green, stone, line, make, hide, seed, they*	Handwriting 'oo': Letters and Words Response to Text: Sentences (with Citation)
Unit #3	11	Tue, 10/31/23	Lesson #2	Tricky Word because		Dictation: One-Syllable Words	Planning a Fictional Narrative Response to Text
Unit #3	11	Wed, 11/1/23	Lesson #3	Review: Sound /oo/ Partner Reading			Drafting a Fictional Narrative
Unit #3	11	Thu, 11/2/23	Lesson #4	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Editing a Fictional Narrative Response to Text: Sentences (with Citation)
	11	Fri, 11/3/23	Fall RLD		FALL RLD - TK-8		
Unit #3	12	Mon, 11/6/23	Lesson #5	Review: Tricky Words Sound /oo/ Spelled 'oo'		Spelling Assessment	Handwriting 'oo': Letters and Words

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	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #3	12	Tue, 11/7/23	Lesson #6	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: frog, moth, quote, wood, took, spoon, tooth, why*	Planning and Drafting a Book Report Response to Text: Sentences (with Citation)
Unit #3	12	Wed, 11/8/23	Lesson #7	Tricky Spelling 'oo'* Tricky Words: could, should, would			Editing a Book Report Word Writing: One- Syllable 'oo' Words (with Cues)
Unit #3	12	Thu, 11/9/23	Lesson #8	Small Group Reading	Identifying Verbs		Publishing a Book Report Word Writing: One- Syllable Words (with Cues)
	12	Fri, 11/10/23	<i>Break</i>		Veterans Day		
Unit #3	13	Mon, 11/13/23	Lesson #9	Sound /ou/ Spelled 'ou' Small Group Reading			Handwriting 'ou': Letters and Words
Unit #3	13	Tue, 11/14/23	Lesson #10	Tricky Word down Chaining: One-Syllable Words Whole Group Reading*	Identifying Verbs	Spelling Assessment	Word Writing: One- Syllable Words (with Cues) Vocabulary: Pictorial Representations
Unit #3	13	Wed, 11/15/23	Lesson #11	Chaining: One-Syllable Words Reading: Wiggle Cards Review: Tricky Words Reading Comprehension: Yes/No Questions		Spelling Words Introduction: brook, stood, booth, room, south, proud, shout, down	Word Writing: One-Syllable Words (with Cues)
Unit #3	13	Thu, 11/16/23	Lesson #12	Sound /oi/ Spelled 'oi'* Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Handwriting 'oi': Letters and Words Response to Text: Sentences, Pictorial Representation (with Citation)
Unit #3	13	Fri, 11/17/23	Lesson #13	Review: Sounds Small Group Reading	Identifying Past- and Present-Tense Verbs	Chaining: One-Syllable Words	
		Mon, 11/20/23			Thanksgiving Break		
		Tue, 11/21/23			Thanksgiving Break		
		Wed, 11/22/23			Thanksgiving Break		
		Thu, 11/23/23			Thanksgiving Break		
		Fri, 11/24/23			Thanksgiving Break		

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #3	14	Mon, 11/27/23	Lesson #14	Small Group Reading		Chaining: One-Syllable Words	Word Writing: One-Syllable Words
Unit #3	14	Tue, 11/28/23	Lesson #15	Sound /aw/ Spelled 'aw' Reading: Wiggle Cards		Spelling Assessment	Handwriting 'aw': Letters and Sounds
Unit #3	14	Wed, 11/29/23	Lesson #16	Review: Tricky Words* Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)	Identifying Present- and Past-Tense Verbs		Response to Text: Pictorial Representation
Unit #3	14	Thu, 11/30/23	Lesson #17	Small Group/Partner Reading*		Chaining: One-Syllable Words	Word Writing: One-Syllable Words
Unit #3	14	Fri, 12/1/23	Lesson #18	Review: Tricky Words Chaining: One-Syllable Words Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Word Writing: One-Syllable Words Response to Text: Sentences, Pictorial Representation (with Citation)
Unit #3	15	Mon, 12/4/23	Lesson #19	Word Recognition Assessment Reading: Wiggle Cards Story Comprehension Assessment			Story Comprehension Assessment
Unit #3	15	Tue, 12/5/23	Pausing Point	Review: Sound Spelling, Tricky Words, Words with Vowel Digraphs Practice Reading Phrases and Sentences Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Identifying Verbs, Identifying Nouns	Chaining: One-Syable Words Dictation: One-Syllable Words, Phrases, and Sentences	Word Writing: One-Syllable Words, Tricky Words (with Cues) Review: Handwriting—Words with Double-Letter Consonant Sounds Response to Text: Sentences, Pictorial Representation (with Citation)
Unit #4	15	Wed, 12/6/23	Lesson #1	Sound /er/ Spelled 'er'		Spelling Words Introduction: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*	
Unit #4	15	Thu, 12/7/23	Lesson #2	Review: Sound /er/ Speller 'er'* Whole Group Reading	Contractions		Word Writing: One-Syllable Words (with Cues)

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	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #4	15	Fri, 12/8/23	Lesson #3	Small Group Reading Reading Comprehension: Multiple Choice (with Citation) Vowel Digraph Spellings	Contractions		Handwriting 'er': Letters and Words Word Writing: One- Syllable Words (with Cues) Response to Text: Sentences
Unit #4	16	Mon, 12/11/23	Lesson #4	Medial Sounds Sound /ar/ Spelled 'ar'* Whole Group Reading			Handwriting 'ar': Letters and Words
Unit #4	16	Tue, 12/12/23	Lesson #5	Review: Medial Sounds Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment Dictation: One-Syllable Words with /er/ and /ar/	Word Writing: One- Syllable Words with /er/ and /ar/ Response to Text: Sentences (with Citation)
Unit #4	16	Wed, 12/13/23	Lesson #6	Reading: Wiggle Cards	Contractions	Spelling Words Introduction: sharp, fern, start, spoil, verb, shark, crawl, because*	Word Writing: One- Syllable Words (with Cues)
Unit #4	16	Thu, 12/14/23	Lesson #7	Minimal Pairs Reading: Wiggle Cards Sound /or/ Spelled 'or'		Two-Syllable Words	Handwriting 'or': Letters and Words
Unit #4	16	Fri, 12/15/23	Lesson #8	Two-Syllable Words Tricky Words: yesterday, today, tomorrow Small Group Reading*		Dictation: Tricky Words	Word Writing: Tricky Words
		Mon, 12/18/23			Winter Break		
		Tue, 12/19/23			Winter Break		
		Wed, 12/20/23			Winter Break		
		Thu, 12/21/23			Winter Break		
		Fri, 12/22/23			Winter Break		
		Mon, 12/25/23			Winter Break		
		Tue, 12/26/23			Winter Break		
		Wed, 12/27/23			Winter Break		
		Thu, 12/28/23			Winter Break		
		Fri, 12/29/23			Winter Break		
	17	Mon, 1/1/24			Winter Break		
	17	Tue, 1/2/24			Winter Break		

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #4	17	Wed, 1/3/24	Lesson #9	Two-Syllable Words Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns and Verbs	Dictation: One-Syllable Words with Digraph Vowel Sounds or an r- Controlled Syllable	Word Writing: One- Syllable Words with Digraph Vowel Sounds or an r-Controlled Syllable Response to Text: Sentences
Unit #4	17	Thu, 1/4/24	Lesson #10	Chaining: Two-Syllable Words Whole Group Reading* Reading Comprehension: Multiple Choice		Spelling Assessment	Response to Text: Sentences
Unit #4	17	Fri, 1/5/24	Lesson #11	Chaining with Two- Syllable Words Reading: Wiggle Cards		Spelling Words Introduction: barking, carpet, zipper, perfume, border, morning, forest, today* Dictation: Two-Syllable Words (with Cues)	Word Writing: Two- Syllable Words (with Cues)
Unit #4	18	Mon, 1/8/24	Lesson #12	Reading: Wiggle Cards Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Verb Identification: Present and Past Tense		Sentence Writing (with Cues) Response to Text: Fill-in- the-Blank, Sentence
Unit #4	18	Tue, 1/9/24	Lesson #13	Small Group Reading	Past, Present, and Future Verb Tenses		Word Writing: Two- Syllable, Past-Tense Verbs (with Cues)
Unit #4	18	Wed, 1/10/24	Lesson #14	Clapping and Reading Two-Syllable Words Review: Vowel Sounds Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice			Word Writing: Two- Syllable, Past-Tense Verbs (with Cues)
Unit #4	18	Thu, 1/11/24	Lesson #15	Partner Reading		Spelling Assessment Chaining: One-Syllable Words	Response to Text: Sentences
Unit #4	18	Fri, 1/12/24	Lesson #16	Whole Group Reading	Verb Identification	Spelling Words Introduction: sounded, lifted, pointed, parked, waved, grinned, tripped, have*	Response to Text: Sentences

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
		Mon, 1/15/24	<i>Break</i>		MLK Jr. Day		
Unit #4	19	Tue, 1/16/24	Lesson #17	Small Group Reading	Identifying Nouns, Adjectives and Verbs		
Unit #4	19	Wed, 1/17/24	Lesson #18	Chaining: Two-Syllable Words with Endings – ness and –lest	Using Adjectives	Chaining: One-Syllable Words	
Unit #4	19	Thu, 1/18/24	Lesson #19	Partner Reading	Past-Tense Verbs		Word Writing: Two-Syllable, Past-Tense Verbs (with Cues) Response to Text: Sentences
Unit #4	19	Fri, 1/19/24	Lesson #20	Review: Sounds /ar/ , /or/ , and /er/		Spelling Assessment	Descriptive Writing: Planning Word Writing: Two-Syllable Words (with Cues)
Unit #4	19	Mon, 1/22/24	Lesson #21	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Descriptive Writing: Drafting Response to Text Sentences
Unit #4	20	Tue, 1/23/24	Lesson #22	Identify Adjectives	Past-Tense Marker –ed		Descriptive Writing: Planning and Research Using Informational Text Word Writing: Two-Syllable, Past-Tense Verbs
Unit #4	20	Wed, 1/24/24	Lesson #23	Small Group Reading			Descriptive Writing: Drafting
Unit #4	20	Thu, 1/25/24	Lesson #24	Review: Word Reading			Descriptive Writing: Editing Word Writing: Two-Syllable, Compound Words (with Cues)
Unit #4	20	Fri, 1/26/24	Lesson #25	Small Group Reading	Grammar Assessment	Dictation Assessment	Dictation Assessment Descriptive Writing: Review

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	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #4	20	Mon, 1/29/24	Lesson #26	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Unit #4	21	Tue, 1/30/24	Lesson #27	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Unit #4	21	Wed, 1/31/24	Lesson #28	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Unit #4	21	Thu, 2/1/24	Pausing Point	Review: Recognizing and Isolating Sounds, Tricky Words, Minimal Pairs Reading Phrases and Sentences Reading Decodable Stories*	Identifying Verbs and Adjectives in Phrases/Sentences Understanding Past, Present, and Future Tense	Dictation: One-Syllable Words Chaining: One-Syllable Words	Review: Handwriting— Letters and Words Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentences, Paragraph
Unit #5	21	Fri, 2/2/24	Lesson #1	Spelling Alternatives 'p' and 'pp' for /p/	Plural Nouns Root Words	Spelling Words Introduction: horn, porch, short, park, barns, herd, verb, said*	Word Writing: One-Syllable Singular and Plural Nouns (with Cues); Two-Syllable Words with -ed and -ing Endings
		Mon, 2/5/24			TK-8 Winter RLD		
Unit #5	22	Tue, 2/6/24	Lesson #2	Tricky Word how Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)	Plural Nouns		Word Writing: One-Syllable Singular and Plural Nouns (with Cues) Response to Text: Sentences (with Citation)
Unit #5	22	Wed, 2/7/24	Lesson #3	Spelling Alternatives 'b' and 'bb' for /b/	Statements and Questions		Word Writing: Two-Syllable Words with -ed and -ing Endings (with Cues) Handwriting '?' ': Marks and Sentences

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	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #5	22	Thu, 2/8/24	Lesson #4	Spelling Alternatives 'c' 'k' 'cc' 'ck' for /k/* Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentences (with Citation)
Unit #5	22	Fri, 2/9/24	Lesson #5	Spelling Alternatives 'c' 'k' 'cc' 'ck' for /k	Root Words Statements and Questions	Spelling Assessment	Word Writing: Two- Syllable Words with -ed and -ing Endings (with Cues) Sentence Writing: Correcting Punctuation and Capitalization
Unit #5	23	Mon, 2/12/24	Lesson #6	Spelling Alternatives 'ch' and 'tch' for /ch/ Small Group Reading		Spelling Words Introduction: chips, much, catch, fetch, marsh, shine, flash, how*	Word Writing: One- and Two-Syllable Words (with Cues)
Unit #5	23	Tue, 2/13/24	Lesson #7	Spelling Alternatives 'g' and 'gg' for /g/ Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Statements and Questions		Sentence Writing: Correcting Punctuation and Capitalization Response to Image Response to Text: Sentences, Pictorial Representation
Unit #5	23	Wed, 2/14/24	Lesson #8	Spelling Alternatives 'j' 'g' 'ge' for /j/ Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences, Pictorial Representation
Unit #5	23	Thu, 2/15/24	Lesson #9	Tricky Spelling 'g' for /g/ and /j/ Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Plural Nouns*		Word Writing: One- and Two-Syllable Words with 'g' > /g/ or /j/ (with Cues) Response to Text: Sentences (with Citation)
Unit #5	23	Fri, 2/16/24	Lesson #10	Review: Sound Spelling Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Paragraph
		Mon, 2/19/24			February Break		
		Tue, 2/20/24			February Break		

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	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
		Wed, 2/21/24			February Break		
		Thu, 2/22/24			February Break		
		Fri, 2/23/24			February Break		
Unit #5	24	Mon, 2/26/24	Lesson #11	Spelling Alternatives 't' 'tt' 'ed' for /t/	ments, Questions, and Exclamations	Spelling Words Introduction: chips, much, catch, fetch, marsh, shine, flash, how*	Word Writing: One- and Two-Syllable Words with 't', 'tt', or 'ed' > /t/ (with Cues) Handwriting '! ' ? ' ': Marks and Sentences
Unit #5	24	Tue, 2/27/24	Lesson #12	Review: Sister Sounds Spelling Alternatives 'd' 'dd' 'ed' for /d/ Tricky Word (stage)coach Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Word Writing: One- and Two-Syllable Words with 'd', 'dd', 'ed' > /d/ (with Cues) Response to Text: Sentences (with Citation)
Unit #5	24	Wed, 2/28/24	Lesson #13	Spelling Alternatives 'f' 'ff' for /f/ Small Group Reading	Statements, Questions, and Exclamations		Word Writing: One- and Two-Syllable Words (with Cues) Handwriting '! ' ? ' ': Marks and Sentences Response to Text: Fill-in- the-Blank, Sentence, Pictorial Representation (with Citation)
Unit #5	24	Thu, 2/29/24	Lesson #14	Spelling Alternatives 'v' 've' for /v/ Tricky Word picture Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Statements, Questions, and Exclamations		Word Writing- One- and Two-Syllable Words (with Cues) Response to Text: Sentence (with Citation)
Unit #5	24	Fri, 3/1/24	Lesson #15	Partner Reading		Spelling Assessment	Introduction to Opinion Writing

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	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #5	24	Mon, 3/4/24	Lesson #16	Spelling Alternatives 'r' 'rr' 'wr' for /r/		Spelling Words Introduction: trucker, kitten, parked, duck, add, planned, offer, was*	Word Writing: One- and Two-Syllable Words with 'r', 'rr', 'wr' > /r/ (with Cues) Writing an Opinion Paragraph (Whole Group)
Unit #5	25	Tue, 3/5/24	Lesson #17	Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Writing and Opinion Paragraph (Independent) Response to Text: Sentences (with Citation) *
Unit #5	25	Wed, 3/6/24	Lesson #18		Sentence Building		Editing an Opinion Paragraph
Unit #5	25	Thu, 3/7/24	Lesson #19	Spelling Alternatives 'l' 'll' for /l/ Partner Reading			Word Writing: One- Syllable Words with 'l', 'll' > /l/ (with Cues)
Unit #5	25	Fri, 3/8/24	Lesson #20	Reading: Wiggle Cards Review: Tricky Words Partner Reading*	Review: Adjectives	Spelling Assessment	Response to Text: Sentences (with Citation)
Unit #5	25	Mon, 3/11/24	Lesson #21	Review: Two-Syllable Words Partner Reading Reading Comprehension: Multiple Choice (with Citation)			Word Writing: Two- Syllable Words (with Cues) Response to Text: Sentences (with Citation)
Unit #5	26	Tue, 3/12/24	Lesson #22	Word Recognition Assessment Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Grammar Assessment		Response to Text Response to Text: Sentences (with Citation)
Unit #5	26	Wed, 3/13/24	Pausing Point	Review: Sound Spelling, Tricky Words, Minimal Pairs, Sister Sounds, Tricky Spellings Partner Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Statements, Questions, and Exclamations; Building Sentences	Chaining: One- and Two- Syllable Words Dictation: One- and Two- Syllable Words	Review: Handwriting— Letters and Words Word Writing: One- and Two-Syllable Words (with Cues) Sentence Writing (with Cues) Response to Text: Sentences, Friendly Letter (with Citation)

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	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #6	26	Thu, 3/14/24	Lesson #1	Spelling Alternative 'c' for /s/		Spelling Words Introduction: swimming, rotten, hidden, batter, shredded, popping, nodded, their*	Introduction to Personal Narratives
Unit #6	26	Fri, 3/15/24	Lesson #2	Tricky Spelling 'c' for /s/ and /k/			Planning a Personal Narrative (Whole Group)* Word Writing: One- and Two-Syllable Word with 'c' > /k/ or /s/ (with Cues)
Unit #6	27	Mon, 3/18/24	Lesson #3	Review: Tricky Spelling 'c'			Writing a Personal Narrative (Whole Group)
Unit #6	27	Tue, 3/19/24	Lesson #4	Spelling Alternatives 'ce' 'se' for /s/			Planning and Writing a Personal Narrative (Individual) Word Writing: One-Syllable Words with 'ce' or 'se' > /s/ (with Cues)
Unit #6	27	Wed, 3/20/24	Lesson #5			Spelling Assessment	Editing and Publishing a Personal Narrative
Unit #6	27	Thu, 3/21/24	Lesson #6	Review: Tricky Spelling 'c', Spelling Alternatives for /s/ Whole Group Reading Reading Comprehension (with Citation)		Spelling Words Introduction: sun, kiss, cent, prince, jazz, pigs, zip, here*	Response to Text: Sentence (with Citation)
Unit #6	27	Fri, 3/22/24	Lesson #7	Small Group Reading	Adjectives, Prepositions and Pronouns		Word Writing: Pronouns
Unit #6	27	Mon, 3/25/24	Lesson #8	Review: Tricky Spelling 'g', Spelling Alternatives for /j/ Small Group Reading			Response to Text: Sentence (with Citation)
Unit #6	28	Tue, 3/26/24	Lesson #9	Small Group Reading	Nouns and Pronouns		Word Writing: Pronouns, One-Syllable Words (with Cues)* Response to Text: Sentences (with Citation)

23-24 SCOPE + PACING GUIDE - [1ST GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #6	28	Wed, 3/27/24	Lesson #10	Spelling Alternative 'kn' for /n/ Small Group Reading		Spelling Assessment	Response to Text: Sentences (with Citation) Word Writing: One- and Two-Syllable Word with 's', 'ss', or 'c' > /s/ (with Cues)*
Unit #6	28	Thu, 3/28/24	Lesson #11	Review: Spelling Alternatives for /s/ and /n/ Small Group Reading		Spelling Words Introduction: maps, mice, hammer, trimmed, skipped, scrub, space, could*	Word Writing: One- or Two-Syllable Words with 'n', 'nn', or 'kn' > /n/ (with Cues), One-Syllable Words with -ed and -ing Endings Response to Text: Sentences (with Citation)
		Fri, 3/29/24			TK-8 Spring RLD #1		
		Mon, 4/1/24			Cesar Chavez Day		
		Tue, 4/2/24			TK-8 Spring RLD #2- SF SCHOOLS		
		Wed, 4/3/24			Spring Break		
		Thu, 4/4/24			Spring Break		
		Fri, 4/5/24			Spring Break		
Unit #6	29	Mon, 4/8/24	Lesson #12	view: Tricky Words Small Group Reading			Response to Text: Sentences (with Citation)
Unit #6	29	Tue, 4/9/24	Lesson #13	Small Group Reading*	Nouns and Pronouns		Word Writing: Pronouns Response to Text: Sentences (with Citation)
Unit #6	29	Wed, 4/10/24	Lesson #14	Small Group Reading*	ilding Sentences with Adjectives and Prepositions		Response to Text: Sentences (with Citation)
Unit #6	29	Thu, 4/11/24	Lesson #15	Partner Reading	Review: Plural Nouns	Spelling Assessment	Word Writing: One- Syllable Plural Nouns (with Cues) Response to Text: Sentences (with Citation)
Unit #6	29	Fri, 4/12/24	Lesson #16	Spelling Alternative 'wh' for /w/ Small Group Reading		Spelling Words Introduction: knit, kneel, nose, center, nugget, running, winner, which*	Response to Text: Sentences (with Citation)
Unit #6	30	Mon, 4/15/24	Lesson #17	Partner Reading		Spelling Dictation	Response to Text: Sentences (with Citation)
Unit #6	30	Tue, 4/16/24	Lesson #18	Spelling Alternative 'n' for /ng/ Small Group Reading*			

23-24 SCOPE + PACING GUIDE - [1ST GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #6	30	Wed, 4/17/24	Lesson #19	Tricky Spelling 'n' for /n/ and /ng/ Small Group Reading			Word Writing: One-Syllable Words with 'n' > /n/ or /ng/ (with Cues) Response to Text: Sentences (with Citation)
Unit #6	30	Thu, 4/18/24	Lesson #20	Partner Reading	Review: Pronouns	Spelling Assessment	Response to Text: Sentences (with Citation)
Unit #6	30	Fri, 4/19/24	Lesson #21	Review: Root Words and Endings Small Group Reading*			Word Writing: Two-Syllable Words with -ed or -ing Endings Response to Text: Sentences (with Citation)
Unit #6	31	Mon, 4/22/24	Lesson #22	Small Group Reading		Spelling Dictation	Response to Text: Sentences (with Citation)
Unit #6	31	Tue, 4/23/24	Lesson #23	Tricky Word cow Small Group Reading			Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentences (with Citation)
Unit #6	31	Wed, 4/24/24	Lesson #24	Word Recognition Assessment Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
Unit #6	31	Thu, 4/25/24	Lesson #25	Story Comprehension Assessment Wiggle Cards			Response to Text: Sentences (with Citation)
Unit #6	31	Fri, 4/26/24	Pausing Point	Review: Sound Spelling, Tricky Words Partner Reading*	Review: Building Sentences with Adjectives and Prepositions, Pronouns		Word Writing: One- and Two-Syllable Words (with Cues) Planning and Drafting Descriptions Response to Text: Sentences (with Citation)
Unit #7	31	Mon, 4/29/24	Lesson #1	Spelling Alternatives for /ae/ Reading: Wiggle Cards		Spelling Words Introduction: fade, knocked, knitting, pitch, wrapper, hands, drinking, by*	Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)

23-24 SCOPE + PACING GUIDE - [1ST GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #7	32	Tue, 4/30/24	Lesson #2	Chaining: One-Syllable Words Whole Group Reading			Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)*
Unit #7	32	Wed, 5/1/24	Lesson #3	Small Group Reading	Prepositions: Common, Proper and Plural Nouns		Response to Text: Sentences (with Citation)
Unit #7	32	Thu, 5/2/24	Lesson #4	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Noun-Verb Agreement		Word Writing: Nouns and Verbs, One- and Two-Syllable Words (with Cues) Response to Text: Paragraph
Unit #7	32	Fri, 5/3/24	Lesson #5	Reading Comprehension: Multiple Choice Small Group Reading*		Spelling Assessment	
Unit #7	33	Mon, 5/6/24	Lesson #6	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Noun-Verb Agreement	Spelling Words Introduction: rain, hair, explain, stay, stray, display, escape, your*	Word Writing: Nouns and Verbs, One- and Two-Syllable Words (with Cues) Response to Text: Paragraph
Unit #7	33	Tue, 5/7/24	Lesson #7	Partner Reading	Commas in a Series		Response to Text: Sentences (with Citation), Friendly Letter
Unit #7	33	Wed, 5/8/24	Lesson #8	Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Root Words and Endings		Word Writing: Two-Syllable Words with -ed and -ing Endings Sentence Writing Response to Text: Sentence (with Citation)
Unit #7	33	Thu, 5/9/24	Lesson #9	Partner Reading	Review: Punctuation		Response to Text: Sentences (with Citation)
Unit #7	33	Fri, 5/10/24	Lesson #10	Small Group Reading	Review: Punctuation	Spelling Assessment	

23-24 SCOPE + PACING GUIDE - [1ST GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #7	34	Mon, 5/13/24	Lesson #11	Spelling Alternatives for /oe/ Small Group Reading		Spelling Words Introduction: classmate, airplane, gain, brainstorm, railway, layer, playground, who*	Response to Text: Sentences (with Citation)
Unit #7	34	Tue, 5/14/24	Lesson #12	Small Group Reading	ding Sentences with Conjunctions		Word Writing: One- Syllable Words with 'oa' > /oe/ or 'ai', 'ay' > /ae/ (with Cues) Response to Text: Sentences (with Citation)
Unit #7	34	Wed, 5/15/24	Lesson #13	Whole Group Reading			Response to Text: Sentences (with Citation), Pictorial Representation Instructional Writing: Introduction
Unit #7	34	Thu, 5/16/24	Lesson #14	Small Group Reading*			Instructional Writing: Sequencing Steps
Unit #7	34	Fri, 5/17/24	Lesson #15	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Sentences (with Citation) Instructional Writing: Giving Good Oral Instructions
Unit #7	35	Mon, 5/20/24	Lesson #16	Partner Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentences (with Citation) Instructional Writing: Planning and Drafting
Unit #7	35	Tue, 5/21/24	Lesson #17	Small Group Reading			Instructional Writing: Editing and Publishing
Unit #7	35	Wed, 5/22/24	Lesson #18	Small Group Reading*	Noun-Verb Agreement Commas in a Series		Response to Text: Sentences (with Citation)
Unit #7	35	Thu, 5/23/24	Lesson #19	Silent Reading Comprehension Assessment Reading: Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
Unit #7	35	Fri, 5/24/24	Lesson #20	Fluency Assessment Reading: Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
		Mon, 5/27/24			Memorial Day		

23-24 SCOPE + PACING GUIDE - [1ST GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #7	36	Tue, 5/28/24	Lesson #21	Word Reading in Isolation Assessment Reading: Wiggle Cards			Word Writing: One- and Two-Syllable Words (with Cues)
Unit #7	36	Wed, 5/29/24	Pausing Point	Review: Spelling Alternatives Reading: Wiggle Cards Reading Comprehension: Multiple Choice	Review: Quotation Marks, Commas	Chaining: One-Syllable Words Dictation: Sounds, Words, Phrases, and Sentences	Word Writing: One- and Two-Syllable Words (with Cues)
	36	Thu, 5/30/24		<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>			
	36	Fri, 5/31/24		<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>			
	37	Mon, 6/3/24		<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>			
	37	Tue, 6/4/24		<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>			
	37	Wed, 6/5/24		<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>			
	37	Thu, 6/6/24		Estimated Last Day of School			
	37	Fri, 6/7/24					
	38	Mon, 6/10/24					
	38	Tue, 6/11/24					
	38	Wed, 6/12/24					
	38	Thu, 6/13/24					
	38	Fri, 6/14/24					

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
Unit 1	23	Mon, 2/12/24	Lesson #17	Sounds /ch/, /sh/ Spelled 'ch', 'sh' Chaining: One-Syllable Short Vowel Words Tricky Words: do, two*	Identifying Nouns		Handwriting 'ch' 'sh': Letters and Words
Unit 1	23	Tue, 2/13/24	Lesson #18	Sister Sounds /th/ and /th/* Chaining: One-Syllable Short Vowel Words Practice Reading Phrases and Sentences			Handwriting 'th': Letters and Words
Unit 1	23	Wed, 2/14/24	Lesson #19	Tricky Words: the, who Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences
Unit 1	23	Thu, 2/15/24	Lesson #20	Sounds /ng/, /qu/ Spelled 'ng', 'qu'* Tricky Words: said, says Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Handwriting 'ng' 'qu': Letters and Words Response to Text: Sentences
Unit 1	23	Fri, 2/16/24	Lesson #21	Review: Vowel Sounds Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences
Unit 1		Mon, 2/19/24			February Break		
Unit 1		Tue, 2/20/24			February Break		
Unit 1		Wed, 2/21/24			February Break		
Unit 1		Thu, 2/22/24			February Break		
Unit 1		Fri, 2/23/24			February Break		
Unit 1	24	Mon, 2/26/24	Lesson #22	Review: Consonant and Vowel Sounds Small Group Reading*	Identifying Nouns		

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit 1	24	Tue, 2/27/24	Lesson #23	Sounds /k/, /b/, /d/, /f/, /g/, /l/, /m/, /s/ Spelled 'ck', 'bb', 'dd', 'ff', 'gg', 'll', 'ss' Small Group Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
Unit 1	24	Wed, 2/28/24	Lesson #24	Sounds /k/, /n/, /p/, /r/, /t/, /z/ Spelled 'cc', 'nn', 'pp', 'rr', 'tt', 'zz' Sound /k/ Spelled 'c', 'ck', 'k', 'cc'			Word Writing: One Syllable Short Vowel Words with Double-Letter Spellings (with Cues)
Unit 1	24	Thu, 2/29/24	Lesson #25	Sister Sounds /s/ and /z/ Tricky Words: was, when, why			
Unit 1	24	Fri, 3/1/24	Lesson #26	Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns*		Response to Text: Sentences
Unit 1	24	Mon, 3/4/24	Lesson #27	Tricky Words: where, what, which	Review: Question Mark		
Unit 1	25	Tue, 3/5/24	Lesson #28	Partner Reading Review: Tricky Words			Response to Text: Sentences
Unit 1	25	Wed, 3/6/24	Lesson #29	Tricky Words: here, there	Identifying Nouns Review: Question Mark	Dictation: One-Syllable Short Vowel Words	
Unit 1	25	Thu, 3/7/24	Lesson #30	Review: Letter Names Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words with Double-Letter Spellings	Response to Text: Sentences
Unit 1	25	Fri, 3/8/24	Lesson #31	Review: Tricky Words Partner Reading			Response to Text: Sentences
Unit 1	25	Mon, 3/11/24	Lesson #32	Review: Tricky Words Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit 5	26	Tue, 3/12/24	Lesson #1	Spelling Alternatives 'p' and 'pp' for /p/	Plural Nouns Root Words	Spelling Words Introduction: horn, porch, short, park, barns, herd, verb, said*	Word Writing: One- Syllable Singular and Plural Nouns (with Cues); Two-Syllable Words with -ed and -ing Endings
Unit 5	26	Wed, 3/13/24	Lesson #2	Tricky Word how Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)	Plural Nouns		Word Writing: One- Syllable Singular and Plural Nouns (with Cues) Response to Text: Sentences (with Citation)
Unit 5	26	Thu, 3/14/24	Lesson #3	Spelling Alternatives 'b' and 'bb' for /b/	Statements and Questions		Word Writing: Two- Syllable Words with -ed and -ing Endings (with Cues) Handwriting '?' ': Marks and Sentences
Unit 5	26	Fri, 3/15/24	Lesson #4	Spelling Alternatives 'c' 'k' 'cc' 'ck' for /k/* Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentences (with Citation)
Unit 5	27	Mon, 3/18/24	Lesson #5	Spelling Alternatives 'c' 'k' 'cc' 'ck' for /k	Root Words Statements and Questions	Spelling Assessment	Word Writing: Two- Syllable Words with -ed and -ing Endings (with Cues) Sentence Writing: Correcting Punctuation and Capitalization
Unit 5	27	Tue, 3/19/24	Lesson #6	Spelling Alternatives 'ch' and 'tch' for /ch/ Small Group Reading		Spelling Words Introduction: chips, much, catch, fetch, marsh, shine, flash, how*	Word Writing: One- and Two-Syllable Words (with Cues)

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit 5	27	Wed, 3/20/24	Lesson #7	Spelling Alternatives 'g' and 'gg' for /g/ Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Statements and Questions		Sentence Writing: Correcting Punctuation and Capitalization Response to Image Response to Text: Sentences, Pictorial Representation
Unit 5	27	Thu, 3/21/24	Lesson #8	Spelling Alternatives 'j' 'g' 'ge' for /j/ Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences, Pictorial Representation
Unit 5	27	Fri, 3/22/24	Lesson #9	Tricky Spelling 'g' for /g/ and /j/ Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Plural Nouns*		Word Writing: One- and Two-Syllable Words with 'g' > /g/ or /j/ (with Cues) Response to Text: Sentences (with Citation)
Unit 5	27	Mon, 3/25/24	Lesson #10	Review: Sound Spelling Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Paragraph
Unit 5	28	Tue, 3/26/24	Lesson #11	Spelling Alternatives 't' 'tt' 'ed' for /t/	lements, Questions, and Exclamati	Spelling Words Introduction: chips, much, catch, fetch, marsh, shine, flash, how*	Word Writing: One- and Two-Syllable Words with 't', 'tt', or 'ed' > /t/ (with Cues) Handwriting '! ' ? ' ': Marks and Sentences
Unit 5	28	Wed, 3/27/24	Lesson #12	Review: Sister Sounds Spelling Alternatives 'd' 'dd' 'ed' for /d/ Tricky Word (stage)coach Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Word Writing: One- and Two-Syllable Words with 'd', 'dd', 'ed' > /d/ (with Cues) Response to Text: Sentences (with Citation)

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit 5	28	Thu, 3/28/24	Lesson #13	Spelling Alternatives 'f' 'ff' for /f/ Small Group Reading	Statements, Questions, and Exclamations		Word Writing: One- and Two-Syllable Words (with Cues) Handwriting '! ' ?' ': Marks and Sentences Response to Text: Fill-in- the-Blank, Sentence, Pictorial Representation (with Citation)
		Fri, 3/29/24			TK-8 Spring RLD #1		
		Mon, 4/1/24			Cesar Chavez Day		
		Tue, 4/2/24			TK-8 Spring RLD #2- SF SCHOOLS		
		Wed, 4/3/24			Spring Break		
		Thu, 4/4/24			Spring Break		
		Fri, 4/5/24			Spring Break		
Unit 5	29	Mon, 4/8/24	Lesson #14	Spelling Alternatives 'v' 've' for /v/ Tricky Word picture Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Statements, Questions, and Exclamations		Word Writing- One- and Two-Syllable Words (with Cues) Response to Text: Sentence (with Citation)
Unit 5	29	Tue, 4/9/24	Lesson #15	Partner Reading		Spelling Assessment	Introduction to Opinion Writing
Unit 5	29	Wed, 4/10/24	Lesson #16	Spelling Alternatives 'r' 'rr' 'wr' for /r/		Spelling Words Introduction: trucker, kitten, parked, duck, add, planned, offer, was*	Word Writing: One- and Two-Syllable Words with 'r', 'rr', 'wr' > /r/ (with Cues) Writing an Opinion Paragraph (Whole Group)

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit 5	29	Thu, 4/11/24	Lesson #17	Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Writing and Opinion Paragraph (Independent) Response to Text: Sentences (with Citation) *
Unit 5	29	Fri, 4/12/24	Lesson #18		Sentence Building		Editing an Opinion Paragraph
Unit 5	30	Mon, 4/15/24	Lesson #19	Spelling Alternatives 'l' 'll' for /ll/ Partner Reading			Word Writing: One- Syllable Words with 'l', 'll' > /l/ (with Cues)
Unit 5	30	Tue, 4/16/24	Lesson #20	Reading: Wiggle Cards Review: Tricky Words Partner Reading*	Review: Adjectives	Spelling Assessment	Response to Text: Sentences (with Citation)
Unit 5	30	Wed, 4/17/24	Lesson #21	Review: Two-Syllable Words Partner Reading Reading Comprehension: Multiple Choice (with Citation)			Word Writing: Two- Syllable Words (with Cues) Response to Text: Sentences (with Citation)
Unit 5	30	Thu, 4/18/24	Lesson #22	Word Recognition Assessment Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Grammar Assessment		Response to Text Response to Text: Sentences (with Citation)
Unit 5	30	Fri, 4/19/24	Pausing Point	Review: Sound Spelling, Tricky Words, Minimal Pairs, Sister Sounds, Tricky Spellings Partner Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Statements, Questions, and Exclamations; Building Sentences	Chaining: One- and Two- Syllable Words Dictation: One- and Two- Syllable Words	Review: Handwriting— Letters and Words Word Writing: One- and Two-Syllable Words (with Cues) Sentence Writing (with Cues) Response to Text: Sentences, Friendly Letter (with Citation)

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit 6	31	Mon, 4/22/24	Lesson #1	Spelling Alternative 'c' for /s/		Spelling Words Introduction: swimming, rotten, hidden, batter, shredded, popping, nodded, their*	Introduction to Personal Narratives
Unit 6	31	Tue, 4/23/24	Lesson #2	Tricky Spelling 'c' for /s/ and /k/			Planning a Personal Narrative (Whole Group)* Word Writing: One- and Two-Syllable Word with 'c' > /k/ or /s/ (with Cues)
Unit 6	31	Wed, 4/24/24	Lesson #3	Review: Tricky Spelling 'c'			Writing a Personal Narrative (Whole Group)
Unit 6	31	Thu, 4/25/24	Lesson #4	Spelling Alternatives 'ce' 'se' for /s/			Planning and Writing a Personal Narrative (Individual) Word Writing: One-Syllable Words with 'ce' or 'se' > /s/ (with Cues)
Unit 6	31	Fri, 4/26/24	Lesson #5			Spelling Assessment	Editing and Publishing a Personal Narrative
Unit 6	31	Mon, 4/29/24	Lesson #6	Review: Tricky Spelling 'c', Spelling Alternatives for /s/ Whole Group Reading Reading Comprehension (with Citation)		Spelling Words Introduction: sun, kiss, cent, prince, jazz, pigs, zip, here*	Response to Text: Sentence (with Citation)
Unit 6	32	Tue, 4/30/24	Lesson #7	Small Group Reading	Adjectives, Prepositions and Pronouns		Word Writing: Pronouns
Unit 6	32	Wed, 5/1/24	Lesson #8	Review: Tricky Spelling 'g', Spelling Alternatives for /j/ Small Group Reading			Response to Text: Sentence (with Citation)

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit 6	32	Thu, 5/2/24	Lesson #9	Small Group Reading	Nouns and Pronouns		Word Writing: Pronouns, One-Syllable Words (with Cues)* Response to Text: Sentences (with Citation)
Unit 6	32	Fri, 5/3/24	Lesson #10	Spelling Alternative 'kn' for /n/ Small Group Reading		Spelling Assessment	Response to Text: Sentences (with Citation) Word Writing: One- and Two-Syllable Word with 's', 'ss', or 'c' > /s/ (with Cues)*
Unit 6	33	Mon, 5/6/24	Lesson #11	Review: Spelling Alternatives for /s/ and /n/ Small Group Reading		Spelling Words Introduction: maps, mice, hammer, trimmed, skipped, scrub, space, could*	Word Writing: One- or Two-Syllable Words with 'n', 'nn', or 'kn' > /n/ (with Cues), One-Syllable Words with -ed and -ing Endings Response to Text: Sentences (with Citation)
Unit 6	33	Tue, 5/7/24	Lesson #12	Review: Tricky Words Small Group Reading			Response to Text: Sentences (with Citation)
Unit 6	33	Wed, 5/8/24	Lesson #13	Small Group Reading*	Nouns and Pronouns		Word Writing: Pronouns Response to Text: Sentences (with Citation)
Unit 6	33	Thu, 5/9/24	Lesson #14	Small Group Reading*	Building Sentences with Adjectives and Prepositions		Response to Text: Sentences (with Citation)
Unit 6	33	Fri, 5/10/24	Lesson #15	Partner Reading	Review: Plural Nouns	Spelling Assessment	Word Writing: One- Syllable Plural Nouns (with Cues) Response to Text: Sentences (with Citation)
Unit 6	34	Mon, 5/13/24	Lesson #16	Spelling Alternative 'wh' for /w/ Small Group Reading		Spelling Words Introduction: knit, kneel, nose, center, nugget, running, winner, which*	Response to Text: Sentences (with Citation)

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit 6	34	Tue, 5/14/24	Lesson #17	Partner Reading		Spelling Dictation	Response to Text: Sentences (with Citation)
Unit 6	34	Wed, 5/15/24	Lesson #18	Spelling Alternative 'n' for /ng/ Small Group Reading*			
Unit 6	34	Thu, 5/16/24	Lesson #19	Tricky Spelling 'n' for /n/ and /ng/ Small Group Reading			Word Writing: One- Syllable Words with 'n' > /n/ or /ng/ (with Cues) Response to Text: Sentences (with Citation)
Unit 6	34	Fri, 5/17/24	Lesson #20	Partner Reading	Review: Pronouns	Spelling Assessment	Response to Text: Sentences (with Citation)
Unit 6	35	Mon, 5/20/24	Lesson #21	Review: Root Words and Endings Small Group Reading*			Word Writing: Two- Syllable Words with -ed or -ing Endings Response to Text: Sentences (with Citation)
Unit 6	35	Tue, 5/21/24	Lesson #22	Small Group Reading		Spelling Dictation	Response to Text: Sentences (with Citation)
Unit 6	35	Wed, 5/22/24	Lesson #23	Tricky Word cow Small Group Reading			Word Writing: One- and Two- Syllable Words (with Cues) Response to Text: Sentences (with Citation)
Unit 6	35	Thu, 5/23/24	Lesson #24	Word Recognition Assessment Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
Unit 6	35	Fri, 5/24/24	Lesson #25	Story Comprehension Assessment Wiggle Cards			Response to Text: Sentences (with Citation)

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit 6	36	Mon, 5/27/24	Pausing Point	Review: Sound Spelling, Tricky Words Partner Reading*	Review: Building Sentences with Adjectives and Prepositions, Pronouns		Word Writing: One- and Two-Syllable Words (with Cues) Planning and Drafting Descriptions Response to Text: Sentences (with Citation)
Unit 7	36	Tue, 5/28/24	Lesson #1	Spelling Alternatives for /ae/ Reading: Wiggle Cards		Spelling Words Introduction: fade, knocked, knitting, pitch, wrapper, hands, drinking, by*	Word Writing: One- Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)
Unit 7	36	Wed, 5/29/24	Lesson #2	Chaining: One-Syllable Words Whole Group Reading			Word Writing: One- Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)*
Unit 7	36	Thu, 5/30/24	Lesson #3	Small Group Reading	ow: Common, Proper and Plural Nouns		Response to Text: Sentences (with Citation)
Unit 7	36	Fri, 5/31/24	Lesson #4	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Noun-Verb Agreement		Word Writing: Nouns and Verbs, One- and Two- Syllable Words (with Cues) Response to Text: Paragraph
Unit 7	37	Mon, 6/3/24	Lesson #5	Reading Comprehension: Multiple Choice Small Group Reading*		Spelling Assessment	

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit 7	37	Tue, 6/4/24	Lesson #6	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Noun-Verb Agreement	Spelling Words Introduction: rain, hair, explain, stay, stray, display, escape, your*	Word Writing: Nouns and Verbs, One- and Two- Syllable Words (with Cues) Response to Text: Paragraph
Unit 7	37	Wed, 6/5/24	Lesson #7	Partner Reading	Commas in a Series		Response to Text: Sentences (with Citation), Friendly Letter
Unit 7		Thu, 6/6/24	Lesson #8	Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Root Words and Endings		Word Writing: Two- Syllable Words with -ed and -ing Endings Sentence Writing Response to Text: Sentence (with Citation)
Unit 7	37	Fri, 6/7/24	Lesson #9	Partner Reading	Review: Punctuation		Response to Text: Sentences (with Citation)

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Assessments	0	Mon, 8/14/23					
	0	Tue, 8/15/23					
	0	Wed, 8/16/23					
	0	Thu, 8/17/23					
	0	Fri, 8/18/23					
Review	1	Mon, 8/21/23					
	1	Tue, 8/22/23					
	1	Wed, 8/23/23					
	1	Thu, 8/24/23					
	1	Fri, 8/25/23					
Unit #1	2	Mon, 8/28/23	Lesson #1	Basic Code Spellings for /a/, /i/, /p/, /b/, /t/, /d/ Chaining: One-Syllable Short Vowel Words Whole Group Reading Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel Words
Unit #1	2	Tue, 8/29/23	Lesson #2	Basic Code Spellings for /o/, /e/, /u/, /k/, /g/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel Words
Unit #1	2	Wed, 8/30/23	Lesson #3	Basic Code Spellings for /k/, /j/, /v/, /f/, /h/, /l/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel Words

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #1	2	Thu, 8/31/23	Lesson #4	Basic Code Spellings for /th/, /th/, /n/, /ng/, /sh/, /ch/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel Words
Unit #1	2	Fri, 9/1/23	Lesson #5	Basic Code Spellings for /s/, /z/, /m/, /w/, /r/, /y/, /x/, /qu/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel Words
		Mon, 9/4/23	<i>Break</i>		LABOR DAY		
Unit #1	3	Tue, 9/5/23	Lesson #6	Story Reading Assessment			Word Writing: Creating Compound Words
Unit #1	3	Wed, 9/6/23	Lesson #7	Story Reading Assessment Word Reading Assessment			Multi-Sentence Description Pictorial Representation
Unit #1	3	Thu, 9/7/23	Lesson #8	Story Reading Assessment Word Reading Assessment			
Unit #1	3	Fri, 9/8/23	Lesson #9	Story Reading Assessment Word Reading Assessment			Pictorial Representation Word Writing: Creating Compound Words
Unit #1	4	Mon, 9/11/23	Lesson #10	Word Reading Assessment			Pictorial Representation Multi-Sentence Description

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
Unit #1	4	Tue, 9/12/23	Lesson #11	Tricky Words: the, he, she, we, be, me Double Letter Spellings 'bb', 'cc', 'ck', 'dd', 'ff', 'gg', 'll' Partner Reading		Spelling Words Introduction: bandit, shelf, sprang, munch, picnic, think, wish, drift, box, she*	
Unit #1	4	Wed, 9/13/23	Lesson #12	Tricky Words: was, of, a* Double Letter Spellings 'mm', 'nn', 'pp', 'rr', 'ss', 'tt', 'zz'; Whole Group Reading Reading Comprehension: Order of Events			
Unit #1	4	Thu, 9/14/23	Lesson #13	Two-Syllable Words Small Group Reading* Reading Comprehension: Multiple Choice			Word Writing: Two-Syllable Words with -ing Endings Response to Text: Sentence
Unit #1	4	Fri, 9/15/23	Lesson #14	Tricky Words: do, down, how, to Tricky Spelling 'g' Small Group Reading			Word Writing: One- and Two-Syllable Words with 'g' > /g/ or /j/
		Mon, 9/18/23	<i>Break</i>		LABOR DAY		
Unit #1	3	Tue, 9/19/23	Lesson #15	Tricky Spelling 'c' Small Group Reading		Spelling Assessment	Word Writing: One- and Two-Syllable Words with 'c' > /k/ or /s/
Unit #1	3	Wed, 9/20/23	Lesson #16	Spelling Alternatives 'qu', 'wh', 'wr', 'kn' Whole Group Reading		Spelling Words Introduction: snacking, mixing, smelling, running, kissing, buzzing, hitting, until, problem, how*	Word Writing: One-Syllable Words (with Cues)

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
Unit #1	3	Thu, 9/7/23	Lesson #17	Spelling Alternatives 'ge', 've' Tricky Words: what, where, why, from* Whole Group Reading*			
Unit #1	3	Fri, 9/8/23	Lesson #18	Tricky Words: once, one Spelling Alternatives 'se', 'ce', 'tch' Whole Group Reading*			
Unit #1	4	Mon, 9/11/23	Lesson #19	Small Group Reading Reading Comprehension: Multiple Choice	Past Tense -ed		Word Writing: Two-Syllable Words with -ed Endings Response to Text: Sentences
Unit #1	4	Tue, 9/12/23	Lesson #20	Tricky Spelling 's' Tricky Spelling 'n' Tricky Words: could, would, should Partner Reading* Reading Comprehension: Multiple Choice		Spelling Assessment	Word Writing: One- and Two-Syllable Words with 's' > /s/ or /z/
Unit #1	4	Wed, 9/13/23	Lesson #21	Tricky Words: there, said, says, word Reading: Wiggle Cards		Spelling Words Introduction: sand, sang, sank, hunt, hung, hunk, thin, thing, think, should*	Response to Text: Sentences
Unit #1	4	Thu, 9/14/23	Lesson #22	Reading: Wiggle Cards Chaining: One-Syllable Short Vowel Words Review: Sound Spelling, Digraphs, Spelling Alternatives, Tricky Words, Tricky Spellings	Skills Assessment	Spelling Assessment Dictation Identification Assessment	
Unit #1	4	Fri, 9/15/23	Pausing Point		Review: Capitalization, Punctuation, Past Tense -ed		Word Writing: One- and Two-Syllable Words (with Cues)

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #2	5	Mon, 9/18/23	Lesson #1	Review: Basic Code Spellings for /ae/ and /ie/ Chaining: One-Syllable Words with Magic 'e' Ending Tricky Words: I, you, your, street Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: yelled, yanked, slumped, limped, plopped, smiled, shrugged, liked, patted, you*	Response to Text: Sentences (with Citation)
Unit #2	5	Tue, 9/19/23	Lesson #2	Review: Basic Code Spellings for /oe/ and /ue/* Chaining: One-Syllable Words with Magic 'e' Ending Reading Two-Syllable Words Tricky Words: my, by, have Whole Group and Partner Reading			
Unit #2	5	Wed, 9/20/23	Lesson #3	Basic Code Spellings /ee/ Chaining: One-Syllable Words with Magic 'e' Close Reading*			Response to Text: Multi- Sentence Description
Unit #2	5	Thu, 9/21/23	Lesson #4	Tricky Words: all, who Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Quotation Marks Contractions		Handwriting: Quotations Response to Text: Sentences (with Citation)*
Unit #2	5	Fri, 9/22/23	Lesson #5	Review: Tricky Spelling 'oo' Tricky Words: no, go, so Small Group Reading		Spelling Assessment	

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #2	6	Mon, 9/25/23	Lesson #6	Tricky Words: are, were, some		Spelling Words Introduction: smiling, racing, hoping, baking, inviting, confusing, tasting, competing, hopping, were*	Planning a Fictional Narrative
Unit #2	6	Tue, 9/26/23	Lesson #7	Basic Code 'ou' and 'ow' for /ou/			Drafting a Fictional Narrative (Whole Group)
Unit #2	6	Wed, 9/27/23	Lesson #8	Basic Code 'oi' and 'oy' for /oy/		Chaining: One-Syllable Words	Editing a Fictional Narrative (Whole Group)
							Handwriting: Quotations
							Word Writing: One-Syllable Words (with Cues)
Unit #2	6	Thu, 9/28/23	Lesson #9	Close Reading Reading Comprehension: Multiple Choice	Quotation Marks Commas		Response to Text: Multi-Sentence Description (with Citation)
				Tricky Words: they, their+ Review: Basic Code Spellings for /er/ Partner Reading Reading Comprehension: Multiple Choice (with Citation)			Word and Sentence Writing: Two-Syllable Words with /er/ Endings (with Cues)
Unit #2	6	Fri, 9/29/23	Lesson #10			Spelling Assessment	Response to Text: Sentences (with Citation)
Unit #2	7	Mon, 10/2/23	Lesson #11	Review: Basic Code Spellings for /or/ and /ar/ *	Quotation Marks Apostrophes	Spelling Words Introduction: it's, that's, she's, isn't, aren't, wasn't, I'll, you'll, she'll, their*	Word Writing: One- and Two-Syllable Words (with Cues) Handwriting: Quotations
							Planning and Drafting a Narrative Book Report
Unit #2	7	Tue, 10/3/23	Lesson #12	Close Reading*			Response to Text: Multi-Sentence Description

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #2	7	Wed, 10/4/23	Lesson #13	Partner Reading* Close Reading Reading Comprehension: Multiple Choice, Sequencing	Antonyms		Editing a Narrative Book Report Response to Text: Sentence
Unit #2	7	Thu, 10/5/23	Lesson #14		Antonyms		Editing and Writing a Final Narrative Book Report
Unit #2	7	Fri, 10/6/23	Lesson #15	Whole Group Reading	Apostrophes	Spelling Assessment	Response to Text: Fill-in- the-Blank, Multi- Sentence Description, Pictorial Representation
	8	Mon, 10/9/23	<i>Break</i>		Indigenous People's Day		
Unit #2	8	Tue, 10/10/23	Lesson #16	Reading Comprehension Assessment Words Correct Per Minute Assessment		Dictation Identification Assessment	
Unit #2	8	Wed, 10/11/23	Pausing Point	Review: Sound Spelling, Tricky Words, Tricky Spelling Reading: Wiggle Cards, Two-Syllable Words Reading Comprehension: Yes/No Questions, Multiple Choice Independent Reading	Review: Quotation Marks	Chaining: One-Syllable Words Dictation Identification: One-Syllable Words	Review: Fictional Narrative Writing, Narrative Book Report Writing Word Writing: One- and Two-Syllable Words (with Cues) Sentence Writing Response to Text: Pictorial Representation, Multi-Sentence Description, Sentences
Unit #3	8	Thu, 10/12/23	Lesson #1	Spelling Alternatives for /ae/ Review: Tricky Words Whole Group Reading*		Spelling Words Introduction: sister, letter, expert, born, sports, short, mark, started, backyard, some*	

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #3	8	Fri, 10/13/23	Lesson #2	Spelling Alternatives for /ae/: 'a_e', 'ai', 'ay'* Partner Reading Reading Comprehension: Multiple Choice*			Word Writing: One- and Two-Syllable Words with 'ai', 'ay', or 'a_e' > /ae/ Response to Text: Sentences (with Citation)
Unit #3	9	Mon, 10/16/23	Lesson #3	Spelling Alternatives for /ae/: 'a' Tricky Spelling 'a' Partner Reading* Reading Comprehension: Fill-in-the-Blank		Chaining	Word Writing: One- and Two-Syllable Words with /ae/ Sound Spelling (with Cues) Response to Text: Sentences (with Citation)
Unit #3	9	Tue, 10/17/23	Lesson #4	Review: /s/ > 'c', 'ce' /; /j/ > 'g', 'ge' Tricky Spelling 'a' Close Reading Reading Comprehension: Fill-in-the-Blank			Response to Text: Venn Diagram
Unit #3	9	Wed, 10/18/23	Lesson #5	Review: Spelling Alternatives		Spelling Assessment: /er/ , /ar/, /or/	Word and Sentence Writing: One- and Two- Syllable Words with 'a_e', 'a', 'ai', or 'ay' > /ae/
Unit #3	9	Thu, 10/19/23	Lesson #6	Spelling Alternatives for /oe/ Whole Group and Small Group Reading* Reading Comprehension: Yes/No Questions*		Spelling Words Introduction: page, germ, digit, gray, space, face, cell, center, carpet, are*	Word and Sentence
Unit #3	9	Fri, 10/20/23	Lesson #7	Spelling Alternatives for /oe/: 'oa', 'oe'* Chaining: One-Syllable Words	Common Nouns		Writing: One- and Two- Syllable Words with 'oa', 'oe', or 'o_e' > /oe/, Nouns

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #3	10	Mon, 10/23/23	Lesson #8	Spelling Alternatives for /oe/: 'o' Tricky Spelling 'o' Close Reading *			Word Writing: One- and Two-Syllable Words with 'o', 'oa', 'oe', 'o_e' Response to Text: Venn Diagram*
Unit #3	10	Tue, 10/24/23	Lesson #9	Review: 'kn' > /n/; 'wr' > /r/; 'wh' > /w/; Long Vowels Tricky Spelling 'o' Small Group Reading Reading Comprehension: Fill-in-the-Blank			Word Writing: Building Two-Syllable Words (with Cues)
Unit #3	10	Wed, 10/25/23	Lesson #10	Review: Spelling Alternatives Small Group Reading Reading Comprehension: Fill-in-the-Blank		Spelling Assessment	Word Writing: One- and Two-Syllable Words with /oe/ Sound Spelling (with Cues)
Unit #3	10	Thu, 10/26/23	Lesson #11	Spelling Alternatives for /ie/ Close Reading Reading Comprehension: Fill-in-the-Blank, Sequencing Events		Spelling Words Introduction: knotted, knitting, knocked, wringing, wronged, whipped, whined, quitting, quacked, all*	Writing the Spelling Word Writing: One- and Two-Syllable Words (with Cues)
Unit #3	10	Fri, 10/27/23	Lesson #12	Spelling Alternatives for /ie/: 'ie', 'i'	Common and Proper Nouns		Sentence Writing: Common and Proper Nouns
Unit #3	11	Mon, 10/30/23	Lesson #13	Tricky Spelling 'i' Review: Spelling Alternatives Small Group Reading* Reading Comprehension: Fill-in-the-Blank*			Word Writing: One- and Two-Syllable Words with /ie/ Sound Spelling (with Cues) *
Unit #3	11	Tue, 10/31/23	Lesson #14	Partner/Independent Reading	Capitalization Common and Proper Nouns		Word and Sentence Writing: Correcting Grammar (with Cues)*
Unit #3	11	Wed, 11/1/23	Lesson #15	Dictation Decoding Assessment	Plural Nouns	Spelling Assessment	Word Writing: Plural Nouns

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
Unit #3	11	Thu, 11/2/23	Lesson #16	Spelling Alternatives for /ue/ Partner Reading Reading Comprehension: Fill-in-the-Blank		Spelling Words Introduction: under, noise, open, brave, cute, over, silence, close, scared, ugly, minus, last, foe, robber, road, subtract, final, rival, bandit, street*	Word Writing: One- and Two-Syllable Words (with Cues) *
	11	Fri, 11/3/23	Fall RLD		FALL RLD - TK-8		
Unit #3	12	Mon, 11/6/23	Lesson #17	Spelling Alternatives for /ue/: 'u', 'u_e', 'ue' Reading Comprehension: Fill in the Blank	Antonyms and Synonyms Plural Nouns		Word Writing: One-, Two-, and Three-Syllable Words (with Cues), Plural Nouns
Unit #3	12	Tue, 11/7/23	Lesson #18	Review: Spelling Alternatives for /ue/: 'u', 'u_e', 'ue' Close Reading Reading Comprehension: Fill in the Blank			Word and Sentence Writing: One-, Two-, and Three-Syllable Words with /ue/ Sound Spelling (with Cues) Response to Text: Adjectives *
Unit #3	12	Wed, 11/8/23	Lesson #19	Spelling Alternatives for /aw/: 'aw', 'au' Close Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentence (with Citation)
Unit #3	12	Thu, 11/9/23	Lesson #20	Spelling Alternatives for /aw/: 'augh' Close Reading		Spelling Assessment	Response to Text: Adjectives
	12	Fri, 11/10/23	<i>Break</i>		Veterans Day		
Unit #3	13	Mon, 11/13/23	Lesson #21	Review: Spelling Alternatives for /aw/ Reading Comprehension: Yes/No Questions*			Planning a Personal Narrative (Whole Group)*
Unit #3	13	Tue, 11/14/23	Lesson #22		Action Verbs		Planning and Drafting a Personal Narrative (Whole Group)*

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Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #3	13	Wed, 11/15/23	Lesson #23		Action Verbs		Planning and Drafting a Personal Narrative (Independent) Sentence Writing*
Unit #3	13	Thu, 11/16/23	Lesson #24				Edit and Rewrite a Personal Narrative (Independent)
Unit #3	13	Fri, 11/17/23	Reteach Day				
		Mon, 11/20/23			Thanksgiving Break		
		Tue, 11/21/23			Thanksgiving Break		
		Wed, 11/22/23			Thanksgiving Break		
		Thu, 11/23/23			Thanksgiving Break		
		Fri, 11/24/23			Thanksgiving Break		
Unit #3	14	Mon, 11/27/23	Lesson #25	Reading Comprehension Assessment Reading: Wiggle Cards	Noun and Verb Assessment	Dictation Identification Assessment	
Unit #3	14	Tue, 11/28/23	Pausing Point	Review: Spelling Alternatives, Tricky Words Chaining: One- and Two-Syllable Words Reading Comprehension: Fill in the Blank, Yes/No Questions, Multiple Choice	Review: Nouns, Verbs, Synonyms and Antonyms	Chaining: One- and Two-Syllable Words Dictation: Long Vowel Words	Sentence Writing (with Cues) Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Response to Text: Pictorial Representation, Sentences Narrative Writing
Unit #4	14	Wed, 11/29/23	Lesson #1	Spelling Alternatives for /er/: 'er', 'ur', 'ir' Reading Comprehension: Yes/No Questions Review: Tricky Words		Spelling Words Introduction: hawk, yarn, crawl, vault, haunted, causes, oil, spoiled, coin, cowboy, enjoy, destroy, moon, spool, cartoon*	

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green = Assessments Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
	#	Green = Interim dates Red = deadlines Yellow = Today's Date					
Unit #4	14	Thu, 11/30/23	Lesson #2	Spelling Alternatives for /er/: 'er', 'ur', 'ir'* Reading Comprehension: Yes/No Questions Whole Group Reading			
Unit #4	14	Fri, 12/1/23	Lesson #3	Spelling Alternative for /i/: 'y' Reading Comprehension: Yes/No Questions Fill in the Blank* Partner Reading*			Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
Unit #4	15	Mon, 12/4/23	Lesson #4	Spelling Alternatives for /ie/: 'i' in One-Syllable Words Reading Comprehension: Fill in the Blank Close Reading			Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Multi-Sentence Description
Unit #4	15	Tue, 12/5/23	Lesson #5	Spelling Alternative for /ie/: 'igh' Partner Reading Reading Comprehension: Multiple Choice	Synonyms and Antonyms	Spelling Assessment	Word Writing: Synonyms and Antonyms (with Cues) Response to Text: Sentence
Unit #4	15	Wed, 12/6/23	Lesson #6	Spelling Alternative for /ie/: 'y' Reading: Wiggle Cards Changing 'y' to 'i' and Adding -es Partner Reading		Spelling Words Introduction: car, bar, store, chore, nerve, serve, stir, shirt, girl, bird, fur, hurt, turn, purse, all*	Word Writing: Plural Words
Unit #4	15	Thu, 12/7/23	Lesson #7	Whole Group Reading	Singular and Plural Nouns		Word Writing: Plural Words Response to Text: Sentences

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #4	15	Fri, 12/8/23	Lesson #8	Tricky Spelling 'o' Spelling Alternative for /oe/: 'o' in One-Syllable Words Reading Comprehension: Fill in the Blank Close Reading*	Action Verbs		Word Writing: One- Syllable Words Response to Text: Summary Paragraph*
Unit #4	16	Mon, 12/11/23	Lesson #9	Spelling Alternative for /oe/: 'ow' Tricky Spelling 'ow' Whole Group Reading	Nouns and Action Verbs		Word Writing: One- Syllable Words with 'ow' > /oe/ or /ow/
Unit #4	16	Tue, 12/12/23	Lesson #10	Partner Reading	Regular and Irregular Singular and Plural Nouns	Spelling Assessment	Word and Sentence Writing: Plural Nouns Response to Text: Sentences
Unit #4	16	Wed, 12/13/23	Lesson #11	Tricky Spelling 'e' Spelling Alternative for /ee/: 'e' Whole Group Reading		Spelling Words Introduction: below, yellow, elbow, rainbow, snow, sorrow, arrow, plow, flowers, growling, powder, shower, meow, chow, your*	
Unit #4	16	Thu, 12/14/23	Lesson #12		Proper Nouns		Word and Sentence Writing: Proper Nouns Introduction to a Persuasive Writing
Unit #4	16	Fri, 12/15/23	Reteach Day				
		Mon, 12/18/23 Tue, 12/19/23 Wed, 12/20/23 Thu, 12/21/23 Fri, 12/22/23			Winter Break Winter Break Winter Break Winter Break Winter Break		
		Mon, 12/25/23 Tue, 12/26/23 Wed, 12/27/23 Thu, 12/28/23			Winter Break Winter Break Winter Break Winter Break		

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
		Fri, 12/29/23			Winter Break		
	17	Mon, 1/1/24			Winter Break		
	17	Tue, 1/2/24			Winter Break		
Unit #4	17	Wed, 1/3/24	Lesson #13		Proper Nouns		Word and Sentence Writing: Proper Nouns Planning and Drafting a Persuasive Letter
Unit #4	17	Thu, 1/4/24	Lesson #14		Introduction of <i>to be</i> as a Verb		Word and Sentence Writing: Verb 'to be' Writing the Spelling Planning and Drafting a Persuasive Letter
Unit #4	17	Fri, 1/5/24	Lesson #15	Close Reading		Spelling Assessment	Response to Text: Multi-Sentence Description Planning and Drafting a Persuasive Letter
Unit #4	18	Mon, 1/8/24	Lesson #16	Partner Reading Reading Comprehension: Fill in the Blank		Spelling Words Introduction: eve, complete, creek, week, meeting, she, we, fever, zero, pretend, squeak, meal, wheat, seal, people*	Word Writing: One-, Two-, Three-Syllable Words with /ie/ Sound Spelling Editing a Persuasive Letter
Unit #4	18	Tue, 1/9/24	Lesson #17	Tricky Spelling 'y' Spelling Alternatives for /ee/: 'y', 'ey' Reading Comprehension: Fill in the Blank* Close Reading			Word Writing: One- and Two-Syllable Words (with Cues)* Response to Text: List
Unit #4	18	Wed, 1/10/24	Lesson #18	Tricky Spelling 'y' Changing 'y' to 'i' and Adding -es Small Group Reading Partner Reading*			Word Writing: One-, Two-, and Three-Syllable Words with 'y' (with Cues), Nouns and Verbs
Unit #4	18	Thu, 1/11/24	Lesson #19	Small Group Reading Partner Reading	Present and Past Tense: <i>to be</i>		Word and Sentence Writing: <i>to be</i>

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #4	18	Fri, 1/12/24	Lesson #20		Grammar Review	Spelling Assessment	Editing a Persuasive Letter
		Mon, 1/15/24	<i>Break</i>		MLK Jr. Day		
Unit #4	19	Tue, 1/16/24	Lesson #21	Spelling Alternative for /aw/: 'a' + 'l' Reading Comprehension: Fill in the Blank* Whole Group Reading			Word Writing: One-, Two-, and Three-Syllable Words (with Cues)*
Unit #4	19	Wed, 1/17/24	Lesson #22	Reading Comprehension Assessment Reading: Wiggle Cards	Grammar Assessment		Response to Text
Unit #4	19	Thu, 1/18/24	Lesson #23	Oral Reading Fluency Assessment			
Unit #4	19	Fri, 1/19/24	Lesson #24	Oral Reading Fluency Assessment Word Identification and Decoding Skills Assessment			
Unit #4	19	Mon, 1/22/24	Lesson #25	Oral Reading Fluency Assessment			
Unit #4	20	Tue, 1/23/24	Pausing Point	Review: Sound Spelling, Tricky Spelling Independent Reading Reading Comprehension: Fill in the Blank, Yes/No Questions	Review of Synonyms and Antonyms Review of Singular, Plural, Proper Nouns Review of Action Verbs	Dictation: High- Frequency Words	Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Response to Text: Sentences
Unit #5	20	Wed, 1/24/24	Lesson #1	Spelling Alternatives for /u/: 'o', 'ou', 'o_e'	Introduce Adjectives Alphabetical Order	Spelling Words Introduction: quickly, slowly, daddy, neatly, funny, happy, ugly, angry, pretty, jelly, empty, grumpy, chilly, mommy, alphabet*	
Unit #5	20	Thu, 1/25/24	Lesson #2	Spelling Alternative for /u/: 'o' Reading Comprehension: Fill in the Blank Whole Group Reading*			Word Writing: One- and Two-Syllable Words with 'u' or 'o' > /u/ *

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #5	20	Fri, 1/26/24	Lesson #3	Spelling Alternative for /u/: 'o_e', 'ou' Partner Reading*	Adjectives		Word and Sentence Writing: Words with /u/ Sound Spelling
Unit #5	20	Mon, 1/29/24	Lesson #4	Close Reading	Adjectives		Response to Text: Defining well
Unit #5	21	Tue, 1/30/24	Lesson #5	Review: Spelling Alternatives for /u/ Partner Reading Reading Comprehension: Fill in the Blank, Multiple Choice		Spelling Assessment	Word Writing: Words with /u/ Sound Spelling (with Cues) Response to Text: Multi-Sentence Description
Unit #5	21	Wed, 1/31/24	Lesson #6	Review: Spelling Alternatives for /u/ Partner Reading Reading Comprehension: Fill in the Blank, Multiple Choice	Subject and Predicate Alphabetical Order	Spelling Words Introduction: knight, light, nearby, might, bright, trying, high, crying, sky, right, pry, drying, frightened, why, kingdom*	Response to Text: Parts of Speech (with Citation), Sentence or Story
Unit #5	21	Thu, 2/1/24	Lesson #7	Spelling Alternatives for Schwa /ə/: 'a', 'e' Close Reading	Subject and Predicate		Response to Text: List, Sentences
Unit #5	21	Fri, 2/2/24	Lesson #8	Spelling Alternatives for /ə/: 'a', 'e' Whole Group Reading*		Dictation: One-, Two-, and Three-Syllable Words with /ə/ or /u/	Word Writing: One-, Two-, and Three-Syllable Words with /ə/ or /u/ Response to Text: Sentences, Parts of Speech
TK-8 Winter RLD							
Unit #5	22	Tue, 2/6/24	Lesson #9	Spelling Alternatives for /ə/: 'a', 'e' Small Group Partner Reading Reading Comprehension: Matching	Compound Subjects and Predicates Contractions		Response to Text: Summary Writing Words That Make Contractions *
Unit #5	22	Wed, 2/7/24	Lesson #10		Review: Parts of Speech Subject and Predicate	Spelling Assessment	Sentence Writing

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #5	22	Thu, 2/8/24	Lesson #11	Spelling Alternatives for /ə/ + /l/: 'al', 'il', 'ul' Small Group/Partner Reading* *		Spelling Words Introduction: field, achieve, niece, piece, relief, cookies, shield, grief, ladies, thief, yield, babies, kitties, movie, water*	Word Writing: Words with the 'ul', 'al', or 'il' Ending Response to Text: Sentences
Unit #5	22	Fri, 2/9/24	Lesson #12	Review: Spelling Alternatives for /ə/ + /l/: 'al', 'il', 'ul' Reading Comprehension: Fill in the Blank	Review		Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Sentence and Word Writing: Correcting Grammar
Unit #5	23	Mon, 2/12/24	Lesson #13	Spelling Alternatives for /ə/ + /l/: 'el', 'le'* Review: Syllable Chunking Whole Group Reading			
Unit #5	23	Tue, 2/13/24	Lesson #14	Review: Spelling Alternatives for /ə/ + /l/: 'el', 'le' Reading Comprehension: Fill in the Blank Close Reading	Review		Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Response to Text: Parts of Speech, Sentence or Story
Unit #5	23	Wed, 2/14/24	Lesson #15	Spelling Alternatives for /sh/ /ə/ /n/: 'tion' Reading Comprehension: Fill in the Blank Whole Group Reading		Spelling Assessment	Word Writing: Two- and Three-Syllable Words (with Cues) Response to Text: List, Sentences, Pictorial Representation
Unit #5	23	Thu, 2/15/24	Lesson #16	Review: Spelling Alternatives for /sh/ /ə/ /n/: 'tion' Reading Comprehension: Fill in the Blank, Sequencing Events Close Reading		Spelling Words Introduction: yelled, symbol, yawn, yarn, system, sticky, yellow, cry, lying, yes, frying, energy, myth, satisfy, edge*	Word Writing: Two- and Three- Syllable Words (with Cues)
Unit #5	23	Fri, 2/16/24	Reteach Day				

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
		Mon, 2/19/24 Tue, 2/20/24 Wed, 2/21/24 Thu, 2/22/24 Fri, 2/23/24			February Break February Break February Break February Break February Break		
Unit #5	24	Mon, 2/26/24	Lesson #17		Changing Action Verb Tense		Word Writing: Past Tense Verbs Writing a Different Ending
Unit #5	24	Tue, 2/27/24	Lesson #18	Partner Reading* Reading Comprehension: Matching	Review: Verb Tenses		Writing a Different Ending Response to Text: Sentence
Unit #5	24	Wed, 2/28/24	Lesson #19	Review: Vowel Code	Changing Action Verb Tense		Sentence Writing: Future Tense Verbs Writing and Editing a New Ending
Unit #5	24	Thu, 2/29/24	Lesson #20	Partner Reading		Spelling Assessment	Word Writing: Alphabetizing Response to Text: Sentences, Parts of Speech
Unit #5	24	Fri, 3/1/24	Lesson #21	Tricky Spelling 'a'* Partner Reading		Spelling Words Introduction: turtle, label, education, bundle, angel, inspection, pickle, gravel, motion, shuffle, jewel, question, cattle, fiction, schwa*	Word Writing: Words with the Tricky Spelling 'a' Response to Text: Sentences, Pictorial Representation
Unit #5	24	Mon, 3/4/24	Lesson #22	Tricky Spelling 'e'* Reading Comprehension: Multiple Choice Partner Reading	Alphabetical Order		Response to Text: Sentences, Parts of Speech Word Writing: Words with the Tricky Spelling 'e'

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #5	25	Tue, 3/5/24	Lesson #23	Tricky Spelling 'o'* Close Reading	Verb Review: Past, Present, Future Tense		Word Writing: Words with the Tricky Spelling 'o' Response to Text: List, Sentences
Unit #5	25	Wed, 3/6/24	Lesson #24	Tricky Spelling 'o_e' Partner Reading Reading Comprehension: Matching	Subject and Predicate		Word Writing: Words with the Tricky Spelling 'o_e'* Response to Text: Summary
Unit #5	25	Thu, 3/7/24	Lesson #25	Tricky Spelling 'ou' Whole Group Reading Reading Comprehension: Multiple Choice, Sequencing Events		Spelling Assessment	Word Writing: Words with the Tricky Spelling 'ou' Response to Text: Sentences
Unit #5	25	Fri, 3/8/24	Lesson #26	Reading Assessment Alphabetizing	Grammar Assessment		
Unit #5	25	Mon, 3/11/24	Lesson #27	Decoding Assessment Whole Group Reading Reading Comprehension: Sequencing Events Alphabetizing Assessment		Spelling Bee	Response to Text: Sentences Writing the Spelling
Unit #5	26	Tue, 3/12/24	Lesson #28	Individual Decoding Assessment Individual High- Frequency Word Assessment			
Unit #5	26	Wed, 3/13/24	Lesson #29	Individual Decoding Assessment Individual High- Frequency Word Assessment			

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #5	26	Thu, 3/14/24	Lesson #30	Individual Decoding Assessment Individual High-Frequency Word Assessment			
Unit #5	26	Fri, 3/15/24	Pausing Point	Review: Tricky Spellings, Sound Spelling, Alphabetizing Reading Comprehension: Fill in the Blank, Yes/No Questions, Matching	Review	Dictation	Word Writing: One-, Two-, and Three-Syllable Words with Tricky Spellings Sentence Writing: Correcting Grammar
Unit #6	27	Mon, 3/18/24	Lesson #1	Spelling Alternative for /f/: 'ph' Reading Comprehension: Fill in the Blank*	Review: Nouns, Adjectives, Verbs	Spelling Words Introduction: noise, ferret, jolly, dolphin, night, whistle, ginger, graph, kneel, window, gentle, finish, wrinkle, western, margin, traffic, ripple, jungle, photo, Britain*	Word Writing: Multi-Syllabic Words (with Cues)
Unit #6	27	Tue, 3/19/24	Lesson #2	Whole Group Reading Spelling Alternative for /f/: 'ph' Reading Comprehension: Yes/No Questions, Fill in the Blank*			Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
Unit #6	27	Wed, 3/20/24	Lesson #3	Whole Group Reading Tricky Spelling 'ea' > /e/ Reading Comprehension: Fill in the Blank			Word Writing: One- and Two-Syllable Words (with Cues)
Unit #6	27	Thu, 3/21/24	Lesson #4	Whole Group Reading			

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #6	27	Fri, 3/22/24	Lesson #5	Tricky Words: Great Britain, Europe, native, Americans, signature, war Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	
Unit #6	27	Mon, 3/25/24	Lesson #6	Partner Reading* Reading Comprehension: Multiple Choice (with Citation) Spelling Alternatives for /er/		Spelling Words Introduction: after, birthday, burden, marker, informer, barber, swirling, furnace, parcel, organize, camera, thirteen, hamburger, ramparts, perform, difference, chirping, turtle, safari, war*	
Unit #6	28	Tue, 3/26/24	Lesson #7	Whole Group Reading	Introducing Adverbs		Sentence Writing: Adverbs
Unit #6	28	Wed, 3/27/24	Lesson #8	Whole Group Reading* Spelling Alternatives for /er/: 'ar' and 'or'	Adverbs		
Unit #6	28	Thu, 3/28/24	Reteach Day				
		Fri, 3/29/24			TK-8 Spring RLD #1		
		Mon, 4/1/24			Cesar Chavez Day		
		Tue, 4/2/24			TK-8 Spring RLD #2- SF SCHOOLS		
		Wed, 4/3/24			Spring Break		
		Thu, 4/4/24			Spring Break		
		Fri, 4/5/24			Spring Break		
Unit #6	29	Mon, 4/8/24	Lesson #9	Small Group Reading Reading Comprehension: True/False*	Adverbs		Response to Text: Speech
Unit #6	29	Tue, 4/9/24	Lesson #10		Complete vs. Incomplete Sentences	Spelling Assessment	Sentence Writing Response to Text: Parts of Speech

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
Unit #6	29	Wed, 4/10/24	Lesson #11	Tricky Words: imagine, soldier, Washington Whole Group Reading* Reading Comprehension: True/False, Sequencing Events Spelling Alternatives for /k/: 'ch'		Spelling Words Introduction: revenge, nudge, direction, option, cottage, large, huge, fraction, action, addition, judge, locomotion, change, caption, fudge, attention, stations, range, Europe*	Word Writing: One-, Two-, and Three-Syllable Words with 'ch'
Unit #6	29	Thu, 4/11/24	Lesson #12	Close Reading	Run-On Sentences Review: Adjectives, Adverbs		Sentence Writing: Correcting Grammar
Unit #6	29	Fri, 4/12/24	Lesson #13	Tricky Word: iron Whole Group Reading Tricky Spelling 'i'			Word Writing: Words with Tricky Spelling 'i'
Unit #6	30	Mon, 4/15/24	Lesson #14	Close Reading* Reading Comprehension: Multiple Choice, Fill in the Blank* Tricky Spelling 'i'			Word Writing: Multi-Syllabic Words (with Cues)*
Unit #6	30	Tue, 4/16/24	Lesson #15	Tricky Word: special Whole Group Reading Reading Comprehension: Sequencing Events	Run-On Sentences	Spelling Assessment	Response to Text: Multi-Sentence Description Sentence Writing: Correcting Grammar
Unit #6	30	Wed, 4/17/24	Lesson #16	Close Reading* Tricky Spelling 'i'		Spelling Words Introduction: Madison, Washington, Dolley, monarchy, support, president, impressment, merchants, navy, troops, Congress, cannon, paved, battle, painting, British, death, hawks, march, Ironsides*	

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#		Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
							Response to Text: Parts of Speech, Multi-Sentence Description
Unit #6	30	Thu, 4/18/24	Lesson #17	Tricky Word: shoe Whole Group Reading* Small Group/Independent	Building Sentences		Sentence Writing: Correcting Grammar
Unit #6	30	Fri, 4/19/24	Lesson #18	Reading Reading Comprehension: Multiple Choice (with Citation)	Building Sentences		Sentence Writing
Unit #6	31	Mon, 4/22/24	Lesson #19	Tricky Word: Fort McHenry Whole Group Reading* Spelling Alternatives for /ə/			
Unit #6	31	Tue, 4/23/24	Lesson #20	Partner Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Sentences (with Citation)
Unit #6	31	Wed, 4/24/24	Lesson #21	Tricky Words: early, whose, broad, bomb Whole Group Reading* Reading Comprehension: True/False (with Citation), Fill in the Blank		Spelling Words Introduction: ransacked, ship, poem, construct, White House, commander, anthem, burned, harbor, rockets, dawn, stitching, flag, McHenry, giant, fifteen, stripes, brave, port, bomb*	Response to Text: Pictorial Representation Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
Unit #6	31	Thu, 4/25/24	Lesson #22	Close Reading			Identifying a Topic Sentence Sentence Writing Word Writing: Multi-Syllabic Words (with Cues)

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
			Purple = Priority lesson Green = Assessments Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
			Green = Interim dates Red = deadlines Yellow = Today's Date				
Unit #6	31	Fri, 4/26/24	Lesson #23	Whole Group Reading* Tricky Words: Andrew, new		Alphabetizing to the Second Letter	Response to Text: Sentences Writing Paragraphs
Unit #6	31	Mon, 4/29/24	Lesson #24	Close Reading	Review: Capitalization and Punctuation		Sentence Writing: Correcting Grammar
Unit #6	32	Tue, 4/30/24	Lesson #25	Whole Group Reading Reading Comprehension: Multiple Choice (with Citation), Fill in the Blank Spelling Alternative for /o/: 'a'		Spelling Assessment	Response to Text: Sentence Word Writing: Words with Initial 'w'
Unit #6	32	Wed, 5/1/24	Lesson #26	Close Reading* Spelling Alternative for /o/: 'a' Reading Comprehension: Matching		Spelling Words Introduction: general, peace, traders, drains, streak, mortar, treaty, river, orphan, defend, ragtag, soldiers, goods, fired, hickory, knotty, Mississippi, highways, proud, New Orleans*	
Unit #6	32	Thu, 5/2/24	Lesson #27	The War of 1812 Reading Assessment Review: Tricky Spelling 'a'	Review: Capitalization and Punctuation	Correcting Spelling Errors	Response to Text: Parts of Speech, Multi-Sentence Description
Unit #6	32	Fri, 5/3/24	Lesson #28	Review: Tricky Spelling 'a'		Alphabetizing to the Second Letter	Drafting a Report Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
Unit #6	33	Mon, 5/6/24	Lesson #29				Drafting a Report Topic Sentences and Concluding Sentences*
Unit #6	33	Tue, 5/7/24	Lesson #30	Partner Reading		Spelling Assessment	Identifying Topic and Irrelevant Sentences
Unit #6	33	Wed, 5/8/24	Lesson #31	Whole Group Reading			Response to Text: Taking Notes

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow = foundational lessons Orange = RLDs Grey = Holiday				
Unit #6	33	Thu, 5/9/24	Lesson #32	Whole Group Reading			Response to Text: Taking Notes
Unit #6	33	Fri, 5/10/24	Lesson #33	Silent Reading Comprehension Assessment			Drafting a Report
Unit #6	34	Mon, 5/13/24	Lesson #34	Optional Fluency Assessment			Drafting and Editing a Report
Unit #6	34	Tue, 5/14/24	Lesson #35	Optional Word Reading in Isolation Assessment			Editing and Writing a Report for Final Publication
Unit #6	34	Wed, 5/15/24	Lesson #36	Optional Word Reading in Isolation Assessment			Editing and Writing a Report for Final Publication
Unit #6	34	Thu, 5/16/24	Pausing Point	Review: Sound Spelling, Tricky Spelling Partner Reading Reading Comprehension: Multiple Choice	Review: Verbs and Adverbs, Complete Sentences, Run-On Sentences	Review: Weekly Spelling Words	Word Writing: Multi-Syllabic Words (with Cues) Sentence Writing: Correcting Grammar Paragraph Writing Response to Text: Sentences
	34	Fri, 5/17/24					
	35	Mon, 5/20/24					
	35	Tue, 5/21/24					
	35	Wed, 5/22/24					
	35	Thu, 5/23/24					
	35	Fri, 5/24/24					
		Mon, 5/27/24			Memorial Day		
	36	Tue, 5/28/24					
	36	Wed, 5/29/24					
	36	Thu, 5/30/24					
	36	Fri, 5/31/24					
	37	Mon, 6/3/24		<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>			
	37	Tue, 6/4/24		<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>			
	37	Wed, 6/5/24		<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>			

23-24 SCOPE + PACING GUIDE - [2ND GRADE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green= Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
		Thu, 6/6/24			Estimated Last Day of School		
	37	Fri, 6/7/24					
	38	Mon, 6/10/24					
	38	Tue, 6/11/24					
	38	Wed, 6/12/24					
	38	Thu, 6/13/24					
	38	Fri, 6/14/24					

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
Unit #1	0	Mon, 8/14/23	Lesson #1	Awareness of Noises Left + Right Discrimintation	Use Common Prepositions		Prewriting Skills: Drawing on a Vertical Surface
	0	Tue, 8/15/23					
	0	Wed, 8/16/23					
	0	Thu, 8/17/23					
	0	Fri, 8/18/23					
	1	Mon, 8/21/23					
	1	Tue, 8/22/23					
	1	Wed, 8/23/23					
	1	Thu, 8/24/23					
	1	Fri, 8/25/23					
	2	Mon, 8/28/23					
	2	Tue, 8/29/23					
	2	Wed, 8/30/23					
	2	Thu, 8/31/23					
	2	Fri, 9/1/23					
		Mon, 9/4/23	<i>Break</i>		LABOR DAY		
	3	Tue, 9/5/23					
	3	Wed, 9/6/23					
	3	Thu, 9/7/23					
	3	Fri, 9/8/23					
	4	Mon, 9/11/23					
	4	Tue, 9/12/23					
	4	Wed, 9/13/23					
	4	Thu, 9/14/23					
	4	Fri, 9/15/23					
	5	Mon, 9/18/23					
	5	Tue, 9/19/23					
	5	Wed, 9/20/23					
	5	Thu, 9/21/23					

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
	5	Fri, 9/22/23					
	6	Mon, 9/25/23					
	6	Tue, 9/26/23					
	6	Wed, 9/27/23					
	6	Thu, 9/28/23					
	6	Fri, 9/29/23					
	7	Mon, 10/2/23					
	7	Tue, 10/3/23					
	7	Wed, 10/4/23					
	7	Thu, 10/5/23					
	7	Fri, 10/6/23					
	8	Mon, 10/9/23	<i>Break</i>		Indigenous People's Day		
	8	Tue, 10/10/23					
	8	Wed, 10/11/23					
	8	Thu, 10/12/23					
	8	Fri, 10/13/23					
	9	Mon, 10/16/23					
	9	Tue, 10/17/23					
	9	Wed, 10/18/23					
	9	Thu, 10/19/23					
	9	Fri, 10/20/23					
	10	Mon, 10/23/23					
	10	Tue, 10/24/23					
	10	Wed, 10/25/23					
	10	Thu, 10/26/23					
	10	Fri, 10/27/23					
	11	Mon, 10/30/23					
	11	Tue, 10/31/23					
	11	Wed, 11/1/23					
	11	Thu, 11/2/23					

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
	11	Fri, 11/3/23	Fall RLD		FALL RLD - TK-8		
	12	Mon, 11/6/23					
	12	Tue, 11/7/23					
	12	Wed, 11/8/23					
	12	Thu, 11/9/23					
	12	Fri, 11/10/23	<i>Break</i>		Veterans Day		
	13	Mon, 11/13/23					
	13	Tue, 11/14/23					
	13	Wed, 11/15/23					
	13	Thu, 11/16/23					
	13	Fri, 11/17/23					
		Mon, 11/20/23			Thanksgiving Break		
		Tue, 11/21/23			Thanksgiving Break		
		Wed, 11/22/23			Thanksgiving Break		
		Thu, 11/23/23			Thanksgiving Break		
		Fri, 11/24/23			Thanksgiving Break		
	14	Mon, 11/27/23					
	14	Tue, 11/28/23					
	14	Wed, 11/29/23					
	14	Thu, 11/30/23					
	14	Fri, 12/1/23					
	15	Mon, 12/4/23					
	15	Tue, 12/5/23					
	15	Wed, 12/6/23					
	15	Thu, 12/7/23					
	15	Fri, 12/8/23					
	16	Mon, 12/11/23					
	16	Tue, 12/12/23					
	16	Wed, 12/13/23					
	16	Thu, 12/14/23					

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
	16	Fri, 12/15/23					
		Mon, 12/18/23			Winter Break		
		Tue, 12/19/23			Winter Break		
		Wed, 12/20/23			Winter Break		
		Thu, 12/21/23			Winter Break		
		Fri, 12/22/23			Winter Break		
		Mon, 12/25/23			Winter Break		
		Tue, 12/26/23			Winter Break		
		Wed, 12/27/23			Winter Break		
		Thu, 12/28/23			Winter Break		
		Fri, 12/29/23			Winter Break		
	17	Mon, 1/1/24			Winter Break		
	17	Tue, 1/2/24			Winter Break		
	17	Wed, 1/3/24					
	17	Thu, 1/4/24					
	17	Fri, 1/5/24					
	18	Mon, 1/8/24					
	18	Tue, 1/9/24					
	18	Wed, 1/10/24					
	18	Thu, 1/11/24					
	18	Fri, 1/12/24					
		Mon, 1/15/24	<i>Break</i>		MLK Jr. Day		
	19	Tue, 1/16/24					
	19	Wed, 1/17/24					
	19	Thu, 1/18/24					
	19	Fri, 1/19/24					
	19	Mon, 1/22/24					
	20	Tue, 1/23/24					
	20	Wed, 1/24/24					
	20	Thu, 1/25/24					

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
	20	Fri, 1/26/24					
	20	Mon, 1/29/24					
	21	Tue, 1/30/24					
	21	Wed, 1/31/24					
	21	Thu, 2/1/24					
	21	Fri, 2/2/24					
		Mon, 2/5/24			TK-8 Winter RLD		
	22	Tue, 2/6/24					
	22	Wed, 2/7/24					
	22	Thu, 2/8/24					
	22	Fri, 2/9/24					
	23	Mon, 2/12/24					
	23	Tue, 2/13/24					
	23	Wed, 2/14/24					
	23	Thu, 2/15/24					
	23	Fri, 2/16/24					
		Mon, 2/19/24			February Break		
		Tue, 2/20/24			February Break		
		Wed, 2/21/24			February Break		
		Thu, 2/22/24			February Break		
		Fri, 2/23/24			February Break		
	24	Mon, 2/26/24					
	24	Tue, 2/27/24					
	24	Wed, 2/28/24					
	24	Thu, 2/29/24					
	24	Fri, 3/1/24					
	24	Mon, 3/4/24					
	25	Tue, 3/5/24					
	25	Wed, 3/6/24					
	25	Thu, 3/7/24					

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
	25	Fri, 3/8/24					
	25	Mon, 3/11/24					
	26	Tue, 3/12/24					
	26	Wed, 3/13/24					
	26	Thu, 3/14/24					
	26	Fri, 3/15/24					
	27	Mon, 3/18/24					
	27	Tue, 3/19/24					
	27	Wed, 3/20/24					
	27	Thu, 3/21/24					
	27	Fri, 3/22/24					
	27	Mon, 3/25/24					
	28	Tue, 3/26/24					
	28	Wed, 3/27/24					
	28	Thu, 3/28/24					
		Fri, 3/29/24			TK-8 Spring RLD #1		
		Mon, 4/1/24			Cesar Chavez Day		
		Tue, 4/2/24			TK-8 Spring RLD #2- SF SCHOOLS		
		Wed, 4/3/24			Spring Break		
		Thu, 4/4/24			Spring Break		
		Fri, 4/5/24			Spring Break		
	29	Mon, 4/8/24					
	29	Tue, 4/9/24					
	29	Wed, 4/10/24					
	29	Thu, 4/11/24					
	29	Fri, 4/12/24					
	30	Mon, 4/15/24					
	30	Tue, 4/16/24					
	30	Wed, 4/17/24					
	30	Thu, 4/18/24					

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
	30	Fri, 4/19/24					
	31	Mon, 4/22/24					
	31	Tue, 4/23/24					
	31	Wed, 4/24/24					
	31	Thu, 4/25/24					
	31	Fri, 4/26/24					
	31	Mon, 4/29/24					
	32	Tue, 4/30/24					
	32	Wed, 5/1/24					
	32	Thu, 5/2/24					
	32	Fri, 5/3/24					
	33	Mon, 5/6/24			<i>SBAC PREP</i>		
	33	Tue, 5/7/24			<i>SBAC PREP</i>		
	33	Wed, 5/8/24			<i>SBAC PREP</i>		
	33	Thu, 5/9/24			<i>SBAC PREP</i>		
	33	Fri, 5/10/24			<i>SBAC PREP</i>		
	34	Mon, 5/13/24					
	34	Tue, 5/14/24					
	34	Wed, 5/15/24					
	34	Thu, 5/16/24					
	34	Fri, 5/17/24					
	35	Mon, 5/20/24					
	35	Tue, 5/21/24					
	35	Wed, 5/22/24					
	35	Thu, 5/23/24					
	35	Fri, 5/24/24					
		Mon, 5/27/24			Memorial Day		
	36	Tue, 5/28/24					
	36	Wed, 5/29/24					
	36	Thu, 5/30/24					

23-24 SCOPE + PACING GUIDE - [TEMPLATE]

Unit	Wk.	Date	Lesson	Phonics & Reading	Grammar + Language	Spelling	Writing
	#	Green = Interim dates Red = deadlines Yellow = Today's Date	Purple = Priority lesson Green = Assessments Light yellow =foundational lessons Orange = RLDs Grey = Holiday				
	36	Fri, 5/31/24					
	37	Mon, 6/3/24					<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>
	37	Tue, 6/4/24					<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>
	37	Wed, 6/5/24					<i>Use where needed. Check for impact on End-of-Year Date and IA Windows</i>
		Thu, 6/6/24			Estimated Last Day of School		
	37	Fri, 6/7/24					
	38	Mon, 6/10/24					
	38	Tue, 6/11/24					
	38	Wed, 6/12/24					
	38	Thu, 6/13/24					
	38	Fri, 6/14/24					

Module 1 Sorting and Counting	Module 2 Shapes	Module 3 Parts and Patterns	Module 4 Ways to Compare	Module 5 Math Stories	Module 6 Math in Play
<p>Topic A: Use Attributes to Match and Sort</p> <p>Lesson 1: Make a Match</p> <ul style="list-style-type: none"> Use attributes to match objects that are exactly the same. <p>PK.MD.DP1</p> <p>Lesson 2: Same and Different</p> <ul style="list-style-type: none"> Use attributes to compare objects. <p>PK.MD.DP1</p> <p>Lesson 3: Crayon Group</p> <ul style="list-style-type: none"> Make a group that has a given attribute. <p>PK.MD.DP1, PK.CC.DP1</p> <p>Lesson 4: Crayon and Marker Sort</p> <ul style="list-style-type: none"> Use given attributes to sort objects into two groups. <p>PK.MD.DP1, MP7</p> <p>Lesson 5: Sorting Bags</p> <ul style="list-style-type: none"> Sort objects into two or more groups and explain the attributes used to sort. <p>PK.MD.DP1, PK.CC.DP1</p>	<p>Topic A: Spatial Relations</p> <p>Lesson 1: Where Is Rosie?</p> <ul style="list-style-type: none"> Use position words to describe where an object is in space. <p>PK.G.DP1</p> <p>Lesson 2: Use the Clues</p> <ul style="list-style-type: none"> Use position words to find an object. <p>PK.G.DP1, MP6</p> <p>Lesson 3: Build a Map</p> <ul style="list-style-type: none"> Represent a well-known space. <p>PK.G.DP1, MP4</p> <hr/> <p>Topic B: Analyze and Name Two-Dimensional Shapes</p> <p>Lesson 4: Shapes in Art</p> <ul style="list-style-type: none"> Describe the attributes of two-dimensional shapes. <p>PK.G.DP3</p> <p>Lesson 5: Circles</p> <ul style="list-style-type: none"> Name and describe circles. <p>PK.G.DP2, PK.G.DP3, MP3</p>	<p>Topic A: Compose and Decompose Shapes and Numbers</p> <p>Lesson 1: How Many Parts?</p> <ul style="list-style-type: none"> Compose hexagons in more than one way. <p>PK.G.DP5</p> <p>Lesson 2: Bunny Puzzles</p> <ul style="list-style-type: none"> Compose shapes with varied pattern blocks. <p>PK.G.DP5</p> <p>Lesson 3: Decompose 3</p> <ul style="list-style-type: none"> Decompose 3 into different parts. <p>PK.OA.DP3, MP7</p> <p>Lesson 4: Decompose 4</p> <ul style="list-style-type: none"> Decompose 4 into different parts. <p>PK.OA.DP3</p> <p>Lesson 5: Decompose 5</p> <ul style="list-style-type: none"> Decompose 5 into different parts. <p>PK.OA.DP3</p>	<p>Topic A: Describe Size</p> <p>Lesson 1: Big or Small</p> <ul style="list-style-type: none"> Describe objects as <i>big</i> or <i>small</i>. <p>PK.MD.DP2</p> <p>Lesson 2: Puppet’s Bed</p> <ul style="list-style-type: none"> Use volume and area to determine whether an object fits. <p>PK.MD.DP2, MP3</p> <p>Lesson 3: Explore Capacity</p> <ul style="list-style-type: none"> Compare capacities by using the words <i>more</i> or <i>less</i>. <p>PK.MD.DP2</p> <p>Lesson 4: How Much Juice?</p> <ul style="list-style-type: none"> Discuss a representation of data. <p>PK.MD.DP2</p> <hr/> <p>Topic B: Compare Heights and Lengths</p> <p>Lesson 5: Tall or Short</p> <ul style="list-style-type: none"> Describe objects as <i>tall</i> or <i>short</i>. <p>PK.MD.DP2</p>	<p>Topic A: Use the Count Sequence to Add and Subtract 1</p> <p>Lesson 1: Bears on Stairs</p> <ul style="list-style-type: none"> Build number stairs to show the pattern of 1 less in the backward count sequence. <p>PK.CC.DP1</p> <p>Lesson 2: 1 Less</p> <ul style="list-style-type: none"> Model the pattern of 1 less in the backward count sequence. <p>PK.CC.DP1</p> <p>Lesson 3: 1 More, 1 Less</p> <ul style="list-style-type: none"> Look for 1 more and 1 less in an art context. <p>PK.CC.DP1, PK.OA.DP1, MP7, MP8</p> <p>Lesson 4: 1 More, 1 Less the Math Way</p> <ul style="list-style-type: none"> Use fingers to represent 1 more and 1 less. <p>PK.CC.DP7, PK.OA.DP1</p>	<p>Project A: Create a Business</p> <p>PK.CC.DP1, PK.CC.DP3, PK.CC.DP4, PK.CC.DP5, PK.CC.DP6, PK.CC.DP7, PK.CC.DP8, PK.MD.DP1, MP1, MP2, MP5</p> <hr/> <p>Project B: Plan a Celebration</p> <p>PK.CC.DP3, PK.CC.DP4, PK.CC.DP6, PK.CC.DP7, PK.CC.DP8, PK.CC.DP9, PK.G.DP5, PK.OA.DP4, MP1, MP2, MP5, MP6, MP7, MP8</p> <hr/> <p>Project C: Care for Our Space</p> <p>PK.CC.DP1, PK.CC.DP4, PK.CC.DP5, PK.CC.DP8, PK.MD.DP2, PK.OA.DP1, PK.OA.DP2, MP1, MP2, MP4, MP5, MP7</p>

Module 1

Topic B: Answer *How Many* Questions

Lesson 6: Matching Markers

- Match to see whether there are enough.

PK.CC.DP1

Lesson 7: Animal Count

- Move objects to track the count.

PK.CC.DP2, PK.CC.DP4,
PK.CC.DP6

Lesson 8: Let's Count!

- Organize and count a collection of objects.

PK.CC.DP1, PK.CC.DP4,
PK.CC.DP5, PK.CC.DP6

Lesson 9: How Many?

- Answer *how many* questions about objects in varied configurations.

PK.CC.DP6, MP3

Topic C: Match Written Numbers with Sets of Up to 5 Objects

Lesson 10: Written Numbers

- Match written numbers 1, 2, 3, 4, and 5 to quantities.

PK.CC.DP1, PK.CC.DP3

Lesson 11: Match Game

- Match written numbers 0, 1, 2, 3, 4, and 5 to quantities. Understand the meaning of 0.

PK.CC.DP2, PK.CC.DP3, MP4

Lesson 12: Count the Math Way

- Count the math way with written numbers.

PK.CC.DP3

Module 2

Lesson 6: Sort the Shapes

- Sort two-dimensional shapes based on the number of straight sides.

PK.G.DP3, MP7

Lesson 7: Triangles, Rectangles, and Square Rectangles

- Name and describe triangles, rectangles, and square rectangles.

PK.G.DP2, PK.G.DP3

Lesson 8: Shape Games

- Communicate the position of two-dimensional shapes by using position words.

PK.G.DP1, PK.G.DP2

Topic C: Build and Compose Two-Dimensional Shapes

Lesson 9: Shape Pictures

- Compose two-dimensional shapes to make a picture.

PK.G.DP5, MP3

Lesson 10: Shape Puzzles

- Compose two-dimensional shapes to complete shape puzzles.

PK.G.DP5

Lesson 11: Build Shapes

- Copy two-dimensional shapes by using various materials.

PK.G.DP4

Lesson 12: Build My Shape

- Build two-dimensional shapes by using various materials.

PK.G.DP4

Module 3

Lesson 6: 5-Piece Puzzles (Optional)

- Explore how to decompose 5 into different parts.

PK.OA.DP3

Topic B: Use Structure to Explore Numbers 6–10

Lesson 7: Do You See 5?

- See the structure of $5 + n$.

PK.CC.DP2, PK.CC.DP6

Lesson 8: Make Your Own Rekenrek!

- Build a 10-bead rekenrek.

PK.CC.DP7, MP6

Lesson 9: Decompose 6 and 7 (Optional)

- Decompose 6 and 7 into different parts.

PK.CC.DP6, PK.CC.DP7, MP7

Lesson 10: Decompose 8 and 9 (Optional)

- Decompose 8 and 9 into different parts.

PK.CC.DP6, PK.CC.DP7

Lesson 11: Decompose 10 (Optional)

- Decompose 10 into different parts.

PK.CC.DP6, PK.CC.DP7

Topic C: Analyze the Count Sequence

Lesson 12: 1 More

- Count 1 more.

PK.CC.DP1

Module 4

Lesson 6: Compare Heights

- Align endpoints to compare heights by using the words *taller than*, *shorter than*, and *about the same height as*.

PK.MD.DP2

Lesson 7: Compare Lengths

- Align endpoints to compare lengths by using the words *longer than*, *shorter than*, and *about the same length as*.

PK.MD.DP2, MP6

Lesson 8: Compare by Using Numbers

- Directly compare the lengths of two objects by using numbers.

PK.MD.DP2

Lesson 9: Straw Line Up (Optional)

- Put objects in order by length.

PK.MD.DP2

Topic C: Compare Weights

Lesson 10: Heavy or Light

- Describe objects as *heavy* or *light*.

PK.MD.DP2

Lesson 11: Compare Weights

- Compare weights by using the words *heavier than*, *lighter than*, and *about the same weight as*.

PK.MD.DP2

Lesson 12: Balance Scale

- Use a balance scale to compare two objects.

PK.MD.DP2

Lesson 13: Collect Data and Compare

- Use weight to compare data.

PK.MD.DP2, MP4

Module 5

Lesson 5: Market Math

- Use the number sequence to tell how many when 1 is added or 1 is taken away in math stories.

PK.OA.DP1

Topic B: Represent Addition Stories

Lesson 6: Dinosaur Splash

- Model *add to with result unknown* story problems.

PK.OA.DP1

Lesson 7: Draw Math Stories: Addition

- Draw to represent *put together with total unknown* and *add to with result unknown* story problems.

PK.OA.DP1

Lesson 8: Math Tools

- Choose a math tool to solve addition story problems.

PK.OA.DP2, MP4

Lesson 9: Mental Movies: Addition

- Visualize to solve addition story problems.

PK.OA.DP1, PK.OA.DP2

Lesson 10: Train Stories: Addition

- Tell addition stories to match a video.

PK.OA.DP1, PK.OA.DP2

Topic C: Compose and Decompose Numbers in More than One Way

Lesson 11: Break Apart 5

- Decompose 5 in more than one way.

PK.OA.DP3

Module 1

Lesson 13: Rosetta Stone
• Explore written numbers and symbols.
PK.CC.DP3

Lesson 14: Rice Scoops
• Use numbers to tell how many.
PK.CC.DP3, PK.CC.DP5, MP8

Lesson 15: Let's Count!
• Organize and count a collection of objects.
PK.CC.DP1, PK.CC.DP4, PK.CC.DP5, PK.CC.DP6

Topic D: Count Out a Set of Up to 5 Objects

Lesson 16: Number Recipe
• Count out a group of objects to match a written number, part 1.
PK.CC.DP3, PK.CC.DP7, MP3

Lesson 17: Bean Bag Toss
• Count out a group of objects to match a written number, part 2.
PK.CC.DP3, PK.CC.DP7

Lesson 18: Forest Path Game
• Play a game to develop counting and cardinality concepts with numbers to 5.
PK.CC.DP4, PK.CC.DP7

Lesson 19: Math Stories
• Count out a group of objects to model math stories.
PK.CC.DP7

Module 2

Topic D: Analyze Three-Dimensional Shapes

Lesson 13: Shape Towers
• Describe three-dimensional shapes by using informal language.
PK.G.DP3, PK.G.DP5

Lesson 14: Puppet's Picture
• Identify the two-dimensional parts of three-dimensional shapes.
PK.G.DP2, PK.G.DP5

Lesson 15: Roll, Slide, or Stack
• Classify three-dimensional shapes based on the ways they can be moved.
PK.G.DP3, MP7, MP8

Lesson 16: Pyramids!
• Construct a three-dimensional shape by using blocks.
PK.G.DP5

Lesson 17: Let's Count and Record! (Optional)
• Organize, count, and record a collection of objects.
PK.CC.DP1, PK.CC.DP4, PK.CC.DP5, PK.CC.DP6



Module 3

Lesson 13: Number Stairs
• Build number stairs to show 1 more.
PK.CC.DP1, PK.CC.DP7

Lesson 14: Number Detective
• Order written numbers 1–10 and reason about an unknown number in the count sequence.
PK.CC.DP1, MP7, MP8

Lesson 15: Count on the Rekenrek
• Count to 20 on the rekenrek.
PK.CC.DP1

Lesson 16: Counting with Puppet
• Count to 20 with written numbers.
PK.CC.DP1

Lesson 17: Let's Count and Record!
• Organize, count, and record a collection of objects.
PK.CC.DP1, PK.CC.DP4, PK.CC.DP5, PK.CC.DP6

Topic D: Use Structure to Analyze Patterns

Lesson 18: Pattern Units
• Experience and find patterns and pattern units.
PK.OA.DP4, MP7, MP8

Lesson 19: Number Cha-Cha
• Connect numbers and movement patterns.
PK.OA.DP4

Lesson 20: Find the Missing Piece
• Recognize and record patterns.
PK.OA.DP4

Lesson 21: A Story in Strings
• Recognize and extend patterns.
PK.OA.DP4

Module 4

Topic D: Compare Sets

Lesson 14: More or Fewer
• Count and compare groups in math stories.
PK.CC.DP8

Lesson 15: Trains
• Relate *more or fewer* to length.
PK.CC.DP8

Lesson 16: Are There Enough?
• Determine if groups have the same amount.
PK.CC.DP8

Lesson 17: Let's Count and Compare!
• Compare groups by using the words *more than*, *fewer than*, and *the same number as*.
PK.CC.DP8, MP7

Topic E: Reason About Comparisons

Lesson 18: How Many Crayons?
• Discuss a representation of data.
PK.CC.DP8, MP4

Lesson 19: Compare Groups
• Organize data and compare the number of objects in each category.
PK.CC.DP8

Lesson 20: Explore Area (Optional)
• Compare areas by using written numbers.
PK.CC.DP8

Module 5

Lesson 12: Match Game: Make 4
• Compose a number in more than one way.
PK.OA.DP3

Lesson 13: Turtle Time
• Sort objects shown in a picture in more than one way.
PK.OA.DP3, MP7

Lesson 14: Sorting Apples
• Create, analyze, and represent a small data set.
PK.OA.DP3

Topic D: Represent Subtraction Stories

Lesson 15: Under the Sea
• Model *take from with result unknown* story problems.
PK.OA.DP1

Lesson 16: Show and Hide Fingers
• Use fingers to represent subtraction.
PK.CC.DP7, PK.OA.DP1

Lesson 17: Draw Math Stories: Subtraction
• Draw to represent *take from with result unknown* stories.
PK.OA.DP1

Lesson 18: Represent Puffins at the Sea
• Choose a math tool to solve subtraction story problems.
PK.OA.DP2, MP5

Lesson 19: Mental Movies: Subtraction
• Visualize to solve subtraction story problems.
PK.OA.DP1, PK.OA.DP2

Module 6

Module 1

Topic E: Sort to Decompose

Lesson 20: Character Sort

- Sort the same characters in more than one way.

PK.MD.DP1

Lesson 21: How Many Ways?

- Decompose the same number in more than one way.

PK.CC.DP3, PK.MD.DP1

Lesson 22: Animal Sort

- Represent a sort with written numbers.

PK.CC.DP3, PK.MD.DP1, MP8

Lesson 23: Story Cards

- Sort objects shown in a picture in more than one way.

PK.MD.DP1

Lesson 24: Mystery Eggs

- Model story problems to decompose a number.

PK.CC.DP6, PK.MD.DP1

Topic F: Match Written Numbers with Sets of Up to 10 Objects

Lesson 25: More Written Numbers

- Match written numbers 6, 7, 8, 9, and 10 to quantities.

PK.CC.DP1, PK.CC.DP3

Lesson 26: Count on the Rekenrek

- Count to 10 on the rekenrek.

PK.CC.DP1

Lesson 27: 5-Groups

- Count objects in a 5-group configuration.

PK.CC.DP1

Module 2

Module 3

Lesson 22: Red Light, Green Light!

- Record a real-world pattern that occurs over time.

PK.OA.DP4, MP4



Module 4

Lesson 21: How Many Scoops? (Optional)

- Compare capacities by using written numbers.

PK.CC.DP8, PK.MD.DP2

Lesson 22: Compare Attributes

- Compare several measurable attributes of objects.

PK.MD.DP2



Module 5

Lesson 20: Train Stories: Subtraction

- Tell subtraction stories to match a video.

PK.OA.DP1, PK.OA.DP2, MP2

Topic E: Extend and Create Patterns

Lesson 21: Create Patterns

- Create and extend patterns and describe them with ordinal concepts.

PK.CC.DP9, PK.OA.DP4, MP7, MP8

Lesson 22: Music and Movement

- Analyze patterns in music and movement.

PK.OA.DP4

Lesson 23: Patterns Everywhere

- Analyze and create patterns.

PK.OA.DP4

Lesson 24: Let's Count and Record!

- Organize, count, and record a collection of objects.

PK.CC.DP1



Module 6

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Lesson 28: Counting with Puppet
 • Answer *how many* questions about objects in varied configurations.
PK.CC.DP6, MP6

Lesson 29: Match Game
 • Match written numbers 6, 7, 8, 9, and 10 to quantities.
PK.CC.DP2, PK.CC.DP3, PK.CC.DP6, MP4

Lesson 30: Let's Count and Record!
 • Organize, count, and record a collection of objects.
PK.CC.DP1, PK.CC.DP4, PK.CC.DP5, PK.CC.DP6

Topic G: Count Out a Set of Up to 10 Objects

Lesson 31: Match or No Match?
 • Count out a group to match a written number.
PK.CC.DP3, PK.CC.DP7

Lesson 32: Make It Match
 • Count out a group of objects to match a written number and record.
PK.CC.DP3, PK.CC.DP7

Lesson 33: Dinosaur World
 • Count out groups to model *add to with result unknown* math stories.
PK.CC.DP7, MP2

Lesson 34: Culminating Activity
 • Sort objects into groups and label them with written numbers.
PK.CC.DP3, PK.CC.DP6, PK.MD.DP1, MP1



K: Part–Part–Total

Module 1 Counting and Cardinality	Module 2 Two- and Three-Dimensional Shapes	Module 3 Comparison	Module 4 Composition and Decomposition	Module 5 Addition and Subtraction	Module 6 Place Value Foundations
<p>Topic A: Classify to Make Categories and Count</p> <p>Lesson 1: Compare objects based on their attributes. K.MD.B.3, MP6, K.Mod1.AD10</p> <p>Lesson 2: Classify objects into two categories. K.MD.B.3, MP2, K.Mod1.AD10</p> <p>Lesson 3: Classify objects into two categories and count. K.CC.B.5, K.MD.B.3, MP7, K.Mod1.AD8, K.Mod1.AD10</p> <p>Lesson 4: Classify objects into three categories and count. K.CC.A.1, K.MD.B.3, MP4, K.Mod1.AD1, K.Mod1.AD10</p> <p>Lesson 5: Classify objects into three categories, count, and match to a numeral. K.CC.A.3, K.MD.B.3, MP3, K.Mod1.AD3, K.Mod1.AD10</p>	<p>Topic A: Analyze and Name Two-Dimensional Shapes</p> <p>Lesson 1: Find and describe attributes of flat shapes. K.G.B.4, MP6, K.Mod2.AD5</p> <p>Lesson 2: Classify shapes as triangles or nontriangles. K.G.A.1, K.G.A.2, K.G.B.4, MP3, MP6, K.Mod2.AD1, K.Mod2.AD3, K.Mod2.AD5</p> <p>Lesson 3: Classify shapes as circles, hexagons, or neither. K.G.A.1, K.G.A.2, K.G.B.4, MP7, K.Mod2.AD1, K.Mod2.AD3, K.Mod2.AD5, K.Mod2.AD6</p> <p>Lesson 4: Classify shapes as rectangles or nonrectangles, with square rectangles as a special case. K.G.A.1, K.G.A.2, K.G.B.4, MP3, MP6, K.Mod2.AD1, K.Mod2.AD3, K.Mod2.AD5, K.Mod2.AD6</p>	<p>Topic A: Compare Heights and Lengths</p> <p>Lesson 1: Align endpoints to compare lengths by using <i>taller than</i> and <i>shorter than</i>. K.MD.A.1, K.MD.A.2, MP6, K.Mod3.AD3, K.Mod3.AD4</p> <p>Lesson 2: Compare lengths of simple straight objects by using <i>longer than</i>, <i>shorter than</i>, and <i>about the same length as</i>. K.MD.A.1, K.MD.A.2, MP6, K.Mod3.AD3, K.Mod3.AD4</p> <p>Lesson 3: Compare lengths of complex objects by using <i>longer than</i>, <i>shorter than</i>, and <i>about the same length as</i>. K.MD.A.2, MP1, K.Mod3.AD4</p> <p>Lesson 4: Compare the lengths of cube sticks to flat shapes. K.MD.A.2, MP6, K.Mod3.AD4</p> <p>Lesson 5: Compare the lengths of two cube sticks.</p>	<p>Topic A: Explore Composition and Decomposition</p> <p>Lesson 1: Compose flat shapes and count the parts. K.G.B.6, MP3, K.Mod4.AD5</p> <p>Lesson 2: Decompose flat shapes and count the parts. K.G.B.6, MP6, K.Mod4.AD5</p> <p>Lesson 3: Decompose a group to identify parts and total. K.OA.A.1, MP4, K.Mod4.AD1</p> <p>Lesson 4: Decompose a group and record parts and total by using a number bond. K.OA.A.1, MP5, K.Mod4.AD1</p> <hr/> <p>Topic B: Record Composition and Decomposition</p>	<p>Topic A: Represent Addition</p> <p>Lesson 1: Represent <i>add to with result unknown</i> story problems by using drawings and numbers. K.OA.A.1, MP2, K.Mod5.AD2</p> <p>Lesson 2: Relate number sentences and number bonds through story problems. K.OA.A.1, MP7, K.Mod5.AD2</p> <p>Lesson 3: Represent and solve <i>add to with result unknown</i> story problems. K.OA.A.1, K.OA.A.2, MP5, K.Mod5.AD2, K.Mod5.AD4, K.Mod5.AD6</p> <p>Lesson 4: Represent decomposition situations by using number bonds and addition sentences. K.OA.A.1, K.OA.A.3, MP6, K.Mod5.AD2, K.Mod5.AD7</p> <p>Lesson 5: Represent <i>take apart with both addends unknown</i> situations with a number sentence.</p>	<p>Topic A: Count and Write Teen Numbers</p> <p>Lesson 1: Describe teen numbers as 10 ones and ___ ones. K.CC.B.5, K.NBT.A.1, MP5, K.Mod6.AD5, K.Mod6.AD8</p> <p>Lesson 2: Find 10 ones in a teen number. K.CC.A.1, K.NBT.A.1, MP7, K.Mod6.AD1, K.Mod6.AD8</p> <p>Lesson 3: Write numerals 11–20. K.CC.A.3, K.NBT.A.1, MP8, K.Mod6.AD2, K.Mod6.AD3, K.Mod6.AD8</p> <p>Lesson 4: Order numerals 0–20. K.CC.B.4.c, K.NBT.A.1, MP7, K.Mod6.AD4, K.Mod6.AD8, K.Mod6.AD9</p> <p>Lesson 5: Reason about a number’s position in the number sequence. K.CC.A.1, K.CC.A.2, MP3, K.Mod5.AD1, K.Mod6.AD1</p>

Module 1

Topic B: Answer *How Many* Questions with Up to 5 Objects

Lesson 6: Organize, count, and represent a collection of objects. K.CC.A.1, K.CC.B.4.a, K.CC.B.4.b, K.CC.B.5, MP1, K.Mod1.AD1, K.Mod1.AD4, K.Mod1.AD5, K.Mod1.AD8

Lesson 7: Practice counting accurately. K.CC.A.3, K.CC.B.4.a, K.CC.B.4.b, K.CC.B.5, MP2, K.Mod1.AD3, K.Mod1.AD4, K.Mod1.AD5, K.Mod1.AD8

Lesson 8: Count sets in linear, array, and scattered configurations. K.CC.B.5, MP2, K.Mod1.AD8

Lesson 9: Conserve number regardless of the arrangement of objects. K.CC.B.4.b, MP 8, K.Mod1.AD6

Topic C: Write Numerals and Create Sets of Up to 5 Objects

Lesson 10: Count out a group of objects to match a numeral. K.CC.B.5, MP2, K.Mod1.AD9

Lesson 11: Write numerals 1–3 to answer *how many* questions. K.CC.A.3, MP6, K.Mod1.AD2

Module 2

Lesson 5: Communicate the position of flat shapes by using position words. K.G.A.1, MP7, K.Mod2.AD2

Topic B: Analyze and Name Three-Dimensional Shapes

Lesson 6: Distinguish between flat and solid shapes. K.G.A.3, MP7, K.Mod2.AD4

Lesson 7: Name solid shapes and discuss their attributes. K.G.A.2, K.G.B.4, MP2, K.Mod2.AD3, K.Mod2.AD5, K.Mod2.AD6

Lesson 8: Classify solid shapes based on the ways they can be moved. K.G.B.4, MP7, K.Mod2.AD5, K.Mod2.AD6

Lesson 9: Match solid shapes to their two-dimensional faces. K.G.A.3, K.G.B.4, MP1, K.Mod2.AD4, K.Mod2.AD5, K.Mod2.AD6

Topic C: Construct Shapes

Lesson 10: Construct a circle. K.G.B.4, K.G.B.5, MP7, K.Mod2.AD5, K.Mod2.AD6, K.Mod2.AD7

Lesson 11: Construct and classify polygons. K.G.A.2, K.G.B.5, MP3, K.Mod2.AD3, K.Mod2.AD7

Module 3

K.MD.A.2, MP4, K.Mod3.AD4

Lesson 6: Compose cube sticks that are the same length. K.MD.A.2, MP2, K.Mod3.AD4

Topic B: Compare Weights

Lesson 7: Compare weights by using *heavier than*, *lighter than*, and *about the same weight as*. K.MD.A.1, K.MD.A.2, MP5, K.Mod3.AD3, K.Mod3.AD5

Lesson 8: Use a balance scale to compare two objects. K.MD.A.2, MP3, K.Mod3.AD5

Lesson 9: Use a balance scale to compare an object to a group of cubes. K.MD.A.2, MP2, K.Mod3.AD5

Lesson 10: Use a balance scale to compare an object to different units. K.MD.A.2, MP4, K.Mod3.AD5

Lesson 11: Observe conservation of weight on the balance scale. K.MD.A.2, MP8, K.Mod3.AD5

Topic C: Compare Sets Within 10

Lesson 12: Relate *more* and *fewer* to length. K.CC.C.6, K.MD.A.1, K.MD.A.2, MP6, K.Mod3.AD1, K.Mod3.AD3, K.Mod3.AD4

Module 4

Lesson 5: Sort to decompose a number in more than one way. K.OA.A.3, MP4, K.Mod4.AD4

Lesson 6: Decompose a number in more than one way and record. K.OA.A.1, K.OA.A.3, MP8, K.Mod4.AD1, K.Mod4.AD4

Lesson 7: Find partners to 5. K.OA.A.1, K.OA.A.3, MP6, K.Mod4.AD1, K.Mod4.AD4

Lesson 8: Find partners to 10. K.OA.A.3, MP4, K.Mod4.AD4

Lesson 9: Compose shapes in more than one way. K.G.B.6, MP6, MP7, K.Mod4.AD5

Lesson 10: Sort and record the decomposition with a number bond. K.OA.A.1, MP4, K.Mod4.AD1

Topic C: Model Composition and Decomposition in Story Problems

Lesson 11: Model *put together with total unknown* story problems. K.OA.A.1, K.OA.A.2, MP5, K.Mod4.AD1, K.Mod4.AD2

Lesson 12: Draw to represent *put together with total unknown* story problems. K.OA.A.2, MP4, K.Mod4.AD2

Lesson 13: Choose a math tool to solve *put together with total unknown* story problems.

Module 5

K.OA.A.1, MP2, K.Mod5.AD2

Lesson 6: Tell addition story problems starting from number sentence models. K.OA.A.1, MP3, K.Mod5.AD2

Lesson 7: Find the total in an addition sentence. K.OA.A.1, K.OA.A.5, MP5, K.Mod5.AD2, K.Mod5.AD9

Topic B: Represent Subtraction

Lesson 8: Understand taking away as a type of subtraction. K.OA.A.1, MP8, K.Mod5.AD3

Lesson 9: Represent *take from with result unknown* story problems by using drawings and numbers. K.OA.A.1, MP2, K.Mod5.AD3

Lesson 10: Represent and solve *take from with result unknown* story problems. K.OA.A.1, K.OA.A.2, MP5, K.Mod5.AD3, K.Mod5.AD4, K.Mod5.AD6

Lesson 11: Represent decomposition situations by using number bonds and subtraction sentences. K.OA.A.1, MP7, K.Mod5.AD3

Lesson 12: Relate parts to total in subtraction situations. K.OA.A.1, K.OA.A.2, MP4, K.Mod5.AD3, K.Mod5.AD4, K.Mod5.AD6

Module 6

Lesson 6: Count out a group of objects to match a numeral. K.NBT.A.1, MP5, MP7, K.Mod6.AD6, K.Mod6.AD8, K.Mod6.AD9

Topic B: Compose and Decompose Teen Numbers

Lesson 7: Decompose numbers 10–20 with 10 as a part. K.CC.B.5, K.NBT.A.1, MP8, K.Mod6.AD5, K.Mod6.AD8, K.Mod6.AD9

Lesson 8: Represent teen number compositions and decompositions as addition sentences. K.OA.A.2, K.NBT.A.1, MP2, K.Mod6.AD7, K.Mod6.AD8, K.Mod6.AD9

Lesson 9: Represent teen number decompositions as subtraction sentences. K.OA.A.2, K.NBT.A.1, MP4, K.Mod6.AD7, K.Mod6.AD8, K.Mod6.AD9

Lesson 10: Make sense of word problems involving teen numbers. K.OA.A.2, K.NBT.A.1, MP1, K.Mod6.AD7, K.Mod6.AD8, K.Mod6.AD9

Lesson 11: Represent teen number decompositions as 10 ones and some ones and find a hidden part. K.OA.A.2, K.NBT.A.1, MP4, MP5, K.Mod6.AD7, K.Mod6.AD8, K.Mod6.AD9

Module 1

Lesson 12: Write numerals 4 and 5 to answer how many questions.
K.CC.A.1, K.CC.A.3, MP2, K.Mod1.AD1, K.Mod1.AD2

Lesson 13: Count out enough objects and write the numeral.
K.CC.B.4.a, K.CC.B.4.b, MP3, K.Mod1.AD4, K.Mod1.AD5

Topic D: Decompose Numbers

Lesson 14: Understand the meaning of zero and write the numeral.
K.CC.A.3, MP2, K.Mod1.AD2, K.Mod1.AD3

Lesson 15: Sort the same group of objects in more than one way and count.
K.MD.B.3, K.OA.A.3, MP6, K.Mod1.AD10

Lesson 16: Decompose a set shown in a picture.
K.MD.B.3, K.OA.A.3, MP5, K.Mod1.AD10

Lesson 17: Model story problems.
MP4, MP5

Lesson 18: Model story problems and identify the numeral referents.
MP2

Topic E: Answer How Many Questions with Up to 10 Objects

Module 2

Lesson 12: Construct solid shapes by using a square base.
K.G.B.4, K.G.B.5, MP6, K.Mod2.AD5, K.Mod2.AD6, K.Mod2.AD7

Lesson 13: Draw flat shapes.
K.G.B.4, K.G.B.5, MP5, K.Mod2.AD5, K.Mod2.AD6, K.Mod2.AD8

Lesson 14: Compose flat shapes.
K.G.A.1, K.G.A.2, MP6, K.Mod2.AD2, K.Mod2.AD3

Lesson 15: Compose solid shapes to create a structure that can fit a toy inside.
K.G.B.4, MP1, K.Mod2.AD5, K.Mod2.AD6

Lesson 16: Organize, count, and represent a collection of objects. (Optional)
MP4



Module 3

Lesson 13: Compare sets by using *more than*, *fewer than*, and *the same number as*.
K.CC.C.6, K.Mod3.AD1

Lesson 14: Use number to compare sets with like units.
K.CC.C.6, MP5, K.Mod3.AD1

Lesson 15: Classify flat shapes into groups and compare the number of shapes in each group.
K.MD.B.3, MP3, K.Mod3.AD6

Lesson 16: Count and compare sets with unlike units.
K.CC.C.6, MP2, K.Mod3.AD1

Lesson 17: Count and compare sets in pictures.
K.CC.C.6, MP1, K.Mod3.AD1

Topic D: Compare Numbers Within 10

Lesson 18: Compare the capacity of containers by using numerals.
K.CC.C.7, MP2, K.Mod3.AD2

Lesson 19: Compare numbers by using *greater than*, *less than*, and *equal to*.
K.CC.C.7, MP6, K.Mod3.AD2

Lesson 20: Compare two numbers in story situations.
K.CC.C.7, MP3, K.Mod3.AD2

Lesson 21: Describe and compare several measurable attributes of objects and sets.

Module 4

K.OA.A.2, MP4, MP5, K.Mod4.AD2

Lesson 14: Model *take apart with both addends unknown* situations.
K.OA.A.2, MP1, K.Mod4.AD3

Lesson 15: Choose a math tool to solve *take apart with both addends unknown* situations.
K.OA.A.1, K.OA.A.2, MP2, K.Mod4.AD1, K.Mod4.AD3

Lesson 16: Compose and decompose numbers and shapes.
K.OA.A.2, MP7, K.Mod4.AD2, K.Mod4.AD3

Lesson 17: Organize, count, and represent a collection of objects. (Optional)
MP7

Lesson 18: Use the structure of 5 and 10 to build a rekenrek. (Optional)
K.OA.A.3, MP5, MP7, K.Mod4.AD4



Module 5

Lesson 13: Tell subtraction story problems starting from number sentence models.
K.OA.A.1, MP3, K.Mod5.AD3

Lesson 14: Find the difference in a subtraction sentence.
K.OA.A.1, K.OA.A.5, MP5, K.Mod5.AD3, K.Mod5.AD10

Topic C: Make Sense of Problems

Lesson 15: Identify the action in a problem to represent and solve it.
K.OA.A.1, K.OA.A.2, MP1, K.Mod5.AD2, K.Mod5.AD3, K.Mod5.AD4, K.Mod5.AD6

Lesson 16: Relate addition and subtraction through word problems.
K.OA.A.1, K.OA.A.2, MP7, K.Mod5.AD2, K.Mod5.AD3, K.Mod5.AD4, K.Mod5.AD6

Lesson 17: Reason about different units to solve story problems.
K.OA.A.2, MP1, K.Mod5.AD4, K.Mod5.AD6

Lesson 18: Count starting from a number other than 1 to find the total.
K.CC.A.2, MP8, K.Mod5.AD1

Lesson 19: Represent and solve *take apart with change unknown* problems.
K.OA.A.1, MP4, K.Mod5.AD2, K.Mod5.AD3

Module 6

Lesson 12: Investigate different ways to decompose teen numbers. (Optional)
K.CC.B.5, MP7, K.Mod6.AD5

Topic C: Count to 100

Lesson 13: Organize, count, and represent a collection of objects.
MP7

Lesson 14: Count by tens.
K.CC.A.1, MP6, K.Mod6.AD1

Lesson 15: Count by tens by using math tools.
K.CC.A.1, MP5, K.Mod6.AD1

Lesson 16: Use the structure of ten to count to 100.
K.CC.A.1, K.CC.A.2, MP7, K.Mod5.AD1, K.Mod6.AD1

Lesson 17: Use patterns in the number sequence to count by ones within 100.
K.CC.A.1, K.CC.A.2, K.CC.A.3, MP7, K.Mod5.AD1, K.Mod6.AD1, K.Mod6.AD3

Lesson 18: Count within and across decades when counting by ones, part 1.
K.CC.A.1, K.CC.A.2, MP3, K.Mod5.AD1, K.Mod6.AD1

Lesson 19: Count within and across decades when counting by ones, part 2.
K.CC.A.1, K.CC.A.2, MP5, K.Mod5.AD1, K.Mod6.AD1

Module 1

Lesson 19: Organize, count, and represent a collection of objects.

K.CC.A.1, K.CC.B.4.a, K.CC.B.4.b, K.CC.B.5, MP5, K.Mod1.AD1, K.Mod1.AD4, K.Mod1.AD5, K.Mod1.AD8

Lesson 20: Count objects in 5-group and array configurations and match to a numeral.

K.CC.B.4.b, K.CC.B.5, K.CC.A.3, MP7, K.Mod1.AD5, K.Mod1.AD8

Lesson 21: Count sets in circular configurations and match to a numeral.

K.CC.A.3, K.CC.B.5, MP6, K.Mod1.AD3, K.Mod1.AD8

Lesson 22: Count sets in scattered configurations and match to a numeral.

K.CC.A.3, K.CC.B.5, MP2, K.Mod1.AD3, K.Mod1.AD8

Lesson 23: Conserve number regardless of the order in which objects are counted.

K.CC.B.4.b, MP8, K.Mod1.AD6

Topic F: Write Numerals and Create Sets of Up to 10 Objects

Lesson 24: Count out a group of objects to match a numeral.

K.CC.B.5, MP4, K.Mod1.AD9

Lesson 25: Write numerals 6 and 7.

K.CC.A.3, MP2, K.Mod1.AD2

Module 2

Module 3

K.CC.C.6, K.MD.A.1, K.MD.A.2, MP1, K.Mod3.AD1, K.Mod3.AD3, K.Mod3.AD4, K.Mod3.AD5

Lesson 22: Organize, count, and represent a collection of objects. (Optional)

MP5



Module 4

Module 5

Lesson 20: Find the number that makes 10 and record with a number sentence.

K.OA.A.4, MP3, K.Mod5.AD8

Lesson 21: Organize drawings to solve problems efficiently.

K.OA.A.1, MP2, MP4, K.Mod5.AD2, K.Mod5.AD3

Topic D: Make Use of Structure

Lesson 22: Identify and extend linear patterns.

K.CC.A.2, MP7, K.Mod5.AD1

Lesson 23: Use a pattern to make a prediction.

K.CC.A.2, MP2, MP7, MP8, K.Mod5.AD1

Lesson 24: Solve story problems by using repeated reasoning.

K.OA.A.1, MP7, MP8, K.Mod5.AD2

Lesson 25: Extend growing patterns.

K.G.B.6, MP7, K.Mod5.AD5

Lesson 26: Reason about numbers to add and subtract.

K.OA.A.1, K.OA.A.4, MP8, K.Mod5.AD2, K.Mod5.AD3, K.Mod5.AD8

Lesson 27: Organize, count, and represent a collection of objects. (Optional)

MP7



Module 6

Topic D: Compare

Lesson 20: Compare totals in story situations. (Optional)

K.CC.C.6, MP3, K.Mod3.AD1

Lesson 21: Count and compare sets with more than 10 objects. (Optional)

K.CC.C.6, MP5, K.Mod3.AD1

Lesson 22: Compare area by comparing number. (Optional)

K.CC.C.6, MP6, K.Mod3.AD1

Lesson 23: Compare lengths of objects by using 10-sticks and cubes. (Optional)

K.CC.C.6, MP7, K.Mod3.AD1

Lesson 24: Organize, count, and represent a collection of objects.

MP7



Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Lesson 26: Write numeral 8.
K.CC.A.1, K.CC.A.3, MP7,
K.Mod1.AD1, K.Mod1.AD2

Lesson 27: Write numerals 9 and 10.
K.CC.A.3, MP5, K.Mod1.AD2

Lesson 28: Order numerals 1–10
and reason about an unknown
number in the number sequence.
K.CC.A.1, MP7, K.Mod1.AD1

**Topic G: Analyze the Count
Sequence**

Lesson 29: Model the pattern of 1
more in the forward count sequence.
K.CC.B.4.c, MP8, K.Mod1.AD7

Lesson 30: Build number stairs to
show the pattern of 1 more in the
forward count sequence.
K.CC.B.4.c, MP7, K.Mod1.AD7

Lesson 31: Model the pattern of 1
less in the backward count sequence.
K.CC.B.4.c, MP8, K.Mod1.AD7

Lesson 32: Build number stairs to
show the pattern of 1 less in the
backward count sequence.
K.CC.B.4.c, MP7, K.Mod1.AD7

Lesson 33: Organize, count, and
represent a collection of objects.
K.CC.A.1, K.CC.B.4.a,
K.CC.B.4.b, K.CC.B.5, MP4,
K.Mod1.AD1, K.Mod1.AD4,
K.Mod1.AD5, K.Mod1.AD8



Module 1	Module 2	Module 3	Module 4	Module 5	Module 6: Part 1	Module 6: Part 2
Counting, Comparison, and Addition	Addition and Subtraction Relationships	Properties of Operations to Make Easier Problems	Comparison and Composition of Length Measurements	Place Value Concepts to Compare, Add, and Subtract	Attributes of Shapes	Advancing Place Value, Addition, and Subtraction
<p>Topic A: Count and Compare with Data</p> <p>Lesson 1: Organize to find how many and compare. MP6</p> <p>Lesson 2: Organize and represent data to compare two categories. 1.NBT.B.3, 1.MD.C.4, MP2, 1.Mod1.AD8, 1.Mod1.AD9</p> <p>Lesson 3: Sort to represent and compare data with three categories. 1.NBT.B.3, 1.MD.C.4, MP4, 1.Mod1.AD8, 1.Mod1.AD9</p> <p>Lesson 4: Find the total number of data points and compare categories in a picture graph. 1.NBT.B.3, 1.MD.C.4, MP6, 1.Mod1.AD8, 1.Mod1.AD9</p>	<p>Topic A: Reason About Take From Situations</p> <p>Lesson 1: Represent <i>result unknown</i> problems and record as addition or subtraction number sentences. 1.OA.A.1, MP2, 1.Mod2.AD1</p> <p>Lesson 2: Subtract all or subtract 0. 1.OA.C.5, 1.OA.C.6, MP3, MP8, 1.Mod2.AD4, 1.Mod2.AD5</p> <p>Lesson 3: Subtract 1 or subtract 1 less than the total. 1.OA.C.5, 1.OA.C.6, MP3, MP8, 1.Mod2.AD4, 1.Mod2.AD5</p> <p>Lesson 4: Use fingers to subtract 4, 5, and 6 efficiently. 1.OA.C.5, 1.OA.C.6, MP5, MP7, 1.Mod2.AD4, 1.Mod2.AD5</p>	<p>Topic A: Make Easier Problems with Three Addends</p> <p>Lesson 1: Group to make ten when there are three parts. 1.OA.B.3, 1.OA.C.6, MP7, 1.Mod3.AD2</p> <p>Lesson 2: Make ten with three addends. 1.OA.A.2, 1.OA.B.3, MP7, 1.Mod3.AD1</p> <p>Lesson 3: Represent and solve three-addend word problems. 1.OA.A.2, 1.OA.B.3, MP2, 1.Mod3.AD1</p> <p>Lesson 4: Use properties of addition to make three-addend expressions easier. 1.OA.B.3, 1.OA.C.6, MP7, 1.Mod3.AD2, 1.Mod3.AD3</p>	<p>Topic A: Direct and Indirect Length Comparison</p> <p>Lesson 1: Compare and order objects by length. 1.MD.A.1, MP6, 1.Mod4.AD4</p> <p>Lesson 2: Reason to order and compare heights. 1.MD.A.1, MP3, 1.Mod4.AD4</p> <p>Lesson 3: Compare the lengths of two objects indirectly by using a third object. 1.MD.A.1, MP5, MP3, 1.Mod4.AD5</p> <hr/> <p>Topic B: Length Measurement and Comparison</p> <p>Lesson 4: Measure accurately with centimeter cubes. 1.MD.A.2, MP5, MP6, 1.Mod4.AD7</p>	<p>Topic A: Grouping Units in Tens and Ones</p> <p>Lesson 1: Tell time to the hour and half hour using digital and analog clocks. 1.MD.B.3, MP6, 1.Mod5.AD10</p> <p>Lesson 2: Count a collection and record the total in units of tens and ones. 1.NBT.A.1, 1.NBT.B.2.a, 1.NBT.B.2, MP4, 1.Mod5.AD1, 1.Mod5.AD3</p> <p>Lesson 3: Recognize the place value of digits in a two-digit number. 1.NBT.A.1, 1.NBT.B.2.a, 1.NBT.B.2, MP7, 1.Mod5.AD1, 1.Mod5.AD3</p> <p>Lesson 4: Represent a number in multiple ways by trading 10 ones for a ten. 1.NBT.B.2, 1.NBT.B.2.b, 1.NBT.B.2.c, MP2, 1.Mod5.AD2, 1.Mod5.AD3</p>	<p>Topic A: Attributes of Shapes</p> <p>Lesson 1: Name two-dimensional shapes based on the number of sides. 1.G.A.1, MP7, 1.Mod6.AD2</p> <p>Lesson 2: Sort and name two-dimensional shapes based on attributes. 1.G.A.1, MP7, 1.Mod6.AD2</p> <p>Lesson 3: Draw two-dimensional shapes and identify defining attributes. 1.G.A.1, MP4, 1.Mod6.AD2, 1.Mod6.AD3</p> <p>Lesson 4: Name solid shapes and describe their attributes. 1.G.A.1, MP7, 1.Mod6.AD2</p> <p>Lesson 5: Reason about the functionality of three-dimensional shapes based on their attributes. 1.G.A.1, MP6, 1.Mod6.AD2</p>	<p>Topic D: Count and Represent Numbers Beyond 100</p> <p>Lesson 16: Count and record totals for a collection above 100. 1.NBT.A.1, MP6, 1.Mod6.AD8</p> <p>Lesson 17: Read, write and represent numbers greater than 100. 1.NBT.A.1, MP7, 1.Mod6.AD8, 1.Mod6.AD10</p> <p>Lesson 18: Count up and down across 100. 1.NBT.A.1, MP7, 1.Mod6.AD10</p> <p>Lesson 19: Write totals for collections larger than 100 shown in various groups of tens and ones. 1.NBT.A.1, MP3, 1.Mod6.AD8, 1.Mod6.AD9</p>

Module 1

Lesson 5: Organize and represent categorical data.
1.MD.C.4, MP1, 1.Mod1.AD9

Lesson 6: Use tally marks to represent and compare data.
1.NBT.B.3, 1.MD.C.4, MP5, 1.Mod1.AD8, 1.Mod1.AD9

Topic B: Count On from a Visible Part

Lesson 7: Count all or count on to solve *put together with total unknown* situations.
1.OA.C.5, MP8, 1.Mod1.AD2

Lesson 8: Count on from a known part and identify both parts in a total.
1.OA.C.5, MP6, 1.Mod1.AD2

Lesson 9: Count on from both parts and record part–total relationships.
1.OA.B.3, 1.OA.C.5, MP2, 1.Mod1.AD1, 1.Mod1.AD2

Lesson 10: Count on from 5 within a set.
1.OA.C.5, MP7, 1.Mod1.AD2

Lesson 11: See any part in a set and count on.
1.OA.C.5, MP3, 1.Mod1.AD2

Lesson 12: Count on from 10 to find an unknown total.
1.OA.C.5, 1.NBT.B.2, 1.NBT.B.2.b, MP7, 1.Mod1.AD2, 1.Mod1.AD7

Module 2

Topic B: Relate and Distinguish Addition and Subtraction

Lesson 5: Use the Read–Draw–Write process to solve *result unknown* problems.
1.OA.A.1, MP2, 1.Mod2.AD1

Lesson 6: Represent and solve related addition and subtraction *result unknown* problems.
1.OA.A.1, MP4, 1.Mod2.AD1

Lesson 7: Count on or count back to solve related addition and subtraction problems.
1.OA.A.1, 1.OA.C.5, 1.OA.C.6, MP7, 1.Mod2.AD1, 1.Mod2.AD4

Topic C: Find an Unknown Part in Change Unknown Problems

Lesson 8: Interpret and find an unknown change.
1.OA.A.1, MP1, 1.Mod2.AD1

Lesson 9: Represent and solve *add to with change unknown* problems.
1.OA.A.1, MP4, 1.Mod2.AD1

Lesson 10: Represent and find an unknown addend in equations.
1.OA.D.8, MP5, 1.Mod2.AD7

Module 3

Topic B: Make Easier Problems to Add

Lesson 5: Make ten when an addend is 5.
1.OA.B.3, 1.OA.C.6, MP7, 1.Mod3.AD3

Lesson 6: Make ten when the first addend is 9.
1.OA.B.3, 1.OA.C.6, MP2, 1.Mod3.AD3

Lesson 7: Make ten when the first addend is 8 or 9.
1.OA.B.3, 1.OA.C.6, MP3, 1.Mod3.AD3

Lesson 8: Make ten when the second addend is 8 or 9.
1.OA.B.3, 1.OA.C.6, MP7, 1.Mod3.AD3

Lesson 9: Make ten with either addend.
1.OA.B.3, 1.OA.C.6, MP3, 1.Mod3.AD3

Lesson 10: Make ten when there are three addends.
1.OA.B.3, 1.OA.C.6, MP1, 1.Mod2.AD2

Topic C: Make Easier Addition Problems with a Linear Model

Module 4

Lesson 5: Measure and compare lengths.
1.NBT.B.3, 1.MD.A.1, 1.MD.A.2, MP2, MP6, 1.Mod4.AD3

Lesson 6: Measure and order lengths.
1.MD.A.1, 1.MD.A.2, MP2, MP6, 1.Mod4.AD6

Lesson 7: Use 10-centimeter sticks and centimeter cubes to measure.
1.MD.A.2, MP5, MP7, 1.Mod4.AD7

Lesson 8: Draw to represent a length measurement.
1.NBT.B.2, 1.NBT.B.2.a, 1.NBT.B.2.b, 1.MD.A.2, MP4, 1.Mod4.AD2, 1.Mod4.AD7

Lesson 9: Represent a total length as units of tens and ones.
1.NBT.B.2, 1.NBT.B.2.a, 1.NBT.B.2.b, 1.MD.A.2, MP6, 1.Mod4.AD2, 1.Mod4.AD7

Topic C: Comparison Word Problems with Measurement

Lesson 10: Compare to find how much longer.
1.OA.A.1, 1.MD.A.2, MP7, 1.Mod4.AD1, 1.Mod4.AD7

Lesson 11: Compare to find how much shorter.

Module 5

Lesson 5: Reason about equivalent representations of a number.
1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.a, 1.NBT.B.2.b, 1.NBT.B.2.c, MP3, 1.Mod5.AD1, 1.Mod5.AD2, 1.Mod5.AD3

Lesson 6: Add 10 or take 10 from a two-digit number.
1.NBT.C.5, MP8, 1.Mod5.AD9

Topic B: Use Place Value to Compare

Lesson 7: Use place value reasoning to compare two quantities.
1.NBT.B.3, MP7, 1.Mod5.AD4

Lesson 8: Use place value reasoning to write and compare 2 two-digit numbers.
1.NBT.B.2, 1.NBT.B.3, MP3, 1.Mod5.AD3, 1.Mod5.AD4

Lesson 9: Compare two quantities and make them equal.
1.NBT.B.3, MP3, 1.Mod5.AD4

Topic C: Addition of One-Digit and Two-Digit Numbers

Lesson 10: Add the ones first.
1.NBT.C.4, MP7, 1.Mod5.AD7

Lesson 11: Add the ones to make the next ten.
1.NBT.C.4, MP8, 1.Mod5.AD7

Module 6: Part 1

Topic B: Composition of Shapes

Lesson 6: Create composite shapes and identify shapes within two- and three-dimensional composite shapes.
1.G.A.2, MP2, 1.Mod6.AD4

Lesson 7: Create new composite shapes by adding a shape.
1.G.A.2, MP8, 1.Mod6.AD4

Lesson 8: Combine identical composite shapes.
1.G.A.2, MP1, 1.Mod6.AD4

Lesson 9: Relate the size of a shape to how many are needed to compose a new shape.
1.G.A.2, MP8, 1.Mod6.AD4

Topic C: Halves and Fourths

Lesson 10: Reason about equal and not equal shares.
1.G.A.3, MP4, 1.Mod6.AD5

Lesson 11: Name equal shares as halves or fourths.
1.G.A.3, MP5, 1.Mod6.AD5

Lesson 12: Partition shapes into halves, fourths, and quarters.
1.G.A.3, MP3, 1.Mod6.AD5

Module 6: Part 2

Topic E: Deepening Problem Solving

Lesson 20: Represent and solve *put together* and *take apart* word problems.
1.OA.A.1, MP4, 1.Mod6.AD7

Lesson 21: Represent and solve *add to* and *take from* word problems.
1.OA.A.1, MP2, 1.Mod6.AD7

Lesson 22: Represent and solve *add to* and *take from with start unknown* word problems.
1.OA.A.1, MP4, 1.Mod6.AD7

Lesson 23: Represent and solve comparison word problems.
1.OA.A.1, MP7, 1.Mod6.AD7

Lesson 24: Reason with non-standard measurement units.
1.OA.A.1, MP6, 1.Mod6.AD7

Lesson 25: Solve non-routine problems. (Optional)
1.OA.A.1, MP1, 1.Mod6.AD7

Topic F: Extending Addition to 100

Lesson 26: Make a total in more than one way.
1.NBT.C.4, MP7, 1.Mod6.AD12

Module 1

Topic C: Count On to Add

Lesson 13: Count on from an addend in *add to with result unknown* situations.
1.OA.C.5, MP5, 1.Mod1.AD2

Lesson 14: Count on to find the total of an addition expression.
1.OA.C.5, 1.OA.C.6, MP3, 1.Mod1.AD3

Lesson 15: Use the commutative property to count on from the larger addend.
1.OA.B.3, MP7, 1.Mod1.AD1

Lesson 16: Use the commutative property to find larger totals.
1.OA.B.3, MP3, 1.Mod1.AD1

Lesson 17: Add 0 and 1 to any number.
1.OA.C.5, 1.OA.C.6, MP8, 1.Mod1.AD3, 1.Mod1.AD4

Topic D: Make the Same Total in Varied Ways

Lesson 18: Determine whether number sentences are true or false.
1.OA.D.7, MP2, 1.Mod1.AD6

Lesson 19: Reason about the meaning of the equal sign.

Module 2

Lesson 11: Represent and solve *take from with change unknown* problems.
1.OA.A.1, MP4, 1.Mod2.AD1

Lesson 12: Represent and find an unknown subtrahend in equations.
1.OA.D.8, MP3, 1.Mod2.AD7

Lesson 13: Represent and solve *add to* and *take from with change unknown* problems.
1.OA.A.1, 1.OA.D.8, MP7, 1.Mod2.AD1, 1.Mod2.AD7

Topic D: Find an Unknown Part by Using Addition and Subtraction

Lesson 14: Represent and solve *put together/take apart with addend unknown* problems.
1.OA.A.1, MP1, 1.Mod2.AD1

Lesson 15: Relate counting on and counting back to find an unknown part.
1.OA.D.8, MP2, 1.Mod2.AD7

Lesson 16: Compare the efficiency of counting on and counting back to subtract.
1.OA.C.5, 1.OA.C.6, MP3, 1.Mod2.AD4

Lesson 17: Use related addition facts to subtract from 10.
1.OA.B.4, MP7, 1.Mod2.AD3

Module 3

Lesson 11: Represent and compare related situation equations, part 1.
1.OA.A.1, 1.OA.A.2, 1.OA.B.3, MP7, 1.Mod2.AD1, 1.Mod3.AD1

Lesson 12: Represent and compare related situation equations, part 2.
1.OA.A.1, 1.OA.A.2, 1.OA.B.3, MP1, MP4, 1.Mod2.AD1, 1.Mod3.AD1

Lesson 13: Count on to make ten within 20.
1.OA.B.3, 1.OA.C.6, MP3, MP5, 1.Mod3.AD3

Lesson 14: Count on to make the next ten within 100.
1.OA.B.3, 1.OA.C.6, MP8, 1.Mod3.AD3

Topic D: Reason About Ten as a Unit to Add or Subtract

Lesson 15: Count and record a collection of objects.
1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.a, MP4, 1.Mod3.AD7

Lesson 16: Identify ten as a unit.
1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.a, 1.NBT.B.2.b, 1.NBT.B.2.c, MP6, 1.Mod3.AD7, 1.Mod3.AD8

Module 4

1.O.A.1, 1.MD.A.2, MP4, 1.Mod4.AD1, 1.Mod4.AD7

Lesson 12: Find the unknown longer length.
1.OA.A.1, MP5, 1.Mod4.AD1

Lesson 13: Find the unknown shorter length.
1.OA.A.1, MP2, 1.Mod4.AD1

Lesson 14: Measure to find patterns. (Optional)
1.MD.A.2, MP1, MP8, 1.Mod4.AD7



Module 5

Lesson 12: Decompose an addend to make the next ten.
1.NBT.C.4, MP4, 1.Mod5.AD7

Lesson 13: Reason about related problems that make the next ten.
1.NBT.C.4, MP3, 1.Mod5.AD7

Lesson 14: Determine which equations make the next ten.
1.NBT.C.4, MP7, MP8, 1.Mod5.AD7

Topic D: Addition and Subtraction of Tens

Lesson 15: Count on and back by tens to add and subtract.
1.NBT.C.4, 1.NBT.C.6, MP5, 1.Mod5.AD5

Lesson 16: Use related single-digit facts to add and subtract multiples of ten.
1.NBT.C.4, 1.NBT.C.6, MP2, 1.Mod5.AD5

Lesson 17: Use tens to find an unknown part.
1.NBT.C.4, 1.NBT.C.6, MP7, 1.Mod5.AD5

Lesson 18: Determine if number sentences involving addition and subtraction are true or false.
1.OA.D.7, 1.NBT.C.4, 1.NBT.C.6, MP3, 1.Mod5.AD5, 1.Mod1.AD6

Module 6: Part 1

Lesson 13: Relate the number of equal shares to the size of the shares.
1.G.A.3, MP8, 1.Mod6.AD6

Lesson 14: Tell time to the half hour using the term *half past*.
1.MD.B.3, MP3, 1.Mod6.AD1

Lesson 15: Reason about the location of the hour hand to tell time. (Optional)
1.MD.B.3, MP7, 1.Mod6.AD1



Module 6: Part 2

Lesson 27: Add two-digit numbers in various ways, part 1.
1.NBT.C.4, MP3, 1.Mod6.AD11, 1.Mod6.AD12

Lesson 28: Add two-digit numbers in various ways, part 2.
1.NBT.C.4, MP7, 1.Mod6.AD11, 1.Mod6.AD12

Lesson 29: Add tens to make 100. (Optional)
1.NBT.C.4, MP8, 1.Mod6.AD12

Lesson 30: Make the next 10, add tens to make 100.
1.NBT.C.4, MP7, 1.Mod6.AD11, 1.Mod6.AD12

Lesson 31: Add to make 100.
1.NBT.C.4, MP5, 1.Mod6.AD11, 1.Mod6.AD12



Module 1

1.OA.D.7, MP3, MP5, 1.Mod1.AD6

Lesson 20: Find all two-part expressions equal to 6.
1.OA.C.6, MP6, 1.Mod1.AD4, 1.Mod1.AD5

Lesson 21: Find all two-part expressions equal to 7 and 8.
1.OA.C.6, MP8, 1.Mod1.AD4, 1.Mod1.AD5

Lesson 22: Find all two-part expressions equal to 9 and 10.
1.OA.C.6, MP7, 1.Mod1.AD4, 1.Mod1.AD5

Lesson 23: Find the totals of doubles +1 facts.
1.OA.C.5, 1.OA.C.6, MP8, 1.Mod1.AD3

Lesson 24: Use known facts to make easier problems.
1.OA.C.5, 1.OA.C.6, 1.OA.D.7, MP3, 1.Mod1.AD3, 1.Mod1.AD6

Lesson 25: Organize, count, and record a collection of objects. (Optional)
MP4

**Module 2**

Lesson 18: Use related addition facts to subtract.
1.OA.B.4, MP7, 1.Mod2.AD3

Lesson 19: Determine the value of the unknown in various positions.
1.OA.B.4, 1.OA.D.8, MP3, 1.Mod2.AD3, 1.Mod2.AD7

Topic E: Represent and Solve Comparison Problems

Lesson 20: Add or subtract to make groups equal.
1.OA.D.7, MP6, 1.Mod2.AD6

Lesson 21: Represent and solve *compare with difference unknown* problems, part 1.
1.OA.A.1, MP4, 1.Mod2.AD2

Lesson 22: Represent and solve *compare with difference unknown* problems, part 2.
1.OA.A.1, MP2, 1.Mod2.AD2

Lesson 23: Compare categories in a graph to figure out how many more.
1.MD.C.4, MP6, 1.Mod2.AD8

**Module 3**

Lesson 17: Add a two-digit number and a one-digit number.
1.OA.C.6, 1.NBT.2, 1.NBT.B.2.b, 1.NBT.B.2.c, MP7, 1.Mod3.AD5, 1.Mod3.AD8

Lesson 18: Subtract a one-digit number from a two-digit number.
1.OA.C.6, 1.NBT.B.2, 1.NBT.B.2.b, 1.NBT.B.2.c, MP8, 1.Mod3.AD6, 1.Mod3.AD8

Lesson 19: Solve *take from with change unknown* problems with totals in the teens.
1.OA.A.1, 1.NBT.B.2, 1.NBT.B.2.b, 1.NBT.B.2.c, MP2, 1.Mod2.AD1, 1.Mod3.AD8

Topic E: Make Easier Problems to Subtract

Lesson 20: Use strategies to subtract from a teen number.
1.OA.C.6, MP4, 1.Mod3.AD4

Lesson 21: Take from ten to subtract from a teen number, part 1.
1.OA.C.6, MP7, 1.Mod3.AD4

Lesson 22: Take from ten to subtract from a teen number, part 2.
1.OA.C.6, MP5, 1.Mod3.AD4

Module 4**Module 5**

Lesson 19: Add tens to a two-digit number.
1.NBT.C.4, MP8, 1.Mod5.AD6

Lesson 20: Add ones and multiples of ten to any number.
1.NBT.C.4, MP7, 1.Mod5.AD6, 1.Mod.AD7

Topic E: Addition of Two-Digit Numbers

Lesson 21: Use varied strategies to add 2 two-digit addends.
1.NBT.C.4, MP1, 1.Mod5.AD8

Lesson 22: Decompose both addends and add like units.
1.OA.D.7, 1.NBT.C.4, MP7, 1.Mod1.AD6, 1.Mod5.AD8

Lesson 23: Decompose an addend and add tens first.
1.OA.D.7, 1.NBT.C.4, MP5, 1.Mod1.AD6, 1.Mod5.AD8

Lesson 24: Decompose an addend to make the next ten.
1.OA.D.7, 1.NBT.C.4, MP3, 1.Mod1.AD6, 1.Mod5.AD8

Lesson 25: Compare equivalent expressions used to solve two-digit addition equations.
1.OA.D.7, 1.NBT.C.4, MP3, 1.Mod1.AD6, 1.Mod5.AD8

**Module 6: Part 1****Module 6: Part 2**

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6: Part 1

Module 6: Part 2

Lesson 23: Subtract by counting on.
1.OA.C.6, MP2, 1.Mod3.AD4

Lesson 24: Decompose the subtrahend to count back.
1.OA.C.6, MP6, 1.Mod3.AD4

Lesson 25: Choose a strategy to make an easier problem.
1.OA.C.6, MP5, 1.Mod3.AD4

Lesson 26: Pose and solve varied word problems.
1.OA.A.1, 1.OA.A.2, 1.OA.B.3, MP1, MP4, 1.Mod2.AD1, 1.Mod3.AD1



Module 1 Place Value Concepts Through Metric Measurement and Data · Place Value, Counting, and Comparing Within 1,000	Module 2 Addition and Subtraction Within 200	Module 3 Shapes and Time with Fraction Concepts	Module 4 Addition and Subtraction Within 1,000	Module 5 Money, Data, and Customary Measurement	Module 6 Multiplication and Division Foundations
<p>Topic A: Represent Data to Solve Problems</p> <p>Lesson 1: Draw and label a picture graph to represent data. 2.MD.D.10, MP6, 2.Mod1.AD8</p> <p>Lesson 2: Draw and label a bar graph to represent data. 2.MD.D.10, MP8, 2.Mod1.AD8</p> <p>Lesson 3: Use information presented in a bar graph to solve <i>put together</i> and <i>take apart</i> problems. 2.MD.D.10, MP2, 2.Mod1.AD8, 2.Mod1.AD9</p> <p>Lesson 4: Use information presented in a bar graph to solve <i>compare</i> problems. 2.MD.D.10, MP7, 2.Mod1.AD8, 2.Mod1.AD9</p>	<p>Topic A: Simplifying Strategies for Addition</p> <p>Lesson 1: Reason about addition with four addends. 2.NBT.B.6, MP3, 2.Mod2.AD2</p> <p>Lesson 2: Break apart and add like units. 2.NBT.B.7, MP7, 2.Mod2.AD3</p> <p>Lesson 3: Use compensation to add within 100. 2.NBT.B.7, MP2, 2.Mod2.AD3</p> <p>Lesson 4: Use compensation to add within 200. 2.NBT.B.7, MP5, 2.Mod2.AD3</p> <p>Lesson 5: Make a ten to add within 100. 2.NBT.B.7, MP8, 2.Mod2.AD3</p> <p>Lesson 6: Make a ten to add within 200.</p>	<p>Topic A: Attributes of Geometric Shapes</p> <p>Lesson 1: Determine the defining attributes of a polygon. 2.G.A.1, MP6, 2.Mod3.AD4</p> <p>Lesson 2: Use attributes to identify, build, and describe two-dimensional shapes. 2.G.A.1, MP7, 2.Mod3.AD4, 2.Mod3.AD5</p> <p>Lesson 3: Identify, build, and describe right angles and parallel lines. 2.G.A.1, MP6, 2.Mod3.AD4, 2.Mod3.AD5</p> <p>Lesson 4: Use attributes to identify, classify, and compose different quadrilaterals. 2.G.A.1, MP3, 2.Mod3.AD4, 2.Mod3.AD5</p>	<p>Topic A: Mental Place Value Strategies</p> <p>Lesson 1: Organize, count, and represent a collection of objects. 2.NBT.B.8, MP3, 2.Mod4.AD8, 2.Mod4.AD9</p> <p>Lesson 2: Mentally add and subtract multiples of 10 and 100 with unknowns in various positions. 2.NBT.B.8, MP7, 2.Mod4.AD8, 2.Mod4.AD9</p> <p>Lesson 3: Solve multi-step word problems and reason about equal expressions. 2.OA.A.1, 2.NBT.B.8, MP2, 2.Mod4.AD1, 2.Mod4.AD8, 2.Mod4.AD9</p> <p>Lesson 4: Represent and solve <i>compare with bigger unknown</i> word problems.</p>	<p>Topic A: Problem Solving with Coins and Bills</p> <p>Lesson 1: Organize, count, and represent a collection of coins. 2.MD.C.8, MP7, 2.Mod5.AD6</p> <p>Lesson 2: Use the fewest number of coins to make a given value. 2.MD.C.8, MP6, 2.Mod5.AD6</p> <p>Lesson 3: Solve one- and two-step word problems to find the total value of a group of coins. 2.MD.C.8, MP4, 2.Mod5.AD6</p> <p>Lesson 4: Solve one- and two-step word problems to find the total value of a group of bills. 2.MD.C.8, MP2, 2.Mod5.AD6</p> <p>Lesson 5: Use different strategies to make 1 dollar or to make change from 1 dollar. 2.MD.C.8, MP3, 2.Mod5.AD6</p>	<p>Topic A: Count and Problem Solve with Equal Groups</p> <p>Lesson 1: Compose equal groups and write repeated addition equations. 2.OA.A.1, 2.OA.C.4, MP2, 2.Mod6.AD1, 2.Mod6.AD4</p> <p>Lesson 2: Organize, count, and represent a collection of objects. 2.OA.C.4, MP7, 2.Mod6.AD4</p> <p>Lesson 3: Use math drawings to represent equal groups and relate them to repeated addition. 2.OA.C.4, MP8, 2.Mod6.AD4</p> <p>Lesson 4: Represent equal groups with a tape diagram. 2.OA.A.1, 2.OA.C.4, MP4, 2.Mod6.AD1, 2.Mod6.AD4</p>

Module 1

Topic B: Metric Measurement and Concepts About the Ruler

Lesson 5: Connect measurement to physical units by iterating a centimeter cube.
2.MD.A.1, MP6, 2.Mod1.AD1

Lesson 6: Make a 10 cm ruler and measure objects.
2.MD.A.1, MP2, 2.Mod1.AD1

Lesson 7: Measure lengths and relate 10 cm and 1 cm.
2.MD.A.1, MP7, 2.Mod1.AD1

Lesson 8: Make a meter stick and measure with various tools.
2.MD.A.1, MP5, 2.Mod1.AD1

Lesson 9: Relate 1 cm, 10 cm, and 100 cm.
2.NBT.A.1, MP3

Lesson 10: Reason about the relationship between the size of the unit and the number of units needed to measure.
2.MD.A.2, MP8

Topic C: Estimate, Measure, and Compare Lengths

Lesson 11: Estimate and compare lengths.
2.MD.A.3, 2.MD.A.4, MP3, 2.Mod1.AD2, 2.Mod1.AD3

Module 2

2.NBT.B.7, MP7, 2.Mod2.AD3

Lesson 7: Solve word problems by using simplifying strategies for addition.

2.OA.A.1, 2.NBT.B.7, MP5, 2.Mod2.AD1, 2.Mod2.AD3

Topic B: Strategies for Composing a Ten and a Hundred to Add

Lesson 8: Use concrete models to compose a ten.
2.NBT.B.7, MP8, 2.Mod2.AD3, 2.Mod2.AD5

Lesson 9: Use place value drawings to compose a ten and relate to written recordings.
2.NBT.B.7, MP6, 2.Mod2.AD3, 2.Mod2.AD5

Lesson 10: Use concrete models to compose a hundred.
2.NBT.B.7, MP4, 2.Mod2.AD3, 2.Mod2.AD5

Lesson 11: Use math drawings to compose a hundred and relate to written recordings.
2.NBT.B.7, MP6, 2.Mod2.AD3, 2.Mod2.AD5

Lesson 12: Use place value drawings to compose a ten and a hundred with two- and three-digit addends. Relate to written recordings.
2.NBT.B.7, MP3, 2.Mod2.AD3, 2.Mod2.AD5

Module 3

Lesson 5: Relate the square to the cube and use attributes to describe a cube.

2.G.A.1, MP7, 2.Mod3.AD4, 2.Mod3.AD5

Topic B: Composite Shapes and Fraction Concepts

Lesson 6: Recognize that a whole polygon can be decomposed into smaller parts and the parts can be composed to make a whole.
2.G.A.1, MP7, 2.Mod3.AD4, 2.Mod3.AD5

Lesson 7: Combine shapes to create a composite shape and create a new shape from composite shapes.
2.G.A.1, MP3, 2.Mod3.AD4, 2.Mod3.AD5

Lesson 8: Create composite shapes by using equal parts and name them as halves, thirds, and fourths.
2.G.A.3, MP5, 2.Mod3.AD6

Lesson 9: Interpret equal shares in composite shapes as halves, thirds, and fourths.
2.G.A.3, MP3, 2.Mod3.AD6

Topic C: Halves, Thirds, and Fourths of Circles and Rectangles

Lesson 10: Partition circles and rectangles into equal parts and describe those parts as halves.
2.G.A.3, MP7, 2.Mod3.AD6

Module 4

2.OA.A.1, 2.NBT.B.5, MP5, 2.Mod4.AD1, 2.Mod4.AD4

Topic B: Strategies for Composing Tens and Hundreds Within 1,000

Lesson 5: Use the associative property to make a benchmark number to add within 1,000.
2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9, MP3, 2.Mod4.AD4, 2.Mod4.AD6, 2.Mod4.AD10

Lesson 6: Use compensation to add within 1,000.
2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9, MP1, 2.Mod4.AD4, 2.Mod4.AD6, 2.Mod4.AD10

Lesson 7: Use concrete models to add and relate them to written recordings.
2.OA.B.2, 2.NBT.B.7, MP6, 2.Mod4.AD2, 2.Mod4.AD6

Lesson 8: Use place value drawings to represent addition and relate them to written recordings, part 1.
2.OA.B.2, 2.NBT.B.7, MP7, 2.Mod4.AD2, 2.Mod4.AD6

Lesson 9: Use place value drawings to represent addition and relate them to written recordings, part 2.
2.OA.B.2, 2.NBT.B.7, MP6, 2.Mod4.AD2, 2.Mod4.AD6

Lesson 10: Choose and defend efficient solution strategies for addition.

Module 5

Lesson 6: Solve word problems by using different ways to make change from 1 dollar.
2.MD.C.8, MP3, 2.Mod5.AD6

Lesson 7: Solve word problems by using bills and coins. (Optional)
2.MD.C.8, MP1, 2.Mod5.AD6

Topic B: Use Customary Units to Measure and Estimate Length

Lesson 8: Iterate an inch tile to create a unit ruler and measure to the nearest inch.
2.MD.A.1, MP6, 2.Mod5.AD1

Lesson 9: Use an inch ruler and a yard stick to estimate and measure the length of various objects.
2.MD.A.1, 2.MD.A.3, MP5, 2.Mod5.AD1, 2.Mod5.AD3

Lesson 10: Measure an object twice by using different length units, and compare and relate measurement to unit size.
2.MD.A.2, MP6, 2.Mod5.AD2

Lesson 11: Measure to compare differences in lengths.
2.MD.A.4, MP5, 2.Mod5.AD4

Lesson 12: Identify unknown numbers on a number line by using the interval as a reference point.
2.MD.B.6, MP7, 2.Mod1.AD5

Module 6

Topic B: Arrays and Equal Groups

Lesson 5: Compose arrays with rows and columns and use a repeated count to find the total.
2.OA.C.3, 2.OA.C.4, MP8, 2.Mod6.AD3, 2.Mod6.AD4

Lesson 6: Decompose arrays into rows and columns and relate them to repeated addition.
2.OA.C.3, 2.OA.C.4, MP7, 2.Mod6.AD3, 2.Mod6.AD4

Lesson 7: Distinguish between rows and columns and use math drawings to represent arrays.
2.OA.C.3, 2.OA.C.4, MP7, 2.Mod6.AD3, 2.Mod6.AD4

Lesson 8: Use square tiles to create arrays with gaps.
2.OA.C.3, 2.OA.C.4, MP7, 2.Mod6.AD3, 2.Mod6.AD4

Topic C: Rectangular Arrays as a Foundation for Multiplication and Division

Lesson 9: Determine the attributes of a square array.
2.OA.C.3, 2.OA.C.4, MP8, 2.Mod6.AD3

Lesson 10: Use math drawings to compose a rectangle.
2.OA.C.3, 2.OA.C.4, MP7, 2.Mod6.AD3

Module 1

Lesson 12: Model and reason about the difference in length.
2.MD.A.4, MP4, 2.Mod1.AD3

Lesson 13: Estimate and measure height to model metric relationships.
2.MD.A.1, 2.MD.A.3, MP5, 2.Mod1.AD1, 2.Mod1.AD2

Lesson 14: Represent and compare students' heights.
2.MD.A.4, MP2, 2.Mod1.AD3

Topic D: Solve Compare Problems by Using the Ruler as a Number Line

Lesson 15: Use a measuring tape as a number line to add efficiently.
2.MD.B.6, MP7, 2.Mod1.AD5, 2.Mod1.AD6

Lesson 16: Use a measuring tape as a number line to subtract efficiently.
2.MD.B.6, MP2, 2.Mod1.AD5, 2.Mod1.AD7

Lesson 17: Represent and solve comparison problems by using measurement contexts.
2.MD.B.5, 2.MD.B.6, MP5, 2.Mod1.AD4, 2.Mod1.AD6, 2.Mod1.AD7

Lesson 18: Solve *compare with difference unknown* word problems by using measurement contexts.
2.MD.B.5, 2.MD.B.6, MP2, MP5, 2.Mod1.AD4, 2.Mod1.AD6, 2.Mod1.AD7

Module 2

Topic C: Simplifying Strategies for Subtraction

Lesson 13: Represent and solve *take from* word problems.
2.OA.A.1, MP3, 2.Mod2.AD1

Lesson 14: Use addition and subtraction strategies to find an unknown part.
2.NBT.B.7, MP7, 2.Mod2.AD4

Lesson 15: Use compensation to subtract within 100.
2.NBT.B.7, MP2, 2.Mod2.AD4

Lesson 16: Use compensation to subtract within 200.
2.NBT.B.7, MP8, 2.Mod2.AD4

Lesson 17: Take from a ten to subtract within 200.
2.NBT.B.7, MP6, 2.Mod2.AD4

Lesson 18: Take from a hundred to subtract within 200.
2.NBT.B.7, MP7, 2.Mod2.AD4

Lesson 19: Solve word problems with simplifying strategies for subtraction.
2.OA.A.1, 2.NBT.B.7, MP3, 2.Mod2.AD1, 2.Mod2.AD4

Topic D: Strategies for Decomposing a Ten and a Hundred to Subtract

Lesson 20: Reason about when to unbundle a ten to subtract.

Module 3

Lesson 11: Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.
2.G.A.3, MP6, 2.Mod3.AD6

Lesson 12: Describe a whole by the number of equal parts in halves, thirds, and fourths.
2.G.A.3, MP3, 2.Mod3.AD6

Lesson 13: Recognize that equal parts of an identical rectangle can be different shapes.
2.G.A.3, MP4, 2.Mod3.AD7

Topic D: Application of Fractions to Tell Time

Lesson 14: Distinguish between a.m. and p.m.
2.MD.C.7, MP6, 2.Mod3.AD3

Lesson 15: Recognize time as measurement units.
2.MD.C.7, MP7

Lesson 16: Use a clock to tell time to the half hour or quarter hour.
2.MD.C.7, MP3, 2.Mod3.AD2

Lesson 17: Relate the clock to a number line to count by fives.
2.NBT.A.2, 2.MD.C.7, MP2, 2.Mod3.AD1, 2.Mod3.AD2

Lesson 18: Tell time to the nearest 5 minutes.
2.NBT.A.2, 2.MD.C.7, MP6, 2.Mod3.AD1, 2.Mod2.AD2

Module 4

2.OA.B.2, 2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9, MP8, 2.Mod4.AD2, 2.Mod4.AD4, 2.Mod4.AD6, 2.Mod4.AD10

Lesson 11: Choose and defend efficient solution strategies to add up to four two-digit numbers.
2.OA.B.2, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9, MP4, 2.Mod4.AD2, 2.Mod4.AD4, 2.Mod2.AD2, 2.Mod4.AD10

Topic C: Simplifying Strategies for Subtracting Within 1,000

Lesson 12: Take from a ten or a hundred to subtract.
2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9, MP7, 2.Mod4.AD5, 2.Mod4.AD7, 2.Mod4.AD11

Lesson 13: Use compensation to subtract within 1,000.
2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9, MP3, 2.Mod4.AD5, 2.Mod4.AD7, 2.Mod4.AD11

Lesson 14: Use compensation to keep a constant difference by adding the same amount to both numbers.
2.NBT.B.7, 2.NBT.B.9, MP2, 2.Mod4.AD7, 2.Mod4.AD11

Lesson 15: Use compensation to keep a constant difference by subtracting the same amount from both numbers.

Module 5

Topic C: Use Measurement and Data to Solve Problems

Lesson 13: Solve word problems that involve measurements and reason about estimates.
2.MD.B.5, MP6, 2.Mod5.AD5

Lesson 14: Solve addition and subtraction two-step word problems that involve length.
2.MD.B.5, MP4, 2.Mod5.AD5

Lesson 15: Use measurement data to create a line plot.
2.MD.D.9, MP7, 2.Mod5.AD7

Lesson 16: Create a line plot to represent data and ask and answer questions.
2.MD.D.9, 2.Mod5.AD7



Module 6

Lesson 11: Decompose an array to find the total efficiently.
2.OA.C.3, 2.OA.C.4, 2.G.A.2, MP7, 2.Mod6.AD3, 2.Mod6.AD5

Lesson 12: Reason about how equal arrays can be composed differently.
2.OA.C.3, 2.OA.C.4, 2.G.A.2, MP3, 2.Mod6.AD3, 2.Mod6.AD5

Lesson 13: Decompose an array and relate it to a number bond.
2.OA.C.3, 2.OA.C.4, 2.G.A.2, MP4, 2.Mod6.AD3, 2.Mod6.AD5

Topic D: The Meaning of Even and Odd Numbers

Lesson 14: Relate doubles to even numbers and write equations to express the sums.
2.OA.C.3, MP8, 2.Mod6.AD2

Lesson 15: Pair objects and skip-count to determine whether a number is even or odd.
2.OA.C.3, MP7, 2.Mod6.AD2

Lesson 16: Use rectangular arrays to investigate combinations of even and odd numbers.
2.OA.C.3, MP3, 2.Mod6.AD2

Lesson 17: Solve word problems that involve equal groups and arrays.
2.OA.A.1, 2.OA.C.3, 2.OA.C.4, MP4, 2.Mod6.AD1, 2.Mod6.AD3, 2.Mod6.AD4

Lesson 18: Use various strategies to fluently add and subtract within 100

Module 1

Lesson 19: Solve compare with difference unknown word problems in various contexts.

2.MD.B.5, 2.MD.B.6, MP1,
2.Mod1.AD4, 2.Mod1.AD6,
2.Mod1.AD7

Topic E: Understand Place Value Units

Lesson 20: Count and bundle ones, tens, and hundreds to 1,000.

2.NBT.A.1.a, MP8, 2.Mod1.AD12

Lesson 21: Count efficiently within 1,000 by using ones, tens, and hundreds.

2.NBT.A.2, MP4, 2.Mod1.AD13

Lesson 22: Use counting strategies to solve *add to with change unknown* word problems.

2.OA.A.1, 2.NBT.A.2, MP1,
2.Mod1.AD10, 2.Mod1.AD13

Lesson 23: Organize, count, and record a collection of objects.

2.NBT.A.1.a, 2.NBT.A.2,
2.NBT.A.3, MP1, 2.Mod1.AD12,
2.Mod1.AD13, 2.Mod1.AD15

Topic F: Three-Digit Numbers in Different Forms

Lesson 24: Count up to 1,000 by using place value units.

2.NBT.A.1, 2.NBT.A.1.b,
2.NBT.A.2, MP7, 2.Mod1.AD11,
2.Mod1.AD13

Module 2

2.NBT.B.7, MP7, 2.Mod2.AD4,
2.Mod2.AD6

Lesson 21: Use concrete models to decompose a ten with two-digit totals.

2.NBT.B.7, MP8, 2.Mod2.AD6

Lesson 22: Use place value drawings to decompose a ten and relate them to written recordings.

2.NBT.B.7, MP7, 2.Mod2.AD4,
2.Mod2.AD6

Lesson 23: Use concrete models and drawings to decompose a hundred.

2.NBT.B.7, MP2, 2.Mod2.AD4,
2.Mod2.AD6

Lesson 24: Use place value drawings to decompose a hundred and relate them to written recordings.

2.NBT.B.7, MP8, 2.Mod2.AD4,
2.Mod2.AD6

Lesson 25: Use place value drawings to subtract with two decompositions.

2.NBT.B.7, MP1, 2.Mod2.AD4,
2.Mod2.AD6

Lesson 26: Solve *add to* and *take from with start unknown* word problems.

2.OA.A.1, MP4, 2.Mod2.AD1

Lesson 27: Solve two-step word problems within 100.

2.OA.A.1, MP2

Module 3

Lesson 19: Solve elapsed time problems. (Optional)
MP8



Module 4

2.NBT.B.7, 2.NBT.B.9, MP5,
2.Mod4.AD7, 2.Mod4.AD11

Topic D: Strategies for Decomposing Tens and Hundreds Within 1,000

Lesson 16: Use concrete models to subtract and relate them to written recordings.

2.OA.B.2, 2.NBT.B.7, MP6,
2.Mod4.AD3, 2.Mod4.AD7

Lesson 17: Use place value drawings to represent subtraction with one decomposition and relate them to written recordings.

2.OA.B.2, 2.NBT.B.7, MP5,
2.Mod4.AD3, 2.Mod4.AD7

Lesson 18: Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.

2.OA.B.2, 2.NBT.B.7, MP4,
2.Mod4.AD3, 2.Mod4.AD7

Lesson 19: Use place value drawings to represent subtraction from numbers with 0 in the tens and/or ones place and relate to a written recording.

2.OA.B.2, 2.NBT.B.7, MP3,
2.Mod4.AD3, 2.Mod4.AD7

Lesson 20: Subtract by using multiple strategies and defend an efficient strategy.

2.OA.B.2, 2.NBT.B.5, 2.NBT.B.7,
2.NBT.B.9, MP3, 2.Mod4.AD3,
2.Mod4.AD5, 2.Mod4.AD7,
2.Mod4.AD11

Module 5

Module 6

and know all sums and differences within 20 from memory. (Optional)
2.OA.B.2



Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Lesson 25: Write three-digit numbers in unit form and show the value that each digit represents.
2.NBT.A.1, 2.NBT.A.1.b, MP7, 2.Mod1.AD11

Lesson 26: Write base-ten numbers in expanded form.
2.NBT.A.3, MP7, 2.Mod1.AD15

Lesson 27: Read, write, and relate base-ten numbers in all forms.
2.NBT.A.1, 2.NBT.A.1.b, 2.NBT.A.3, MP3, 2.Mod1.AD11, 2.Mod1.AD15

Topic G: Model Base-Ten Numbers Within 1,000 with Money

Lesson 28: Use place value understanding to count and exchange \$1, \$10, and \$100 bills.
2.NBT.A.1, 2.NBT.A.1.b, 2.NBT.A.1.a, MP6, 2.Mod1.AD11, 2.Mod1.AD12

Lesson 29: Count by \$1, \$10, and \$100.
2.NBT.A.2, MP8, 2.Mod1.AD13, 2.Mod1.AD14

Lesson 30: Determine how many \$10 bills are equal to \$1,000.
2.NBT.A.1, 2.NBT.A.1.a, 2.NBT.A.1.b, 2.NBT.A.2, MP1, 2.Mod1.AD11, 2.Mod1.AD12, 2.Mod1.AD13

Topic E: Apply Efficient Addition and Subtraction Strategies

Lesson 21: Apply strategies to find sums and differences and relate addition to subtraction.
2.NBT.B.7, 2.NBT.B.9, MP7, 2.Mod4.AD6, 2.Mod4.AD7, 2.Mod4.AD10, 2.Mod4.AD11

Lesson 22: Solve *compare with smaller unknown* word problems.
2.OA.A.1, 2.NBT.B.5, MP1, 2.Mod4.AD1, 2.Mod4.AD4, 2.Mod4.AD5

Lesson 23: Solve two-step addition and subtraction word problems.
2.OA.A.1, 2.NBT.B.5, MP5, 2.Mod4.AD1, 2.Mod4.AD4, 2.Mod4.AD5

Lesson 24: Organize, count, and represent a collection of objects.
2.NBT.B.7, MP6, 2.Mod4.AD6, 2.Mod4.AD7



Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Topic H: Compose and Decompose with Place Value Disks

Lesson 31: Count the total value of ones, tens, and hundreds with place value disks.

2.NBT.A.1, 2.NBT.A.1.b, 2.NBT.A.3, MP6, 2.Mod1.AD11, 2.Mod1.AD15

Lesson 32: Exchange 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.

2.NBT.A.1, 2.NBT.A.1.a, 2.NBT.A.1.b, MP7, 2.Mod1.AD11, 2.Mod1.AD12

Lesson 33: Model numbers with more than 9 ones or 9 tens.

2.NBT.A.1, 2.NBT.A.1.b, MP5, 2.Mod1.AD11

Lesson 34: Problem solve in situations with more than 9 ones or 9 tens.

2.NBT.A.1, 2.NBT.A.1.a, 2.NBT.A.1.b, MP3, 2.Mod1.AD11, 2.Mod1.AD12

Topic I: Compare Two Three-Digit Numbers in Different Forms

Lesson 35: Compare three-digit numbers by using $>$, $=$, and $<$.

2.NBT.A.4, MP6, 2.Mod1.AD16

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Lesson 36: Apply place value understanding to compare by using $>$, $=$, and $<$.
2.NBT.A.4, MP8, 2.Mod1.AD16

Lesson 37: Organize, count, represent, and compare a collection of objects.
2.NBT.A.2, 2.NBT.A.4, MP1, 2.Mod1.AD13, 2.Mod1.AD16

Lesson 38: Compare numbers in different forms. (Optional)
2.NBT.A.3, 2.NBT.A.4, MP7, 2.Mod1.AD15, 2.Mod1.AD16



Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Multiplication and Division with Units of 2, 3, 4, 5, and 10	Place Value Concepts Through Metric Measurement	Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9	Multiplication and Area	Fractions as Numbers	Geometry, Measurement, and Data
<p>Topic A: Conceptual Understanding of Multiplication</p> <p>Lesson 1: Organize, count, and represent a collection of objects. 2.NBT.A.2, MP7</p> <p>Lesson 2: Interpret equal groups as multiplication. 3.OA.A.1, MP6, 3.Mod1.AD1</p> <p>Lesson 3: Relate multiplication to the array model. 3.OA.A.1, MP2, 3.Mod1.AD1</p> <p>Lesson 4: Interpret the meaning of factors as number of groups or number in each group. 3.OA.A.1, MP6, 3.Mod1.AD1</p> <p>Lesson 5: Represent and solve multiplication word problems by using drawings and equations. 3.OA.A.3, MP4, 3.Mod1.AD3</p>	<p>Topic A: Understanding Place Value Concepts Through Metric Measurement</p> <p>Lesson 1: Connect the composition of 1 kilogram to the composition of 1 thousand. 3.MD.A.2, MP7, 3.Mod2.AD5</p> <p>Lesson 2: Estimate the weight of familiar objects and read scales when weighing objects. 3.MD.A.2, MP5, 3.Mod2.AD3, 3.Mod2.AD4</p> <p>Lesson 3: Use all four operations to solve one-step word problems involving weight. 3.MD.A.2, MP2, 3.Mod2.AD3, 3.Mod2.AD5</p> <p>Lesson 4: Connect decomposition of 1 liter to the decomposition of 1 thousand. 3.MD.A.2, MP7, 3.Mod2.AD4</p>	<p>Topic A: Multiplication and Division Concepts with an Emphasis on Units of 6 and 8</p> <p>Lesson 1: Organize, count, and represent a collection of objects. 3.OA.B.5, 3.OA.C.7, MP3, 3.Mod3.AD5, 3.Mod3.AD8</p> <p>Lesson 2: Count by units of 6 to multiply and divide by using arrays. 3.OA.A.3, 3.OA.A.4, 3.OA.B.6, MP2, 3.Mod3.AD3, 3.Mod3.AD4, 3.Mod3.AD7</p> <p>Lesson 3: Count by units of 8 to multiply and divide by using arrays. 3.OA.A.4, 3.OA.B.5, MP2, 3.Mod3.AD4, 3.Mod3.AD5</p> <p>Lesson 4: Decompose pictorial arrays to create expressions with three factors. 3.OA.B.5, MP7, 3.Mod3.AD7</p>	<p>Topic A: Foundations for Understanding Area</p> <p>Lesson 1: Explore attributes of squares, rectangles, and trapezoids. 3.G.A.1, MP6, 3.Mod4.AD1</p> <p>Lesson 2: Recognize area as an attribute of polygons. 3.MD.C.5, 3.MD.C.5.a, 3.MD.C.5.b, 3.MD.C.6, MP5, 3.Mod4.AD2, 3.Mod4.AD3</p> <p>Lesson 3: Tile polygons to find their areas. 3.MD.C.5, 3.MD.C.5.a, 3.MD.5.b, 3.MD.C.6, MP3, 3.Mod4.AD2, 3.Mod4.AD3</p> <p>Lesson 4: Compose rectangles to compare areas. 3.MD.C.5, 3.MD.C.5.a, 3.MD.C.5.b, 3.MD.C.6, MP6, 3.Mod4.AD2, 3.Mod4.AD3</p> <p>Lesson 5: Relate side lengths to the number of tiles on a side. 3.MD.C.5, 3.MD.C.5.a,</p>	<p>Topic A: Partition a Whole into Equal Parts</p> <p>Lesson 1: Partition a whole into equal parts and name the fractional unit. 3.G.A.2, MP6, 3.Mod5.AD10</p> <p>Lesson 2: Partition different wholes into fractional units concretely. 3.G.A.2, MP2, 3.Mod5.AD10</p> <p>Lesson 3: Partition a whole into fractional units by folding fraction strips. 3.G.A.2, MP6, 3.Mod5.AD10</p> <p>Lesson 4: Partition a whole into fractional units pictorially and identify the unit fraction. 3.NF.A.1, 3.G.A.2, MP7, 3.Mod5.AD1, 3.Mod5.AD10</p> <p>Lesson 5: Partition a whole into fractional units and write fractions in fraction form. 3.NF.A.1, 3.G.A.2, MP6, 3.Mod5.AD1, 3.Mod5.AD10</p>	<p>Topic A: Tell Time and Solve Time Interval Problems</p> <p>Lesson 1: Relate skip-counting by fives on the clock to telling time on the number line. 3.MD.A.1, MP7, 3.Mod6.AD1</p> <p>Lesson 2: Count by fives and ones on the number line as a strategy for telling time to the nearest minute on the clock. 3.MD.A.1, MP3, 3.Mod6.AD1</p> <p>Lesson 3: Solve time word problems where the end time is unknown. 3.MD.A.1, MP4, 3.Mod6.AD2</p> <p>Lesson 4: Solve time word problems where the start time is unknown. 3.MD.A.1, MP5, 3.Mod6.AD2</p> <p>Lesson 5: Solve time word problems where the change in time is unknown. 3.MD.A.1, MP7, 3.Mod6.AD2</p>

Module 1

Topic B: Conceptual Understanding of Division

Lesson 6: Explore measurement and partitive division by modeling concretely and drawing.
3.OA.A.2, MP1, 3.Mod1.AD2

Lesson 7: Model measurement and partitive division by drawing equal groups.
3.OA.A.2, MP2, 3.Mod1.AD2

Lesson 8: Model measurement and partitive division by drawing arrays.
3.OA.A.2, 3.OA.A.3, MP1, 3.Mod1.AD2, 3.Mod1.AD3

Lesson 9: Represent and solve division word problems using drawings and equations.
3.OA.A.2, 3.OA.A.3, MP5, 3.Mod1.AD2, 3.Mod1.AD3

Topic C: Properties of Multiplication

Lesson 10: Demonstrate the commutative property of multiplication using a unit of 2 and the array model.
3.OA.A.1, 3.OA.B.5, MP3, 3.Mod1.AD1, 3.Mod1.AD5

Lesson 11: Demonstrate the commutative property of multiplication using a unit of 4 and the array model.

Module 2

Lesson 5: Estimate and measure liquid volume using a vertical number line and connect composition of 1 liter to composition of 1 thousand.
3.MD.A.2 MP6, 3.Mod2.AD3, 3.Mod2.AD4

Lesson 6: Use all four operations to solve one-step word problems involving liquid volume.
3.MD.A.2, MP3, 3.Mod2.AD5

Lesson 7: Solve one-step word problems using metric units.
3.MD.A.2, MP1, 3.Mod2.AD5

Topic B: Rounding to the Nearest Ten and Hundred

Lesson 8: Read temperature on a thermometer using number line concepts.
3.NBT.A.1, MP5, 3.Mod2.AD1

Lesson 9: Round two-digit numbers to the nearest ten on the vertical number line.
3.NBT.A.1, MP2, 3.Mod2.AD1

Lesson 10: Round two- and three-digit numbers to the nearest ten on the vertical number line.
3.NBT.A.1, MP8, 3.Mod2.AD1

Lesson 11: Round to the nearest hundred on the vertical number line.
3.NBT.A.1, MP7, 3.Mod2.AD1

Lesson 12: Estimate sums and differences by rounding.

Module 3

Lesson 5: Use the break apart and distribute strategy to multiply with units of 6 and 8.
3.OA.B.5, MP6, 3.Mod3.AD5

Lesson 6: Use the break apart and distribute strategy to divide with units of 6 and 8.
3.OA.B.5, MP3, 3.Mod3.AD6

Topic B: Multiplication and Division Concepts with an Emphasis on the Unit of 7

Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.
3.OA.A.3, 3.OA.A.4, 3.OA.B.6, MP5, 3.Mod1.AD7, 3.Mod3.AD3, 3.Mod3.AD4

Lesson 8: Use the break apart and distribute strategy to multiply with units of 7.
3.OA.A.3, 3.OA.B.5, MP2, 3.Mod3.AD3, 3.Mod3.AD5

Lesson 9: Model the associative property as a strategy to multiply.
3.OA.B.5, MP7, 3.Mod3.AD7

Lesson 10: Use parentheses in expressions with different operations.
3.OA.B.5, MP6, 3.Mod3.AD7

Lesson 11: Use the break apart and distribute strategy to divide with units of 7.
3.OA.B.5, MP3, 3.Mod3.AD6

Module 4

3.MD.C.5.b, 3.MD.C.6, MP8, 3.Mod4.AD1, 3.Mod4.AD2, 3.Mod4.AD3

Topic B: Concepts of Area Measurement

Lesson 6: Tile rectangles with squares to make arrays and relate the side lengths to area.
3.MD.C.6, 3.MD.C.7.a, MP3, 3.Mod4.AD3, 3.Mod4.AD4

Lesson 7: Draw rows and columns to complete a rectangular array and determine its area.
3.MD.C.6, 3.MD.C.7.a, MP1, 3.Mod4.AD3, 3.Mod4.AD4

Lesson 8: Determine the area of a rectangle by using side lengths.
3.MD.C.7.a, 3.MD.C.7.b, MP6, 3.Mod4.AD4, 3.Mod4.AD5

Lesson 9: Multiply side lengths to find the area of a rectangle.
3.MD.C.7.b, MP5, 3.Mod4.AD5

Topic C: Applying Properties of Operations to Area

Lesson 10: Compose large rectangles and reason about their areas.
3.MD.C.7.c, 3.MD.C.7.d, MP7, 3.Mod4.AD6, 3.Mod4.AD7, 3.Mod4.AD8

Module 5

Topic B: Unit Fractions and Their Relationship to the Whole

Lesson 6: Build non-unit fractions less than 1 from unit fractions concretely.
3.NF.A.1, 3.G.A.2, MP7, 3.Mod5.AD2, 3.Mod5.AD10

Lesson 7: Identify and represent a whole as two parts: a unit fraction and a non-unit fraction.
3.NF.A.1, 3.G.A.2, MP2, 3.Mod5.AD1, 3.Mod5.AD2, 3.Mod5.AD10

Lesson 8: Identify and represent a whole as two non-unit fractions.
3.NF.A.1, 3.NF.A.3.c, 3.G.A.2, MP7, 3.Mod5.AD2, 3.Mod5.AD6, 3.Mod5.AD10

Lesson 9: Compare unit fractions by reasoning about their size concretely.
3.NF.A.3.d, 3.G.A.2, MP3, 3.Mod5.AD7, 3.Mod5.AD8, 3.Mod5.AD10

Lesson 10: Compare non-unit fractions less than 1 with the same numerator by using tape diagrams.
3.NF.A.3.d, 3.G.A.2, MP6, 3.Mod5.AD7, 3.Mod5.AD10

Topic C: Fractions on the Number Line

Module 6

Lesson 6: Solve time word problems and use time data to create a line plot.
3.MD.A.1, MP4, 3.Mod6.AD.2

Lesson 7: Count coins and create money word problems. (Optional)
3.OA.D.8, MP2, 3.Mod3.AD9

Topic B: Attributes of Two-Dimensional Figures

Lesson 8: Compare and classify quadrilaterals.
3.G.A.1, MP3, 3.Mod6.AD7

Lesson 9: Compare and classify other polygons.
3.G.A.1, MP6, 3.Mod6.AD7

Lesson 10: Draw polygons with specified attributes.
3.G.A.1, MP5, 3.Mod6.AD7, 3.Mod6.AD8

Lesson 11: Reason about composing polygons by using tetrominoes.
3.G.A.1, MP8, 3.Mod6.AD7, 3.Mod6.AD8

Lesson 12: Reason about composing polygons by using tangrams.
3.G.A.1, MP1, 3.Mod6.AD7, 3.Mod6.AD8

Topic C: Problem Solving with Perimeter

Module 1

3.OA.A.1, 3.OA.B.5, MP7, 3.Mod1.AD1, 3.Mod1.AD5

Lesson 12: Demonstrate the distributive property using a unit of 4.

3.OA.B.5, 3.OA.C.7, MP7, 3.Mod1.AD6, 3.Mod1.AD8

Lesson 13: Demonstrate the commutative property of multiplication using a unit of 3 and the array model.

3.OA.A.1, 3.OA.B.5, MP8, 3.Mod1.AD1, 3.Mod1.AD5

Lesson 14: Demonstrate the distributive property using units of 2, 3, 4, 5, and 10.

3.OA.B.5, 3.OA.C.7, MP2, 3.Mod1.AD6, 3.Mod1.AD8

Topic D: Two Interpretations of Division

Lesson 15: Model division as an unknown factor problem.

3.OA.A.2, 3.OA.A.4, 3.OA.B.6, MP4, 3.Mod1.AD2, 3.Mod1.AD4, 3.Mod1.AD7

Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.

3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.B.6, MP3, 3.Mod1.AD2, 3.Mod1.AD3, 3.Mod1.AD4, 3.Mod1.AD7

Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.

Module 2

3.NBT.A.1, 3.NBT.A.2, MP6, 3.Mod2.AD1, 3.Mod2.AD2

Topic C: Simplifying Strategies to Find Sums and Differences

Lesson 13: Collect and represent data in a scaled bar graph and solve related problems.

3.MD.B.3, MP2, 3.Mod2.AD6, 3.Mod2.AD7

Lesson 14: Use place value understanding to add and subtract like units.

3.NBT.A.2, MP7, 3.Mod2.AD2

Lesson 15: Use the associative property to make the next ten to add.

3.NBT.A.2, MP3, 3.Mod2.AD2

Lesson 16: Use compensation to add.

3.NBT.A.2, MP5, 3.Mod2.AD2

Lesson 17: Use place value understanding to subtract efficiently using take from a ten.

3.NBT.A.2, MP6, 3.Mod2.AD2

Lesson 18: Use place value understanding to subtract efficiently using take from a hundred.

3.NBT.A.2, MP7, 3.Mod2.AD2

Lesson 19: Use compensation to subtract.

3.NBT.A.2, MP2, 3.Mod2.AD2

Module 3

Lesson 12: Solve one-step word problems involving multiplication and division.

3.OA.A.3, MP1, 3.Mod3.AD3

Topic C: Analysis of Patterns Using Units of 9, 0, and 1

Lesson 13: Count by units of 9 to multiply.

3.OA.D.9, MP7, 3.Mod3.AD10

Lesson 14: Apply strategies and identify patterns to multiply with units of 9.

3.OA.B.5, 3.OA.C.7, 3.OA.D.9, MP7, 3.Mod3.AD5, 3.Mod3.AD8, 3.Mod3.AD10

Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0.

3.OA.A.1, 3.OA.A.2, 3.OA.D.9, MP8, 3.Mod1.AD1, 3.Mod1.AD2, 3.Mod3.AD10

Lesson 16: Identify patterns by using the multiplication table.

3.OA.D.9, MP8, 3.Mod3.AD10

Lesson 17: Identify and complete patterns with input-output tables.

3.OA.C.7, 3.OA.D.9, MP1, 3.Mod3.AD8, 3.Mod3.AD10

Lesson 18: Create multiplication and division word problems.

3.OA.A.1, 3.OA.A.2, MP2, 3.Mod3.AD1, 3.Mod3.AD2

Lesson 19: Solve two-step word problems by using the four

Module 4

Lesson 11: Decompose to find the total area of a rectangle.

3.MD.C.7.b, 3.MD.C.7.c, 3.MD.C.7.d, MP4, 3.Mod4.AD5, 3.Mod4.AD6, 3.Mod4.AD7

Lesson 12: Find all possible side lengths of rectangles with a given area.

3.MD.C.7.a, 3.MD.C.7.b, MP3, 3.Mod4.AD4, 3.Mod4.AD5

Topic D: Applications of Area

Lesson 13: Apply area understanding to real-world situations.

3.MD.C.7.b, 3.MD.C.7.c, MP5, 3.Mod4.AD5, 3.Mod4.AD6

Lesson 14: Reason to find the area of composite shapes by using grids.

3.MD.C.7.b, 3.MD.C.7.d, MP2, 3.Mod4.AD5, 3.Mod4.AD7

Lesson 15: Reason to find the area of composite shapes by using rectangles.

3.MD.C.7.b, 3.MD.C.7.d, MP7, 3.Mod4.AD5, 3.Mod4.AD7, 3.Mod4.AD8

Lesson 16: Solve historical math problems involving area.

3.MD.C.5, 3.MD.C.5.a, 3.MD.C.5.b, 3.MD.C.6, MP1, 3.Mod4.AD2, 3.Mod4.AD3

Lesson 17: Apply area concepts to a real-world context.

3.MD.C.7.b, 3.MD.C.7.d, MP4, 3.Mod4.AD5, 3.Mod4.AD7

Module 5

Lesson 11: Locate fractions from 0 to 1 on a number line by using fraction tiles.

3.NF.A.2.a, 3.NF.A.2.b, MP2, 3.Mod5.AD3, 3.Mod5.AD4

Lesson 12: Represent fractions from 0 to 1 on a number line.

3.NF.A.2.a, 3.NF.A.2.b, MP8, 3.Mod5.AD3, 3.Mod5.AD4

Lesson 13: Identify equivalent fractions from 0 to 1 with tape diagrams and on number lines.

3.NF.A.3.a, 3.NF.A.3.b, MP2, 3.Mod5.AD5

Lesson 14: Recognize that equivalent fractions share the same location on a number line.

3.NF.A.3.a, 3.NF.A.3.b, MP7, 3.Mod5.AD5

Lesson 15: Identify fractions on a ruler as numbers on a number line.

3.NF.A.2.a, 3.NF.A.2.b, MP6, 3.Mod5.AD3, 3.Mod5.AD4

Lesson 16: Measure lengths and record data on a line plot.

3.NF.A.3.a, 3.NF.A.3.b, 3.MD.B.4, MP8, 3.Mod5.AD5, 3.Mod5.AD9

Topic D: Comparing Fractions

Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.

Module 6

Lesson 13: Decompose quadrilaterals to understand perimeter as the boundary of a shape.

3.MD.D.8, MP5, 3.Mod6.AD5

Lesson 14: Measure side lengths in whole number units to determine the perimeters of polygons.

3.MD.D.8, MP7, 3.Mod6.AD5

Lesson 15: Recognize perimeter as an attribute of shapes and solve problems with unknown measurements.

3.MD.D.8, MP7, 3.Mod6.AD5

Lesson 16: Solve problems to determine the perimeters of rectangles with the same area.

3.MD.D.8, MP2, 3.Mod6.AD5, 3.Mod6.AD6

Lesson 17: Solve problems to determine the areas of rectangles with the same perimeter.

3.MD.D.8, MP8, 3.Mod6.AD5, 3.Mod6.AD6

Lesson 18: Solve real-world problems involving perimeter and unknown measurements by using all four operations.

3.MD.D.8, MP1, 3.Mod6.AD5

Topic D: Collecting and Displaying Data

Lesson 19: Measure the perimeter of various circles to the nearest quarter inch by using string.

3.MD.D.8, MP6, 3.Mod6.AD5

Module 1

3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.B.6, MP4, 3.Mod1.AD2, 3.Mod1.AD3, 3.Mod1.AD4, 3.Mod1.AD7

Lesson 18: Represent and solve measurement and partitive division word problems.
3.OA.A.2, 3.OA.A.3, MP2, 3.Mod1.AD2, 3.Mod1.AD3

Topic E: Application of Multiplication and Division Concepts

Lesson 19: Use the distributive property to break apart multiplication problems into known facts.
3.OA.B.5, 3.OA.C.7, MP6, 3.Mod1.AD6, 3.Mod1.AD8

Lesson 20: Use the distributive property to break apart division problems into known facts.
3.OA.B.6, 3.OA.C.7, MP3, 3.Mod1.AD7, 3.Mod1.AD8

Lesson 21: Compose and decompose arrays to create expressions with three factors.
3.OA.C.7, MP8, 3.Mod1.AD8

Lesson 22: Represent and solve two-step word problems using the properties of multiplication.
3.OA.A.3, 3.OA.C.7, 3.OA.D.8, MP5, 3.Mod1.AD3, 3.Mod1.AD8, 3.Mod1.AD9

Module 2

Topic D: Two- and Three-Digit Measurement Addition and Subtraction

Lesson 20: Add measurements using the standard algorithm to compose larger units once.
3.NBT.A.2, MP4, 3.Mod2.AD2

Lesson 21: Add measurements using the standard algorithm to compose larger units twice.
3.NBT.A.2, MP5, 3.Mod2.AD2

Lesson 22: Subtract measurements using the standard algorithm to decompose larger units once.
3.NBT.A.2, MP1, 3.Mod2.AD2

Lesson 23: Subtract measurements using the standard algorithm to decompose larger units twice.
3.NBT.A.2, MP6, 3.Mod2.AD2

Lesson 24: Subtract measurements using the standard algorithm to decompose larger units across two place values.
3.NBT.A.2, MP3, 3.Mod2.AD2

Lesson 25: Solve two-step word problems.
3.OA.D.8, MP1, 3.Mod2.AD9

Module 3

operations and assess the reasonableness of solutions.
3.OA.D.8, MP4, 3.Mod3.AD9

Topic D: Multiplication with Multiples of 10 and Further Application of Concepts

Lesson 20: Multiply by multiples of 10 by using the place value chart.
3.NBT.A.3, MP2, 3.Mod3.AD11

Lesson 21: Multiply by multiples of 10 by using place values strategies and the associative property.
3.OA.B.5, 3.NBT.A.3, MP7, 3.Mod3.AD7, 3.Mod3.AD11

Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.
3.OA.D.8, 3.NBT.A.3, MP4, 3.Mod3.AD9, 3.Mod3.AD11

Lesson 23: Identify patterns and apply strategies to multiply with units of 11 and 12. (Optional)
3.OA.B.5, 3.OA.D.9, MP5, 3.Mod3.AD5, 3.Mod3.AD7, 3.Mod3.AD10

Lesson 24: Organize, count, and represent a collection of objects.
3.OA.B.5, 3.OA.C.7, MP5, 3.Mod3.AD5, 3.Mod3.AD7, 3.Mod3.AD8

Lesson 25: Apply multiplication and division concepts to complete a multi-part task. (Optional)

Module 4

Lesson 18: Find the area of shapes and represent area data on a line plot.
3.MD.C.6, 3.MD.C.7.b, 3.MD.C.7.d, MP6, 3.Mod4.AD3, 3.Mod4.AD5, 3.Mod4.AD7

Lesson 19: Apply area concepts to complete a multi-part task.
3.MD.C.7.b, 3.MD.C.7.d, MP1, 3.Mod4.AD5, 3.Mod4.AD8



Module 5

3.NF.A.3.a, 3.NF.A.3.b, 3.NF.A.3.c, MP7, 3.Mod5.AD5, 3.Mod5.AD6

Lesson 18: Compare fractions with like units by using a number line.
3.NF.A.2.b, 3.NF.A.3.d, MP3, 3.Mod5.AD4, 3.Mod5.AD7

Lesson 19: Compare fractions with unlike units but the same numerator by using number lines.
3.NF.A.3.d, MP1, 3.Mod5.AD7

Lesson 20: Compare fractions with related units by using a number line.
3.NF.A.3.d, MP5, 3.Mod5.AD7

Lesson 21: Compare various fractions by representing them on number lines.
3.NF.A.3.d, MP6, 3.Mod5.AD7

Topic E: Equivalent Fractions

Lesson 22: Identify fractions equivalent to whole numbers by using number lines.
3.NF.A.3.a, 3.NF.A.3.b, 3.NF.A.3.c, MP2, MP8, 3.Mod5.AD5, 3.Mod5.AD6

Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines.
3.NF.A.3.a, 3.NF.A.3.b, 3.NF.A.3.c, MP5, 3.Mod5.AD5, 3.Mod5.AD6

Lesson 24: Generate equivalent fractions greater than 1 by using a

Module 6

Lesson 20: Record measurement data in a line plot.
3.MD.B.4, MP6, 3.Mod6.AD4

Lesson 21: Create and analyze a line plot for measurement data to the nearest half unit and quarter unit.
3.MD.B.4, MP3, 3.Mod6.AD4

Lesson 22: Generate categorical data and represent it by using a scaled picture graph.
3.MD.B.3, MP1, 3.Mod6.AD3

Lesson 23: Solve problems by creating scaled picture graphs and scaled bar graphs.
3.MD.B.3, MP7, 3.Mod2.AD6, 3.Mod2.AD7, 3.Mod6.AD3

Lesson 24: Organize, count, and represent a collection of objects.
MP5

Lesson 25: Name and count numbers greater than 1,000. (Optional)
MP8

Lesson 26: Fluently multiply and divide within 100 and add and subtract within 1,000.
3.OA.C.7, 3.NBT.A.2, MP3



Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Lesson 23: Represent and solve two-step word problems using drawings and equations.
3.OA.A.3, 3.OA.C.7, 3.OA.D.8, MP5, 3.Mod1.AD3, 3.Mod1.AD8, 3.Mod1.AD9

3.OA.A.3, 3.OA.D.8, MP1, 3.Mod3.AD3, 3.Mod3.AD9

number line.
3.NF.A.3.b, 3.NF.A.3.c, MP2, 3.Mod5.AD5, 3.Mod5.AD6

Lesson 25: Express whole numbers as fractions with a denominator of 1.
3.NF.A.3.c, MP4, 3.Mod5.AD6

Lesson 26: Create a ruler with 1-inch, half-inch, and quarter-inch intervals.
3.NF.A.2.b, 3.NF.A.3.b, MP7, 3.Mod5.AD4, 3.Mod5.AD5

Lesson 27: Apply fraction concepts to complete a multi-part task. (Optional)
3.NF.A.1, 3.NF.A.2.b, 3.NF.A.3.d, MP4, 3.Mod5.AD2, 3.Mod5.AD4, 3.Mod5.AD7

Module 1 Place Value Concepts for Addition and Subtraction	Module 2 Place Value Concepts for Multiplication and Division	Module 3 Multiplication and Division of Multi-Digit Numbers	Module 4 Foundations for Fraction Operations	Module 5 Place Value Concepts for Decimal Fractions	Module 6 Angle Measurements and Plane Figures
<p>Topic A: Multiplication as Multiplicative Comparison</p> <p>Lesson 1: Interpret multiplication as multiplicative comparison. 4.OA.A.1, 4.OA.A.2, MP7, 4.Mod1.AD1, 4.Mod1.AD2, 4.Mod1.AD3</p> <p>Lesson 2: Solve multiplicative comparison problems with unknowns in various positions. 4.OA.A.1, 4.OA.A.2, MP7, 4.Mod1.AD1, 4.Mod1.AD2, 4.Mod1.AD3</p> <p>Lesson 3: Describe relationships between measurements by using multiplicative comparison. 4.OA.A.1, 4.OA.A.2, MP2, 4.Mod1.AD1, 4.Mod1.AD2, 4.Mod1.AD3</p> <p>Lesson 4: Represent the composition of larger units of money by using multiplicative comparison.</p>	<p>Topic A: Compose and Decompose Units of Ten</p> <p>Lesson 1: Multiply multiples of 10 by one-digit numbers by using the associative property of multiplication. 4.NBT.B.5, MP7, 4.Mod2.AD6</p> <p>Lesson 2: Divide two- and three-digit multiples of 10 by one-digit numbers. 4.NBT.B.6, MP2, 4.Mod2.AD7</p> <p>Lesson 3: Investigate and use a formula for the area of a rectangle. 4.MD.A.3, MP1, 4.Mod2.AD11</p> <hr/> <p>Topic B: Multiplication of Tens and Ones by One-Digit Numbers</p> <p>Lesson 4: Multiply by using familiar strategies. 4.NBT.B.5, MP5, 4.Mod2.AD6</p>	<p>Topic A: Multiplication and Division of Multiples of Tens, Hundreds, and Thousands</p> <p>Lesson 1: Divide multiples of 100 and 1000. 4.NBT.B.6, MP8, 4.Mod3.AD3</p> <p>Lesson 2: Multiply by multiples of 100 and 1000. 4.NBT.B.5, MP7, 4.Mod3.AD2</p> <p>Lesson 3: Multiply a two-digit multiple of 10 by a two-digit multiple of 10. 4.NBT.B.5, MP3, 4.Mod3.AD2</p> <hr/> <p>Topic B: Division of Thousands, Hundreds, Tens, and Ones</p> <p>Lesson 4: Apply place value strategies to divide hundreds, tens, and ones. 4.NBT.B.6, MP1, 4.Mod3.AD3</p>	<p>Topic A: Fraction Decomposition and Equivalence</p> <p>Lesson 1: Decompose whole numbers into a sum of unit fractions. NF.B.3.a, 4.NF.B.3.b, MP7, 4.Mod4.AD4</p> <p>Lesson 2: Decompose fractions into a sum of unit fractions. 4.NF.B.3.a, 4.NF.B.3.b, MP2, 4.Mod4.AD4</p> <p>Lesson 3: Decompose fractions into a sum of fractions. 4.NF.B.3.a, 4.NF.B.3.b, MP6, 4.Mod4.AD4</p> <p>Lesson 4: Represent fractions by using various fraction models. 4.NF.B.3.a, 4.NF.B.3.b, MP4, 4.Mod4.AD4</p> <p>Lesson 5: Rename fractions greater than 1 as mixed numbers.</p>	<p>Topic A: Exploration of Tenths</p> <p>Lesson 1: Organize, count, and represent a collection of money. 4.NF.C.6, MP5, 4.Mod5.AD3</p> <p>Lesson 2: Decompose 1 one and express tenths in fraction form and decimal form. 4.NF.C.6, MP8, 4.Mod5.AD3</p> <p>Lesson 3: Represent tenths as a place value unit. 4.NF.C.6, MP7, 4.Mod5.AD3</p> <p>Lesson 4: Write mixed numbers in decimal form with tenths. 4.NF.C.6, MP6, 4.Mod5.AD3</p> <hr/> <p>Topic B: Tenths and Hundredths</p> <p>Lesson 5: Decompose 1 one and express hundredths in fraction form and decimal form.</p>	<p>Topic A: Lines and Angles</p> <p>Lesson 1: Identify and draw points, lines, line segments, rays, and angles. 4.G.A.1, MP6, 4.Mod6.AD4, 4.Mod6.AD5</p> <p>Lesson 2: Identify right, acute, obtuse, and straight angles. 4.G.A.1, MP7, 4.Mod6.AD4, 4.Mod6.AD5</p> <p>Lesson 3: Draw right, acute, obtuse, and straight angles. 4.G.A.1, MP6, 4.Mod6.AD4, 4.Mod6.AD5</p> <p>Lesson 4: Identify, define, and draw perpendicular lines. 4.G.A.1, MP6, 4.Mod6.AD4, 4.Mod6.AD5</p> <p>Lesson 5: Identify, define, and draw parallel lines. 4.G.A.1, MP6, 4.Mod6.AD4, 4.Mod6.AD5</p>

Module 1

4.OA.A.1, 4.OA.A.2, MP7,
4.Mod1.AD1, 4.Mod1.AD2,
4.Mod1.AD3

Topic B: Place Value and Comparison within 1,000,000

Lesson 5: Organize, count, and represent a collection of objects.
4.NBT.A.2, MP5, 4.Mod1.AD7

Lesson 6: Demonstrate that a digit represents 10 times the value of what it represents in the place to its right.
4.OA.A.1, 4.NBT.A.1, MP8,
4.Mod1.AD1, 4.Mod1.AD2,
4.Mod1.AD6

Lesson 7: Write numbers to 1,000,000 in unit form and expanded form by using place value structure.
4.NBT.A.2, MP7, 4.Mod1.AD7

Lesson 8: Write numbers to 1,000,000 in standard form and word form.
4.NBT.A.2, MP3, 4.Mod1.AD7

Lesson 9: Compare numbers within 1,000,000 by using $>$, $=$, and $<$.
4.NBT.A.2, MP6, 4.Mod1.AD8

Topic C: Rounding Multi-Digit Whole Numbers

Lesson 10: Name numbers by using place value understanding.
4.NBT.A.2, MP8, 4.Mod1.AD7

Module 2

Lesson 5: Multiply by using place value strategies and the distributive property.
4.NBT.B.5, MP7, 4.Mod2.AD6

Lesson 6: Multiply with regrouping by using place value strategies and the distributive property.
4.NBT.B.5, MP6, 4.Mod2.AD6

Lesson 7: Multiply by using an area model and the distributive property.
4.NBT.B.5, 4.MD.A.3, MP7,
4.Mod2.AD6, 4.Mod2.AD11

Lesson 8: Multiply by applying the distributive property and write equations.
4.NBT.B.5, MP3, 4.Mod2.AD6

Lesson 9: Solve multiplication word problems.
4.OA.A.2, 4.NBT.B.5, MP5,
4.Mod2.AD1, 4.Mod2.AD6

Lesson 10: Multiply by applying simplifying strategies. (Optional)
4.NBT.B.5, MP5, 4.Mod2.AD6

Topic C: Division of Tens and Ones by One-Digit Numbers

Lesson 11: Divide by using familiar strategies.
4.NBT.B.6, MP2, 4.Mod2.AD7

Lesson 12: Divide two-digit numbers by one-digit numbers by using an area model.
4.NBT.B.6, MP7, 4.Mod2.AD7

Module 3

Lesson 5: Apply place value strategies to divide thousands, hundreds, tens, and ones.
4.NBT.B.6, MP5, 4.Mod3.AD3

Lesson 6: Connect pictorial representations of division to long division.
4.NBT.B.6, MP6, 4.Mod3.AD3

Lesson 7: Represent division by using partial quotients.
4.NBT.B.6, MP8, 4.Mod3.AD3

Lesson 8: Choose and apply a method to divide multi-digit numbers.
4.NBT.B.6, MP6, 4.Mod3.AD3

Topic C: Multiplication of up to Four-Digit Numbers by One-Digit Numbers

Lesson 9: Apply place value strategies to multiply three-digit numbers by one-digit numbers.
4.NBT.B.5, MP5, 4.Mod3.AD2

Lesson 10: Apply place value strategies to multiply four-digit numbers by one-digit numbers.
4.NBT.B.5, MP7, 4.Mod3.AD2

Lesson 11: Represent multiplication by using partial products.
4.NBT.B.5, MP8, 4.Mod3.AD2

Lesson 12: Multiply by using various recording methods in vertical form.
4.NBT.B.5, MP6, 4.Mod3.AD2

Module 4

4.NF.B.3.a, 4.NF.B.3.b, MP7,
4.Mod4.AD4

Lesson 6: Rename mixed numbers as fractions greater than 1.
4.NF.B.3.a, 4.NF.B.3.b, MP5,
4.Mod4.AD4

Topic B: Equivalent Fractions

Lesson 7: Rename fractions as a sum of equivalent smaller unit fractions.
4.NF.B.3.a, 4.NF.B.3.b, MP2,
4.Mod4.AD4

Lesson 8: Generate equivalent fractions with smaller units for unit fractions.
4.NF.A.1, MP8, 4.Mod4.AD1,
4.Mod4.AD2

Lesson 9: Generate equivalent fractions with smaller units for non-unit fractions.
4.NF.A.1, MP7, 4.Mod4.AD1,
4.Mod4.AD2

Lesson 10: Generate equivalent fractions with larger units.
4.NF.A.1, MP6, 4.Mod4.AD1,
4.Mod4.AD2

Lesson 11: Represent equivalent fractions by using tape diagrams, number lines, and multiplication or division.
4.NF.A.1, MP8, 4.Mod4.AD1,
4.Mod4.AD2

Lesson 12: Generate equivalent fractions for fractions greater than

Module 5

4.NF.C.5, 4.NF.C.6, MP2,
4.Mod5.AD1, 4.Mod5.AD3

Lesson 6: Represent hundredths as a place value unit.
4.NF.C.5, 4.NF.C.6, MP3,
4.Mod5.AD1, 4.Mod5.AD3

Lesson 7: Write mixed numbers in decimal form with hundredths.
4.NF.C.5, 4.NF.C.6, MP7,
4.Mod5.AD1, 4.Mod5.AD3

Lesson 8: Represent decimal numbers in expanded form.
4.NF.C.5, 4.NF.C.6, MP2,
4.Mod5.AD1, 4.Mod5.AD3

Topic C: Comparison of Decimal Numbers

Lesson 9: Compare measurements expressed as decimal numbers.
4.NF.C.7, MP2, 4.Mod5.AD4

Lesson 10: Use pictorial representations to compare decimal numbers.
4.NF.C.7, MP5, 4.Mod5.AD4

Lesson 11: Compare and order decimal numbers.
4.NF.C.7, MP3, 4.Mod5.AD4

Topic D: Addition of Tenths and Hundredths

Lesson 12: Apply fraction equivalence to add tenths and hundredths.
4.NF.C.5, MP1, 4.Mod5.AD2

Module 6

Lesson 6: Relate geometric figures to a real-world context.
4.G.A.1, MP2, 4.Mod6.AD4,
4.Mod6.AD5

Topic B: Angle Measurement

Lesson 7: Explore angles as fractional turns through a circle.
4.MD.C.5.a, MP7, 4.Mod6.AD1

Lesson 8: Use a circular protractor to recognize a 1° angle as a turn through $\frac{1}{360}$ of a circle.
4.MD.C.5, 4.MD.C.6, MP8,
4.Mod6.AD1, 4.Mod6.AD2

Lesson 9: Identify and measure angles as turns and recognize them in various contexts.
4.MD.C.5, 4.MD.C.5.a,
4.MD.C.5.b, MP2, 4.Mod6.AD1

Lesson 10: Use 180° protractors to measure angles.
4.MD.C.5, 4.MD.C.5.a,
4.MD.C.5.b, 4.MD.C.6, 4.G.A.1,
MP6, 4.Mod6.AD1,
4.Mod6.AD2, 4.Mod6.AD4

Lesson 11: Estimate and measure angles with a 180° protractor.
4.MD.C.5, 4.MD.C.5.a,
4.MD.C.5.b, 4.MD.C.6, 4.G.A.1,
MP6, 4.Mod6.AD1,
4.Mod6.AD2, 4.Mod6.AD4

Lesson 12: Use a protractor to draw angles up to 180° .
4.MD.C.6, 4.G.A.1, MP6,
4.Mod6.AD2, 4.Mod6.AD4

Module 1

Lesson 11: Find 1, 10, and 100 thousand more than and less than a given number.
4.NBT.A.2, MP1, 4.Mod1.AD7

Lesson 12: Round to the nearest thousand.
4.NBT.A.3, MP6, 4.Mod1.AD9

Lesson 13: Round to the nearest ten thousand and hundred thousand.
4.NBT.A.3, MP6, 4.Mod1.AD9

Lesson 14: Round multi-digit numbers to any place.
4.NBT.A.3, MP8, 4.Mod1.AD9

Lesson 15: Apply estimation to real-world situations by using rounding.
4.OA.A.3, 4.NBT.A.3, MP3, 4.Mod1.AD4, 4.Mod1.AD9

Topic D: Multi-Digit Whole Number Addition and Subtraction

Lesson 16: Add by using the standard algorithm.
4.OA.A.3, 4.NBT.B.4, MP4, 4.Mod1.AD4, 4.Mod1.AD10

Lesson 17: Solve multi-step addition word problems by using the standard algorithm.
4.OA.A.3, 4.NBT.B.4, MP2, 4.Mod1.AD5, 4.Mod1.AD10

Lesson 18: Subtract by using the standard algorithm, decomposing larger units once.
4.NBT.B.4, MP6, 4.Mod1.AD10

Module 2

Lesson 13: Divide three-digit numbers by one-digit numbers by using an area model.
4.NBT.B.6, MP3, 4.Mod2.AD7

Lesson 14: Divide two-digit numbers by one-digit numbers by using place value strategies.
4.NBT.B.6, MP6, 4.Mod2.AD7

Lesson 15: Divide three-digit numbers by one-digit numbers by using place value strategies.
4.NBT.B.6, MP7, 4.Mod2.AD7

Lesson 16: Divide by using the break apart and distribute strategy.
4.NBT.B.6, MP1, 4.Mod2.AD7

Topic D: Problem Solving with Measurement

Lesson 17: Express measurements of length in terms of smaller units.
4.MD.A.1, 4.MD.A.2, MP8, 4.Mod2.AD8, 4.Mod2.AD9, 4.Mod2.AD10

Lesson 18: Investigate and use formulas for the perimeter of a rectangle.
4.MD.A.3, MP4, 4.Mod2.AD11

Lesson 19: Apply area and perimeter formulas to solve problems.
4.MD.A.3, MP2, 4.Mod2.AD11

Lesson 20: Solve word problems involving additive and multiplicative comparisons.

Module 3

Topic D: Multiplication of Two-Digit Numbers by Two-Digit Numbers

Lesson 13: Multiply two-digit numbers by two-digit multiples of 10.
4.NBT.B.5, MP5, 4.Mod3.AD2

Lesson 14: Apply place value strategies to multiply two-digit numbers by two-digit numbers.
4.NBT.B.5, MP2, 4.Mod3.AD2

Lesson 15: Multiply with four partial products.
4.NBT.B.5, MP6, 4.Mod3.AD2

Lesson 16: Multiply with two partial products.
4.NBT.B.5, MP7, 4.Mod3.AD2

Lesson 17: Apply the distributive property to multiply.
4.NBT.B.5, MP2, 4.Mod3.AD2

Topic E: Problem Solving with Measurement

Lesson 18: Express units of time in terms of smaller units.
4.MD.A.1, 4.MD.A.2, MP1, 4.Mod3.AD4, 4.Mod3.AD5

Lesson 19: Express customary measurements of weight in terms of smaller units.
4.MD.A.1, 4.MD.A.2, MP4, 4.Mod3.AD4, 4.Mod3.AD5

Module 4

1 and generate equivalent mixed numbers.
4.NF.A.1, MP3, 4.Mod4.AD1, 4.Mod4.AD2

Topic C: Compare Fractions

Lesson 13: Compare fractions by using the benchmarks 0 , $\frac{1}{2}$, and 1 .
4.NF.A.2, MP3, 4.Mod4.AD3

Lesson 14: Compare fractions with related denominators.
4.NF.A.2, MP5, 4.Mod4.AD3

Lesson 15: Compare fractions with related numerators.
4.NF.A.2, MP5, 4.Mod4.AD3

Lesson 16: Generate a common numerator or denominator to compare fractions.
4.NF.A.2, MP1, 4.Mod4.AD3

Lesson 17: Apply fraction comparison strategies to compare fractions greater than 1.
4.NF.A.2, MP7, 4.Mod4.AD3

Topic D: Add and Subtract Fractions

Lesson 18: Estimate sums and differences of fractions by using benchmarks.
4.NF.B.3.a, 4.NF.B.3.b, 4.NF.B.3.d, MP3, 4.Mod4.AD4, 4.Mod4.AD7

Lesson 19: Add and subtract fractions with like units.

Module 5

Lesson 13: Apply fraction equivalence to add mixed numbers with tenths and hundredths.
4.NF.C.5, MP7, 4.Mod5.AD2

Lesson 14: Solve word problems with tenths and hundredths.
4.NF.C.5, 4.MD.A.2, MP4, 4.Mod5.AD2, 4.Mod5.AD5

Module 6

Topic C: Determine Unknown Angle Measures

Lesson 13: Decompose angles by using pattern blocks.
4.MD.C.7, MP2, 4.Mod6.AD3

Lesson 14: Find unknown angle measures within right and straight angles.
4.MD.C.7, MP7, 4.Mod6.AD3

Lesson 15: Find unknown angle measures within a decomposed angle of up to 180° .
4.MD.C.7, MP5, 4.Mod6.AD3

Lesson 16: Find unknown angle measures around a point.
4.MD.C.7, MP1, 4.Mod6.AD3

Topic D: Two-Dimensional Figures and Symmetry

Lesson 17: Recognize, identify, and draw lines of symmetry.
4.G.A.3, MP7, 4.Mod6.AD7

Lesson 18: Analyze and classify triangles based on side length, angle measures, or both.
4.G.A.1, 4.G.A.2, MP3, 4.Mod6.AD5, 4.Mod6.AD6

Lesson 19: Construct and classify triangles based on given attributes.
4.G.A.1, 4.G.A.2, MP6, 4.Mod6.AD5, 4.Mod6.AD6

Module 1

Lesson 19: Subtract by using the standard algorithm, decomposing larger units up to 3 times.
4.NBT.B.4, MP1, 4.Mod1.AD10

Lesson 20: Subtract by using the standard algorithm, decomposing larger units multiple times.
4.NBT.B.4, MP7, 4.Mod1.AD10

Lesson 21: Solve two-step word problems by using addition and subtraction.
4.OA.A.3, 4.NBT.B.4, MP4, 4.Mod1.AD5, 4.Mod1.AD10

Lesson 22: Solve multi-step word problems by using addition and subtraction.
4.OA.A.3, 4.NBT.B.4, MP2, 4.Mod1.AD5, 4.Mod1.AD10

Topic E: Metric Measurement Conversion Tables

Lesson 23: Express metric measurements of length in terms of smaller units.
4.MD.A.1, 4.MD.A.2, MP7, 4.Mod1.AD11, 4.Mod1.AD12

Lesson 24: Express metric measurements of mass and liquid volume in terms of smaller units.
4.MD.A.1, 4.MD.A.2, MP5, 4.Mod1.AD11, 4.Mod1.AD12



Module 2

4.OA.A.2, 4.MD.A.2, 4.MD.A.3, MP1, 4.Mod2.AD1, 4.Mod2.AD9, 4.Mod2.AD10, 4.Mod2.AD11

Topic E: Factors and Multiples

Lesson 21: Find factor pairs for numbers up to 100 and use factors to identify numbers as prime or composite.
4.OA.B.4, MP6, 4.Mod2.AD2, 4.Mod2.AD4

Lesson 22: Use division and the associative property of multiplication to find factors.
4.OA.B.4, MP3, 4.Mod2.AD2, 4.Mod2.AD4

Lesson 23: Determine whether a whole number is a multiple of another number.
4.OA.B.4, MP7, 4.Mod2.AD3

Lesson 24: Recognize that a number is a multiple of each of its factors.
4.OA.B.4, MP8, 4.Mod2.AD3

Lesson 25: Explore properties of prime and composite numbers up to 100 by using multiples.
4.OA.B.4, MP3, 4.Mod2.AD3, 4.Mod2.AD4

Lesson 26: Use relationships within a pattern to find an unknown term in the sequence.
4.OA.C.5, MP6, 4.Mod2.AD5



Module 3

Lesson 20: Express customary measurements of liquid volume in terms of smaller units.
4.MD.A.1, 4.MD.A.2, MP5, 4.Mod3.AD4, 4.Mod3.AD5

Topic F: Remainders, Estimating, and Problem Solving

Lesson 21: Find whole-number quotients and remainders.
4.OA.A.3, 4.NBT.B.6, MP2, 4.Mod3.AD1, 4.Mod3.AD3

Lesson 22: Represent, estimate, and solve division word problems.
4.OA.A.3, 4.NBT.B.6, MP1, 4.Mod3.AD1, 4.Mod3.AD3

Lesson 23: Solve multi-step word problems and interpret remainders.
4.OA.A.3, MP4, 4.Mod3.AD1

Lesson 24: Solve multi-step word problems and assess the reasonableness of solutions.
4.OA.A.3, MP3, 4.Mod3.AD1



Module 4

4.NF.B.3.a, 4.NF.B.3.b, MP4, 4.Mod4.AD4

Lesson 20: Subtract a fraction from a whole number.
4.NF.B.3.a, 4.NF.B.3.b, 4.NF.B.3.d, 4.MD.A.2, MP1, 4.Mod4.AD4, 4.Mod4.AD7

Lesson 21: Solve addition and subtraction word problems and estimate the reasonableness of the answers.
4.NF.B.3.a, 4.NF.B.3.b, 4.NF.B.3.d, 4.MD.A.2, MP1, 4.Mod4.AD4, 4.Mod4.AD7

Lesson 22: Add two fractions with related units. (Optional)
4.NF.B.3.a, 4.NF.B.3.b, MP5, 4.Mod4.AD4

Topic E: Add and Subtract Mixed Numbers

Lesson 23: Add a fraction to a mixed number.
4.NF.B.3.c, MP7, 4.Mod4.AD5

Lesson 24: Add a mixed number to a mixed number.
4.NF.B.3.c, 4.NF.B.3.d, MP7, 4.Mod4.AD5, 4.Mod4.AD7

Lesson 25: Subtract a fraction from a mixed number, part 1.
4.NF.B.3.c, MP6, 4.Mod4.AD6

Lesson 26: Subtract a fraction from a mixed number, part 2.
4.NF.B.3.c, MP7, 4.Mod4.AD6

Module 5

Module 6

Lesson 20: Sort polygons based on a given rule.
4.G.A.1, 4.G.A.2, MP1, 4.Mod6.AD5, 4.Mod6.AD6



Lesson 27: Subtract a mixed number from a mixed number.
4.NF.B.3.c, 4.NF.B.3.d, 4.MD.A.2, MP2, 4.Mod4.AD6, 4.Mod4.AD7

Lesson 28: Represent and solve word problems with mixed numbers by using drawings and equations.
4.NF.B.3.d, 4.MD.A.2, MP4, 4.Mod4.AD7

Lesson 29: Solve problems by using data from a line plot.
4.MD.B.4, MP1, 4.Mod4.AD11

Lesson 30: Represent data on a line plot.
4.MD.B.4, MP6, 4.Mod4.AD11

Topic F: Repeated Addition of Fractions as Multiplication

Lesson 31: Decompose non-unit fractions into a product of a whole number and a unit fraction.
4.NF.B.4.a, MP7, 4.Mod4.AD8

Lesson 32: Multiply a fraction by a whole number by using the associative property.
4.NF.B.4.b, MP8, 4.Mod4.AD9

Lesson 33: Solve word problems involving multiplication of a fraction by a whole number.
4.NF.B.4.b, 4.NF.B.4.c, 4.MD.A.2, MP2, 4.Mod4.AD9, 4.Mod4.AD10

Lesson 34: Multiply a mixed number by a whole number by using the distributive property.
4.NF.B.4.b, MP3, 4.Mod4.AD9

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

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Module 1 Place Value Concepts for Multiplication and Division with Whole Numbers	Module 2 Addition and Subtraction with Fractions	Module 3 Multiplication and Division with Fractions	Module 4 Place Value Concepts for Decimal Operations	Module 5 Addition and Multiplication with Area and Volume	Module 6 Foundations to Geometry in the Coordinate Plane
<p>Topic A: Place Value Understanding for Whole Numbers</p> <p>Lesson 1: Relate adjacent place value units by using place value understanding. 5.NBT.A.1, MP5, 5.Mod1.AD6</p> <p>Lesson 2: Multiply and divide by 10, 100, and 1,000 and identify patterns in the products and quotients. 5.NBT.A.1, 5.NBT.A.2, MP8, 5.Mod1.AD6, 5.Mod1.AD7</p> <p>Lesson 3: Use exponents to multiply and divide by powers of 10. 5.NBT.A.2, MP3, 5.Mod1.AD7, 5.Mod1.AD8</p> <p>Lesson 4: Estimate products and quotients by using powers of 10 and their multiples. 5.NBT, 5.NBT.A.2, MP7, 5.Mod1.AD5, 5.Mod1.AD7</p>	<p>Topic A: Fractions and Division</p> <p>Lesson 1: Interpret a fraction as division. 5.NF.B.3, MP7, 5.Mod2.AD8, 5.Mod2.AD9, 5.Mod2.AD10</p> <p>Lesson 2: Interpret a fraction as division by writing remainders as fractions. 5.NF.B.3, MP5, 5.Mod2.AD9, 5.Mod2.AD10</p> <p>Lesson 3: Represent fractions as division by using models. 5.NF.B.3, MP2, 5.Mod2.AD9, 5.Mod2.AD10</p> <p>Lesson 4: Solve word problems involving division and fractions. 5.NF, 5.NF.B.3, MP1, 5.Mod2.AD1, 5.Mod2.AD9, 5.Mod2.AD10</p>	<p>Topic A: Multiplication of a Whole Number by a Fraction</p> <p>Lesson 1: Find fractions of a set with arrays. 5.NF.B.4.a, 5.NF.B.5.b, MP8, 5.Mod3.AD7, 5.Mod3.AD9</p> <p>Lesson 2: Interpret fractions as division to find fractions of a set with tape diagrams and number lines. 5.NF.B.4.a, 5.NF.B.5.b, MP4, 5.Mod3.AD7, 5.Mod3.AD9</p> <p>Lesson 3: Multiply a whole number by a fraction less than 1. 5.NF.B.4, 5.NF.B.4.a, 5.NF.B.5.a, MP5, 5.Mod3.AD6, 5.Mod3.AD7, 5.Mod3.AD8</p> <p>Lesson 4: Multiply a whole number by a fraction. 5.NF.B.4.a, 5.NF.B.5.a, 5.NF.B.5.b, MP2, 5.Mod3.AD7, 5.Mod3.AD8, 5.Mod3.AD9</p>	<p>Topic A: Understanding Decimal Numbers with Place Value and Fraction Thinking</p> <p>Lesson 1: Model and relate decimal place value units to thousandths. 5.NBT.A, 5.NBT.A.1, 5.NBT.A.3.a, MP8, 5.Mod4.AD5, 5.Mod4.AD6, 5.Mod4.AD9</p> <p>Lesson 2: Represent thousandths as a place value unit. 5.NBT.A, 5.NBT.A.1, 5.NBT.A.3.a, MP7, 5.Mod4.AD5, 5.Mod4.AD6, 5.Mod4.AD9</p> <p>Lesson 3: Represent decimal numbers to the thousandths place in different forms. 5.NBT.A, 5.NBT.A.1, 5.NBT.A.3.a, MP7, 5.Mod4.AD5, 5.Mod4.AD6, 5.Mod4.AD9</p> <p>Lesson 4: Relate the values of digits in a decimal number by using place value understanding. 5.NBT.A.1, MP6, 5.Mod4.AD6</p>	<p>Topic A: Drawing, Analysis, and Classification of Two-Dimensional Figures</p> <p>Lesson 1: Analyze hierarchies and identify properties of quadrilaterals. 5.G.B.3, 5.G.B.4, MP8, 5.Mod5.AD13, 5.Mod5.AD14</p> <p>Lesson 2: Classify trapezoids based on their properties. 5.G.B.3, 5.G.B.4, MP7, 5.Mod5.AD13, 5.Mod5.AD14</p> <p>Lesson 3: Classify parallelograms based on their properties. 5.G.B.3, 5.G.B.4, MP3, 5.Mod5.AD13, 5.Mod5.AD14</p> <p>Lesson 4: Classify rectangles and rhombuses based on their properties. 5.G.B.3, 5.G.B.4, MP6, 5.Mod5.AD13, 5.Mod5.AD14</p> <p>Lesson 5: Classify kites and squares based on their properties.</p>	<p>Topic A: Coordinate Systems</p> <p>Lesson 1: Construct a coordinate system on a line. 5.G.A.1, MP6, 5.Mod6.AD3</p> <p>Lesson 2: Construct a coordinate system in a plane. 5.G.A.1, MP7, 5.Mod6.AD3</p> <p>Lesson 3: Identify and plot points by using ordered pairs. 5.G.A.1, MP1, 5.Mod6.AD3</p> <p>Lesson 4: Describe the distance and direction between points in the coordinate plane. 5.G.A.2, MP2, 5.Mod6.AD4, 5.Mod6.AD5</p> <hr/> <p>Topic B: Patterns in the Coordinate Plane</p> <p>Lesson 5: Identify properties of horizontal and vertical lines. 5.G.A.2, MP8, 5.Mod6.AD5</p>

Module 1

Lesson 5: Convert measurements and describe relationships between metric units.
5.MD.A.1, MP6, 5.Mod1.AD12

Lesson 6: Solve multi-step word problems by using metric measurement conversion.
5.MD.A.1, MP2, 5.Mod1.AD12

Topic B: Multiplication of Whole Numbers

Lesson 7: Multiply by using familiar methods.
5.OA.A.1, 5.NBT.B.5, MP5, 5.Mod1.AD1, 5.Mod1.AD2, 5.Mod1.AD9

Lesson 8: Multiply two- and three-digit numbers by two-digit numbers by using the distributive property.
5.OA.A.1, 5.NBT.B.5, MP8, 5.Mod1.AD1, 5.Mod1.AD2, 5.Mod1.AD9

Lesson 9: Multiply two- and three-digit numbers by two-digit numbers by using the standard algorithm.
5.NBT.B.5, MP6, 5.Mod1.AD9

Lesson 10: Multiply three- and four-digit numbers by three-digit numbers by using the standard algorithm.
5.NBT.B.5, MP6, 5.Mod1.AD9

Lesson 11: Multiply two multi-digit numbers by using the standard algorithm.
5.NBT.B.5, MP3, 5.Mod1.AD9

Module 2

Topic B: Addition and Subtraction of Fractions by Making Like Units

Lesson 5: Add and subtract fractions with related units by using pictorial models.
5.NF.A, MP6, 5.Mod2.AD2, 5.Mod2.AD3

Lesson 6: Add and subtract fractions with related units by using area models to rename fractions.
5.NF.A, MP7, 5.Mod2.AD2

Lesson 7: Add and subtract fractions with related units by finding equivalent fractions numerically.
5.NF.A, 5.NF.A.1, MP5, 5.Mod2.AD2, 5.Mod2.AD4

Lesson 8: Add and subtract fractions with unrelated units by finding equivalent fractions pictorially.
5.NF.A, 5.NF.A.1, MP8, 5.Mod2.AD3, 5.Mod2.AD4

Lesson 9: Add and subtract fractions with unrelated units by finding equivalent fractions numerically.
5.NF.A, 5.NF.A.1, MP5, 5.Mod2.AD2, 5.Mod2.AD4

Topic C: Addition and Subtraction of Fractions, Whole Numbers, and Mixed Numbers

Module 3

Lesson 5: Convert larger customary measurement units to smaller measurement units.
5.NF.B.4.a, 5.NF.B.5.b, 5.MD.A.1, MP6, 5.Mod3.AD7, 5.Mod3.AD9, 5.Mod3.AD14

Lesson 6: Convert smaller customary measurement units to larger measurement units.
5.NF.B.4.a, 5.NF.B.5.b, 5.MD.A.1, MP7, 5.Mod3.AD7, 5.Mod3.AD9, 5.Mod3.AD14

Topic B: Multiplication of Fractions

Lesson 7: Multiply fractions less than 1 by unit fractions pictorially.
5.NF.B.4.a, 5.NF.B.5.a, 5.NF.B.5.b, MP6, 5.Mod3.AD7, 5.Mod3.AD8, 5.Mod3.AD9

Lesson 8: Multiply fractions less than 1 pictorially.
5.NF.B.4.a, 5.NF.B.5.a, 5.NF.B.5.b, MP3, 5.Mod3.AD7, 5.Mod3.AD8, 5.Mod3.AD9

Lesson 9: Multiply fractions by unit fractions by making simpler problems.
5.NF.B.4, 5.NF.B.5.a, 5.NF.B.5.b, MP8, 5.Mod3.AD6, 5.Mod3.AD8, 5.Mod3.AD9

Lesson 10: Multiply fractions greater than 1 by fractions.
5.NF.B.4, 5.NF.B.5.a, 5.NF.B.5.b, MP7, 5.Mod3.AD6, 5.Mod3.AD8, 5.Mod3.AD9

Module 4

Lesson 5: Multiply and divide decimal numbers by powers of 10.
5.NBT.A.2, MP8, 5.Mod4.AD7

Lesson 6: Compare decimal numbers to the thousandths place.
5.NBT.A.3, 5.NBT.A.3.b, MP5, 5.Mod4.AD8, 5.Mod4.AD10

Lesson 7: Round decimal numbers to the nearest one, tenth, or hundredth.
5.NBT.A.4, MP6, 5.Mod4.AD11

Lesson 8: Round decimal numbers to any place value unit.
5.NBT.A.4, MP3, 5.Mod4.AD11

Topic B: Addition and Subtraction of Decimal Numbers

Lesson 9: Add decimal numbers by using different methods.
5.NBT.B, 5.NBT.B.7, MP5, 5.Mod4.AD12, 5.Mod4.AD14, 5.Mod4.AD19

Lesson 10: Add decimal numbers by using place value understanding.
5.NBT.B.7, MP1, 5.Mod4.AD14, 5.Mod4.AD18, 5.Mod4.AD19

Lesson 11: Subtract decimal numbers by using different methods.
5.NBT.B.7, MP7, 5.Mod4.AD15, 5.Mod4.AD18, 5.Mod4.AD19

Lesson 12: Subtract decimal numbers by using place value understanding.

Module 5

5.G.B.3, 5.G.B.4, MP6, 5.Mod5.AD13, 5.Mod5.AD14

Lesson 6: Identify quadrilaterals from given properties.
5.G.B.3, 5.G.B.4, MP1, 5.Mod5.AD13, 5.Mod5.AD14

Lesson 7: Classify quadrilaterals in a hierarchy based on properties.
5.G.B.3, 5.G.B.4, MP7, 5.Mod5.AD13, 5.Mod5.AD14

Topic B: Areas of Rectangular Figures with Fraction Side Lengths

Lesson 8: Find areas of square tiles with fraction side lengths by relating the tile to a unit square.
5.NF.B.4.b, MP7, 5.Mod5.AD2

Lesson 9: Organize, count, and represent a collection of square tiles.
5.NF.B.4.b, MP5, 5.Mod5.AD2

Lesson 10: Find the area of a rectangle with fraction side lengths by relating the rectangle to a unit square.
5.NF.B.5.b, MP7, 5.Mod5.AD2

Lesson 11: Find areas of rectangles with fraction side lengths by using multiplication.
5.NF.B.4.b, MP8, 5.Mod5.AD3

Lesson 12: Multiply mixed numbers.
5.NF.B.4, 5.NF.B.4.b, MP5, 5.Mod5.AD1, 5.Mod5.AD4

Module 6

Lesson 6: Use properties of horizontal and vertical lines to solve problems.
5.G.A.2, MP6, 5.Mod6.AD5

Lesson 7: Generate number patterns to form ordered pairs.
5.OA.B.3, 5.G.A.2, MP7, 5.Mod6.AD1, 5.Mod6.AD2, 5.Mod6.AD5

Lesson 8: Identify addition and subtraction relationships between corresponding terms in number patterns.
5.OA.B.3, 5.G.A.2, MP8, 5.Mod6.AD1, 5.Mod6.AD2, 5.Mod6.AD5

Lesson 9: Identify multiplication and division relationships between corresponding terms in number patterns.
5.OA.B.3, 5.G.A.2, MP8, 5.Mod6.AD1, 5.Mod6.AD2, 5.Mod6.AD5

Lesson 10: Identify mixed-operation relationships between corresponding terms in number patterns. (Optional)
MP7

Topic C: Solve Mathematical Problems in the Coordinate Plane

Lesson 11: Draw lines in the coordinate plane and identify points on the lines.
5.OA.B.3, 5.G.A.2, MP3, 5.Mod6.AD2, 5.Mod6.AD5

Module 1

Topic C: Division of Whole Numbers

Lesson 12: Divide two- and three-digit numbers by multiples of 10.
5.NBT, 5.NBT.B.6, MP2, 5.Mod1.AD5, 5.Mod1.AD10, 5.Mod1.AD11

Lesson 13: Divide two-digit numbers by two-digit numbers in problems that result in one-digit quotients.
5.NBT, 5.NBT.B.6, MP7, 5.Mod1.AD5, 5.Mod1.AD10, 5.Mod1.AD11

Lesson 14: Divide three-digit numbers by two-digit numbers in problems that result in one-digit quotients.
5.NBT, 5.NBT.B.6, MP1, 5.Mod1.AD5, 5.Mod1.AD10

Lesson 15: Divide three-digit numbers by two-digit numbers in problems that result in two-digit quotients.
5.NBT, 5.NBT.B.6, MP7, 5.Mod1.AD5, 5.Mod1.AD10, 5.Mod1.AD11

Lesson 16: Divide four-digit numbers by two-digit numbers.
5.NBT, 5.NBT.B.6, MP2, 5.Mod1.AD5, 5.Mod1.AD10

Module 2

Lesson 10: Add whole numbers and mixed numbers and add mixed numbers with related units.
5.NF.A.1, 5.NF.A.2, MP5, 5.Mod2.AD4, 5.Mod2.AD7

Lesson 11: Add mixed numbers with unrelated units.
5.NF.A.1, 5.NF.A.2, MP2, 5.Mod2.AD4, 5.Mod2.AD5, 5.Mod2.AD6

Lesson 12: Subtract whole numbers from mixed numbers and mixed numbers from whole numbers.
5.NF.A, 5.NF.A.1, 5.NF.A.2, MP6, 5.Mod2.AD2, 5.Mod2.AD4, 5.Mod2.AD7

Lesson 13: Subtract mixed numbers from mixed numbers with related units.
5.NF.A.1, 5.NF.A.2, MP7, 5.Mod2.AD4, 5.Mod2.AD7

Lesson 14: Subtract mixed numbers from mixed numbers with unrelated units.
5.NF.A.1, 5.NF.A.2, MP4, 5.Mod2.AD4, 5.Mod2.AD5, 5.Mod2.AD6

Topic D: Problem Solving and Line Plots with Fractional Measurements

Lesson 15: Represent data on a line plot.
5.MD.B.2, MP6, 5.Mod2.AD11

Lesson 16: Solve problems by using data from a line plot.
5.MD.B.2, MP3, 5.Mod2.AD11

Module 3

Lesson 11: Multiply fractions.
5.NF.B.4.a, 5.NF.B.5.a, 5.NF.B.5.b, MP3, 5.Mod3.AD7, 5.Mod3.AD8, 5.Mod3.AD9

Topic C: Division with a Unit Fraction and a Whole Number

Lesson 12: Divide a nonzero whole number by a unit fraction to find the number of groups.
5.OA.A.2, 5.NF.B.7.b, 5.NF.B.7.c, MP1, 5.Mod3.AD3, 5.Mod3.AD12, 5.Mod3.AD13

Lesson 13: Divide a nonzero whole number by a unit fraction to find the size of the group.
5.NF.B.7.b, 5.NF.B.7.c, MP2, 5.Mod3.AD12, 5.Mod3.AD13

Lesson 14: Divide a unit fraction by a nonzero whole number.
5.NF.B.7.a, 5.NF.B.7.c, MP4, 5.Mod3.AD11, 5.Mod3.AD13

Lesson 15: Divide by whole numbers and unit fractions.
5.NF.B.7.a, 5.NF.B.7.b, 5.NF.B.7.c, MP3, 5.Mod3.AD11, 5.Mod3.AD12, 5.Mod3.AD13

Lesson 16: Reason about the size of quotients of whole numbers and unit fractions and quotients of unit fractions and whole numbers.
5.OA.A.2, 5.NF.B.7.a, 5.NF.B.7.b, MP7, 5.Mod3.AD4, 5.Mod3.AD11, 5.Mod3.AD12

Module 4

5.NBT.B, 5.NBT.B.7, MP5, 5.Mod4.AD12, 5.Mod4.AD15, 5.Mod4.AD19

Lesson 13: Solve word problems involving addition and subtraction of decimal numbers and fractions.
5.NBT.B, MP6, 5.Mod4.AD13

Topic C: Multiplication of Decimal Numbers

Lesson 14: Multiply decimal numbers to hundredths by one-digit whole numbers by using different models.
5.NBT.B.7, MP7, 5.Mod4.AD16, 5.Mod4.AD18, 5.Mod4.AD19

Lesson 15: Multiply decimal numbers to hundredths by one-digit whole numbers and multiples of 10, 100, or 1,000 by using different written methods.
5.NBT.B, 5.NBT.B.7, MP1, 5.Mod4.AD12, 5.Mod4.AD16, 5.Mod4.AD19

Lesson 16: Multiply decimal numbers to hundredths by two-digit whole numbers by using area models and vertical form.
5.NBT.B, 5.NBT.B.7, MP8, 5.Mod4.AD13, 5.Mod4.AD16, 5.Mod4.AD18

Lesson 17: Multiply decimal numbers to hundredths by two-digit whole numbers by using different methods.

Module 5

Lesson 13: Solve mathematical problems involving areas of composite figures with mixed-number side lengths.
5.NF.B.4.b, MP7, 5.Mod5.AD3

Lesson 14: Solve real-world problems involving areas of composite figures with mixed-number side lengths.
5.NF.B.4.b, 5.NF.B.6, MP1, 5.Mod5.AD3, 5.Mod5.AD5

Lesson 15: Solve multi-step word problems involving multiplication of mixed numbers.
5.NF.B.6, MP2, 5.Mod5.AD5

Topic C: Volume Concepts

Lesson 16: Identify attributes and properties of right rectangular prisms.
5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, MP7, 5.Mod5.AD6

Lesson 17: Find the volume of right rectangular prisms by packing with unit cubes and counting.
5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, MP2, 5.Mod5.AD6, 5.Mod5.AD7

Lesson 18: Find the volume of right rectangular prisms by packing with improvised units.
5.MD.C.4, MP3, 5.Mod5.AD7

Lesson 19: Compose and decompose right rectangular prisms to find their volume by using layers.

Module 6

Lesson 12: Graph and classify quadrilaterals in the coordinate plane.
5.G.A.2, 5.G.B.4, MP7, 5.Mod5.AD14, 5.Mod6.AD5

Lesson 13: Draw symmetric figures in the coordinate plane.
5.G.A.2, MP1, 5.Mod6.AD5

Lesson 14: Solve mathematical problems with rectangles in the coordinate plane.
5.G.A.2, MP5, 5.Mod6.AD5

Lesson 15: Use the coordinate plane to reason about perimeters and areas of rectangles.
5.G.A.2, 5.NF.B.4.b, MP3, 5.Mod5.AD3, 5.Mod6.AD5

Topic D: Solve Real-World Problems with the Coordinate Plane

Lesson 16: Interpret graphs that represent real-world situations.
5.G.A.2, MP3, 5.Mod6.AD4, 5.Mod6.AD5

Lesson 17: Plot data in the coordinate plane and analyze relationships.
5.G.A.2, MP2, 5.Mod6.AD4

Lesson 18: Interpret line graphs.
5.G.A.2, MP2, 5.Mod6.AD5

Lesson 19: Reason about visual patterns by using tables and graphs. (Optional)
MP5

Module 1

Topic D: Multi-Step Problems with Whole Numbers

Lesson 17: Write, interpret, and compare numerical expressions.
5.OA.A.1, 5.OA.A.2, MP6,
5.Mod1.AD1, 5.Mod1.AD3,
5.Mod1.AD4

Lesson 18: Create and solve real-world problems for given numerical expressions.
5.OA.A.1, 5.OA.A.2, MP2,
5.Mod1.AD2, 5.Mod1.AD3

Lesson 19: Solve multi-step word problems involving multiplication and division.
5.OA.A.1, 5.OA.A.2, 5.NBT, MP4,
5.Mod1.AD2, 5.Mod1.AD3,
5.Mod1.AD5

Lesson 20: Solve multi-step word problems involving the four operations.
5.OA.A.1, 5.OA.A.2, 5.NBT, MP1,
5.Mod1.AD2, 5.Mod1.AD3,
5.Mod1.AD5

Module 2

Lesson 17: Solve problems by equally redistributing a total amount.
5.NF.A.2, 5.MD.B.2, MP5,
5.Mod2.AD5, 5.Mod2.AD11



Module 3

Lesson 17: Solve word problems involving fractions with multiplication and division.
5.NF.B.6, 5.NF.B.7.c, MP1,
5.Mod3.AD10, 5.Mod3.AD13

Topic D: Multi-Step Problems with Fractions

Lesson 18: Compare and evaluate expressions with parentheses.
5.OA.A.1, 5.OA.A.2, MP6,
5.Mod3.AD2, 5.Mod3.AD3,
5.Mod3.AD4

Lesson 19: Create and solve one-step word problems involving fractions.
5.NF.B.7.a, 5.NF.B.7.b, 5.NF.B.7.c,
MP2, 5.Mod3.AD11, 5.Mod3.AD12,
5.Mod3.AD13

Lesson 20: Solve multi-step word problems involving fractions and write equations with parentheses.
5.NF, 5.NF.B.7.c, MP4,
5.Mod3.AD5, 5.Mod3.AD13

Lesson 21: Solve multi-step word problems involving fractions.
5.NF, 5.NF.B.6, 5.NF.B.7.c, MP4,
5.Mod3.AD5, 5.Mod3.AD10,
5.Mod3.AD13

Lesson 22: Evaluate expressions involving nested grouping symbols. (Optional)
5.OA.A.1, MP6, 5.Mod3.AD1,
5.Mod3.AD2



Module 4

5.NBT.B, 5.NBT.B.7, MP5,
5.Mod4.AD13, 5.Mod4.AD16,
5.Mod4.AD19

Lesson 18: Relate decimal-number multiplication to fraction multiplication.
5.NBT.B.7, MP8, 5.Mod4.AD16,
5.Mod4.AD18, 5.Mod4.AD19

Lesson 19: Multiply a decimal number by a decimal number.
5.NBT.B, 5.NBT.B.7, MP7,
5.Mod4.AD12, 5.Mod4.AD16,
5.Mod4.AD19

Topic D: Division of Decimal Numbers

Lesson 20: Divide decimal numbers to hundredths by one-digit whole numbers and multiples of 10, 100, or 1,000 by using unit form and place value understanding.
5.NBT.B, 5.NBT.B.7, MP7,
5.Mod4.AD12, 5.Mod4.AD17,
5.Mod4.AD18

Lesson 21: Divide decimal numbers to hundredths by one-digit whole numbers and multiples of 10, 100, or 1,000 by using place value understanding and vertical form.
5.NBT.B.7, MP3, 5.Mod4.AD17,
5.Mod4.AD19

Lesson 22: Divide decimal numbers to hundredths by two-digit whole numbers.
5.NBT.B, 5.NBT.B.7, MP5,
5.Mod4.AD13, 5.Mod4.AD17,
5.Mod4.AD19

Module 5

5.MD.C.3, 5.MD.C.3.a,
5.MD.C.3.b, 5.MD.C.4, MP8,
5.Mod5.AD6, 5.Mod5.AD7

Lesson 20: Interpret volume as filling.
5.MD.C.3, 5.MD.C.3.a,
5.MD.C.3.b, MP2, 5.Mod5.AD6

Lesson 21: Relate volumes of solids and liquid volume.
5.MD.C.3, 5.MD.C.3.a,
5.MD.C.3.b, 5.MD.C.4, MP2,
5.Mod5.AD6, 5.Mod5.AD7

Topic D: Volume and the Operations of Multiplication and Addition

Lesson 22: Find the volumes of right rectangular prisms by using the area of the base.
5.MD.C.5, 5.MD.C.5.a,
5.MD.C.5.b, MP7, 5.Mod5.AD8,
5.Mod5.AD9, 5.Mod5.AD11

Lesson 23: Find the volumes of right rectangular prisms by multiplying the edge lengths.
5.MD.C.5.a, 5.MD.C.5.b, MP7,
5.Mod5.AD9, 5.Mod5.AD10,
5.Mod5.AD11

Lesson 24: Solve word problems involving volumes of right rectangular prisms.
5.MD.C.5, 5.MD.C.5.c, MP2,
5.Mod5.AD8, 5.Mod5.AD12

Lesson 25: Find the volumes of solid figures composed of right rectangular prisms.

Module 6

Lesson 20: Reason about patterns in real-world situations.
5.OA.B.3, 5.G.A.2, MP4,
5.Mod6.AD1, 5.Mod6.AD2,
5.Mod6.AD4



Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

			<p>Lesson 23: Relate division by 0.1 and 0.01 to division by a unit fraction. 5.NBT.B, 5.NBT.B.7, MP8, 5.Mod4.AD12, 5.Mod4.AD17, 5.Mod4.AD19</p> <p>Lesson 24: Divide decimal numbers by decimal numbers, resulting in whole-number quotients. 5.NBT.B, 5.NBT.B.7, MP2, 5.Mod4.AD13, 5.Mod4.AD17, 5.Mod4.AD19</p> <p>Lesson 25: Divide decimal numbers by decimal numbers, resulting in decimal-number quotients. 5.NBT.B, 5.NBT.B.7, MP1, 5.Mod4.AD12, 5.Mod4.AD17, 5.Mod4.AD19</p> <hr/> <p>Topic E: Applications of Decimals</p> <p>Lesson 26: Solve a real-world problem involving metric measurements. (Optional) 5.MD.A.1, MP3, 5.Mod4.AD20</p> <p>Lesson 27: Convert metric measurements involving decimals. 5.MD.A.1, MP6, 5.Mod4.AD20</p> <p>Lesson 28: Convert customary measurements involving decimals. 5.MD.A.1, MP4, 5.Mod4.AD20</p> <p>Lesson 29: Interpret, evaluate, and compare numerical expressions involving decimals.</p>	<p>5.MD.C.5.b, 5.MD.C.5.c, MP1, 5.Mod5.AD11, 5.Mod5.AD12</p> <p>Lesson 26: Solve word problems involving perimeter, area, and volume. 5.MD.C.5.b, 5.MD.C.5.c, MP1, 5.Mod5.AD11, 5.Mod5.AD12</p> <p>Lesson 27: Apply concepts and formulas of volume to design a sculpture by using right rectangular prisms, part 1. 5.MD.C.5.b, 5.MD.C.5.c, MP4, 5.Mod5.AD11, 5.Mod5.AD12</p> <p>Lesson 28: Apply concepts and formulas of volume to design a sculpture by using right rectangular prisms, part 2. 5.MD.C.5.b, 5.MD.C.5.c, MP3, 5.Mod5.AD11, 5.Mod5.AD12</p> <p>■</p>	
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Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

			<p>5.OA.A.1, 5.OA.A.2, MP6, 5.Mod4.AD1, 5.Mod4.AD2, 5.Mod4.AD4</p> <p>Lesson 30: Create and solve real-world problems for given numerical expressions involving decimals. 5.OA.A.1, 5.OA.A.2, MP2, 5.Mod4.AD1, 5.Mod4.AD2, 5.Mod4.AD3</p> <p>■</p>		
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Module 1 Ratios, Rates, and Percents	Module 2 Operations with Fractions and Multi-Digit Numbers	Module 3 Rational Numbers	Module 4 Expressions and One-Step Equations	Module 5 Area, Surface Area, and Volume	Module 6 Statistics
<p>Topic A: Ratios</p> <p>Lesson 1: Jars of Jelly Beans</p> <ul style="list-style-type: none"> Use multiplicative reasoning to estimate the solution to a real-world problem. <p>6.RP.A.3, MP3, 6.Mod1.AD3</p> <p>Lesson 2: Introduction to Ratios</p> <ul style="list-style-type: none"> Write ratios that relate two quantities as an ordered pair of numbers. Use ratio language to compare two quantities. <p>6.RP.A.1, MP2, 6.Mod1.AD1</p> <p>Lesson 3: Ratios and Tape Diagrams</p> <ul style="list-style-type: none"> Write multiple ratios to describe the same situation. Represent ratios with tape diagrams. <p>6.RP.A.1, 6.RP.A.3, MP6, 6.Mod1.AD1, 6.Mod1.AD3</p> <p>Lesson 4: Exploring Ratios by Making Batches</p> <ul style="list-style-type: none"> Create ratios by making batches of different quantities. Use tape diagrams to determine unknown quantities in ratios. 	<p>Topic A: Factors, Multiples, and Divisibility</p> <p>Lesson 1: Factors and Multiples</p> <ul style="list-style-type: none"> Use visual models to determine common factors and common multiples of pairs of numbers. <p>6.NS.B.4, MP8, 6.Mod2.AD12, 6.Mod2.AD13</p> <p>Lesson 2: Divisibility</p> <ul style="list-style-type: none"> Determine whether numbers are divisible by other numbers. <p>6.NS.B.4, MP3, 6.Mod2.AD12, 6.Mod2.AD13</p> <p>Lesson 3: The Greatest Common Factor</p> <ul style="list-style-type: none"> Determine the greatest common factor of two whole numbers less than or equal to 100. <p>6.NS.B.4, MP7, 6.Mod2.AD12</p> <p>Lesson 4: The Least Common Multiple</p> <ul style="list-style-type: none"> Find the least common multiple of two whole numbers less than or equal to 12. <p>6.NS.B.4, MP6, 6.Mod2.AD13</p>	<p>Topic A: Integers and Rational Numbers</p> <p>Lesson 1: Positive and Negative Numbers</p> <ul style="list-style-type: none"> Represent quantities in real-world situations by using positive and negative numbers. Plot positive numbers, negative numbers, and 0 on horizontal and vertical number lines. <p>6.NS.C.5, MP2, 6.Mod3.AD1</p> <p>Lesson 2: Integers</p> <ul style="list-style-type: none"> Plot integers and their opposites on horizontal and vertical number lines and identify 0 as its own opposite. Identify the opposite of the opposite of a number. <p>6.NS.C.6.a, MP7, 6.Mod3.AD2, 6.Mod3.AD3</p> <p>Lesson 3: Rational Numbers</p> <ul style="list-style-type: none"> Plot rational numbers on horizontal and vertical number lines. Identify the locations of rational numbers plotted on horizontal and vertical number lines. 	<p>Topic A: Numerical Expressions</p> <p>Lesson 1: Expressions with Addition and Subtraction</p> <ul style="list-style-type: none"> Evaluate expressions with addition and subtraction. <p>6.EE.A.1, MP6, 6.Mod4.AD3</p> <p>Lesson 2: Expressions with Multiplication and Division</p> <ul style="list-style-type: none"> Evaluate expressions with multiplication and division. <p>6.EE.A.1, MP7, 6.Mod4.AD3</p> <p>Lesson 3: Exploring Exponents</p> <ul style="list-style-type: none"> Write numerical expressions by using exponential notation. <p>6.EE.A.1, MP3, 6.Mod4.AD3</p> <p>Lesson 4: Evaluating Expressions with Exponents</p> <ul style="list-style-type: none"> Evaluate numerical expressions written in exponential notation. <p>6.EE.A.1, MP7, 6.Mod4.AD3</p>	<p>Topic A: Areas of Polygons</p> <p>Lesson 1: The Area of a Parallelogram</p> <ul style="list-style-type: none"> Compose parallelograms into rectangles to derive the formula for the area of a parallelogram. Compute the area of a parallelogram by using the formula $A = bh$. <p>6.EE.A.2.c, 6.G.A.1, MP8, 6.Mod4.AD6, 6.Mod5.AD1</p> <p>Lesson 2: The Area of a Right Triangle</p> <ul style="list-style-type: none"> Compose two identical right triangles into a rectangle to derive the formula for the area of a right triangle. Compute the area of a right triangle by using the formula $A = \frac{1}{2}bh$. <p>6.EE.B.7, 6.G.A.1, MP3, 6.Mod4.AD13, 6.Mod5.AD1, 6.Mod5.AD2</p> <p>Lesson 3: The Area of a Triangle</p> <ul style="list-style-type: none"> Compose two identical triangles into a parallelogram to derive the formula for the area of a triangle. Compute the area of any triangle by using the formula $A = \frac{1}{2}bh$. 	<p>Topic A: Understanding Distributions</p> <p>Lesson 1: Posing Statistical Questions</p> <ul style="list-style-type: none"> Identify and write statistical questions. Identify the types of data that can be collected to answer a statistical question. <p>6.SP.A.1, 6.SP.B.5.b, MP6, 6.Mod6.AD1, 6.Mod6.AD6</p> <p>Lesson 2: Describing a Data Distribution</p> <ul style="list-style-type: none"> Given a dot plot, describe the center, spread, and other characteristics of the data distribution. <p>6.SP.A.2, 6.SP.B.5.a, MP2, 6.Mod6.AD2, 6.Mod6.AD5</p> <p>Lesson 3: Creating a Dot Plot</p> <ul style="list-style-type: none"> Create a dot plot and describe a data distribution. <p>6.SP.A.2, 6.SP.B.4, MP1, 6.Mod6.AD2, 6.Mod6.AD4</p>

Module 1

6.RP.A.1, 6.RP.A.3, MP8,
6.Mod1.AD1, 6.Mod1.AD3

Lesson 5: Equivalent Ratios

- Find equivalent ratios by multiplying both numbers in a given ratio by the same nonzero number.
- Use equivalent ratios to find unknown quantities.

6.RP.A.1, 6.RP.A.3, MP2,
6.Mod1.AD1, 6.Mod1.AD3

Topic B: Collections of Equivalent Ratios

Lesson 6: Ratio Tables and Double Number Lines

- Represent equivalent ratios by using ratio tables and double number lines.
- Use representations of ratio relationships to solve problems.

6.RP.A.3, 6.RP.A.3.a, MP7,
6.Mod1.AD3, 6.Mod1.AD4

Lesson 7: Graphs of Ratio Relationships

- Plot points in the coordinate plane that each represent a ratio.
- Identify characteristics of graphs, tables, and double number lines representing ratio relationships.

6.RP.A.3.a, MP2, 6.Mod1.AD4

Lesson 8: Addition Patterns in Ratio Relationships

- Use addition patterns in tables and graphs of equivalent ratios to describe ratio relationships and find unknown quantities.

6.RP.A.1, 6.RP.A.3, 6.RP.A.3.a,
MP7, 6.Mod1.AD1, 6.Mod1.AD3,
6.Mod1.AD4

Module 2

Lesson 5: The Euclidean Algorithm (Optional)

- Find the greatest common factor of large numbers by using the Euclidean algorithm.
- Find the least common multiple of large numbers by using the greatest common factor.

6.NS.B.4, MP7, 6.Mod2.AD12,
6.Mod2.AD13

Topic B: Dividing Fractions

Lesson 6: Dividing a Whole Number by a Fraction

- Divide a whole number by a fraction by using tape diagrams and reasoning about division.

6.NS.A.1, MP2, 6.Mod2.AD4,
6.Mod2.AD5, 6.Mod2.AD6

Lesson 7: Dividing a Fraction by a Whole Number

- Divide a fraction by a whole number.
- Divide a mixed number by a whole number.

6.NS.A.1, MP1, 6.Mod2.AD4,
6.Mod2.AD5, 6.Mod2.AD6

Lesson 8: Dividing Fractions by Making Common Denominators

- Divide a fraction by a fraction by using a common denominator.
- Divide a mixed number by a fraction by using a common denominator.

6.NS.A.1, MP7, 6.Mod2.AD3,
6.Mod2.AD4, 6.Mod2.AD6

Topic C: Dividing Fractions Fluently

Lesson 9: Dividing Fractions by Using Tape Diagrams

Module 3

6.NS.C.6.a, 6.NS.C.6.c, MP3,
6.Mod3.AD3, 6.Mod3.AD6

Lesson 4: Rational Numbers in Real-World Situations

- Represent opposite quantities in real-world situations by using rational numbers.

6.NS.C.5, 6.NS.C.6.a, MP6,
6.Mod3.AD1, 6.Mod3.AD2

Topic B: Ordering and Magnitude

Lesson 5: Comparing Rational Numbers

- Write and interpret statements of comparison about rational numbers.
- Compare rational numbers in real-world situations.

6.NS.C.7, 6.NS.C.7.a, 6.NS.C.7.b,
MP3, 6.Mod3.AD8, 6.Mod3.AD9,
6.Mod3.AD10

Lesson 6: Ordering Rational Numbers

- Order rational numbers.
- Write, interpret, and explain statements of order for rational numbers in real-world situations.

6.NS.C.7, 6.NS.C.7.a, 6.NS.C.7.b,
MP1, 6.Mod3.AD8, 6.Mod3.AD9,
6.Mod3.AD10

Lesson 7: Absolute Value

- Determine the absolute values of rational numbers.

6.NS.C.7.c, MP8, 6.Mod3.AD11,
6.Mod3.AD12

Lesson 8: Absolute Value and Order

Module 4

Lesson 5: Exploring Order of Operations

- Identify the relationships between operations and apply those relationships when evaluating expressions.

6.EE.A.1, MP6, 6.Mod4.AD3

Lesson 6: Order of Operations

- Evaluate numerical expressions with exponents by using the conventional order of operations.

6.EE.A.1, MP1, 6.Mod4.AD3

Topic B: Expressions and Real-World Problems

Lesson 7: Algebraic Expressions with Addition and Subtraction

- Write algebraic expressions to represent descriptions involving addition and subtraction.
- Write descriptions of algebraic expressions involving addition and subtraction.

6.EE.A.2.a, 6.EE.A.2.b, MP8,
6.Mod4.AD4, 6.Mod4.AD5

Lesson 8: Algebraic Expressions with Addition, Subtraction, Multiplication, and Division

- Write algebraic expressions to represent descriptions involving addition, subtraction, multiplication, and division.
- Write descriptions of algebraic expressions involving addition, subtraction, multiplication, and division.

6.EE.A.2.a, 6.EE.A.2.b, 6.EE.A.2.c,
MP6, 6.Mod4.AD4, 6.Mod4.AD5,
6.Mod4.AD6

Module 5

6.EE.A.2.c, 6.G.A.1, MP7,
6.Mod4.AD6, 6.Mod5.AD1

Lesson 4: Areas of Triangles in Real-World Situations

- Use composition or decomposition to write equivalent expressions that represent the area of a triangle.

- Solve real-world and mathematical problems involving the areas of triangles.

6.EE.A.3, 6.G.A.1, MP2,
6.Mod4.AD7, 6.Mod5.AD1,
6.Mod5.AD2

Topic B: Problem Solving with Area

Lesson 5: Perimeter and Area in the Coordinate Plane

- Determine the perimeters of rectangles and polygons graphed in the coordinate plane.
- Determine the areas of parallelograms, rectangles, and polygons graphed in the coordinate plane.

6.NS.C.8, 6.G.A.1, 6.G.A.3, MP7,
6.Mod3.AD14, 6.Mod5.AD1,
6.Mod5.AD5

Lesson 6: Problem Solving with Area in the Coordinate Plane

- Determine the areas of triangles graphed in the coordinate plane.
- Determine the areas of polygons composed of triangles and parallelograms graphed in the coordinate plane.

6.EE.A.3, 6.G.A.1, 6.G.A.3, MP1,
6.Mod4.AD7, 6.Mod5.AD1,
6.Mod5.AD5

Module 6

Lesson 4: Creating a Histogram

- Use a frequency table to construct a frequency histogram for a data distribution.

6.SP.A.2, 6.SP.B.4, MP2,
6.Mod6.AD2, 6.Mod6.AD4

Lesson 5: Comparing Data Displays

- Identify the differences between bar graphs and histograms.
- Construct relative frequency histograms.

6.SP.B.4, 6.SP.B.5.b, MP5,
6.Mod6.AD4, 6.Mod6.AD6

Lesson 6: Selecting a Data Display

- Display data by using a dot plot or a histogram and describe the data distribution.

6.SP.A.1, 6.SP.B.4, MP5,
6.Mod6.AD1, 6.Mod6.AD4

Topic B: Mean and Mean Absolute Deviation

Lesson 7: Using the Mean to Describe the Center

- Describe the center of a data distribution by using an equal share value called the mean.
- Connect the concept of equal shares with the mathematical formula for finding the mean.

6.SP.A.3, 6.SP.B.5.c, MP2,
6.Mod6.AD3, 6.Mod6.AD7

Lesson 8: The Mean as a Balance Point

- Describe the center of a distribution by using the mean and interpret the mean as a balance point.

6.SP.A.3, 6.SP.B.5.c, MP2,
6.Mod6.AD3, 6.Mod6.AD7

Module 1

Lesson 9: Multiplication Patterns in Ratio Relationships

- Use graphs and tables to explore multiplication patterns in ratio relationships.
 - Use multiplication to complete ratio tables.
- 6.RP.A.3, 6.RP.A.3.a, MP7, 6.Mod1.AD3, 6.Mod1.AD4**

Lesson 10: Multiplicative Reasoning in Ratio Relationships

- Write and use equivalent ratios when one of the numbers in the ratio is 1.
- 6.RP.A.1, 6.RP.A.3, 6.RP.A.3.a, MP8, 6.Mod1.AD1, 6.Mod1.AD3, 6.Mod1.AD4**

Lesson 11: Applications of Ratio Reasoning

- Solve multi-step ratio problems by reasoning about equivalent ratios.
- 6.RP.A.1, 6.RP.A.3, 6.RP.A.3.a, MP1, 6.Mod1.AD1, 6.Mod1.AD3, 6.Mod1.AD4**

Topic C: Comparing Ratio Relationships

Lesson 12: Multiple Ratio Relationships

- Compare ratio relationships by using graphs, tables, and double number lines.
- 6.RP.A.3.a, MP5, 6.Mod1.AD4, 6.Mod1.AD5**

Lesson 13: Comparing Ratio Relationships, Part 1

- Compare ratio relationships by using ratio tables.
- 6.RP.A.3.a, MP7, 6.Mod1.AD5**

Module 2

- Use a tape diagram to divide a fraction by a fraction.
 - Relate division of a fraction by a fraction to an unknown factor problem.
- 6.NS.A.1, MP8, 6.Mod2.AD4, 6.Mod2.AD5, 6.Mod2.AD6**

Lesson 10: Dividing Fractions by Using the Invert and Multiply Strategy

- Use the invert and multiply strategy to divide a fraction by a fraction.
- 6.NS.A.1, MP7, 6.Mod2.AD4, 6.Mod2.AD6**

Lesson 11: Applications of Fraction Division

- Solve real-world problems by dividing fractions and mixed numbers.
- 6.NS.A.1, MP1, 6.Mod2.AD5**

Lesson 12: Fraction Operations in a Real-World Situation

- Add, subtract, multiply, and divide fractions and mixed numbers to solve real-world problems.
- 6.NS.A.1, MP2, 6.Mod2.AD5**

Topic D: Decimal Addition, Subtraction, and Multiplication

Lesson 13: Decimal Addition and Subtraction

- Add and subtract decimals by using the standard algorithms for each operation.
- 6.NS, 6.NS.B.3, MP5, 6.Mod2.AD2, 6.Mod2.AD9**

Lesson 14: Patterns in Multiplying Decimals

Module 3

- Explain the relationship between the order of rational numbers and the order of their absolute values.
 - Order and compare the absolute values of rational numbers and the magnitudes of real-world quantities.
- 6.NS.C.7, 6.NS.C.7.d, MP2, 6.Mod3.AD8, 6.Mod3.AD13**

Lesson 9: Interpreting Order and Distance in Real-World Situations

- Distinguish between comparisons of absolute value and statements of order in real-world situations.
 - Determine and interpret distance between rational numbers.
- 6.NS.C.7.d, MP1, 6.Mod3.AD13**

Topic C: The Coordinate Plane

Lesson 10: The Four Quadrants of the Coordinate Plane

- Use ordered pairs to identify the locations of points in the coordinate plane.
 - Relate the signs of x - and y -coordinates to each of the four quadrants of the coordinate plane.
- 6.NS.C.6.b, MP7, 6.Mod3.AD4**

Lesson 11: Plotting Points in the Coordinate Plane

- Use ordered pairs to plot points in the coordinate plane.
- 6.NS.C.6.b, 6.NS.C.6.c, MP6, 6.Mod3.AD4, 6.Mod3.AD7**

Lesson 12: Reflections in the Coordinate Plane

- Graph points and their reflections in the coordinate plane.

Module 4

Lesson 9: Addition and Subtraction Expressions from Real-World Situations

- Define variables precisely.
 - Write algebraic expressions involving addition and subtraction to represent real-world situations.
- 6.EE.A.2.a, 6.EE.A.2.b, 6.EE.B.6, MP6, 6.Mod4.AD4, 6.Mod4.AD5, 6.Mod4.AD11**

Lesson 10: Multiplication and Division Expressions from Real-World Situations

- Write and interpret algebraic expressions involving multiplication and division that represent real-world situations.
- 6.EE.B.6, MP2, 6.Mod4.AD11**

Lesson 11: Modeling Real-World Situations with Expressions

- Write algebraic expressions with two terms to represent real-world situations
 - involving addition and multiplication.
- 6.EE.A.2.b, 6.EE.A.2.c, 6.EE.B.6, MP2, 6.Mod4.AD5, 6.Mod4.AD6, 6.Mod4.AD11**

Topic C: Equivalent Expressions Using the Properties of Operations

Lesson 12: Applying Properties to Multiplication and Division Expressions

- Write and identify equivalent algebraic expressions involving multiplication and division by using the properties of operations.
- Write algebraic expressions that represent real-world situations.

Module 5

Lesson 7: Areas of Trapezoids and Other Polygons

- Calculate the areas of trapezoids and other polygons by using composition and decomposition.
 - Use composition or decomposition to write equivalent expressions for the areas of polygons.
- 6.EE.A.3, 6.EE.A.4, 6.G.A.1, MP3, 6.Mod4.AD7, 6.Mod4.AD8, 6.Mod5.AD1**

Lesson 8: Areas of Composite Figures in Real-World Situations

- Determine the areas of real-world composite figures.
 - Solve problems in real-world situations involving rates and areas.
- 6.RP.A.3.b, 6.G.A.1, MP4, 6.Mod1.AD6, 6.Mod5.AD1, 6.Mod5.AD2**

Topic C: Nets and Surface Area

Lesson 9: Properties of Solids

- Identify the shapes of the faces of right prisms and pyramids.
 - Name parallel and perpendicular edges and faces of solids.
- 6.G.A.4, MP6, 6.Mod5.AD6**

Lesson 10: Discovering Nets of Solids

- Represent solids by using nets composed of triangles and rectangles.
- 6.G.A.4, MP6, 6.Mod5.AD6**

Lesson 11: Constructing Nets of Solids

- Draw and label nets for three-dimensional objects.
- Determine the surface area of a solid by using its net.

Module 6

Lesson 9: Variability in a Data Distribution

- Describe a data distribution by using the mean and variability.
- 6.SP.A.2, 6.SP.A.3, MP2, 6.Mod6.AD2, 6.Mod6.AD3**

Lesson 10: The Mean Absolute Deviation

- Calculate and interpret the mean absolute deviation for a data distribution.
- 6.SP.A.3, 6.SP.B.5.c, MP8, 6.Mod6.AD3, 6.Mod6.AD7**

Lesson 11: Using the Mean and Mean Absolute Deviation

- Use the mean and mean absolute deviation to describe a data distribution.
- 6.SP.A.3, 6.SP.B.5.c, MP6, 6.Mod6.AD3, 6.Mod6.AD7**

Topic C: Median, Interquartile Range, and Box Plots

Lesson 12: Using the Median to Describe the Center

- Calculate and interpret the median of a data distribution.
- 6.SP.A.3, 6.SP.B.5.c, MP6, 6.Mod6.AD3, 6.Mod6.AD7**

Lesson 13: Using the Interquartile Range to Describe Variability

- Calculate quartiles of a data distribution and describe the variability by using the interquartile range.
- 6.SP.A.3, 6.SP.B.5.c, MP6, 6.Mod6.AD3, 6.Mod6.AD7**

Module 1

Lesson 14: Comparing Ratio Relationships, Part 2

- Compare ratio relationships by creating equivalent ratios.

6.RP.A.3.a, MP3, 6.Mod1.AD5

Lesson 15: The Value of the Ratio

- Compare ratio relationships by using the value of the ratio.

6.RP.A.2, 6.RP.A.3.a, MP6, 6.Mod1.AD2, 6.Mod1.AD5

Topic D: Rates

Lesson 16: Speed

- Find distance and time corresponding to a given speed.
- Identify real-world examples of rates and interpret their meanings in context.

6.RP.A.2, 6.RP.A.3.a, 6.RP.A.3.b, MP2, 6.Mod1.AD2, 6.Mod1.AD4, 6.Mod1.AD6

Lesson 17: Rates

- Identify rates and unit rates.
- Calculate one quantity when given another quantity and a constant rate.

6.RP.A.2, 6.RP.A.3.b, MP2, 6.Mod1.AD2, 6.Mod1.AD6

Lesson 18: Comparing Rates

- Compare rates with like units of measurement by using unit rate.

6.RP.A.2, 6.RP.A.3.a, 6.RP.A.3.b, MP2, 6.Mod1.AD2, 6.Mod1.AD5, 6.Mod1.AD6

Lesson 19: Using Rates to Convert Units

- Convert units of measurement by applying rate reasoning.

Module 2

- Recognize and apply patterns in factors when multiplying whole numbers and decimals.

6.NS.B.3, MP8, 6.Mod2.AD10

Lesson 15: Decimal Multiplication

- Multiply decimals by using the standard algorithm.

6.NS, 6.NS.B.3, MP6, 6.Mod2.AD2, 6.Mod2.AD10

Lesson 16: Applications of Decimal Operations

- Create a model of a building and use decimal operations to calculate cost, revenue, and profit or loss.

6.NS, MP4, 6.Mod2.AD2

Topic E: Division of Multi-Digit Numbers

Lesson 17: Partial Quotients

- Divide multi-digit whole numbers by using the partial quotients method, and express quotients as mixed numbers.

6.NS.B, 6.NS.B.2 MP8, 6.Mod2.AD7, 6.Mod2.AD8

Lesson 18: The Standard Division Algorithm

- Divide multi-digit whole numbers by using the standard algorithm.

6.NS.B.2, MP7, 6.Mod2.AD8

Lesson 19: Expressing Quotients as Decimals

- Divide multi-digit whole numbers by using the standard algorithm, and express quotients as decimals.

6.NS.B.2, MP6, 6.Mod2.AD8

Lesson 20: Real-World Division Problems

Module 3

- Recognize that when two ordered pairs differ only by the sign of one or both coordinates, the locations of the points are related by reflections across one or both axes.

6.NS.C.6.b, 6.NS.C.6.c, MP8, 6.Mod3.AD4, 6.Mod3.AD5, 6.Mod3.AD7

Lesson 13: Constructing the Coordinate Plane

- Draw and label a coordinate plane, choosing a reasonable scale for a given set of points. Plot points and describe how a graph changes when the scale changes.

6.NS.C.6.b, 6.NS.C.6.c, MP5, 6.Mod3.AD4, 6.Mod3.AD7

Lesson 14: Modeling with the Coordinate Plane

- Create time graphs in the coordinate plane.
- Solve real-world problems by using time graphs.

6.NS.C.8, MP4, 6.Mod3.AD14

Topic D: Solving Problems in the Coordinate Plane

Lesson 15: Distance in the Coordinate Plane

- Find the lengths of horizontal and vertical line segments with rational number coordinates as endpoints in the coordinate plane by counting the number of units between endpoints and by using absolute value.

6.NS.C.6.c, 6.NS.C.8, MP8, 6.Mod3.AD7, 6.Mod3.AD14

Lesson 16: Figures in the Coordinate Plane

Module 4

6.EE.A.2.c, 6.EE.A.3, 6.EE.A.4, MP3, 6.Mod4.AD6, 6.Mod4.AD7, 6.Mod4.AD8

Lesson 13: The Distributive Property

- Use the distributive property to write the product of two factors as a sum or difference.

6.NS.B.4, 6.EE.A.3, 6.EE.A.4, MP7, 6.Mod4.AD2, 6.Mod4.AD7, 6.Mod4.AD8

Lesson 14: Using the Distributive Property to Factor Expressions

- Use the distributive property to write a sum or difference as the product of two factors.

6.NS.B.4, 6.EE.A.3, 6.EE.A.4, MP7, 6.Mod4.AD2, 6.Mod4.AD7, 6.Mod4.AD8

Lesson 15: Combining Like Terms by Using the Distributive Property

- Add and subtract like terms by using the distributive property.
- Write an algebraic expression that represents a geometric situation.

6.EE.A.3, 6.EE.A.4, MP7, 6.Mod4.AD7, 6.Mod4.AD8

Lesson 16: Equivalent Algebraic Expressions

- Write equivalent expressions by using the properties of operations and combining like terms.
- Write algebraic expressions that represent real-world situations.

6.EE.A.3, 6.EE.A.4, 6.EE.B.6, MP2, 6.Mod4.AD7, 6.Mod4.AD8, 6.Mod4.AD11

Module 5

6.G.A.4, MP7, 6.Mod5.AD6, 6.Mod5.AD7

Lesson 12: From Nets to Surface Area

- Determine the surface area of a solid.
- Develop the surface area formula for right rectangular prisms and use it to calculate surface area.

6.EE.A.2.c, 6.EE.A.4, 6.G.A.4, MP8, 6.Mod4.AD6, 6.Mod4.AD8, 6.Mod5.AD6

Lesson 13: Surface Area in Real-World Situations

- Solve real-world problems involving rates and surface area of right prisms and pyramids.

6.RP.A.3.b, 6.EE.A.2.c, 6.G.A.4, MP1, 6.Mod1.AD6, 6.Mod4.AD6, 6.Mod5.AD7

Lesson 14: Designing a Box

- Design different boxes for a product and calculate each box's surface area.

6.EE.A.2.c, 6.G.A.4, MP4, 6.Mod4.AD6, 6.Mod5.AD7

Topic D: Volumes of Right Rectangular Prisms

Lesson 15: Exploring Volume

- Find the volumes of right rectangular prisms that have fractional edge lengths by packing with cubes that have fractional edge lengths.

6.G.A.2, MP7, 6.Mod5.AD3

Lesson 16: Applying Volume Formulas

- Solve real-world and mathematical problems by applying the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths.

Module 6

Lesson 14: Using a Box Plot to Summarize a Distribution

- Describe a data distribution by using the five-number summary and the interquartile range.
- Construct and interpret a box plot from a five-number summary.

6.SP.A.2, 6.SP.B.4, MP7, 6.Mod6.AD2, 6.Mod6.AD4

Lesson 15: More Practice with Box Plots

- Construct and use box plots to analyze data distributions.

6.SP.A.3, 6.SP.B.4, MP7, 6.Mod6.AD3, 6.Mod6.AD4

Lesson 16: Interpreting Box Plots

- Summarize a data distribution by using a box plot, the median, and the interquartile range.
- Use box plots to compare two data distributions.

6.SP.A.3, 6.SP.B.4, MP7, 6.Mod6.AD3, 6.Mod6.AD4

Topic D: Answering Statistical Questions by Analyzing Data

Lesson 17: Developing a Statistical Project

- Develop a statistical question to guide data collection.
- Develop a plan to collect a data set to answer a proposed statistical question.

6.SP.A.1, 6.SP.B.5.b, MP4, 6.Mod6.AD1, 6.Mod6.AD6

Lesson 18: Connecting Graphical Representations and Summary Measures

Module 1

6.RP.A.2, 6.RP.A.3.b, 6.RP.A.3.d, MP6, 6.Mod1.AD2, 6.Mod1.AD6, 6.Mod1.AD9

Lesson 20: Solving Rate Problems

- Apply rate reasoning to solve real-world ratio problems involving speed, unit pricing, and unit conversions.
- Find an unknown quantity when given a rate and a known quantity.

6.RP.A.2, 6.RP.A.3.b, 6.RP.A.3.d, MP1, 6.Mod1.AD2, 6.Mod1.AD6, 6.Mod1.AD9

Topic E: Percents

Lesson 21: Solving Multi-Step Rate Problems

- Solve problems involving multiple constant rates.

6.RP.A.3.b, 6.RP.A.3.d, MP4, 6.Mod1.AD6, 6.Mod1.AD9

Lesson 22: Introduction to Percents

- Relate percents to a part-to-whole relationship where the whole is 100.
- Model percents and write percents in fraction and decimal forms.

6.RP.A.3.c, MP8, 6.Mod1.AD7

Lesson 23: Finding the Percent

- Calculate a percent when given a part and the whole.
- Discover that if multiple parts make a whole, then the percent representing each of the parts should total 100%.

6.RP.A.3.c, MP8, 6.Mod1.AD7, 6.Mod1.AD8

Lesson 24: Finding a Part

- Calculate a part when given the whole and a percent.

6.RP.A.3.c, MP3, 6.Mod1.AD8

Module 2

- Create and solve real-world division problems.
- 6.NS, MP2, 6.Mod2.AD1**

Topic F: Decimal Division

Lesson 21: Dividing a Decimal by a Whole Number

- Divide a decimal by a multi-digit whole number by using the standard division algorithm.

6.NS.B.3, MP6, 6.Mod2.AD11

Lesson 22: Dividing a Decimal by a Decimal Greater Than 1

- Divide a decimal by a decimal greater than 1 by using the standard algorithm.

6.NS.B.3, MP3, 6.Mod2.AD11

Lesson 23: Dividing a Decimal by a Decimal Less Than 1

- Divide a decimal by a decimal less than 1 by using the standard algorithm.
- Solve real-world problems by dividing a decimal by a decimal.

6.NS.B.3, MP1, 6.Mod2.AD11

Lesson 24: Living on Mars

- Solve real-world problems by performing operations with decimals.

6.NS.B.3, MP1, 6.Mod2.AD2, 6.Mod2.AD11

Module 3

- Graph geometric figures in all four quadrants of the coordinate plane.
- Use distance and symmetry to solve geometric problems in the coordinate plane.

6.NS.C.6.c, 6.NS.C.8, MP7, 6.Mod3.AD7, 6.Mod3.AD14

Lesson 17: Problem Solving with the Coordinate Plane

- Solve geometric and real-world problems by using the coordinate plane.

6.NS.C.6.c, 6.NS.C.8, MP1, 6.Mod3.AD7, 6.Mod3.AD14

Module 4

Topic D: Equations and Inequalities

Lesson 17: Equations and Solutions

- Determine whether a number sentence is true.
- Determine whether a number is a solution to an equation by using substitution.

6.EE.A.2.c, 6.EE.B.5, 6.EE.B.7, MP2, 6.Mod4.AD6, 6.Mod4.AD9, 6.Mod4.AD13

Lesson 18: Inequalities and Solutions

- Represent solutions to inequalities on number lines.
- Identify whether a number is a solution to an inequality by using substitution.

6.EE.B.5, 6.EE.B.8, MP2, 6.Mod4.AD10, 6.Mod4.AD14, 6.Mod4.AD15

Lesson 19: Solving Equations with Addition and Subtraction

- Solve addition and subtraction equations by using tape diagrams and algebraic reasoning.

6.EE.B.5, 6.EE.B.7, MP7, 6.Mod4.AD9, 6.Mod4.AD12

Lesson 20: Solving Equations with Multiplication and Division

- Solve multiplication and division equations by using tape diagrams and algebraic reasoning.

6.EE.B.5, 6.EE.B.7, MP6, 6.Mod4.AD9, 6.Mod4.AD12

Lesson 21: Solving Problems with Equations

- Solve problems by writing and solving equations.

Module 5

6.EE.A.2.c, 6.G.A.2, MP3, 6.Mod4.AD6, 6.Mod5.AD3, 6.Mod5.AD4

Lesson 17: Problem Solving with Volume

- Solve real-world and mathematical problems by applying ratio reasoning to find volumes of right rectangular prisms.

6.EE.A.4, 6.G.A.2, MP8, 6.Mod4.AD8, 6.Mod5.AD4

Lesson 18: Volumes of Composite Solids

- Determine the volumes of solids composed of right rectangular prisms.

6.G.A.2, MP5, 6.Mod5.AD4

Lesson 19: Volume and Surface Area in Real-World Situations

- Solve real-world problems that involve surface area and volume.

6.G.A.2, 6.G.A.4, MP2, 6.Mod5.AD4, 6.Mod5.AD7

Module 6

- Find exact and approximate features of data distributions from data displays.
- Compare the effectiveness of data displays at communicating different features of data distributions.

6.SP.A.2, 6.SP.B.5.c, MP3, 6.Mod6.AD2, 6.Mod6.AD7

Lesson 19: Comparing Data Distributions

- Compare data distributions by using relative frequency histograms and box plots.

6.SP.A.3, 6.SP.B.4, MP7, 6.Mod6.AD3, 6.Mod6.AD4

Lesson 20: Choosing a Measure of Center

- Choose a measure of center for a data distribution.
- Justify the choice of a measure of center based on the shape of the distribution and the context.

6.SP.B.5.d, MD7, 6.Mod6.AD8

Lesson 21: Comparing Measures of Variability

- Recognize measurement variability and its causes.
- Assess variability visually and by using the range, mean absolute deviation, and interquartile range.

6.SP.B.5.b, 6.SP.B.5.c, MP6, 6.Mod6.AD6, 6.Mod6.AD7

Lesson 22: Presenting Statistical Projects

- Present statistical projects that use the investigative process and critique the work of others by using the tools learned in this module.

6.SP.A.3, 6.SP.B.4, MP4, 6.Mod6.AD3, 6.Mod6.AD4

Module 1

Module 2

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Module 6

Lesson 25: Finding the Whole
• Calculate the whole when given a part and a percent.

6.RP.A.3.c, MP1, 6.Mod1.AD8

Lesson 26: Solving Percent Problems

• Solve multi-step percent problems.

6.RP.A.3.c, MP1, 6.Mod1.AD7, 6.Mod1.AD8



6.EE.B.7, MP1, 6.Mod4.AD12, 6.Mod4.AD13

Topic E: Relating Variables by Using Tables, Graphs, and Equations

Lesson 22: Relationship Between Two Variables

- Represent a ratio relationship with a table and two-variable equation.
- Identify the independent and dependent variables in a real-world or mathematical situation.

6.RP.A.3, 6.EE.C.9, MP3, 6.Mod4.AD1, 6.Mod4.AD16, 6.Mod4.AD17

Lesson 23: Graphs of Ratio Relationships

- Analyze the relationship between the independent and dependent variables in the graph of a ratio relationship.
- Represent a ratio relationship with a table, graph, and two-variable equation.

6.RP.A.3, 6.EE.C.9, MP5, 6.Mod4.AD1, 6.Mod4.AD16, 6.Mod4.AD17

Lesson 24: Graphs of Non-Ratio Relationships

- Represent a real-world situation with a table, graph, and two-variable equation.
- Analyze the relationship between the variables in a real-world situation.

6.EE.C.9, MP2, 6.Mod4.AD16, 6.Mod4.AD17

Lesson 25: The Statue of Liberty

- Use tables, graphs, and equations to estimate the solution to a real-world problem.

6.EE.C.9, MP4, 6.Mod1.AD16

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

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Module 1 Ratios and Proportional Relationships	Module 2 Operations with Rational Numbers	Module 3 Expressions, Equations, and Inequalities	Module 4 Geometry	Module 5 Percent and Applications of Percent	Module 6 Probability and Populations
<p>Topic A: Understanding Proportional Relationships</p> <p>Lesson 1: An Experiment with Ratios and Rates</p> <ul style="list-style-type: none"> Compare different relationships in situations by using ratio and rate reasoning. <p>7.RP.A.1, 7.RP.A.2.a, MP8, 7.Mod1.AD1, 7.Mod1.AD2</p> <p>Lesson 2: Exploring Tables of Proportional Relationships</p> <ul style="list-style-type: none"> Identify proportional relationships represented in tables by calculating constant unit rates. <p>7.RP.A.1, 7.RP.A.2.a, 7.RP.A.2.c, MP2, 7.Mod1.AD1, 7.Mod1.AD2, 7.Mod1.AD4</p> <p>Lesson 3: Identifying Proportional Relationships in Tables</p> <ul style="list-style-type: none"> Analyze tables to identify proportional relationships. Determine the unit rate associated with a ratio of fractions by evaluating a complex fraction. 	<p>Topic A: Adding Rational Numbers</p> <p>Lesson 1: Combining Opposites</p> <ul style="list-style-type: none"> Represent positive and negative numbers on a number line. Recognize that opposite integers sum to zero. <p>7.NS.A.1.a, 7.NS.A.1.b, MP8, 7.Mod2.AD2, 7.Mod2.AD4</p> <p>Lesson 2: Adding Integers</p> <ul style="list-style-type: none"> Write addition expressions involving integers. Add integers by using a model. <p>7.NS.A.1.b, MP8, 7.Mod2.AD3</p> <p>Lesson 3: Adding Integers Efficiently</p> <ul style="list-style-type: none"> Describe a number and its opposite as additive inverses because they sum to zero. Evaluate addition expressions with two or more addends. <p>7.NS.A.1.b, MP8, 7.Mod2.AD3, 7.Mod2.AD4, 7.Mod2.AD5</p> <p>Lesson 4: KAKOOMA®</p>	<p>Topic A: Equivalent Expressions</p> <p>Lesson 1: Equivalent Expressions</p> <ul style="list-style-type: none"> Generate equivalent expressions by using properties of operations. <p>7.EE.A.1, MP3, 7.Mod3.AD1</p> <p>Lesson 2: The Distributive Property and the Tabular Model</p> <ul style="list-style-type: none"> Generate equivalent expressions containing rational numbers by using the tabular model to represent the distributive property. <p>7.EE.A.1, 7.EE.A.2, MP3, 7.Mod3.AD1, 7.Mod3.AD2</p> <p>Lesson 3: The Distributive Property and Combining Like Terms</p> <ul style="list-style-type: none"> Generate equivalent expressions by applying the distributive property to combine like terms. <p>7.EE.A.1, MP6, 7.Mod3.AD1</p> <p>Lesson 4: Adding and Subtracting Expressions</p>	<p>Topic A: Constructing Geometric Figures</p> <p>Lesson 1: Sketching, Drawing, and Constructing Geometric Figures</p> <ul style="list-style-type: none"> Construct geometric figures with given conditions. Construct geometric figures by using technology. <p>7.G.A.2, MP5, 7.Mod4.AD1</p> <p>Lesson 2: Constructing Parallelograms and Other Quadrilaterals</p> <ul style="list-style-type: none"> Construct parallelograms and other quadrilaterals, given conditions. <p>7.G.A.2, MP6, 7.Mod4.AD1</p> <p>Lesson 3: Side Lengths of a Triangle</p> <ul style="list-style-type: none"> Determine whether a triangle with three given side lengths exists. Determine the relationship between the sum of two side lengths of a triangle and its third side length. <p>7.G.A.2, MP2, 7.Mod4.AD1, 7.Mod4.AD2</p>	<p>Topic A: Proportion and Percent</p> <p>Lesson 1: Proportionality and Scale Factor</p> <ul style="list-style-type: none"> Identify the scale factor of cross sections. <p>7.G.A.1, 7.RP.A.2.c, MP8, 7.Mod5.AD2, 7.Mod5.AD7</p> <p>Lesson 2: Racing of Percents</p> <ul style="list-style-type: none"> Identify proportional relationships and write the constant of proportionality as a percent. Identify percent as a rate per 100. <p>7.RP, 7.RP.A.3, MP7, 7.Mod5.AD1, 7.Mod5.AD3</p> <p>Lesson 3: Percent as a Rate per 100</p> <ul style="list-style-type: none"> Interpret percent as a rate per 100 when solving percent problems. <p>7.RP.A.3, MP5, 7.Mod5.AD3</p> <p>Lesson 4: Proportion and Percent</p> <ul style="list-style-type: none"> Solve percent problems by using equations in the forms $y = kx$ and $\frac{a}{b} = \frac{c}{d}$. <p>7.RP.A.2.c, 7.RP.A.3, MP3, 7.Mod5.AD2, 7.Mod5.AD3</p>	<p>Topic A: Calculating and Interpreting Probabilities</p> <p>Lesson 1: What Is Probability?</p> <ul style="list-style-type: none"> Find a number between 0 and 1 that represents the likelihood that an event will occur. <p>7.SP.C.5, MP2, 7.Mod6.AD5</p> <p>Lesson 2: Empirical Probability</p> <ul style="list-style-type: none"> Calculate empirical probabilities by collecting data from a chance experiment. <p>7.SP.C.6, MP6, 7.Mod6.AD6</p> <p>Lesson 3: Outcomes of Chance Experiments</p> <ul style="list-style-type: none"> Determine the sample space for chance experiments. Given a description of a chance experiment and an event, determine for which outcomes in the sample space the event will occur. <p>7.SP.C.6, MP2, 7.Mod6.AD6</p> <p>Lesson 4: Theoretical Probability</p> <ul style="list-style-type: none"> Calculate theoretical probabilities of events for chance experiments that have equally likely outcomes. <p>7.SP.C.7.a, MP6, 7.Mod6.AD8</p>

<p>7.RP.A.1, 7.RP.A.2.a, 7.RP.A.2.c, MP8, 7.Mod1.AD1, 7.Mod1.AD2, 7.Mod1.AD4</p> <p>Lesson 4: Exploring Graphs of Proportional Relationships</p> <ul style="list-style-type: none"> Identify proportional relationships represented as graphs. Interpret and makes sense of the point $(0, 0)$ in context. <p>7.RP.A.2.a, 7.RP.A.2.b, 7.RP.A.2.d, MP8, 7.Mod1.AD2, 7.Mod1.AD3, 7.Mod1.AD5</p> <p>Lesson 5: Analyzing Graphs of Proportional Relationships</p> <ul style="list-style-type: none"> Analyze graphs or sets of ratios to determine whether they represent proportional relationships. Identify the point on a graph that best shows the constant of proportionality k and explain the meaning of the point in context. <p>7.RP.A.2.a, 7.RP.A.2.b, 7.RP.A.2.d, MP2, 7.Mod1.AD2, 7.Mod1.AD3, 7.Mod1.AD5</p> <p>Lesson 6: Identifying Proportional Relationships in Written Descriptions</p> <ul style="list-style-type: none"> Determine whether a written description represents a proportional relationship. <p>7.RP.A.2.a, 7.RP.A.2.b, MP2, 7.Mod1.AD2, 7.Mod1.AD3</p> <hr/> <p>Topic B: Working with Proportional Relationships</p> <p>Lesson 7: Handstand Sprint</p>	<ul style="list-style-type: none"> Add integers to solve and create puzzles. <p>7.NS.A.1.d, MP1, 7.Mod2.AD8</p> <p>Lesson 5: Decomposing Rational Numbers to Make Addition More Efficient</p> <ul style="list-style-type: none"> Add rational numbers by decomposing them. <p>7.NS.A.1.b, 7.NS.A.1.d, MP3, 7.Mod2.AD3, 7.Mod2.AD8</p> <p>Lesson 6: Adding Rational Numbers</p> <ul style="list-style-type: none"> Fluently add rational numbers. <p>7.NS.A.1.b, 7.NS.A.1.d, MP5, 7.Mod2.AD3, 7.Mod2.AD8</p> <hr/> <p>Topic B: Subtracting Rational Numbers</p> <p>Lesson 7: What Subtraction Means</p> <ul style="list-style-type: none"> Show that the distance between two integers on the number line is the absolute value of their difference. Evaluate integer subtraction expressions by finding the unknown addends. <p>7.NS.A.1.c, MP7, 7.Mod2.AD7</p> <p>Lesson 8: Subtracting Integers, Part 1</p> <ul style="list-style-type: none"> Use expressions, number lines, and patterns to model contextual problems involving subtraction. Write subtraction expressions as equivalent addition expressions. <p>7.NS.A.1.b, 7.NS.A.1.c, MP2, 7.Mod2.AD5, 7.Mod2.AD6</p> <p>Lesson 9: Subtracting Integers, Part 2</p> <ul style="list-style-type: none"> Express subtraction of a number as addition of its opposite. 	<ul style="list-style-type: none"> Generate equivalent expressions by using properties of operations to add and subtract expressions. <p>7.EE.A.1, 7.EE.A.2, MP7, 7.Mod3.AD1, 7.Mod3.AD2</p> <p>Lesson 5: Factoring Expressions</p> <ul style="list-style-type: none"> Generate equivalent expressions by using the distributive property to factor. <p>7.EE.A.1, 7.EE.A.2, MP2, 7.Mod3.AD1, 7.Mod3.AD2</p> <p>Lesson 6: Comparing Expressions</p> <ul style="list-style-type: none"> Use properties of operations to determine whether expressions are equivalent. <p>7.EE.A.1, 7.EE.A.2, MP7, 7.Mod3.AD1, 7.Mod3.AD2</p> <hr/> <p>Topic B: Unknown Angle Measurements</p> <p>Lesson 7: Angle Relationships and Unknown Angle Measures</p> <ul style="list-style-type: none"> Identify and describe angle relationships given in diagrams. Write and solve equations that use angle relationships to find unknown angle measures. <p>7.G.B.5, 7.EE.B.4.a, MP5, 7.Mod3.AD8, 7.Mod3.AD12</p> <p>Lesson 8: Strategies to Determine Unknown Angle Measures</p> <ul style="list-style-type: none"> Identify and describe angle relationships given in diagrams. Write and solve two-step equations that use angle relationships to find unknown angle measures. <p>7.G.B.5, 7.EE.B.4.a, MP6, 7.Mod3.AD8, 7.Mod3.AD12</p>	<p>Lesson 4: Angles of a Triangle</p> <ul style="list-style-type: none"> Determine whether a triangle can be formed with two given angle measures. <p>7.G.A.2, MP3, 7.Mod4.AD1 7.Mod4.AD2</p> <p>Lesson 5: Constructing Quadrilaterals and Triangles</p> <ul style="list-style-type: none"> Construct quadrilaterals given four side lengths and determine whether a unique quadrilateral is formed. Construct triangles given three side lengths and determine whether a unique triangle is formed. <p>7.G.A.2, MP8, 7.Mod4.AD1, 7.Mod4.AD2</p> <hr/> <p>Topic B: Constructing Triangles</p> <p>Lesson 6: Unique Triangles</p> <ul style="list-style-type: none"> Determine that at least three conditions are needed to guarantee a unique triangle. Determine that three angle measures alone do not guarantee a unique triangle. <p>7.G.A.2, MP3, 7.Mod4.AD1, 7.Mod4.AD2</p> <p>Lesson 7: Two Angles and One Side</p> <ul style="list-style-type: none"> Determine whether two angle measures and an included side length guarantee a unique triangle. Determine whether two angle measures and a non-included side length guarantee a unique triangle. <p>7.G.A.2, MP3, 7.Mod4.AD1, 7.Mod4.AD2</p>	<p>Lesson 5: Common Denominators or Common Numerators</p> <ul style="list-style-type: none"> Solve percent problems by using strategies that involve finding common denominators or common numerators to solve proportions. <p>7.RP.A.2.c, 7.RP.A.3, MP5, 7.Mod5.AD2, 7.Mod5.AD3</p> <hr/> <p>Topic B: Part of 100</p> <p>Lesson 6: Finding Commission</p> <ul style="list-style-type: none"> Apply percents in the real-world context of commission. <p>7.RP.A.3, MP1, 7.Mod5.AD3, 7.Mod5.AD4</p> <p>Lesson 7: Finding Discounts</p> <ul style="list-style-type: none"> Apply percents in the real-world context of discounts. <p>7.RP, 7.RP.A.3, MP1, 7.Mod5.AD1, 7.Mod5.AD3, 7.Mod5.AD4</p> <p>Lesson 8: Determining Fees</p> <ul style="list-style-type: none"> Apply percents in the real-world context of fees. <p>7.RP.A.3, MP3, 7.Mod5.AD3, 7.Mod5.AD4</p> <p>Lesson 9: Tax as a Fee</p> <ul style="list-style-type: none"> Apply percents in the real-world context of taxes. <p>7.RP.A.3, MP1, 7.Mod5.AD3, 7.Mod5.AD4</p> <hr/> <p>Topic C: More or Less Than 100%</p> <p>Lesson 10: Percent Increase</p>	<p>Lesson 5: Multistage Experiments</p> <ul style="list-style-type: none"> Use tree diagrams to organize and represent the outcomes in the sample space of a multistage experiment. <p>7.SP.C.8.a, 7.SP.C.8.b, MP7, 7.Mod6.AD10</p> <p>Lesson 6: Outcomes That Are Not Equally Likely</p> <ul style="list-style-type: none"> Calculate probabilities of events for chance experiments that do not have equally likely outcomes. <p>7.SP.C.6, MP7, 7.Mod6.AD6</p> <hr/> <p>Topic B: Estimating Probabilities</p> <p>Lesson 7: The Law of Large Numbers</p> <ul style="list-style-type: none"> Use empirical probability to estimate theoretical probability. Compare probabilities from a theoretical model to observed relative frequencies. <p>7.SP.C.7, 7.SP.C.7.a, 7.SP.C.7.b, MP8, 7.Mod6.AD7, 7.Mod6.AD8, 7.Mod6.AD9</p> <p>Lesson 8: Picking Blue</p> <ul style="list-style-type: none"> Use empirical probabilities to create a probability model. <p>7.SP.C.6, 7.SP.C.7.b, MP2, 7.Mod6.AD6, 7.Mod6.AD9</p> <p>Lesson 9: Probability Simulations</p> <ul style="list-style-type: none"> Use a simulation to generate empirical probabilities for events. <p>7.SP.C.8.c, MP1, 7.Mod6.AD11</p> <p>Lesson 10: Simulations with Random Number Tables</p> <ul style="list-style-type: none"> Conduct simulations with a random number table.
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<ul style="list-style-type: none"> Model a situation by using a proportional relationship to solve a problem. <p>7.RP.A.3, MP4, MP5, 7.Mod1.AD6</p> <p>Lesson 8: Relating Representations of Proportional Relationships</p> <ul style="list-style-type: none"> Relate information among tables, graphs, equations, and situations to display a proportional relationship. Identify the constant of proportionality in different representations of a proportional relationship. <p>7.RP.A.2.b, 7.RP.A.2.c, MP7, 7.Mod1.AD3, 7.Mod1.AD4</p> <p>Lesson 9: Comparing Proportional Relationships</p> <ul style="list-style-type: none"> Explain how to use the point $(1, r)$ to find the unit rate of a proportional relationship. Relate the unit rate to the steepness of the line representing the proportional relationship by using the unit rate triangle with vertices $(0, 0)$, $(1, 0)$, and $(1, r)$. <p>7.RP.A.2.b, 7.RP.A.2.d, MP7, 7.Mod1.AD3, 7.Mod1.AD5</p> <p>Lesson 10: Applying Proportional Reasoning</p> <ul style="list-style-type: none"> Represent proportional relationships as equations. Solve problems by applying proportional reasoning. <p>7.RP.A.2.c, 7.RP.A.3, MP2, 7.Mod1.AD4, 7.Mod1.AD6</p> <p>Lesson 11: Constant Rates</p> <ul style="list-style-type: none"> Represent rate problems as proportional relationships with equations. Solve rate problems. 	<ul style="list-style-type: none"> Subtract integers by using equivalent addition expressions. <p>7.NS.A.1.c, 7.NS.A.1.d, MP8, 7.Mod2.AD6, 7.Mod2.AD8</p> <p>Lesson 10: Subtracting Rational Numbers, Part 1</p> <ul style="list-style-type: none"> Evaluate expressions involving subtraction of rational numbers. Use properties of operations to make a simpler expression. <p>7.NS.A.1.c, 7.NS.A.1.d, MP7, 7.Mod2.AD6, 7.Mod2.AD8</p> <p>Lesson 11: Subtracting Rational Numbers, Part 2</p> <ul style="list-style-type: none"> Subtract rational numbers by writing equivalent addition expressions and evaluating them. Use properties of operations to make a simpler expression. <p>7.NS.A.1.c, 7.NS.A.1.d, MP1, 7.Mod2.AD6, 7.Mod2.AD8</p> <p>Lesson 12: The Integer Game</p> <ul style="list-style-type: none"> Apply strategies of integer addition and subtraction. Recognize when opposites combine to make zero. <p>7.NS.A.1.a, 7.NS.A.1.d, MP6, 7.Mod2.AD2, 7.Mod2.AD8</p> <hr/> <p>Topic C: Multiplying Rational Numbers</p> <p>Lesson 13: Understanding Multiples of Negative Numbers</p> <ul style="list-style-type: none"> Interpret multiplication as repeated addition by using the distributive property. Informally verify that multiplying two numbers with opposite signs results in a negative product. 	<p>Lesson 9: Solving Equations to Determine Unknown Angle Measures</p> <ul style="list-style-type: none"> Identify and describe angle relationships given in diagrams. Write and solve two-step equations that use angle relationships to find unknown angle measures. <p>7.EE.A.2, 7.EE.B.3, MP7, 7.Mod3.AD2, 7.Mod3.AD3</p> <p>Lesson 10: Problem Solving with Unknown Angle Measures</p> <ul style="list-style-type: none"> Solve multi-step problems to determine unknown angle measures by using all known angle relationships. <p>7.EE.B.3, 7.G.B.5, MP1, 7.Mod3.AD3, 7.Mod3.AD12</p> <hr/> <p>Topic C: Solving Equations</p> <p>Lesson 11: Dominoes and Dominoes</p> <ul style="list-style-type: none"> Compare different ways of solving a problem. Use equations as mathematical models to estimate the number of dominoes in a tower. <p>7.EE.B.3, 7.EE.B.4, MP1, MP4, 7.Mod3.AD3, 7.Mod3.AD4, 7.Mod3.AD5</p> <p>Lesson 12: Solving Problem Algebraically and Arithmetically</p> <ul style="list-style-type: none"> Use if–then moves to solve word problems leading to equations of the forms $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. 	<p>Lesson 8: Two Sides and One Angle</p> <ul style="list-style-type: none"> Determine whether two side lengths and an included angle measure guarantee a unique triangle. Determine whether two side lengths and a non-included angle measure guarantee a unique triangle. <p>7.G.A.2, MP8, 7.Mod4.AD1, 7.Mod4.AD2</p> <hr/> <p>Topic C: Circumference and Area of Circles</p> <p>Lesson 9: Constructing a Circle</p> <ul style="list-style-type: none"> Define and construct circles given a radius or a diameter. <p>7.G.A.2, MP6, 7.Mod4.AD1</p> <p>Lesson 10: The Outside of a Circle</p> <ul style="list-style-type: none"> Describe the relationship between the circumference and diameter of any circle as a proportional relationship. Find the approximate circumference of a circle by using the value 3.1 as the constant of proportionality. <p>7.G.B.4, MP8, 7.Mod4.AD4</p> <p>Lesson 11: The Inside of a Circle</p> <ul style="list-style-type: none"> Estimate the area of a circle. <p>7.G.B.4, MP7, 7.Mod4.AD4</p> <p>Lesson 12: Exploring the Area and Circumference of a Circle</p> <ul style="list-style-type: none"> Model and describe the relationship between the circumference and the area of a circle. <p>7.G.B.4, MP7, 7.Mod4.AD4, 7.Mod4.AD5</p>	<ul style="list-style-type: none"> Solve percent problems in a real-world context that involves percent increase. <p>7.RP.A.3, 7.EE.A.2, MP2, 7.Mod5.AD4, 7.Mod5.AD5, 7.Mod5.AD6</p> <p>Lesson 11: Percent Decrease</p> <ul style="list-style-type: none"> Solve percent problems in a real-world context that involves percent decrease. <p>7.RP.A.3, 7.EE.A.2, MP2, 7.Mod5.AD4, 7.Mod5.AD5, 7.Mod5.AD6</p> <p>Lesson 12: More Discounts</p> <ul style="list-style-type: none"> Use equations to solve percent problems that involve the real-world context of discounts. <p>7.RP.A.3, 7.EE.A.2, MP6, 7.Mod5.AD4, 7.Mod5.AD5, 7.Mod5.AD6</p> <p>Lesson 13: What Is the Best Deal?</p> <ul style="list-style-type: none"> Use equations to calculate multiple discounts and discounted prices. <p>7.RP.A.3, MP1, MP2, 7.Mod5.AD4</p> <p>Lesson 14: Scale Factor—Percent Increase and Decrease</p> <ul style="list-style-type: none"> Apply scale factor expressed as a percent, a percent decrease, or a percent increase. Construct a scale drawing by using a scale factor given as a percent, a percent decrease, or a percent increase. <p>7.RP, 7.EE.A.2, 7.G.A.1, MP1, 7.Mod5.AD1, 7.Mod5.AD6, 7.Mod5.AD7</p> <hr/> <p>Topic D: Applications of Percent</p>	<p>7.SP.C.8.c, MP5, 7.Mod6.AD11</p> <hr/> <p>Topic C: Random Sampling</p> <p>Lesson 11: Populations and Samples</p> <ul style="list-style-type: none"> Distinguish populations and their characteristics from samples and their statistics. <p>7.SP.A.1, MP6, 7.Mod6.AD1</p> <p>Lesson 12: Selecting a Sample</p> <ul style="list-style-type: none"> Take a random sample from a population. Describe the importance of a random sample in drawing conclusions about a population. <p>7.SP.A.1, MP2, 7.Mod6.AD1</p> <p>Lesson 13: Variability Between Samples</p> <ul style="list-style-type: none"> Observe the variability between different random samples taken from the same population. <p>7.SP.A.1, 7.SP.A.2, MP6, 7.Mod6.AD1, 7.Mod6.AD2</p> <p>Lesson 14: Sampling Variability When Estimating a Population Mean</p> <ul style="list-style-type: none"> Describe sampling variability in the context of estimating a population mean. Use data from a random sample to estimate a population mean. <p>7.SP.A.1, 7.SP.A.2, MP2, 7.Mod6.AD1, 7.Mod6.AD2</p> <p>Lesson 15: Sampling Variability and the Effect of Sample Size</p> <ul style="list-style-type: none"> Observe that increasing the sample size decreases the sampling variability of the sample mean. <p>7.SP.A.2, MP1, 7.Mod6.AD2</p>
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<p>7.RP.A.2.b, 7.RP.A.2.c, 7.RP.A.3, MP1, 7.Mod1.AD3, 7.Mod1.AD4, 7.Mod1.AD6</p> <p>Lesson 12: Multi-Step Ratio Problems, Part 1</p> <ul style="list-style-type: none"> Solve multi-step ratio problems by using proportional reasoning. <p>7.RP.A.2.b, 7.RP.A.2.c, 7.RP.A.3, MP7, 7.Mod1.AD3, 7.Mod1.AD4, 7.Mod1.AD6</p> <p>Lesson 13: Multi-Step Ratio Problems, Part 2</p> <ul style="list-style-type: none"> Solve multi-step ratio problems by using proportional reasoning. <p>7.RP.A.2.b, 7.RP.A.2.c, 7.RP.A.3, MP5, 7.Mod1.AD3, 7.Mod1.AD4, 7.Mod1.AD6</p> <hr/> <p>Topic C: Scale Drawings and Proportional Relationships</p> <p>Lesson 14: Extreme Bicycles</p> <ul style="list-style-type: none"> Compare objects of different sizes by using proportional reasoning. <p>7.RP.A.2.a, MP1, MP5, 7.Mod1.AD2</p> <p>Lesson 15: Scale Drawings</p> <ul style="list-style-type: none"> Determine one-to-one correspondence of points in related figures. Recognize that corresponding lengths in scale drawings are in a proportional relationship with a constant of proportionality called a scale factor. <p>7.GA.1, MP7, 7.Mod1.AD7</p> <p>Lesson 16: Using a Scale Factor</p> <ul style="list-style-type: none"> Determine whether a scale factor produces an enlargement or a reduction. 	<p>7.NS.A.2.a, 7.NS.A.2.c, MP2, 7.Mod2.AD9, 7.Mod2.AD12</p> <p>Lesson 14: Understanding the Product of Two Negative Numbers</p> <ul style="list-style-type: none"> Informally verify that multiplying two numbers with the same sign results in a positive product. Predict the sign of a product with multiple factors. <p>7.NS.A.2.a, 7.NS.A.2.c, MP3, 7.Mod2.AD9, 7.Mod2.AD11, 7.Mod2.AD12</p> <p>Lesson 15: Multiplying Rational Numbers</p> <ul style="list-style-type: none"> Extend knowledge of multiplying integers to multiply rational numbers. <p>7.NS.A.2.a, 7.NS.A.2.c, MP7, 7.Mod2.AD9, 7.Mod2.AD12</p> <p>Lesson 16: Exponential Expressions with Rational Numbers</p> <ul style="list-style-type: none"> Extend knowledge of multiplying integers to multiply rational numbers in all forms. Evaluate exponential expressions containing rational bases. <p>7.NS.A.2.a, 7.NS.A.2.c, MP6, 7.Mod2.AD9, 7.Mod2.AD12</p> <hr/> <p>Topic D: Dividing Rational Numbers</p> <p>Lesson 17: Understanding Negative Dividends</p> <ul style="list-style-type: none"> Model division and recognize limitations of the models when dividing integers. <p>7.NS.A.2.c, MP7, 7.Mod2.AD12</p>	<p>7.EE.B.4, 7.EE.B.4.a, MP2, 7.Mod3.AD5, 7.Mod3.AD7, 7.Mod3.AD8</p> <p>Lesson 13: Solving Equations—Puzzles</p> <ul style="list-style-type: none"> Use if–then moves to solve equations of the forms $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. <p>7.EE.B.4, 7.EE.B.4.a, MP7, 7.Mod3.AD5, 7.Mod3.AD7</p> <p>Lesson 14: Solving Equations—Scavenger Hunt</p> <ul style="list-style-type: none"> Solve equations of the forms $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. <p>7.EE.B.4.a, MP7, 7.Mod3.AD7</p> <p>Lesson 15: Solving Equations Fluently</p> <ul style="list-style-type: none"> Fluently solve equations of the forms $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. <p>7.EE.B.4.a, MP1, 7.Mod3.AD7</p> <p>Lesson 16: Using Equations to Solve Rate Problems</p> <ul style="list-style-type: none"> Create and solve word problems containing rates by using equations of the forms $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. <p>7.EE.B.3, 7.EE.B.4, 7.EE.B.4.a, MP2, 7.Mod3.AD3, 7.Mod3.AD5, 7.Mod3.AD8</p> <p>Lesson 17: Using Equations to Solve Problems</p> <ul style="list-style-type: none"> Write and solve equations in the form $\frac{a}{b} = \frac{c}{d}$, where either a, b, c, or d is 	<p>Lesson 13: Finding Areas of Circular Regions</p> <ul style="list-style-type: none"> Solve problems by using the formula for the area of a circle. Model and describe the relationship between the areas of circles and the areas of semicircular and quarter-circular regions. <p>7.G.B.4, MP7, 7.Mod4.AD4, 7.Mod4.AD5</p> <p>Lesson 14: Composite Figures with Circular Regions</p> <ul style="list-style-type: none"> Solve problems involving area and perimeter of composite figures. <p>7.G.B.4, 7.G.B.6, MP7, 7.Mod4.AD4, 7.Mod4.AD6</p> <p>Lesson 15: Watering a Lawn</p> <ul style="list-style-type: none"> Model a situation by using rectangular, circular, semicircular, and quarter-circular regions and calculate area to solve problems. <p>7.G.B.4, MP1, MP4, 7.Mod4.AD4</p> <hr/> <p>Topic D: Area and Surface Area</p> <p>Lesson 16: Solving Area Problems by Composition and Decomposition</p> <ul style="list-style-type: none"> Calculate the area of composite figures in real-world and mathematical problems by using composition and decomposition. <p>7.G.B.6, MP1, 7.Mod4.AD6</p> <p>Lesson 17: Surface Area of Right Rectangular and Right Triangular Prisms</p> <ul style="list-style-type: none"> Calculate the surface area of right rectangular and right triangular prisms. 	<p>Lesson 15: Tips and Taxes</p> <ul style="list-style-type: none"> Calculate percent increases such as tax and tip. Calculate the total from the subtotal, tax, and tip. <p>7.RP.A.3, 7.EE.A.2, MP7, 7.Mod5.AD4, 7.Mod5.AD5, 7.Mod5.AD6</p> <p>Lesson 16: Markups and Discounts</p> <ul style="list-style-type: none"> Determine retail prices by using markups. Determine discounted prices by using discounts. <p>7.RP.A.3, 7.EE.A.2, MP7, 7.Mod5.AD4, 7.Mod5.AD5, 7.Mod5.AD6</p> <p>Lesson 17: Simple Interest and Proportionality</p> <ul style="list-style-type: none"> Calculate simple interest given principal, time, and interest rate. <p>7.RP.A.3, MP7, 7.Mod5.AD4</p> <p>Lesson 18: Simple Interest—Solving for Unknown Values</p> <ul style="list-style-type: none"> Calculate simple interest, principal, time, and interest rate. <p>7.RP.A.3, MP8, 7.Mod5.AD4</p> <p>Lesson 19: Applying Percent Error</p> <ul style="list-style-type: none"> Use absolute error to define percent error. Apply percent error to real-world contexts. <p>7.RP.A.3, MP2, 7.Mod5.AD4</p> <hr/> <p>Topic E: Problems Involving Percent</p> <p>Lesson 20: Making Money, Day 1</p>	<p>Lesson 16: Sampling Variability When Estimating a Population Proportion</p> <ul style="list-style-type: none"> Observe that increasing the sample size decreases the sampling variability of the sample proportion. <p>7.SP.A.2, MP6, 7.Mod6.AD2</p> <hr/> <p>Topic D: Comparing Populations</p> <p>Lesson 17: Comparing Sample Means</p> <ul style="list-style-type: none"> Determine whether there is convincing evidence to conclude that two population means differ based on sample estimates. <p>7.SP.B.3, 7.SP.B.4, MP3, 7.Mod6.AD3, 7.Mod6.AD4</p> <p>Lesson 18: Comparing Population Means</p> <ul style="list-style-type: none"> Express the difference in sample means as a multiple of a measure of variability. <p>7.SP.B.3, 7.SP.B.4, MP7, 7.Mod6.AD3, 7.Mod6.AD4</p> <p>Lesson 19: Memory Games</p> <ul style="list-style-type: none"> Make conclusions about a difference in population means by using sample means and mean absolute deviations. <p>7.SP.B.3, 7.SP.B.4, MP4, 7.Mod6.AD3, 7.Mod6.AD4</p>
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<ul style="list-style-type: none"> • Create a scale drawing by using the proportional relationship that exists between corresponding distances. 7.G.A.1, 7.RP.A.2.a, 7.RP.A.2.b, MP3, 7.Mod1.AD3, 7.Mod1.AD7, 7.Mod1.AD8 <p>Lesson 17: Finding Actual Distances from a Scale Drawing</p> <ul style="list-style-type: none"> • Find measurements of a figure when given a scale factor and either the scale drawing or the original figure. 7.G.A.1, MP6, 7.Mod1.AD8 <p>Lesson 18: Relating Areas of Scale Drawings</p> <ul style="list-style-type: none"> • Describe the area of a scale drawing with scale factor r as r^2 times the area of the original figure. 7.G.A.1, 7.RP.A.2.b, MP8, 7.Mod1.AD3, 7.Mod1.AD8 <p>Lesson 19: Scale and Scale Factors</p> <ul style="list-style-type: none"> • Describe the difference between a scale and a scale factor. • Find unknown measurements in scale drawings through the appropriate use of scales and scale factors. 7.G.A.1, MP4, 7.Mod1.AD7, 7.Mod1.AD8 <p>Lesson 20: Creating Multiple Scale Drawings</p> <ul style="list-style-type: none"> • Draw a scale drawing of another scale drawing by using a new scale factor. • Write an equation for the proportional relationship relating scale drawings that have different scale factors and use the equation to find unknown distances. 7.G.A.1, MP3, 7.Mod1.AD7, 7.Mod1.AD8 	<p>Lesson 18: Understanding Negative Divisors</p> <ul style="list-style-type: none"> • Write division expressions as unknown factor equations to determine the value of the quotient. • Write rational numbers as quotients of integers. 7.NS.A.2.b, 7.NS.A.2.c, MP7, 7.Mod2.AD10, 7.Mod2.AD12 <p>Lesson 19: Rational Numbers as Decimals, Part 1</p> <ul style="list-style-type: none"> • Calculate quotients of integers where the divisor is a product of 2's and/or 5's and express them as terminating decimals. 7.NS.A.2.d, MP8, 7.Mod2.AD13 <p>Lesson 20: Rational Numbers as Decimals, Part 2</p> <ul style="list-style-type: none"> • Calculate quotients where the divisor contains factors other than 2 and 5 and express those quotients as repeating decimals. • Write rational numbers as either terminating decimals or repeating decimals. 7.NS.A.2.d, MP8, 7.Mod2.AD13, 7.Mod2.AD14 <p>Lesson 21: Comparing and Ordering Rational Numbers</p> <ul style="list-style-type: none"> • Compare and order rational numbers, including those written as repeating decimals. 7.NS.A.2.b, 7.NS.A.2.d, MP5, 7.Mod2.AD11, 7.Mod2.AD13, 7.Mod2.AD14 <p>Lesson 22: Multiplication and Division Expressions</p> <ul style="list-style-type: none"> • Calculate quotients of rational numbers, including non-integer rational numbers. 	<p>unknown and the other three are specific rational numbers. 7.EE.B.3, 7.EE.B.4, MP7, 7.Mod3.AD3, 7.Mod3.AD4, 7.Mod3.AD5</p> <hr/> <p>Topic D: Inequalities</p> <p>Lesson 18: Understanding Inequalities and Their Solutions</p> <ul style="list-style-type: none"> • Find solutions to inequalities by testing numbers and graphing them on a number line. 7.EE.B.4, 7.EE.B.4.b, MP6, 7.Mod3.AD6, 7.Mod3.AD10, 7.Mod3.AD11 <p>Lesson 19: Using Equations to Solve Inequalities</p> <ul style="list-style-type: none"> • Solve inequalities and graph their solution sets on number lines. • Describe similarities and differences between inequalities and equations. 7.EE.B.4, 7.EE.B.4.b, MP7, 7.Mod3.AD9, 7.Mod3.AD10, 7.Mod3.AD11 <p>Lesson 20: Preserving and Reversing</p> <ul style="list-style-type: none"> • Solve one-step inequalities and graph their solution sets on number lines. • Identify when to reverse the inequality symbol in an inequality to produce an equivalent inequality. 7.EE.B.4.b, MP8, 7.Mod3.AD9, 7.Mod3.AD10, <p>Lesson 21: Solving Two-Step Inequalities</p> <ul style="list-style-type: none"> • Write and solve inequalities to represent context problems and 	<p>7.G.B.6, MP6, 7.Mod4.AD7</p> <p>Lesson 18: Surface Area of Right Prisms</p> <ul style="list-style-type: none"> • Calculate the surface area of right prisms by determining an efficient strategy for finding the sum of the areas of the lateral faces and bases. 7.G.B.6, MP7, 7.Mod4.AD7 <p>Lesson 19: Surface Area of Cylinders (Optional)</p> <ul style="list-style-type: none"> • Calculate the surface area of right circular cylinders. MP8 <p>Lesson 20: Surface Area of Right Pyramids</p> <ul style="list-style-type: none"> • Calculate the surface area of right pyramids. 7.G.B.6, MP6, 7.Mod4.AD7 <p>Lesson 21: Surface Area of Other Solids</p> <ul style="list-style-type: none"> • Calculate the surface area of solids composed of right prisms and right pyramids. 7.G.B.6, MP6, 7.Mod4.AD7 <hr/> <p>Topic E: Cross Sections and Volume</p> <p>Lesson 22: Understanding Planes and Cross Sections</p> <ul style="list-style-type: none"> • Sketch cross sections of right prisms and right pyramids cut by a plane parallel or perpendicular to the base. 7.G.A.3, MP7, 7.Mod4.AD3 <p>Lesson 23: Cross Section Scavenger Hunt</p>	<ul style="list-style-type: none"> • Model and solve a real-world problem involving percent. 7.RP.A.3, MP4, 7.Mod5.AD4 <p>Lesson 21: Making Money, Day 2</p> <ul style="list-style-type: none"> • Model and solve a real-world problem involving percent. 7.RP.A.3, MP1, 7.Mod5.AD4 <p>Lesson 22: Making Mixtures</p> <ul style="list-style-type: none"> • Develop and compare mixtures made from percents of two or more liquids. 7.RP.A.3, MP7, 7.Mod5.AD4 <p>Lesson 23: Percents of Percents</p> <ul style="list-style-type: none"> • Solve context problems involving percents related to a percent of the whole or unknown. 7.RP.A.3, 7.EE.A.2, MP2, 7.Mod5.AD4, 7.Mod5.AD6 <p>Lesson 24: Counting Problems</p> <ul style="list-style-type: none"> • Solve counting problems related to computing percent. 7.RP, MP6, 7.Mod5.AD1 	
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	<ul style="list-style-type: none"> Write expressions with division as equivalent expressions with multiplication by using multiplicative inverses. <p>7.NS.A.2.c, MP7, 7.Mod2.AD12</p> <hr/> <p>Topic E: Numerical Expressions with Rational Numbers</p> <p>Lesson 23: Properties of Operations with Rational Numbers</p> <ul style="list-style-type: none"> Evaluate expressions involving rational numbers by applying properties of operations. <p>7.NS.A, MP7, 7.Mod2.AD1</p> <p>Lesson 24: Order of Operations with Rational Numbers</p> <ul style="list-style-type: none"> Evaluate expressions containing exponents. Use the order of operations to evaluate numerical expressions containing rational numbers. <p>7.NS.A, 7.NS.A.2.c, MP6, 7.Mod2.AD1, 7.Mod2.AD12</p> <p>Lesson 25: Writing and Evaluating Expressions with Rational Numbers, Part 1</p> <ul style="list-style-type: none"> Write numerical expressions given mathematical and real-world contexts. Evaluate expressions and interpret their value in context. <p>7.NS.A.3, 7.EE.B.3, MP2, 7.Mod2.AD15</p> <p>Lesson 26: Writing and Evaluating Expressions with Rational Numbers, Part 2</p>	<p>identify restrictions to their solution sets.</p> <p>7.EE.B.4, 7.EE.B.4.b, MP2, 7.Mod3.AD6, 7.Mod3.AD9, 7.Mod3.AD11</p> <p>Lesson 22: Solving Problems Involving Inequalities</p> <ul style="list-style-type: none"> Write and solve inequalities comparing $px + q$ and r, where p, q, and r are specific rational numbers, and graph the solution sets. Write and solve inequalities to represent context problems and identify restrictions to their solution sets. <p>7.EE.B.4, 7.EE.B.4.b, MP6, 7.Mod3.AD6, 7.Mod3.AD9, 7.Mod3.AD11</p> <p>Lesson 23: Inequalities vs. Equations</p> <ul style="list-style-type: none"> Determine whether a situation should be modeled with an equation or with an inequality. Write a context that can be modeled by a given inequality. <p>7.EE.B.4, 7.EE.B.4.b, MP2, 7.Mod3.AD5, 7.Mod3.AD6, 7.Mod3.AD11</p> <p>■</p>	<ul style="list-style-type: none"> Explore cross sections formed when a right prism or a right pyramid is cut by a plane at an angle other than 90° to the base. <p>7.G.A.3 MP7, 7.Mod4.AD3</p> <p>Lesson 24: Volume of Prisms</p> <ul style="list-style-type: none"> Determine a formula for finding the volume of any right prism. Find the volume of a right prism. <p>7.G.B.6, MP7, 7.Mod4.AD7</p> <p>Lesson 25: Volume of Composite Solids</p> <ul style="list-style-type: none"> Find the volume of composite solids. <p>7.G.B.6, MP7, 7.Mod4.AD7</p> <p>Lesson 26: Designing a Fish Tank</p> <ul style="list-style-type: none"> Model real-world problems involving surface area and volume. <p>7.G.B.6, MP4, 7.Mod4.AD7</p> <p>■</p>		
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Module 1

Module 2

Module 3

Module 4

Module 5

Module

	<ul style="list-style-type: none">• Write and evaluate numerical expressions and interpret their value in context. <p>7.NS.A.3, 7.EE.B.3, MP4, 7.Mod2.AD15</p> <p>■</p>				
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Module 1 Scientific Notation, Exponents, and Irrational Numbers	Module 2 Rigid Motions and Congruent Figures	Module 3 Dilations and Similar Figures	Module 4 Linear Equations in One and Two Variables	Module 5 Systems of Linear Equations	Module 6 Functions and Bivariate Statistics
<p>Topic A: Introduction to Scientific Notation</p> <p>Lesson 1: Large and Small Positive Numbers</p> <ul style="list-style-type: none"> Write very large and very small numbers in a form that uses exponents to prepare students for scientific notation. Approximate very large and very small quantities. <p>8.EE.A.3, MP2, 8.Mod1.AD8</p> <p>Lesson 2: Comparing Large Numbers</p> <ul style="list-style-type: none"> Write numbers as a single digit times a power of 10 in exponential form to approximate quantities. Compare large and small positive numbers by using <i>times as much as</i> language. <p>8.EE.A.3, 8.EE.A.4, MP7, 8.Mod1.AD9, 8.Mod1.AD11, 8.Mod1.AD12</p> <p>Lesson 3: Time to Be More Precise—Scientific Notation</p> <ul style="list-style-type: none"> Write numbers given in standard form in scientific notation. <p>8.EE.A.3, MP3, 8.Mod1.AD8</p>	<p>Topic A: Rigid Motions and Their Properties</p> <p>Lesson 1: Motions of the Plane</p> <ul style="list-style-type: none"> Informally describe how to map a figure to its image. Demonstrate that the distance between two points stays the same under rigid motions. <p>8.G.A.1, 8.G.A.1.a, 8.G.A.1.b, 8.G.A.1.c, MP5, 8.Mod2.AD1</p> <p>Lesson 2: Translations</p> <ul style="list-style-type: none"> Apply translations to the plane. Identify the basic properties of translations. <p>8.G.A.1, 8.G.A.1.a, 8.G.A.1.b, 8.G.A.1.c, MP6, 8.Mod2.AD1</p> <p>Lesson 3: Reflections</p> <ul style="list-style-type: none"> Apply reflections to the plane. Identify the basic properties of reflections. <p>8.G.A.1, 8.G.A.1.a, 8.G.A.1.b, 8.G.A.1.c, MP8, 8.Mod2.AD1</p> <p>Lesson 4: Translations and Reflections on the Coordinate Plane</p>	<p>Topic A: Dilations</p> <p>Lesson 1: Exploring Dilations</p> <ul style="list-style-type: none"> Informally describe the effects of dilations. Classify a dilation as a transformation that is not a rigid motion. <p>8.G.A.3, MP8, 8.Mod3.AD2</p> <p>Lesson 2: Enlargements</p> <ul style="list-style-type: none"> Apply a dilation with a whole-number scale factor greater than 1. Describe the effects of a dilation with a whole-number scale factor greater than 1. <p>8.G.A.3, MP6, 8.Mod3.AD2</p> <p>Lesson 3: Reductions and More Enlargements</p> <ul style="list-style-type: none"> Apply a dilation with a scale factor greater than 0. Describe the effects of a dilation with a scale factor greater than 0. <p>8.G.A.3, MP8, 8.Mod3.AD2</p> <hr/> <p>Topic B: Properties of Dilations</p>	<p>Topic A: Linear Equations in One Variable</p> <p>Lesson 1: Equations</p> <ul style="list-style-type: none"> Analyze an equation to make sense of how to solve it. Identify whether an equation is a linear equation. <p>8.EE.C.7.b, MP7, 8.Mod4.AD11</p> <p>Lesson 2: Solving Linear Equations</p> <ul style="list-style-type: none"> Identify the properties of equality. Solve multi-step linear equations in one variable with variables on both sides of the equations. <p>8.EE.C.7, 8.EE.C.7.b, MP6, 8.Mod4.AD9, 8.Mod4.AD11</p> <p>Lesson 3: Solving Linear Equations with Rational Coefficients</p> <ul style="list-style-type: none"> Solve multi-step linear equations in one variable with rational coefficients. <p>8.EE.C.7, 8.EE.C.7.b, MP7, 8.Mod4.AD9, 8.Mod4.AD11</p> <p>Lesson 4: Using Linear Equations to Solve Problems</p> <ul style="list-style-type: none"> Define variables and write equations that represent a given situation. 	<p>Topic A: Solving Systems of Linear Equations Graphically</p> <p>Lesson 1: Solving Problems with Equations and Their Graphs</p> <ul style="list-style-type: none"> Formulate a problem from a context. Apply different mathematical tools to model, analyze, and answer a real-world question. <p>8.EE.C.8.a, 8.EE.C.8.b, 8.EE.C.8.c, MP4, 8.Mod5.AD1, 8.Mod5.AD3, 8.Mod5.AD5</p> <p>Lesson 2: Introduction to Systems of Linear Equations</p> <ul style="list-style-type: none"> Graph a system of linear equations to identify the solution. Recognize that the ordered pair representing the intersection point of the lines is the solution to the system of linear equations. <p>8.EE.C.8.a, MP6, 8.Mod5.AD1</p> <p>Lesson 3: Identifying Solutions</p> <ul style="list-style-type: none"> Recognize that a system of linear equations that represents parallel lines has no solution. Analyze a system of linear equations to determine whether a solution exists. 	<p>Topic A: Functions</p> <p>Lesson 1: Motion and Speed</p> <ul style="list-style-type: none"> Calculate the average speed of linear and nonlinear motion. Understand that a function is a special type of rule. <p>8.F.A.1, MP8, 8.Mod6.AD1</p> <p>Lesson 2: Definition of a Function</p> <ul style="list-style-type: none"> Determine that a function is a rule that assigns to each input one and only one output. Identify functions that can be represented by an equation and those that cannot. <p>8.F.A.1, MP2, 8.Mod6.AD1</p> <p>Lesson 3: Linear Functions and Proportionality</p> <ul style="list-style-type: none"> Write equations that represent linear functions. Determine what inputs make sense in the context of a linear function. <p>8.F.A.3, MP2, 8.Mod6.AD3</p> <p>Lesson 4: More Examples of Functions</p> <ul style="list-style-type: none"> Determine that not all functions have numerical inputs and outputs.

Module 1

Lesson 4: Adding and Subtracting Numbers Written in Scientific Notation

- Add and subtract numbers written in scientific notation.
- Rewrite sums and differences in scientific notation.

8.EE.A.4, MP6, 8.Mod1.AD10, 8.Mod1.AD12

Topic B: Properties and Definitions of Exponents

Lesson 5: Products of Exponential Expressions with Whole-Number Exponents

- Apply understanding of exponential notation to write equivalent expressions for $x^m \cdot x^n$.

8.EE.A.1, MP8, 8.Mod1.AD5

Lesson 6: More Properties of Exponents

- Encounter and apply properties of exponents, including raising powers to powers, raising products to powers, and raising quotients to powers.

8.EE.A.1, 8.Mod1.AD5

Lesson 7: Making Sense of the Exponent of 0

- Define x^0 by confirming that the definition upholds the properties of exponents.
- Evaluate powers with an exponent of 0.

8.EE.A.1, 8.EE.A.3, MP3, 8.Mod1.AD5, 8.Mod1.AD8

Lesson 8: Making Sense of Integer Exponents

- Explore and develop an understanding of negative exponents.

Module 2

- Apply translations and reflections on the coordinate plane.

- Use coordinates to describe the location of an image under a translation or a reflection.

8.G.A.3, MP6, 8.Mod2.AD4

Lesson 5: Rotations

- Apply rotations to the plane.
- Identify the basic properties of rotations.

8.G.A.1, 8.G.A.1.a, 8.G.A.1.b, 8.G.A.1.c, MP6, 8.Mod2.AD1

Lesson 6: Rotations on the Coordinate Plane

- Apply rotations around the origin on the coordinate plane.
- Use coordinates to describe the location of an image under a rotation around the origin.

8.G.A.3, MP8, 8.Mod2.AD4

Topic B: Rigid Motions and Congruent Figures

Lesson 7: Working Backward

- Precisely describe the rigid motion required to map an image back onto its original figure.

8.G.A.1, 8.G.A.1.a, 8.G.A.1.b, 8.G.A.1.c, 8.G.A.2, MP8, 8.Mod2.AD1, 8.Mod2.AD3

Lesson 8: Sequencing the Rigid Motions

- Describe a sequence of rigid motions that maps one figure onto another.
- Determine that the properties of individual rigid motions also apply for a sequence of rigid motions.

8.G.A.1, 8.G.A.1.a, 8.G.A.1.b, 8.G.A.1.c, 8.G.A.2, MP1, 8.Mod2.AD1, 8.Mod2.AD3

Module 3

Lesson 4: Using Lined Paper to Explore Dilations

- Draw the image of a segment under a dilation.
- Learn the properties of dilations.

8.G.A.3, MP8, 8.Mod3.AD2

Lesson 5: Figures and Dilations

- Draw images of figures under dilations with various scale factors.

8.G.A.3, MP5, 8.Mod3.AD2

Lesson 6: The Shadowy Hand

- Use a mathematical model to explain a real-world situation.
- Apply properties of dilations to make and test predictions.

8.G.A.3, MP4, 8.Mod3.AD2

Lesson 7: Dilations on a Grid

- Apply dilations on a grid.

8.G.A.3, MP7, 8.Mod3.AD2

Lesson 8: Dilations on the Coordinate Plane

- Apply dilations centered at the origin on the coordinate plane.
- Determine the scale factor of a dilation centered at the origin.

8.G.A.3, MP8, 8.Mod3.AD2, 8.Mod3.AD3

Topic C: Similar Figures

Lesson 9: Describing Dilations

- Precisely describe a dilation given a figure and its image.

8.G.A.3, MP8, 8.Mod3.AD2

Lesson 10: Sequencing Transformations

- Apply sequences of transformations.

Module 4

8.EE.C.7, MP1, 8.Mod4.AD9

Lesson 5: An Interesting Application of Linear Equations, Part 1

- Informally show that every rational number has a decimal form that repeats or terminates.
- Use linear equations to write the fraction form of a decimal with one repeating digit.

8.NS.A.1, 8.EE.C.7.b, MP8, 8.Mod4.AD1, 8.Mod4.AD11

Lesson 6: An Interesting Application of Linear Equations, Part 2

- Use linear equations to write the fraction form of any repeating decimal.

8.NS.A.1, 8.EE.C.7.b, MP8, 8.Mod4.AD1, 8.Mod4.AD11

Topic B: The Structure of Linear Equations in One Variable

Lesson 7: Linear Equations with More Than One Solution

- Identify that linear equations in one variable with infinitely many solutions are equivalent to the equation $a = a$.
- Solve linear equations in one variable that have only one solution or infinitely many solutions.

8.EE.C.7.a, 8.EE.C.7.b, MP7, 8.Mod4.AD10, 8.Mod4.AD11

Lesson 8: Another Possible Number of Solutions

- Identify that linear equations in one variable with no solution are

Module 5

8.EE.C.8.a, 8.EE.C.8.b, MP7, 8.Mod5.AD1, 8.Mod5.AD4

Lesson 4: More Than One Solution

- Recognize that a system of linear equations that represents the same line has infinitely many solutions.
- Analyze whether a system of linear equations has only one solution, no solution, or infinitely many solutions.

8.EE.C.8.a, 8.EE.C.8.b, MP7, 8.Mod5.AD1, 8.Mod5.AD3, 8.Mod5.AD4

Lesson 5: Estimating Solutions

- Recognize and describe the limitations of solving a system of linear equations by graphing.

8.EE.C.8.a, 8.EE.C.8.b, MP1, 8.Mod5.AD1, 8.Mod5.AD3

Topic B: Solving Systems of Linear Equations Algebraically

Lesson 6: Solving Systems of Linear Equations without Graphing

- Solve systems of linear equations by using the substitution method to write the systems as linear equations in one variable.

8.EE.C.8.b, MP6, MP8, 8.Mod5.AD2

Lesson 7: The Substitution Method

- Solve a system of linear equations by using the substitution method.
- Apply the multiplication property of equality as part of the substitution method.

8.EE.C.8.a, 8.EE.C.8.b, MP1, 8.Mod5.AD1, 8.Mod5.AD2

Module 6

- Determine what inputs make sense for a variety of functions.

8.F.A.1, MP7, 8.Mod6.AD1

Lesson 5: Graphs of Functions and Equations

- Determine that if a function can be represented by an equation, then the graph of the function is the same as or some part of the graph of the equation.
- Determine whether a given graph represents a function.

8.F.A.1, MP6, 8.Mod6.AD1

Topic B: Linear and Nonlinear Functions

Lesson 6: Linear Functions and Rate of Change

- Calculate rates on a given interval to determine whether a function is a linear function.
- Determine the rate of change for a linear function and interpret the rate of change in context.

8.F.A.3, 8.F.A.4, 8.SP.A.3, MP2, 8.Mod6.AD3, 8.Mod6.AD4, 8.Mod6.AD5

Lesson 7: Interpreting Rate of Change and Initial Value

- Interpret the rate of change and initial value of a linear function in context.
- Use rate of change to compare two linear functions.

8.F.A.2, 8.F.A.4, 8.SP.A.3, MP2, 8.Mod6.AD2, 8.Mod6.AD4, 8.Mod6.AD5

Lesson 8: Comparing Functions

- Compare two functions represented in different ways.

8.F.A.2, MP5, 8.Mod6.AD2

Module 1

- Write equivalent expressions given an expression of the form $\frac{x^m}{x^n}$.

8.EE.A.1, MP6, 8.Mod1.AD5

Lesson 9: Writing Equivalent Expressions

- Write equivalent expressions by using all the properties and definitions of exponents.

8.EE.A.1, MP7, 8.Mod1.AD5

Lesson 10: Evaluating Numerical Expressions by Using Properties of Exponents (Optional)

- Simplify and evaluate exponential expressions by using the properties and definitions of exponents.

8.EE.A.1, MP3, 8.Mod1.AD5

Topic C: Applications of the Properties and Definitions of Exponents

Lesson 11: Small Positive Numbers in Scientific Notation

- Write small positive numbers in scientific notation.
- Order numbers written in scientific notation.

8.EE.A.3, MP3, 8.Mod1.AD8

Lesson 12: Operations with Numbers in Scientific Notation

- Interpret numbers in scientific notation displayed on digital devices.
- Operate with numbers written in scientific notation.

8.EE.A.4, MP5, 8.Mod1.AD10, 8.Mod1.AD11, 8.Mod1.AD14

Lesson 13: Applications with Numbers in Scientific Notation

Module 2

Lesson 9: Ordering Sequences of Rigid Motions

- Determine whether the order in which a sequence of rigid motions is applied matters.

8.G.A.2, 8.G.A.3, MP8, 8.Mod2.AD2, 8.Mod2.AD4

Lesson 10: Congruent Figures

- Describe a sequence of rigid motions that maps one figure onto a congruent figure.

8.G.A.2, MP6, 8.Mod2.AD3

Lesson 11: Showing Figures Are Congruent

- Show figures are congruent by describing a sequence of rigid motions that maps one figure onto the other.

8.G.A.2, MP1, 8.Mod2.AD2

Topic C: Angle Relationships

Lesson 12: Lines Cut by a Transversal

- Use informal arguments to establish facts about the angles created when pairs of lines are cut by a transversal.

8.G.A.2, 8.G.A.5, MP6, 8.Mod2.AD2, 8.Mod2.AD3, 8.Mod2.AD6

Lesson 13: Angle Sum of a Triangle

- Use informal arguments to verify that the sum of the interior angle measures of a triangle is 180° .

8.G.A.5, MP3, 8.Mod2.AD5

Lesson 14: Showing Lines Are Parallel

- Use informal arguments to conclude that lines cut by a transversal are parallel when angle pairs are congruent.

Module 3

- Recognize a sequence that involves a dilation and a translation as a single dilation.

8.G.A.3, MP1, 8.Mod3.AD2

Lesson 11: Similar Figures

- Describe a sequence of rigid motions or dilations, or both, to show that two figures are similar.
- Identify properties of similar figures.

8.G.A.4, MP6, 8.Mod3.AD4, 8.Mod3.AD5

Lesson 12: Exploring Angles in Similar Triangles

- Recognize that triangles with two pairs of congruent angles are similar.

8.G.A.4, 8.G.A.5, MP7, 8.Mod3.AD4, 8.Mod3.AD5, 8.Mod3.AD6

Lesson 13: Similar Triangles

- Determine whether two triangles are similar by the angle-angle criterion.

8.G.A.4, 8.G.A.5, MP3, 8.Mod3.AD4, 8.Mod3.AD6

Topic D: Applications of Similar Figures

Lesson 14: Using Similar Figures to Find Unknown Side Lengths

- Use properties of similar figures to find unknown side lengths.

8.G.A.5, MP1, 8.Mod3.AD6

Lesson 15: Applications of Similar Figures

- Use properties of similar figures to solve problems.

8.G.A.5, MP2, 8.Mod3.AD6

Module 4

equivalent to the equation $a = b$, where a and b are different numbers.

- Solve linear equations in one variable that have only one solution, infinitely many solutions, or no solution.

8.EE.C.7.a, 8.EE.C.7.b, MP7, 8.Mod4.AD10, 8.Mod4.AD11

Lesson 9: Writing Linear Equations

- Write equations with only one solution, infinitely many solutions, or no solution.
- Classify equations based on their number of solutions.

8.EE.C.7.a, MP7, 8.Mod4.AD10

Lesson 10: Using Linear Equations to Solve Real-World Problems

- Solve real-world problems by using linear equations in one variable.

8.EE.C.7, 8.EE.C.7.a, 8.EE.C.7.b, MP2, 8.Mod4.AD9, 8.Mod4.AD10, 8.Mod4.AD11

Lesson 11: Planning a Trip

- Solve a real-world problem by using linear equations in one variable.

8.EE.C.7, 8.EE.C.7.b, MP4, 8.Mod4.AD9, 8.Mod4.AD11

Topic C: Linear Equations in Two Variables

Lesson 12: Solutions to Linear Equations in Two Variables

- Find solutions to linear equations in two variables.
- Graph the solutions in the coordinate plane.

8.EE.B, MP8, 8.Mod4.AD3

Lesson 13: The Graph of a Linear Equation in Two Variables

Module 5

Lesson 8: Using Tape Diagrams to Solve Systems of Equations (Optional)

- Find the solution to a system of linear equations by using tape diagrams.
- Create tape diagrams to represent a system of linear equations.

8.EE.C.8.b, MP7, 8.Mod5.AD2, 8.EE.C.8.b, MP7, 8.Mod5.AD2,

Lesson 9: Rewriting Equations to Solve a System of Equations

- Solve a system of linear equations by using the substitution method.

8.EE.C.8.b, MP7, 8.Mod5.AD2, 8.Mod5.AD4

Lesson 10: Choosing a Solution Method

- Analyze graphs and systems of equations to determine the number of solutions.
- Construct and critique arguments about the most efficient solution method.

8.EE.C.8.a, 8.EE.C.8.b, MP3, MP5, 8.Mod5.AD1, 8.Mod5.AD2, 8.Mod5.AD4

Topic C: Writing and Solving Systems of Linear Equations

Lesson 11: Writing and Solving Systems of Equations for Mathematical Problems

- Write and solve systems of linear equations for mathematical problems.

8.EE.C.8.b, 8.EE.C.8.c, MP2, 8.Mod5.AD2, 8.Mod5.AD5

Lesson 12: Solving Historical Problems with Systems of Equations

- Write and solve a system of linear equations given a historical situation.

Module 6

Lesson 9: Increasing and Decreasing Functions

- Describe qualitative features of a function by analyzing a graph.
- Sketch the graph of a function given a description.

8.F.B.5, MP6, 8.Mod6.AD6, 8.Mod6.AD7

Lesson 10: Graphs of Nonlinear Functions

- Sketch the graph of a function with certain qualitative features based on a description.
- Classify linear and nonlinear functions given a context, an equation, or a graph.

8.F.A.3, 8.F.B.5, MP3, 8.Mod6.AD3, 8.Mod6.AD6, 8.Mod6.AD7

Topic C: Bivariate Numerical Data

Lesson 11: Scatter Plots

- Construct scatter plots and identify those that show an association between two variables.
- Describe the difference between an association and a cause and effect relationship for numerical variables.

8.SP.A.1, MP2, 8.Mod6.AD8

Lesson 12: Patterns in Scatter Plots

- Identify and describe patterns of association between two variables represented in scatter plots.
- Identify and describe outliers and clusters in context.

8.SP.A.1, MP2, 8.Mod6.AD8

Lesson 13: Informally Fitting a Line to Data

Module 1

- Operate with numbers written in standard form and scientific notation.

8.EE.A.4, MP1, 8.Mod1.AD10, 8.Mod1.AD11

Lesson 14: Choosing Units of Measurement

- Choose appropriate units of measurement and convert units of measurement.

8.EE.A.4, MP2, 8.Mod1.AD13

Lesson 15: Get to the Point

- Model a situation by operating with numbers in scientific notation.

8.EE.A.4, MP4, 8.Mod1.AD12

Topic D: Perfect Squares, Perfect Cubes, and the Pythagorean Theorem

Lesson 16: Perfect Squares and Perfect Cubes

- Recognize perfect squares from 1 to 225 and perfect cubes from 1 to 125.
- Determine all numbers that square or cube to a given number.

8.EE.A.2, MP8, 8.Mod1.AD7

Lesson 17: Solving Equations with Squares and Cubes

- Solve equations of the forms $x^2 = p$ and $x^3 = p$, where p is a rational number and the solutions are rational numbers.

8.EE.A.2, MP3, 8.Mod1.AD6, 8.Mod1.AD7

Lesson 18: The Pythagorean Theorem

- Describe the Pythagorean theorem and the conditions required to use it.

8.G.B.7, 8.Mod1.AD15

Module 2

8.G.A.5, MP3, 8.Mod2.AD6

Lesson 15: Exterior Angles of Triangles

- Use informal arguments to establish facts about the exterior angles of triangles.
- Determine the unknown measure of an interior or exterior angle of a triangle.

8.G.A.5, MP7, 8.Mod2.AD5, 8.Mod2.AD6

Lesson 16: Find Unknown Angle Measures

- Use facts about angle relationships to write and solve equations.

8.G.A.5, MP1, 8.Mod2.AD5, 8.Mod2.AD6

Topic D: Congruent Figures and the Pythagorean Theorem

Lesson 17: Proving the Pythagorean Theorem

- Explain a proof of the Pythagorean theorem.

8.G.B.6, MP3, 8.Mod2.AD7

Lesson 18: Proving the Converse of the Pythagorean Theorem

- Explain a proof of the converse of the Pythagorean theorem.

8.G.B.6, MP3, 8.Mod2.AD7

Lesson 19: Using the Pythagorean Theorem and Its Converse

- Use the converse of the Pythagorean theorem to determine whether a triangle is a right triangle.
- Use the Pythagorean theorem to find unknown side lengths of right triangles.

Module 3

Lesson 16: Similar Right Triangles

- Apply dilations to create similar right triangles.
- Find unknown side lengths in similar right triangles.

8.G.A.3, 8.G.A.5, 8.G.B.7, MP7, 8.Mod3.AD2, 8.Mod3.AD6, 8.Mod3.AD7

Lesson 17: Similar Triangles on a Line

- Determine that right triangles with horizontal and vertical legs and with hypotenuses that lie on the same line are similar triangles.

8.EE.B.6, 8.G.A.4, MP8, 8.Mod3.AD1, 8.Mod3.AD3



Module 4

- Identify that the graph of a linear equation of the form $Ax + By = C$ is a line.

8.EE.B, MP6, 8.Mod4.AD2, 8.Mod4.AD3

Lesson 14: Lines with Special Characteristics

- Graph linear equations of the form $Ax = C$ and $By = C$ where A and B are nonzero.

8.EE.B, MP8, 8.Mod4.AD2, 8.Mod4.AD3

Topic D: Slope of a Line

Lesson 15: Comparing Proportional Relationships

- Graph two proportional relationships and use unit rate to compare the steepness of each line.
- Compare proportional relationships represented in different ways.

8.EE.B.5, MP2, 8.Mod4.AD6

Lesson 16: Proportional Relationships and Slope

- Relate the unit rate of a proportional relationship to the slope of the associated line.
- Find the slope of a line through the origin.

8.EE.5, 8.EE.6, MP6, 8.Mod4.AD5, 8.Mod4.AD7

Lesson 17: Slopes of Rising Lines

- Find slopes of rising lines by using slope triangles.
- Graph a rising line given the slope and a point on the line.

8.EE.B.6, MP1, 8.Mod4.AD7

Lesson 18: Slopes of Falling Lines

Module 5

8.EE.C.8.b, 8.EE.C.8.c, MP2, 8.Mod5.AD2, 8.Mod5.AD5

Lesson 13: Writing and Solving Systems of Equations for Real-World Problems

- Write and solve a system of linear equations given a real-world situation.

8.EE.C.8.b, 8.EE.C.8.c, MP2, 8.Mod5.AD2, 8.Mod5.AD5

Lesson 14: Back to the Coordinate Plane

- Write and solve systems of linear equations when given information about two lines to identify intersection points.

8.EE.C.8.a, 8.EE.C.8.b, 8.EE.C.8.c, MP1, 8.Mod5.AD1, 8.Mod5.AD2, 8.Mod5.AD3



Module 6

- Informally fit a line to data displayed in a scatter plot.
- Make predictions based on the graph of a line fit to data.

8.SP.A.2, MP3, 8.Mod6.AD9

Lesson 14: Determining an Equation of a Line Fit to Data

- Determine an equation of a line informally fit to data displayed in a scatter plot and interpret the slope and y -intercept in context.

8.SP.A.3, MP6, 8.Mod6.AD10

Lesson 15: Linear Models

- Use a linear function to model the association between two numerical variables.
- Informally assess the fit of a line to data in a scatter plot by judging the closeness of the data points to the line.

8.SP.A.2, 8.SP.A.3, MP7, 8.Mod6.AD9, 8.Mod6.AD10

Lesson 16: Using the Investigative Process

- Use the investigative process to explore claims about proportional relationships in the human body.

8.SP.A.2, 8.SP.A.3, MP4, 8.Mod6.AD9, 8.Mod6.AD10

Lesson 17: Analyzing the Model

- Present the results of a statistical investigation.
- Critique the statistical investigations presented by others.

8.SP.A.2, 8.SP.A.3, MP2, 8.Mod6.AD9, 8.Mod6.AD10

Topic D: Bivariate Categorical Data

Module 1

Lesson 19: Using the Pythagorean Theorem

- Apply the Pythagorean theorem to find the unknown length of the hypotenuse of a right triangle.
- Find two consecutive whole numbers which the length of the hypotenuse is between when the length is not rational.
- Use square root notation to express lengths that are not rational.

8.G.B.7, MP2, 8.Mod1.AD15

Lesson 20: Square Roots

- Place square roots on a number line.
- 8.EE.A.2, 8.G.B.7, MP8, 8.Mod1.AD6, 8.Mod1.AD15**

Topic E: Irrational Numbers

Lesson 21: Approximating Values of Roots and π^2

- Approximate values of square roots, cube roots, and π^2 .
- 8.NS.A.2, 8.Mod1.AD3, 8.Mod1.AD4**

Lesson 22: Familiar and Not So Familiar Numbers

- Identify numbers as rational, irrational, and real by their decimal form.
 - Compare the characteristics of rational and irrational numbers.
- 8.NS.A.1, 8.EE.A.2, MP3, 8.Mod1.AD1**

Lesson 23: Ordering Irrational Numbers

- Order irrational numbers.
 - Approximate the value of expressions with irrational numbers.
- 8.NS.A.2, MP7, 8.Mod1.AD2, 8.Mod1.AD3, 8.Mod1.AD4**

Module 2

8.G.B.6, 8.G.B.7, MP7, 8.Mod2.AD7, 8.Mod2.AD8

Lesson 20: Distance in the Coordinate Plane

- Find the distance between two points in the coordinate plane by using the Pythagorean theorem.

8.G.B.8, MP7, 8.Mod2.AD9

Lesson 21: Applying the Pythagorean Theorem

- Apply the Pythagorean theorem to solve real-world and mathematical problems.
- Evaluate square roots.

8.G.B.7, MP2, 8.Mod2.AD8

Lesson 22: On the Right Path

- Model a situation by using the Pythagorean theorem and the distance on a grid to solve a problem.

8.G.B.7, 8.G.B.8, MP4, 8.Mod2.AD8, 8.Mod2.AD9



Module 3

Module 4

- Find slopes of falling lines by using slope triangles.
- Graph a falling line given the slope and a point on the line.

8.EE.B.6, MP3, 8.Mod4.AD7

Lesson 19: Using Coordinates to Find Slope

- Develop a formula for the slope of a line.
- Find the slope of a line given the coordinates of at least two points on the line.

8.EE.B.6, MP8, 8.Mod4.AD7

Topic E: Different Forms of Linear Equations

Lesson 20: Slope-Intercept Form of the Equation of a Line

- Use similar triangles to develop the slope-intercept form of the equation of a line.
- Write equations in slope-intercept form from graphs and graph equations given in slope-intercept form.

8.EE.B, 8.EE.B.6, MP7, 8.Mod4.AD2, 8.Mod4.AD8

Lesson 21: Slope and Parallel Lines

- Determine the relationship between slope and parallel lines.
- Determine whether lines are parallel.

8.EE.B, MP3, 8.Mod4.AD2

Lesson 22: Point-Slope Form of the Equation of a Line

- Use similar triangles to develop the point-slope form of the equation of a line.
- Graph equations given in point-slope form and write equations in point-slope form given graphs.

8.EE.B, MP7, 8.Mod4.AD2

Module 5

Module 6

Lesson 18: Bivariate Categorical Data

- Construct and interpret a two-way table summarizing a bivariate categorical data set.

8.SP.A.4, MP7, 8.Mod6.AD11

Lesson 19: Association in Bivariate Categorical Data

- Determine whether there is evidence of an association between categorical variables that have two possible values.
- Compare and contrast evidence of an association represented in two-way tables and segmented bar graphs.

8.SP.A.4, MP6, 8.Mod6.AD11, 8.Mod6.AD12

Lesson 20: Analyzing Bivariate Categorical Data

- Determine whether there is evidence of an association between categorical variables that have two or more possible values.
- Describe the difference between an association and a cause and effect relationship for categorical variables.

8.SP.A.4, MP5, 8.Mod6.AD11, 8.Mod6.AD12

Topic E: Volume

Lesson 21: Volumes of Prisms and Pyramids

- Find the volume of prisms.
- Develop and use the formula for the volume of a pyramid.

8.G.C.9, MP6, 8.Mod6.AD13

Lesson 22: Volume of Cylinders

- Develop and use the formula for the volume of a cylinder.
- Find volumes of oblique cylinders and prisms.

8.G.C.9, MP8, 8.Mod6.AD13

Module 1

Lesson 24: Revisiting Equations with Squares and Cubes

- Solve equations of the forms $x^2 = p$ and $x^3 = p$, where p is a rational number and the solutions are real numbers.

8.EE.A.2, MP6, 8.Mod1.AD6



Module 2

Module 3

Module 4

Lesson 23: Comparing Equations in Different Forms

- Determine whether linear equations in different forms represent the same line.
- Write linear equations from tables.

8.EE.B, MP7, 8.Mod4.AD2

Topic F: Graphing and Writing Linear Equations

Lesson 24: The Patterns, the Pops, and the Pastries

- Write an equation of a line given a graph.
- Write an equation of a line given information about the line.

8.EE.B, MP1, 8.Mod4.AD2

Lesson 25: Lines, Lines, and More Lines

- Graph linear equations given in various forms.

8.EE.B, MP5, 8.Mod4.AD2

Lesson 26: Linear Equations from Word Problems

- Use linear equations to solve problems with real-world contexts.

8.EE.B, MP2, 8.Mod4.AD4

Lesson 27: Get to Work

- Model a real-world situation with linear equations and use the equations to answer questions about the situation.
- Interpret the meaning of different components of the linear equations in context.

8.EE.B, MP1, 8.Mod4.AD4



Module 5

Module 6

Lesson 23: Volume of Cones

- Develop and use the formula for the volume of a cone.
- Solve problems involving volumes of cylinders, cones, prisms, and pyramids.

8.G.C.9, MP7, 8.Mod6.AD13

Lesson 24: Volume of Spheres

- Develop and use the formula for the volume of a sphere.
- Solve problems involving volumes of cylinders, cones, and spheres.

8.G.C.9, MP6, 8.Mod6.AD13

Lesson 25: Applications of Volume

- Use functions to solve problems involving volumes of cylinders, cones, and spheres.

8.F.B.4, 8.G.C.9, MP1, 8.Mod6.AD4, 8.Mod6.AD13



Module 1 Rational and Irrational Numbers	Module 2 One- and Two-Variable Equations	Module 3 Two-Dimensional Geometry	Module 4 Graphs of Linear Equations and Systems of Linear Equations	Module 5 Functions and Three-Dimensional Geometry	Module 6 Probability and Statistics
<p>Topic A: Add and Subtract Rational Numbers</p> <p>Lesson 1: Adding Integers and Rational Numbers</p> <ul style="list-style-type: none"> Recognize that opposite integers sum to 0. Use number lines and strategies to add rational numbers. <p>7.NS.A.1.a, 7.NS.A.1.b, 7.NS.A.1.c, 7.NS.A.1.d, 7.NS.A.2.a, 7.NS.A.2.b, 7.NS.A.2.c, 7.NS.A. 3, MP2, 7–8.Mod1.AD1, 7–8.Mod1.AD3</p> <p>Lesson 2: KAKOOMA[®] with Rational Numbers</p> <ul style="list-style-type: none"> Use estimation and the properties of operations to add rational numbers. Add rational number to solve and create puzzles. <p>7.NS.A.1.d, 7.NS.A.2.c, MP1, 7–8.Mod1.AD1</p> <p>Lesson 3: Finding Distances to Find Differences</p> <ul style="list-style-type: none"> Show that the distance between two integers on a number line is the absolute value of their difference. 	<p>Topic A: Solving One-Variable Equations and Inequalities</p> <p>Lesson 1: Finding Unknown Angle Measures</p> <ul style="list-style-type: none"> Use angle relationships to determine unknown angle measures. Write and solve equations that use angle relationships to find unknown angle measures. <p>7.G.B.5, MP7, 7–8.Mod2.AD14</p> <p>Lesson 2: Using Equivalent Expressions to Solve Equations</p> <ul style="list-style-type: none"> Generate equivalent expressions by using the properties of operations to add, subtract, factor, and expand linear expressions. Solve equations of the forms $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific integers. <p>7.EE.A.1, 7.EE.A.2, 7.G.B.5, MP1, 7–8.Mod2.AD8, 7–8.Mod2.AD9, 7–8.Mod2.AD14</p> <p>Lesson 3: Solving Equations</p> <ul style="list-style-type: none"> Write and solve equations of the forms $px + q = r$ and $p(x + q) = r$, 	<p>Topic A: Triangles and Circles</p> <p>Lesson 1: Sketching and Constructing Geometric Figures</p> <ul style="list-style-type: none"> Construct geometric figures with given conditions. Determine the relationship between the sum of two side lengths of a triangle and the third side length. <p>7.G.A.2, MP5, 7–8.Mod3.AD3, 7–8.Mod3.AD4</p> <p>Lesson 2: Conditions of Unique Triangles</p> <ul style="list-style-type: none"> Construct triangles with given conditions. Determine which sets of conditions guarantee a unique triangle. <p>7.G.A.2, MP3, 7–8.Mod3.AD3, 7–8.Mod3.AD4</p> <p>Lesson 3: Exploring and Constructing Circles</p> <ul style="list-style-type: none"> Define and construct circles given a radius or diameter. Define pi and use it to determine the circumference of a circle. 	<p>Topic A: Graphs of Linear Equations in Two Variables</p> <p>Lesson 1: Solutions to Linear Equations in Two Variables</p> <ul style="list-style-type: none"> Find solutions to linear equations in two variables. Graph the solutions in the coordinate plane. <p>8.EE.B, MP8, 7–8.Mod4.AD1</p> <p>Lesson 2: The Graph of a Linear Equation in Two Variables</p> <ul style="list-style-type: none"> Identify that the graph of a linear equation of the form $Ax + By = C$ is a line. <p>8.EE.B, MP6, 7–8.Mod4.AD1</p> <p>Lesson 3: Lines with Special Characteristics</p> <ul style="list-style-type: none"> Graph linear equations of the form $Ax = C$ and $By = C$ where A and B are nonzero. <p>8.EE.B, MP8, 7–8.Mod4.AD1</p>	<p>Topic A: Functions</p> <p>Lesson 1: Motion and Speed</p> <ul style="list-style-type: none"> Calculate the average speed of linear and nonlinear motion. Understand that a function is a special type of rule. <p>8.F.A.1, MP8, 7–8.Mod5.AD5</p> <p>Lesson 2: Definition of a Function</p> <ul style="list-style-type: none"> Determine that a function is a rule that assigns to each input one and only one output. Identify functions that can be represented by an equation and those that cannot. <p>8.F.A.1, MP2, 7–8.Mod5.AD5</p> <p>Lesson 3: Linear Functions and Proportionality</p> <ul style="list-style-type: none"> Write equations that represent linear functions. Determine what inputs make sense in the context of a linear function. <p>8.F.A.3, MP2, 7–8.Mod5.AD7</p> <p>Lesson 4: More Examples of Functions</p> <ul style="list-style-type: none"> Determine that not all functions have numerical inputs and outputs. 	<p>Topic A: Calculating and Interpreting Probabilities</p> <p>Lesson 1: What Is Probability?</p> <ul style="list-style-type: none"> Find a number between 0 and 1 that represents the likelihood that an event will occur. Calculate the empirical probability of an event by collecting data from a chance experiment. <p>7.SP.C.5, 7.SP.C.6, MP2, 7–8.Mod6.AD5, 7–8.Mod6.AD6</p> <p>Lesson 2: Outcomes of Chance Experiments</p> <ul style="list-style-type: none"> Determine the sample space for a chance experiment. Given a description of a chance experiment and an event, determine for which outcomes in the sample space the event will occur. <p>7.SP.C.6, MP2, 7–8.Mod6.AD6</p> <p>Lesson 3: Theoretical Probability</p> <ul style="list-style-type: none"> Calculate theoretical probabilities of events for chance experiments that have equally likely outcomes. <p>7.SP.C.7.a, MP6, 7–8.Mod6.AD8</p>

Module 1

- Evaluate integer subtraction expressions by finding the unknown addends in related addition equations.
7.NS.A.1.c, 7.NS.A.1.d, 7.NS.A.2.c, 7.NS.A.3, MP7, 7–8.Mod1.AD1, 7–8.Mod1.AD4

Lesson 4: Subtracting Integers

- Express subtraction of an integer as addition of its opposite.
- Subtract integers by using equivalent addition expressions.

7.NS.A.1.a, 7.NS.A.1.b, 7.NS.A.1.c, 7.NS.A.1.d, 7.NS.A.2.a, 7.NS.A.2.b, 7.NS.A.2.c, 7.NS.A.3, MP8, 7–8.Mod1.AD1, 7–8.Mod1.AD3

Lesson 5: Subtracting Rational Numbers

- Evaluate expressions involving subtraction of rational numbers.
- Subtract rational numbers by using equivalent addition expressions.
7.NS.A.1.a, 7.NS.A.1.b, 7.NS.A.1.c, 7.NS.A.1.d, 7.NS.A.2.a, 7.NS.A.2.b, 7.NS.A.2.c, 7.NS.A.3, MP7, 7–8.Mod1.AD1, 7–8.Mod1.AD2, 7–8.Mod1.AD3

Topic B: Multiply and Divide Rational Numbers

Lesson 6: Multiplying Integers and Rational Numbers

- Use repeated addition and the properties of operations to determine the product of a negative number and a positive number.
- Informally verify that the product of two negative numbers is a positive number.
7.NS.A.1.a, 7.NS.A.1.b, 7.NS.A.1.c, 7.NS.A.1.d, 7.NS.A.2.a, 7.NS.A.2.b, 7.NS.A.2.c, 7.NS.A.3, MP8,

Module 2

where p , q , and r are rational numbers.

7.EE.B.4, 7.EE.B.4.a, 8.EE.C.7.b, MP2, 7–8.Mod2.AD11, 7–8.Mod2.AD17

Lesson 4: Using Equations to Solve Inequalities

- Solve inequalities and graph their solution sets on a number line.
7.EE.B.4, 7.EE.B.4.b, MP8, 7–8.Mod2.AD12, 7–8.Mod2.AD13

Lesson 5: Solving Problems Involving Equations and Inequalities

- Solve inequalities and identify restrictions to their solution sets.
- Solve real-world problems by using equations and inequalities.
7.EE.B.4, 7.EE.B.4.a, 7.EE.B.4.b, 8.EE.C.7.b, MP6, 7–8.Mod2.AD11, 7–8.Mod2.AD12, 7–8.Mod2.AD17

Lesson 6: Expressing Repeating Decimals as Fractions

- Use equations to write the fraction form of any repeating decimal.
7.EE.B.4.a, 8.NS.A.1, 8.EE.C.7.b, MP8, 7–8.Mod2.AD15, 7–8.Mod2.AD17

Topic B: Multi-Step Equations and Their Solutions

Lesson 7: Solving Multi-Step Equations

- Solve multi-step equations in one variable with a variable on both sides of the equations.
- Identify whether an equation is a linear equation.

Module 3

7.G.A.2, 7.G.B.4, MP8, 7–8.Mod3.AD3, 7–8.Mod3.AD5

Lesson 4: Area and Circumference of a Circle

- Estimate the area of a circle.
- Model and describe the relationship between the circumference and the area of a circle.

7.G.B.4, MP7, 7–8.Mod3.AD5, 7–8.Mod3.AD6

Lesson 5: Area and Circumference of Circular Regions

- Model and describe the relationship between the areas of circles and the areas of semicircular and quarter-circular regions.
- Solve problems by using the formulas for the area and the circumference of a circle.
7.G.B.4, MP1, 7–8.Mod3.AD5, 7–8.Mod3.AD6

Lesson 6: Watering a Lawn (Optional)

- Model a situation by using rectangular, circular, semicircular, and quarter-circular regions and calculate area to solve problems.
7.G.B.4, MP1, MP4, 7–8.Mod3.AD5

Topic B: Rigid Motions and Congruence

Lesson 7: Motions of the Plane

- Informally describe how to map a figure to its image.
- Demonstrate that the distance between two points stays the same under rigid motions.

Module 4

Lesson 4: Comparing Proportional Relationships

- Use unit rates to compare the steepness of lines representing proportional relationships.
- Compare proportional relationships represented in different ways.
8.EE.B.5, MP2, 7–8.Mod4.AD3

Topic B: Slope and Equation of a Line

Lesson 5: Proportional Relationships and Slope

- Relate the unit rate of a proportional relationship to the slope of the associated line.
- Find the slope of a line through the origin.
8.EE.B.5, 8.EE.B.6, MP6, 7–8.Mod4.AD2, 7–8.Mod4.AD4

Lesson 6: Slopes of Rising Lines and Falling Lines

- Find slopes of rising lines and falling lines by using slope triangles.
- Graph a line given the slope and a point on the line.
8.EE.B.6, MP8, 7–8.Mod4.AD4

Lesson 7: Using Coordinates to Find Slope

- Develop a formula for the slope of a line.
- Find the slope of a line given the coordinates of at least two points on the line.
8.EE.B.6, MP8, 7–8.Mod4.AD4

Module 5

- Determine what inputs make sense for a variety of functions.
8.F.A.1, MP7, 7–8.Mod5.AD5

Lesson 5: Graphs of Functions and Equations

- Determine that if a function can be represented by an equation, then the graph of the function is the same as or some part of the graph of the equation.
- Determine whether a given graph represents a function.
8.F.A.1, MP6, 7–8.Mod5.AD5

Topic B: Linear and Nonlinear Functions

Lesson 6: Linear Functions and Rate of Change

- Calculate rates on a given interval to determine whether a function is a linear function.
- Determine the rate of change for a linear function and interpret the rate of change in context.
8.F.A.3, 8.F.B.4, MP2, 7–8.Mod5.AD7, 7–8.Mod5.AD8, 7–8.Mod5.AD9

Lesson 7: Interpreting Rate of Change and Initial Value

- Interpret the rate of change and initial value of a linear function in context.
- Use rate of change to compare two linear functions.
8.F.A.2, 8.F.B.4, MP2, 7–8.Mod5.AD6, 7–8.Mod5.AD8, 7–8.Mod5.AD9

Lesson 8: Comparing Functions

- Compare two functions represented in different ways.
8.F.A.2, MP5, 7–8.Mod5.AD6

Module 6

Lesson 4: Multistage Experiments

- Use tree diagrams to organize and represent the outcomes in the sample space of a multistage experiment.
7.SP.C.8.a, 7.SP.C.8.b, MP7, 7–8.Mod6.AD10

Lesson 5: Outcomes That Are Not Equally Likely

- Calculate probabilities of events for chance experiments that do not have equally likely outcomes.
7.SP.C.6, MP7, 7–8.Mod6.AD6

Topic B: Estimating Probabilities

Lesson 6: The Law of Large Numbers

- Use empirical probability to estimate theoretical probability.
- Compare probabilities from a theoretical model to observed relative frequencies.
7.SP.C.7, 7.SP.C.7.a, 7.SP.C.7.b, MP8, 7–8.Mod6.AD7, 7–8.Mod6.AD8, 7–8.Mod6.AD9

Lesson 7: Picking Blue

- Use empirical probabilities to create a probability model.
7.SP.C.6, 7.SP.C.7.b, MP2, 7–8.Mod6.AD6, 7–8.Mod6.AD9

Lesson 8: Probability Simulations

- Use a simulation to generate empirical probabilities for events.
7.SP.C.8.c, MP1, 7–8.Mod6.AD11

Lesson 9: Simulations with Random Number Tables

- Conduct simulations with a random number table.
7.SP.C.8.c, MP5, 7–8.Mod6.AD11

Module 1

7–8.Mod1.AD1, 7–8.Mod1.AD3, 7–8.Mod1.AD5

Lesson 7: Exponential Expressions and Relating Multiplication to Division

- Evaluate exponential expressions that include rational numbers.
- Write division expressions as unknown factor equations to determine the value of the quotients.

7.NS.A.1.d, 7.NS.A.2.a, 7.NS.A.2.c, MP3, 7–8.Mod1.AD1, 7–8.Mod1.AD5

Lesson 8: Dividing Integers and Rational Numbers

- Write rational numbers as quotients of integers.
- Divide rational numbers given in different forms.

7.NS.A.1.a, 7.NS.A.1.b, 7.NS.A.1.c, 7.NS.A.1.d, 7.NS.A.2.a, 7.NS.A.2.b, 7.NS.A.2.c, 7.NS.A.3, MP2, 7–8.Mod1.AD1, 7–8.Mod1.AD2, 7–8.Mod1.AD3

Lesson 9: Decimal Expansions of Rational Numbers

- Determine whether the decimal form of a rational number is a terminating decimal or a repeating decimal by analyzing the factors of the denominator.
- Write rational numbers as either terminating decimals or repeating decimals.

7.NS.A.1.d, 7.NS.A.2.c, 7.NS.A.2.d, 8.NS.A.1, MP6, 7–8.Mod1.AD1, 7–8.Mod1.AD6, 7–8.Mod1.AD7

Module 2

7.EE.B.4.a, 7.G.B.5, 8.EE.C.7.b, MP6, 7–8.Mod2.AD14, 7–8.Mod2.AD17

Lesson 8: Solving Equations with Rational Coefficients

- Solve multi-step equations in one variable with rational coefficients.
- 7.EE.B.4, 7.EE.B.4.a, 8.EE.C.7.a, 8.EE.C.7.b, MP7, 7–8.Mod2.AD11, 7–8.Mod2.AD16, 7–8.Mod2.AD17

Lesson 9: Linear Equations with More Than One Solution

- Determine that linear equations in one variable with infinitely many solutions are equivalent to the equation $a = a$.
- Solve linear equations in one variable that have only one solution or infinitely many solutions.

7.EE.B.4.a, 8.EE.C.7.a, 8.EE.C.7.b, MP7, 7–8.Mod2.AD16, 7–8.Mod2.AD17

Lesson 10: Another Possible Number of Solutions

- Determine that linear equations in one variable with no solution are equivalent to the equation $a = b$, where a and b are different numbers.
- Write linear equations that have only one solution, infinitely many solutions, or no solution.

7.EE.B.4.a, 8.EE.C.7.a, 8.EE.C.7.b, MP7, 7–8.Mod2.AD16, 7–8.Mod2.AD17

Lesson 11: Using Linear Equations to Solve Real-World Problems

- Solve real-world problems by using linear equations in one variable.
- 7.EE.B.3, 7.EE.B.4, 7.EE.B.4.a, 8.EE.C.7.b, MP2, 7–8.Mod2.AD10, 7–8.Mod2.AD11, 7–8.Mod2.AD17

Module 3

8.G.A.1, 8.G.A.1.a, 8.G.A.1.b, 8.G.A.1.c, MP5, 7–8.Mod3.AD7

Lesson 8: Translations, Reflections, and Rotations

- Apply translations, reflections, and rotations to the plane.
- Identify the basic properties of the rigid motions.

8.G.A.1, 8.G.A.1.a, 8.G.A.1.b, 8.G.A.1.c, MP8, 7–8.Mod3.AD7

Lesson 9: Rigid Motions on the Coordinate Plane

- Apply translations, reflections, and rotations on the coordinate plane.
- Use coordinates to describe the location of an image under a translation, reflection, or rotation.

8.G.A.1, 8.G.A.1.a, 8.G.A.1.b, 8.G.A.1.c, 8.G.A.3, MP6, 7–8.Mod3.AD7, 7–8.Mod3.AD10

Lesson 10: Sequencing the Rigid Motions

- Apply and describe sequences of rigid motions.
- Determine that the properties of individual rigid motions also apply for a sequence of rigid motions.

8.G.A.1, 8.G.A.1.a, 8.G.A.1.b, 8.G.A.1.c, 8.G.A.2, MP1, 7–8.Mod3.AD7, 7–8.Mod3.AD8, 7–8.Mod3.AD9

Lesson 11: Showing Figures Are Congruent

- Show figures are congruent by describing a sequence of rigid motions that maps one figure onto the other.

8.G.A.2, MP6, 7–8.Mod3.AD8, 7–8.Mod3.AD9

Module 4

Lesson 8: Slope-Intercept Form of the Equation of a Line

- Use similar triangles to develop the slope-intercept form of the equation of a line.
- Write equations in slope-intercept form from graphs and graph equations given in slope-intercept form.

8.EE.B, 8.EE.B.6, MP7, 7–8.Mod4.AD1, 7–8.Mod4.AD5

Lesson 9: Point-Slope Form of the Equation of a Line

- Use similar triangles to develop the point-slope form of the equation of a line.
- Graph equations given in point-slope form and write equations in point-slope form given graphs.

8.EE.B, MP7, 7–8.Mod4.AD1

Lesson 10: Comparing Equations in Different Forms

- Determine whether linear equations in different forms represent the same line.
- Write linear equations from tables.

8.EE.B, MP7, 7–8.Mod4.AD1

Topic C: Solving Systems of Linear Equations

Lesson 11: Introduction to Systems of Linear Equations

- Graph a system of linear equations to identify the solution.
- Recognize that the ordered pair representing the intersection point of the lines is the solution to the system of linear equations.

8.EE.C.8.a, 8.EE.C.8.b, MP6, 7–8.Mod4.AD6, 7–8.Mod4.AD8

Module 5

Lesson 9: Increasing and Decreasing Functions

- Describe qualitative features of a function by analyzing a graph.
- Sketch the graph of a function given a description.

8.F.B.5, MP6, 7–8.Mod5.AD10, 7–8.Mod5.AD11

Lesson 10: Graphs of Nonlinear Functions

- Sketch the graph of a function with certain qualitative features based on a description.
- Classify linear and nonlinear functions given an equation or a graph.

8.F.A.3, 8.F.B.5, MP3, 7–8.Mod5.AD7, 7–8.Mod5.AD10, 7–8.Mod5.AD11

Topic C: Surface Area and Cross Sections

Lesson 11: Surface Areas of Prisms and Pyramids

- Determine an efficient strategy for finding the surface area of right prisms by finding the sum of the areas of the lateral faces and bases.
- Calculate the surface areas of right prisms, right pyramids, and solids composed of right prisms and right pyramids.

7.G.B.6, MP6, 7–8.Mod5.AD2

Lesson 12: Surface Area of Cylinders (Optional)

- Calculate the surface area of right circular cylinders.

MP8

Module 6

Topic C: Random Sampling

Lesson 10: Populations and Samples

- Distinguish populations and their characteristics from samples and their statistics.

7.SP.A.1, MP6, 7–8.Mod6.AD1

Lesson 11: Selecting a Sample

- Take a random sample from a population.
- Describe the importance of a random sample in drawing conclusions about a population.

7.SP.A.1, MP2, 7–8.Mod6.AD1

Lesson 12: Sampling Variability When Estimating a Population Mean

- Describe sampling variability in the context of estimating a population mean.
- Use data from a random sample to estimate a population mean.

7.SP.A.1, 7.SP.A.2, MP2, 7–8.Mod6.AD1, 7–8.Mod6.AD2

Lesson 13: Sampling Variability and the Effect of Sample Size

- Observe that increasing the sample size decreases the sampling variability of the sample mean.

7.SP.A.2, MP1, 7–8.Mod6.AD2

Lesson 14: Sampling Variability When Estimating a Population Proportion

- Observe that increasing the sample size decreases the sampling variability of the sample proportion.

7.SP.A.2, MP6, 7–8.Mod6.AD2

Topic C: Properties of Exponents and Scientific Notation

Lesson 10: Large and Small Positive Numbers

- Approximate very large and very small positive numbers and write them as a single digit times a power of 10 or as a single digit times a unit fraction with a denominator written as a power of 10.
- Compare large and small positive numbers by using *times as much as* language.

8.EE.A.3, MP2, 7–8.Mod1.AD13, 7–8.Mod1.AD14

Lesson 11: Products of Exponential Expressions with Positive Whole-Number Exponents

- Apply the product of powers with like bases property to write equivalent expressions given an expression of the form $x^m \cdot x^n$.

8.EE.A.1, MP8, 7–8.Mod1.AD10

Lesson 12: More Properties of Exponents

- Apply properties of exponents, including raising powers to powers, raising products to powers, and raising quotients to powers.

8.EE.A.1, MP8, 7–8.Mod1.AD10

Lesson 13: Making Sense of Integer Exponents

- Confirm that the definition of the exponent of 0 upholds the properties of exponents.
- Apply the definition of a negative exponent to write equivalent expressions.

8.EE.A.1, MP6, 7–8.Mod1.AD10

Topic C: From Ratio Relationships to Proportional Relationships

Lesson 12: An Experiment with Ratios and Rates (Optional)

- Compare different relationships in situations by using ratio and rate reasoning.

7.RP.A.1, 7.RP.A.2.a, MP8, 7–8.Mod2.AD1, 7–8.Mod2.AD2

Lesson 13: Exploring Tables of Proportional Relationships

- Identify proportional relationships represented in tables by calculating constant unit rates.
- Write equations to represent proportional relationships and use them to determine unknown values.

7.RP.A.1, 7.RP.A.2.a, 7.RP.A.2.c, MP2, 7–8.Mod2.AD1, 7–8.Mod2.AD2, 7–8.Mod2.AD4

Lesson 14: Exploring Graphs of Proportional Relationships

- Identify proportional relationships represented as graphs.
- Interpret and make sense of the points $(0, 0)$ and $(1, r)$ in context.

7.RP.A.2.a, 7.RP.A.2.b, 7.RP.A.2.d, MP7, 7–8.Mod2.AD2, 7–8.Mod2.AD3, 7–8.Mod2.AD5

Lesson 15: Relating Representations of Proportional Relationships

- Determine whether a written description represents a proportional relationship.
- Compare proportional relationships.

Topic C: Applications of Congruence

Lesson 12: Lines Cut by a Transversal

- Use informal arguments to establish facts about the angles created when pairs of lines are cut by a transversal.

8.G.A.2, 8.G.A.5, MP6, 7–8.Mod3.AD8, 7–8.Mod3.AD9, 7–8.Mod3.AD15

Lesson 13: Angle Sum of a Triangle

- Use informal arguments to verify that the sum of the interior angle measures of a triangle is 180° .
- Use informal arguments to conclude that lines cut by a transversal are parallel when corresponding angles are congruent.

8.G.A.5, MP3, 7–8.Mod3.AD14, 7–8.Mod3.AD15

Lesson 14: Exterior Angles of Triangles

- Use informal arguments to establish facts about the exterior angles of triangles.
- Determine the unknown measure of an interior or exterior angle of a triangle.

8.G.A.5, MP7, 7–8.Mod3.AD14, 7–8.Mod3.AD15

Lesson 15: Proving the Pythagorean Theorem

- Explain a proof of the Pythagorean theorem.

8.G.B.6, MP3, 7–8.Mod3.AD17

Lesson 12: Identifying Solutions

- Recognize that a system of linear equations that represents parallel lines has no solution.
- Analyze a system of linear equations to determine whether a solution exists.

8.EE.B, 8.EE.C.8.a, 8.EE.C.8.b, MP7, 7–8.Mod4.AD1, 7–8.Mod4.AD6, 7–8.Mod4.AD9

Lesson 13: More Than One Solution

- Recognize that a system of linear equations that represents the same line has infinitely many solutions.
- Analyze whether a system of linear equations has only one solution, no solution, or infinitely many solutions.

8.EE.C.8.a, 8.EE.C.8.b, MP7, 7–8.Mod4.AD6, 7–8.Mod4.AD8, 7–8.Mod4.AD9

Lesson 14: Solving Systems of Linear Equations Without Graphing

- Solve systems of linear equations by using the substitution method to write the systems as linear equations in one variable.

8.EE.C.8.b, MP6, MP8, 7–8.Mod4.AD7

Lesson 15: The Substitution Method

- Solve a system of linear equations by using the substitution method.
- Apply the multiplication property of equality as part of the substitution method.

8.EE.C.8.b, MP1, 7–8.Mod4.AD7, 7–8.Mod4.AD9

Lesson 13: Understanding Planes and Cross Sections

- Sketch cross sections of right prisms and right pyramids cut by a plane parallel or perpendicular to the base.

7.G.A.3, MP7, 7–8.Mod5.AD1

Lesson 14: Cross Section Scavenger Hunt

- Explore cross sections formed when a right prism or a right pyramid is cut by a plane at an angle other than 90° to the base.

7.G.A.3, MP7, 7–8.Mod5.AD1

Lesson 15: Proportionality and Scale Factor of Cross Sections

- Identify the scale factor of cross sections.
- Express scale factor as a percent.

7.G.A.3, MP8, 7–8.Mod5.AD1

Topic D: Volume

Lesson 16: Volume of Prisms

- Develop and use the formula for finding the volume of any right prism.

7.G.B.6, 8.G.C.9, MP7, 7–8.Mod5.AD3

Lesson 17: Volume of Cylinders

- Develop and use the formula for the volume of a cylinder.
- Find volumes of oblique cylinders and prisms.

7.G.B.6, 8.G.C.9, MP8, 7–8.Mod5.AD3

Lesson 18: Designing a Fish Tank

- Model real-world problems involving surface area and volume.

7.G.B.6, 8.G.C.9, MP4, 7–8.Mod5.AD2, 7–8.Mod5.AD3

Topic D: Comparing Populations

Lesson 15: Comparing Sample Means

- Determine whether there is convincing evidence to conclude that two population means differ based on sample estimates.

7.SP.B.3, 7.SP.B.4, MP3, 7–8.Mod6.AD3, 7–8.Mod6.AD4

Lesson 16: Comparing Population Means

- Express the difference in sample means as a multiple of a measure of variability.

7.SP.B.3, 7.SP.B.4, MP7, 7–8.Mod6.AD3, 7–8.Mod6.AD4

Lesson 17: Memory Games

- Make conclusions about a difference in population means by using sample means and mean absolute deviations.

7.SP.B.3, 7.SP.B.4, MP4, 7–8.Mod6.AD3, 7–8.Mod6.AD4

Topic E: Bivariate Numerical Data

Lesson 18: Scatter Plots

- Construct scatter plots and identify those that show an association between two variables.
- Describe the difference between an association and a cause and effect relationship for numerical variables.

8.SP.A.1, MP2, 7–8.Mod6.AD12

Lesson 19: Patterns in Scatter Plots

- Identify and describe patterns of association between two variables represented in scatter plots.

Module 1

Lesson 14: Writing Very Large and Very Small Numbers in Scientific Notation

- Write numbers given in standard form in scientific notation.
- Order numbers written in scientific notation.

8.EE.A.3, MP3, 7–8.Mod1.AD13

Lesson 15: Operations with Numbers Written in Scientific Notation

- Interpret numbers displayed in scientific notation on digital devices.
- Operate with numbers written in standard form and in scientific notation.

8.EE.A.3, 8.EE.A.4, MP6, 7–8.Mod1.AD14, 7–8.Mod1.AD15, 7–8.Mod1.AD17

Lesson 16: Applications with Numbers Written in Scientific Notation

- Choose appropriate units of measurement and convert units of measurement with numbers written in standard form and in scientific notation.
- Operate with numbers written in scientific notation in real-world situations.

8.EE.A.3, 8.EE.A.4, MP1, 7–8.Mod1.AD14, 7–8.Mod1.AD15, 7–8.Mod1.AD16

Lesson 17: Get to the Point

- Model a situation by operating with numbers in scientific notation.
- 8.EE.A.3, 8.EE.A.4, MP4, MP5, 7–8.Mod1.AD14, 7–8.Mod1.AD15, 7–8.Mod1.AD16**

Module 2

7.RP.A.2.b, 7.RP.A.2.c, 7.RP.A.2.d, MP2, 7–8.Mod2.AD3, 7–8.Mod2.AD4, 7–8.Mod2.AD5

Lesson 16: Applying Proportional Reasoning

- Represent rate problems as proportional relationships with equations.
- Solve problems by applying proportional reasoning.

7.RP.A.2.b, 7.RP.A.2.c, 7.RP.A.3, MP2, 7–8.Mod2.AD3, 7–8.Mod2.AD4, 7–8.Mod2.AD6

Lesson 17: Using Proportional Reasoning to Solve Multi-Step Problems

- Solve multi-step ratio problems by using proportional reasoning.
- 7.RP.A.2.c, 7.RP.A.3, 7.EE.B.3, MP5, 7–8.Mod2.AD4, 7–8.Mod2.AD6, 7–8.Mod2.AD10**

Lesson 18: Handstand Sprint

- Model a situation by using a proportional relationship to solve a problem.
- 7.RP.A.2.c, 7.RP.A.3, 7.EE.B.3, MP4, MP5, 7–8.Mod2.AD4, 7–8.Mod2.AD6, 7–8.Mod2.AD10**

Topic D: Percents and Proportional Relationships

Lesson 19: Proportional Reasoning and Percents

- Identify percent as a rate per 100.
- Solve percent problems by using equations of the forms $y = kx$ and $\frac{a}{b} = \frac{c}{d}$.

Module 3

Lesson 16: Proving the Converse of the Pythagorean Theorem

- Explain a proof of the converse of the Pythagorean theorem and use the converse to determine whether a triangle is a right triangle.
- Use the Pythagorean theorem to determine unknown side lengths of right triangles.

8.G.B.6, 8.G.B.7, MP3, 7–8.Mod3.AD17, 7–8.Mod3.AD18

Lesson 17: Applications of the Pythagorean Theorem

- Find the distance between two points in the coordinate plane by using the Pythagorean theorem.
 - Apply the Pythagorean theorem to solve real-world and mathematical problems.
- 8.G.B.7, 8.G.B.8, MP7, 7–8.Mod3.AD18, 7–8.Mod3.AD19**

Topic D: Scale Drawings and Dilations

Lesson 18: Scale Drawings

- Determine whether a scale factor produces an enlargement or a reduction in related figures.
- Create a scale drawing by using the proportional relationship that exists between corresponding distances.

7.G.A.1, MP8, 7–8.Mod3.AD1, 7–8.Mod3.AD2

Lesson 19: Finding Actual Distances from a Scale Drawing

- Use a scale factor to find unknown lengths of a scale drawing or of the original figure.
- 7.G.A.1, MP6, 7–8.Mod3.AD1**

Module 4

Lesson 16: Choosing a Solution Method

- Analyze graphs and systems of equations to determine the number of solutions.
- Construct and critique arguments about the most efficient solution method.

8.EE.C.8.a, 8.EE.C.8.b, MP3, MP5, 7–8.Mod4.AD6, 7–8.Mod4.AD7, 7–8.Mod4.AD9

Topic D: Writing and Solving Systems of Linear Equations

Lesson 17: Writing and Solving Systems of Equations for Mathematical Problems

- Write and solve systems of linear equations for mathematical problems.
- 8.EE.C.8.b, 8.EE.C.8.c, MP2, 7–8.Mod4.AD7, 7–8.Mod4.AD10**

Lesson 18: Writing and Solving Systems of Equations for Real-World Problems

- Write and solve a system of linear equations given a real-world situation.
- 8.EE.C.8.b, 8.EE.C.8.c, MP2, 7–8.Mod4.AD7, 7–8.Mod4.AD10**

Lesson 19: Back to the Coordinate Plane

- Write and solve systems of linear equations when given information about two lines to identify intersection points.
- 8.EE.C.8.a, 8.EE.C.8.b, MP1, 7–8.Mod4.AD6, 7–8.Mod4.AD7, 7–8.Mod4.AD8**

Module 5

Lesson 19: Volumes of Pyramids and Cones

- Develop and use the formulas for the volume of a pyramid and the volume of a cone.
 - Solve problems involving volumes of pyramids and cones.
- 7.G.B.6, 8.G.B.7, 8.G.C.9, MP6, 7–8.Mod5.AD3, 7–8.Mod5.AD4**

Lesson 20: Volume of Spheres

- Develop and use the formula for the volume of a sphere.
- Solve problems involving volumes of cylinders, cones, and spheres.

7.G.B.6, 8.G.C.9, MP6, 7–8.Mod5.AD3

Lesson 21: Volume of Composite Solids

- Find the volume of composite solids.
- 7.G.B.6, 8.G.C.9, MP1, 7–8.Mod5.AD3**

Lesson 22: Volumes of Truncated Cones and Pyramids (Optional)

- Understand that a truncated cone or pyramid is the solid obtained by removing a portion of a cone or pyramid that includes the apex.
- Solve problems involving volumes of truncated cones and pyramids.

7.G.B.6, 8.G.C.9, MP1, 7–8.Mod5.AD3

Lesson 23: Applications of Volume

- Use functions to solve problems involving volumes of cylinders, cones, and spheres.
- 7.G.B.6, 8.G.C.9, 8.F.B.4, MP1, 7–8.Mod5.AD3, 7–8.Mod5.AD8**

Module 6

- Identify and describe outliers and clusters in context.
- 8.SP.A.1, MP2, 7–8.Mod6.AD12**

Lesson 20: Informally Fitting a Line to Data

- Informally fit a line to data displayed in a scatter plot.
 - Determine an equation of a line informally fit to data and interpret the slope and y -intercept in context.
 - Make predictions based on the graph of a line fit to data.
- 8.SP.A.2, 8.SP.A.3, MP3, 7–8.Mod6.AD13, 7–8.Mod6.AD14**

Lesson 21: Linear Models

- Use a linear function to model the association between two numerical variables.
 - Informally assess the fit of a line to data in a scatter plot by judging the closeness of the data points to the line.
- 8.SP.A.2, 8.SP.A.3, MP7, 7–8.Mod6.AD13, 7–8.Mod6.AD14**

Topic F: Bivariate Categorical Data

Lesson 22: Bivariate Categorical Data

- Construct and interpret a two-way table summarizing a bivariate categorical data set.
- 8.SP.A.4, MP7, 7–8.Mod6.AD15**

Lesson 23: Association in Bivariate Categorical Data

- Determine whether there is evidence of an association between categorical variables that have two possible values.

Module 1

Topic D: Rational and Irrational Numbers

Lesson 18: Solving Equations with Squares and Cubes

- Solve equations of the forms $x^2 = p$ and $x^3 = p$, where p is a rational number and the solutions are rational numbers.

8.EE.A.2, MP8, 7–8.Mod1.AD11, 7–8.Mod1.AD12

Lesson 19: The Pythagorean Theorem

- Describe the Pythagorean theorem and the conditions required to use it.
- Apply the Pythagorean theorem to determine the length of a hypotenuse.

8.EE.A.2, 8.G.B.7, MP6, 7–8.Mod1.AD11, 7–8.Mod1.AD12, 7–8.Mod1.AD18

Lesson 20: Using the Pythagorean Theorem

- Use square root notation to express lengths that are not rational and place them on a number line.
- Approximate the value of square roots by using whole-number benchmarks.

7.NS.A.2.d, 8.NS.A.1, 8.EE.A.2, MP8, 7–8.Mod1.AD7, 7–8.Mod1.AD11, 7–8.Mod1.AD12

Lesson 21: Approximating Values of Roots

- Approximate values of square roots and cube roots.

8.NS.A.2, 8.EE.A.2, MP8, 7–8.Mod1.AD8, 7–8.Mod1.AD9, 7–8.Mod1.AD12

Module 2

7.RP.A.2.a, 7.RP.A.2.c, 7.RP.A.3, MP7, 7–8.Mod2.AD2, 7–8.Mod2.AD4, 7–8.Mod2.AD7

Lesson 20: Commissions, Fees, and Taxes

- Apply percents in the real-world contexts of commissions, fees, and taxes.

7.RP.A.3, MP2, 7–8.Mod2.AD6, 7–8.Mod2.AD7

Lesson 21: Discount, Markup, Sales Tax, and Tip

- Apply percents in the real-world contexts of discounts, markups, sales tax, and tips.

7.RP.A.3, 7.EE.A.2, MP1, 7–8.Mod2.AD6, 7–8.Mod2.AD7, 7–8.Mod2.AD9

Lesson 22: Percent Increase and Percent Decrease

- Solve percent problems in real-world contexts that involve percent change.

7.RP.A.3, 7.EE.A.2, MP2, 7–8.Mod2.AD6, 7–8.Mod2.AD7, 7–8.Mod2.AD9

Lesson 23: What Is the Best Deal?

- Calculate multiple discounts and discounted prices.
- Calculate the total amount after tax and tip.

7.RP.A.3, 7.EE.B.3, MP1, 7–8.Mod2.AD6, 7–8.Mod2.AD7, 7–8.Mod2.AD10

Lesson 24: Simple Interest

- Calculate simple interest, principal, time, and interest rate.

7.RP.A.3, MP7, 7–8.Mod2.AD6, 7–8.Mod2.AD7

Module 3

Lesson 20: Scale and Scale Factor

- Find unknown measurements in scale drawings through the appropriate use of scales and scale factors.
- Describe the area of a scale drawing with scale factor r as r^2 times the area of the original figure.

7.G.A.1, MP8, 7–8.Mod3.AD1

Lesson 21: Modeling with Scale Drawings

- Determine the scale factor that relates a second scale drawing to the original figure.
- Model a situation by reproducing a scale drawing at a different scale.

7.G.A.1, MP4, 7–8.Mod3.AD1, 7–8.Mod3.AD2

Lesson 22: Dilations

- Describe dilations and the effects of dilations.
- Apply a dilation with a scale factor greater than 1 to produce an enlargement and with a scale factor greater than 0 and less than 1 to produce a reduction.

7.G.A.1, 8.G.A.3, MP6, 7–8.Mod3.AD1, 7–8.Mod3.AD11

Topic E: Similarity

Lesson 23: Using Lined Paper to Explore Dilations

- Draw the image of a segment under a dilation.
- Learn the properties of dilations.

8.G.A.3, MP8, 7–8.Mod3.AD11

Lesson 24: Figures and Dilations

- Draw images of figures under dilations with various scale factors.

8.G.A.3, MP5, 7–8.Mod3.AD11

Module 4

Lesson 20: Modeling a Real-World Problem

- Formulate a problem from a context.
- Apply different mathematical tools to model, analyze, and answer a real-world question.

8.EE.C.8.a, 8.EE.C.8.b, 8.EE.C.8.c, MP4, 7–8.Mod4.AD6, 7–8.Mod4.AD8, 7–8.Mod4.AD10



Module 5

Module 6

- Compare and contrast evidence of an association represented in two-way tables and segmented bar graphs.

8.SP.A.4, MP6, 7–8.Mod6.AD15, 7–8.Mod6.AD16

Lesson 24: Analyzing Bivariate Categorical Data

- Determine whether there is evidence of an association between categorical variables that have two or more possible values.
- Describe the difference between an association and a cause and effect relationship for categorical variables.

8.SP.A.4, MP5, 7–8.Mod6.AD15, 7–8.Mod6.AD16



Module 1

Lesson 22: Rational and Irrational Numbers

- Classify real numbers as rational or irrational by their decimal form.
- Compare and order rational and irrational numbers.

7.NS.A.2.d, 8.NS.A.1, 8.NS.A.2, MP3, 7–8.Mod1.AD7, 7–8.Mod1.AD8, 7–8.Mod1.AD9

Lesson 23: Revisiting Equations with Square and Cubes

- Solve equations of the forms $x^2 = p$ and $x^3 = p$, where p is a rational number and the solutions are real numbers.

7.NS.A.2.d, 8.NS.A.1, 8.EE.A.2, MP2, 7–8.Mod1.AD7, 7–8.Mod1.AD11, 7–8.Mod1.AD12



Module 2

Lesson 25: Applying Percent Error

- Use absolute error to define percent error.
- Apply percent error to real-world contexts.

7.RP.A.3, MP2, 7–8.Mod2.AD6, 7–8.Mod2.AD7



Module 3

Lesson 25: The Shadowy Hand (Optional)

- Use a mathematical model to explain a real-world situation.
- Apply properties of dilations to make and test predictions.

8.G.A.3, MP4, 7–8.Mod3.AD11

Lesson 26: Dilations on the Coordinate Plane

- Apply dilations centered at the origin on the coordinate plane.
- Determine the scale factor of a dilation centered at the origin.

8.G.A.3, MP8, 7–8.Mod3.AD10, 7–8.Mod3.AD11

Lesson 27: Similar Figures

- Describe a sequence of rigid motions or dilations, or both, to show that two figures are similar.
- Identify properties of similar figures.

8.G.A.4, MP6, 7–8.Mod3.AD12, 7–8.Mod3.AD13

Lesson 28: Exploring Angles in Similar Triangles

- Recognize that triangles with two pairs of congruent angles are similar.

8.G.A.4, 8.G.A.5, MP7, 7–8.Mod3.AD12, 7–8.Mod3.AD13, 7–8.Mod3.AD16

Lesson 29: Using Similar Figures to Find Unknown Side Lengths

- Use properties of similar figures to solve real-world problems and find unknown side lengths.

8.G.A.5, 8.G.B.7, MP2, 7–8.Mod3.AD16, 7–8.Mod3.AD18



Module 4

Module 5

Module 6

Appendix 10- El Dorado County SELPA
Letter of Good Standing

May 31, 2024

Beth Thompson
Executive Director
KIPP: Public Schools Northern California
1000 Broadway Street, Suite 460
Oakland, CA 94607

Sent via Email

Re: KIPP: Public Schools Northern California

To whom it may concern,

KIPP: Public Schools Northern California, which includes KIPP Bayview Academy, KIPP Bayview Elementary, KIPP Bridge Academy, KIPP Heartwood Academy, KIPP Heritage Academy, KIPP King Collegiate High, KIPP Navigate College Prep, Kipp Prize Preparatory Academy, KIPP San Francisco Bay Academy, KIPP San Francisco College Preparatory, KIPP San Jose Collegiate, KIPP Stockton, KIPP Summit Academy, and KIPP University Park, has been a member of the El Dorado Charter SELPA since July 2012. KIPP: Public Schools Northern California is an organizational member in good standing and has demonstrated the commitment and capacity to function as LEAs for special education services.

Please contact me if you have any questions.

Sincerely,



Ginese Quann
Executive Director

GQ:ln

Appendix 11- 2024-25 KIPP Bridge
Academy Local Control and
Accountability Plan



KIPP BRIDGE ACADEMY

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Bridge Academy

CDS Code: 01612590115014

School Year: 2024-25

LEA contact information:

Michael Burks and Rosie Allen

KIPP Bridge Academy School Leaders

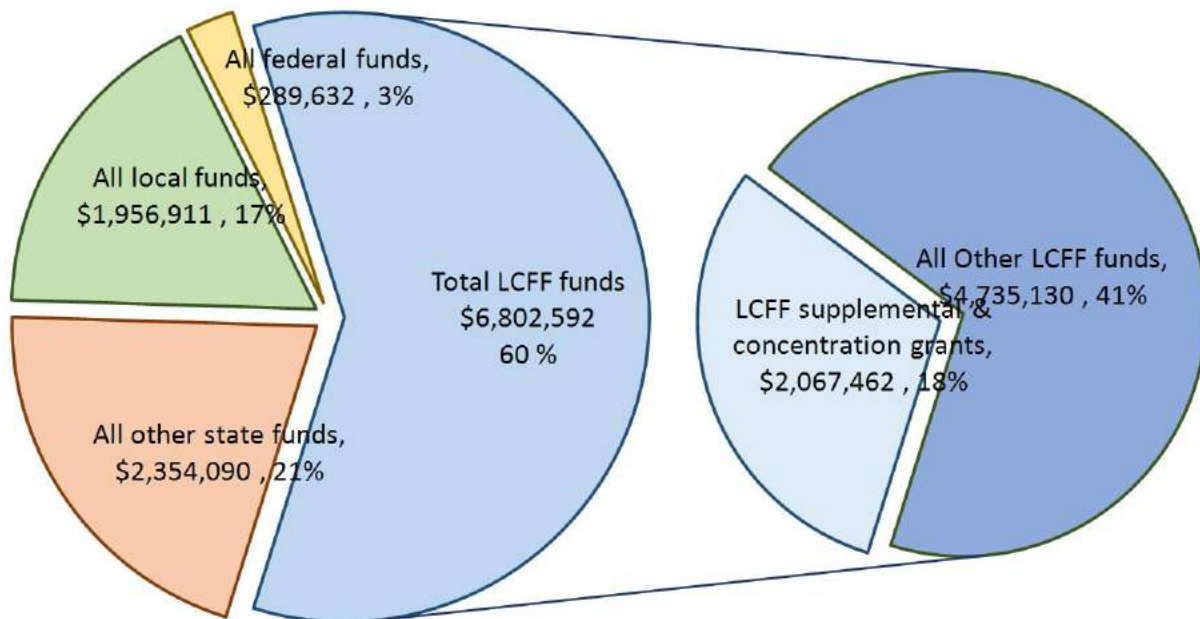
opsadmin@kipnocal.org

510-465-5477

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

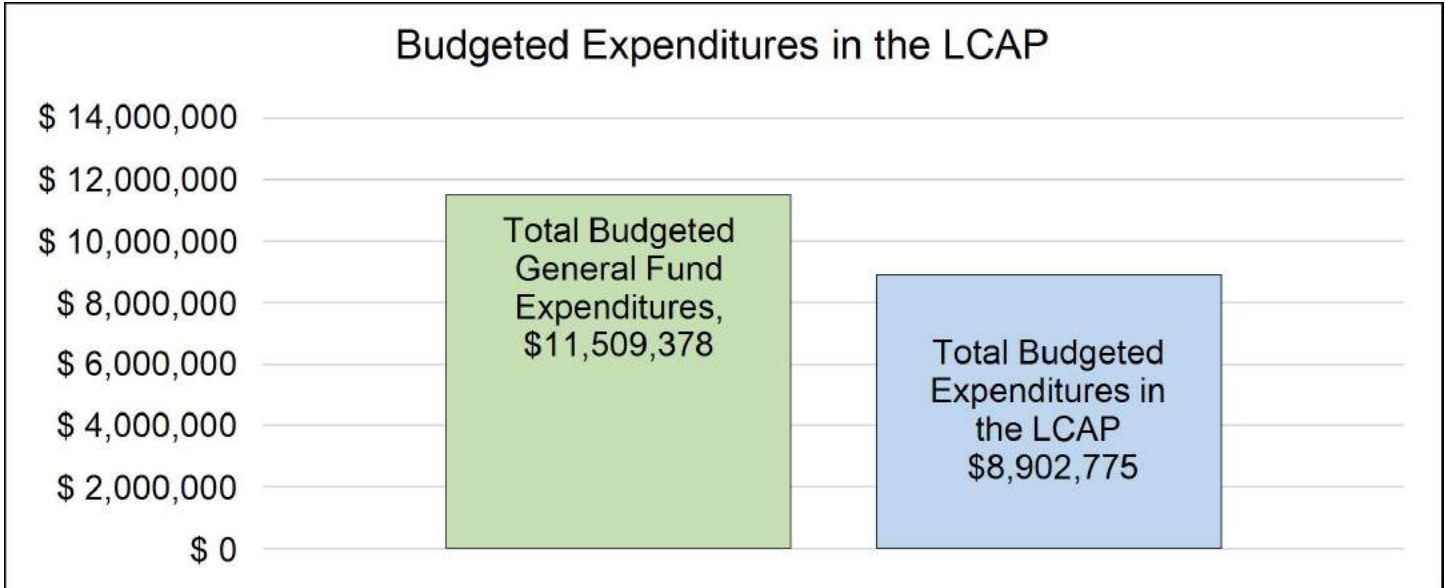


This chart shows the total general purpose revenue KIPP Bridge Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for KIPP Bridge Academy is \$11,403,225, of which \$6,802,592 is Local Control Funding Formula (LCFF), \$2,354,090 is other state funds, \$1,956,911 is local funds, and \$289,632 is federal funds. Of the \$6,802,592 in LCFF Funds, \$2,067,462 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much KIPP Bridge Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: KIPP Bridge Academy plans to spend \$11,509,378 for the 2024-25 school year. Of that amount, \$8,902,775 is tied to actions/services in the LCAP and \$2,606,603 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

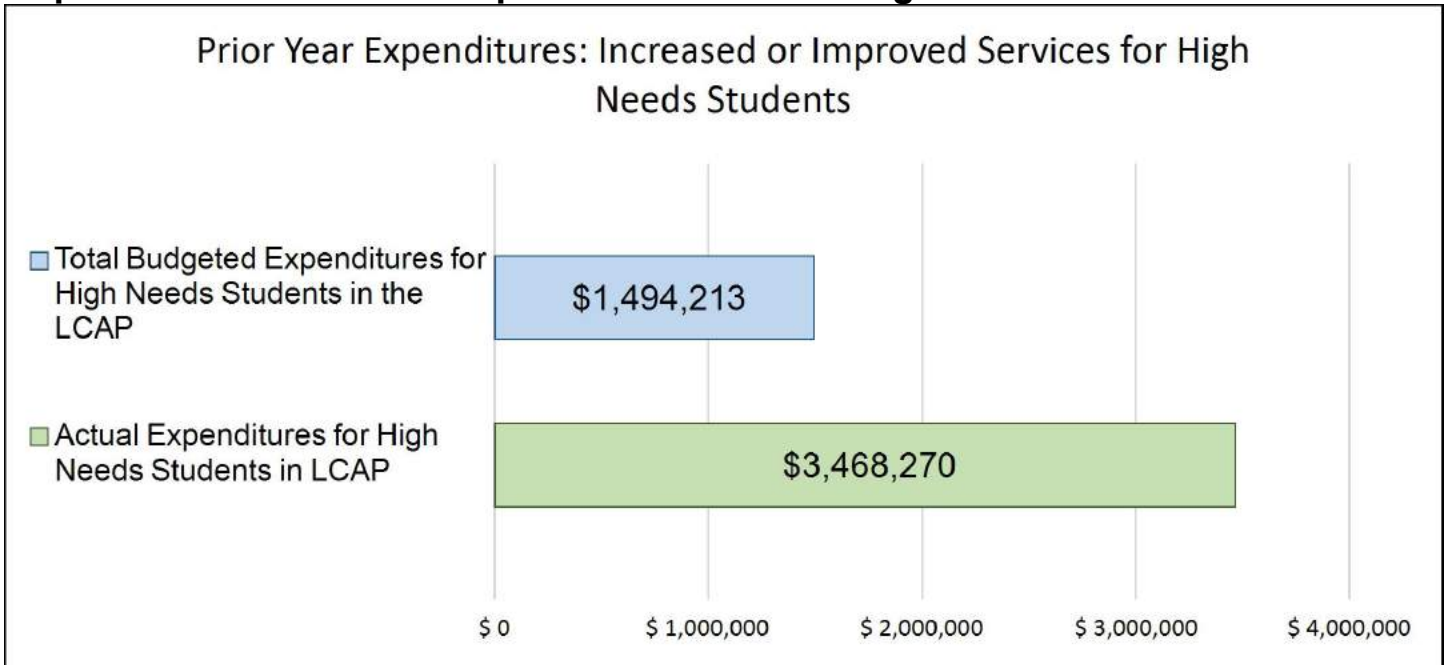
Expenditures not included in the LCAP include select or partial non-instructional salaries, meal service costs, office supplies, school furniture, and costs associated with staff appreciation and student recruitment.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, KIPP Bridge Academy is projecting it will receive \$2,067,462 based on the enrollment of foster youth, English learner, and low-income students. KIPP Bridge Academy must describe how it intends to increase or improve services for high needs students in the LCAP. KIPP Bridge Academy plans to spend \$3,488,116 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what KIPP Bridge Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what KIPP Bridge Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, KIPP Bridge Academy's LCAP budgeted \$1,494,213 for planned actions to increase or improve services for high needs students. KIPP Bridge Academy actually spent \$3,468,270 for actions to increase or improve services for high needs students in 2023-24.



KIPP BRIDGE
ACADEMY

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
KIPP Bridge Academy	Michael Burks and Rosie Allen KIPP Bridge Academy School Leaders	opsadmin@kippnorcal.org 510-465-5477

Goals and Actions

Goal

Goal #	Description
1	All students will achieve academically.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: State testing results for English Language Arts.	<p>18-19 English language arts results for all students: 36% proficient, 33% OUSD results</p> <p>18-19 English language arts results for students qualifying as low-income students: 34% proficient, 24% OUSD results</p> <p>18-19 English language arts results for multilingual language learners: 11% proficient, 6% OUSD results</p> <p>18-19 English results for students with disabilities: 12%</p>	<p>20-21 English language arts results for all students: 30% proficient; the district did not administer the SBAC and therefore there is no comparable student level data</p> <p>20-21 English language arts results for all students qualifying as low-income: 26% proficient; the district did not administer the SBAC and therefore there is no comparable student level data</p> <p>20-21 English language arts results for multilingual</p>	<p>21-22 English language arts results for all students: 39% proficient, 35% OUSD results</p> <p>21-22 English language arts results for students qualifying as low-income students: 36% proficient, 25% OUSD results</p> <p>21-22 English language arts results for multilingual language learners: 28% proficient, 10% OUSD results</p> <p>21-22 English results for students with disabilities: 16%</p>	<p>22-23 English language arts results for all students: 35% proficient, 33% district results</p> <p>22-23 English language arts results for students qualifying as low-income students: 32% proficient, 22% district results</p> <p>22-23 English language arts results for multilingual language learners: 17% proficient, 6% district results</p> <p>22-23 English language arts results for students with disabilities: 10%</p>	<p>Student ELA SBAC performance meets or exceeds the performance of the district in which it resides.</p> <p>Distance from Standard: +3ppt.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	proficient, 9% OUSD results	<p>learners: 23% proficient; the district did not administer the SBAC and therefore there is no comparable student level data</p> <p>20-21 English language arts results for students with disabilities: 6% proficient; the district did not administer the SBAC and therefore there is no comparable student level data</p>	proficient, 13% OUSD results	proficient, 13% district results	
SBAC Math: State testing results for Mathematics.	<p>18-19 Math results for all students: 26% proficient, 27% OUSD results</p> <p>18-19 Math results for students qualifying as low-income students: 27% proficient, 18% OUSD results</p> <p>18-19 Math results for multilingual language learners: 14% proficient, 8% OUSD results</p>	<p>20-21 Math results for all students: 18% proficient; the district did not administer the SBAC and therefore there is no comparable student level data</p> <p>20-21 Math results for all students qualifying as low-income: 17% proficient; the district did not administer the SBAC and therefore there is no</p>	<p>21-22 Math results for all students: 24% proficient, 26% OUSD results</p> <p>21-22 Math results for students qualifying as low-income students: 24% proficient, 15% OUSD results</p> <p>21-22 Math results for multilingual language learners: 23% proficient, 8% OUSD results</p>	<p>22-23 Math results for all students: 25% proficient, 25% district results</p> <p>22-23 Math results for students qualifying as low-income students: 22% proficient, 16% district results</p> <p>22-23 Math results for multilingual language learners: 16% proficient, 6% district results</p>	<p>Student Math SBAC performance meets or exceeds the performance of the district in which it resides.</p> <p>Distance from Standard: +3ppt</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	18-19 Math results for students with disabilities: 5% proficient, 8% OUSD results	<p>comparable student level data</p> <p>20-21 Math results for multilingual learners: 11% proficient; the district did not administer the SBAC and therefore there is no comparable student level data</p> <p>20-21 Math results for students with disabilities: 4% proficient; the district did not administer the SBAC and therefore there is no comparable student level data</p>	21-22 Math results for students with disabilities: 11% proficient, 12% OUSD results	22-23 Math for students with disabilities: 7% proficient, 11% district results	
CAST Science: State testing for Science.	<p>18-19 CAST results for all students: 11% proficient</p> <p>18-19 CAST results for students qualifying as low-income students: 14% proficient</p> <p>18-19 CAST results for multilingual language learners: 0% proficient</p>	CAST administration was not a viable option in the 20-21 school year and LEAs were not required to provide a local option due to state and federal flexibilities as a result of the COVID pandemic	<p>21-22 CAST results for all students: 12% proficient</p> <p>21-22 CAST results for students qualifying as low-income students: 10% proficient</p> <p>21-22 CAST results for multilingual language learners: 3% proficient</p>	<p>22-23 Science results for all students: 10% proficient</p> <p>22-23 Science results for students qualifying as low-income students: 8% proficient</p> <p>22-23 Science results for multilingual language learners: 0% proficient</p>	The percentage of students meeting or exceeding CAST results has increased 3% or 70% of our students are proficient.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	18-19 CAST results for students with disabilities: 0% proficient		21-22 CAST results for students with disabilities: 0% proficient	22-23 Science results for students with disabilities: 0% proficient	
<p>Multilingual Learner Reclassification Rate:</p> <p>The rate at which students who are classified as Multilingual Learners become proficient in the English Language, as measured by annual state and local assessments.</p>	12% of students were reclassified as English proficient in the 18-19 school year.	11% of students were reclassified in the 21-22 school year.	<p>9% of T-K 4 students were reclassified as English proficient in the 22-23 school year.</p> <p>22% of 5-8 students were reclassified as English proficient in the 22-23 school year.</p>	7.97% of students were reclassified as English proficient in the 23-24 school year.	20% of Multilingual language learners will be reclassified annually.
<p>English Learner Progress Indicator (ELPI):</p> <p>The rate at which English learners make progress toward English language proficiency.</p>	34% of students made progress towards achieving English language proficiency in the 18-19 school year.	There was no ELPI scores available for the 20-21 school year due to the COVID pandemic.	68% Multilingual learners were making progress towards English proficiency in the 21-22 school year.	56.5% Multilingual learners were making progress towards English proficiency in the 22-23 school year.	50% of multilingual language learners will be making progress towards achieving English language proficiency.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All planned actions were carried out in order to make progress towards the articulated goal. The implementation of these actions was consistent with the descriptions outlined in the adopted LCAP, with no substantive differences between the planned actions and their actual implementation.

One of the key successes was the increased focus on ELD, which was supported by regional resources and on-the-ground assistance. This heightened emphasis on ELD was facilitated through the establishment of additional Professional Learning Communities (PLCs) dedicated to sharing best practices and strategies for supporting English Language Learners. The PLCs provided leaders with valuable opportunities to collaborate, learn from one another, and receive targeted guidance from ELD specialists. As a result, teachers were better equipped to meet the unique needs of their English Language Learners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Due to widespread teacher shortages, KIPP schools were under-hired this year compared to budgeted staffing levels. As a result, a smaller portion of teacher and administrator time was dedicated to professional development than originally planned.

The assistant principals who typically lead teacher development had to reallocate some of their time to filling in gaps in classroom instruction and other duties. This led to a material difference between the budgeted expenditures for PD and the estimated actual PD expenditures. In turn, this discrepancy impacted the planned percentages of improved services. With less PD time than anticipated, the estimated actual percentage of services improved fell short of the planned percentage.

While the PD investment and gains fell short of plan, it's important to note that academic overall quality of instruction were not proportionally impacted, as teachers and administrators worked extra hours and went above and beyond to compensate for the difficult circumstances and to minimize impacts to student learning. KIPP was still able to deliver improved services, just at a somewhat lower percentage than originally planned for this academic year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

KIPP relies on state testing results as the primary indicators in determining the level of progress towards meeting this academic outcome goal. KIPP administered the SBAC test for both English Language Arts (ELA) and Math as well as the required testing for Multilingual Learners through the ELPAC. The most recent results for 2022-23 demonstrate that the majority of the metrics for success have been met and are continuing to trend positive with YoY improvement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After analyzing the data from the Dashboard and other local sources, as well as reflecting on our prior practices, we have identified areas where changes will be made to the goal actions for the coming year.

Ellevation: We are standardizing the use of a new system called Ellevation to better track the progress of our Multilingual Learners (MLs). This system will provide expanded features and more centralized and regional support to ensure that our MLs receive the targeted assistance they need to succeed. By closely monitoring their progress and providing tailored interventions, we aim to improve the academic outcomes of our ML students.

OneKIPP Eureka Squared Math Initiative: As part of our ongoing efforts to enhance our curriculum, we are implementing the One KIPP math initiative, which launches a region-wide math curriculum called Eureka Squared. Eureka Squared is a comprehensive, research-based curriculum that aligns with state standards and provides students with a rigorous and engaging learning experience in mathematics. This curriculum is designed to foster deep conceptual understanding, develop strong problem-solving skills, and promote fluency in mathematical operations. By implementing Eureka Squared, we expect to see significant improvements in student achievement in math and help close any existing gaps. The One KIPP math initiative will also provide our teachers with the necessary professional development and support to effectively implement this new curriculum and ensure its success in the classroom.

EdTech Revamp: We are reorganizing our educational technology systems to provide the most focused and personalized learning opportunities for our students. By streamlining our EdTech resources and ensuring that they are aligned with our curriculum and student needs, we aim to create a more efficient and effective learning environment that promotes student success.

Community Schools Focus on Professional Development: In the coming year, we will be placing a strong emphasis on professional development related to our community schools initiatives. This will include providing additional support for multilingual learners and holistic support for students to improve their academic outcomes. By equipping our teachers and staff with the knowledge and skills necessary to effectively implement these initiatives, we expect to see increased student engagement, well-being, and academic achievement.

Medi-Cal for Special Education (Mental Health and Physical): Our Special Education department will be leveraging Medi-Cal to secure additional mental and physical health service reimbursements for students with Individualized Education Programs (IEPs). This change will create a more sustainable model for providing these critical services to our students with special needs. By ensuring that our students have access to the mental and physical health support they require, we aim to improve their overall well-being and academic success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All students and families will be engaged with the school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Engagement Opportunities: Number of scheduled events in the school year where families and/or the community are invited to participate.	The school held 38 scheduled events in the 20-21 school year where parents and/or community are invited to participate.	The school held 20+ scheduled events in the 21-22 school year where parents and/or community are invited to participate.	The school held 30 scheduled events in the 22-23 school year where families and/or the community were invited to participate.	The number of scheduled events in the 23-24 school year where families and/or the community are invited to participate is to be determined.	KIPP will host ten (10) events or more a year where families and/or the community are invited to attend and participate.
Family Engagement Satisfaction: Annual school culture survey results where families share their satisfaction level with the available opportunities for involvement at the school.	70% of KIPP TK-4 families were satisfied with the parent participation opportunities available at the school in the 20-21 school year. 73% of KIPP 5-8 families were satisfied with the parent participation opportunities available at the school in the 20-21 school year.	62% of KIPP TK-4 families were satisfied with the parent participation opportunities available at the school in the 21-22 school year. 67% of KIPP 5-8 families were satisfied with the parent participation opportunities available at the school in the 21-22 school year.	74% of KIPP TK-4 families were satisfied with the parent participation opportunities available at the school in the 22-23 school year. 78% of KIPP 5-8 families were satisfied with the parent participation opportunities available at the school in the 22-23 school year.	81% of KIPP families (TK-4: 78%, 5-8: 83%) were satisfied with the parent participation opportunities available at the school in the 23-24 school year.	75% of KIPP families are satisfied with the parent participation opportunities available at the school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Student Average Daily Attendance:</p> <p>The average percent of students attending school daily.</p>	<p>KIPP reported 93% average daily attendance at P2 in the 20-21 school year.</p>	<p>KIPP reported 87% average daily attendance at P2 in the 21-22 school year for all students.</p> <p>KIPP reported 86%% average daily attendance at P2 in the 21-22 school year for TK-4 students.</p> <p>KIPP reported 86% average daily attendance at P2 in the 21-22 school year for 5-8 students.</p> <p>KIPP reported 87% average daily attendance at P2 in the 21-22 school year for students qualifying as low income.</p> <p>KIPP reported 88% average daily attendance at P2 in the 21-22 school year for multilingual learners.</p> <p>KIPP reported 85% average daily</p>	<p>KIPP reported 89% average daily attendance at P2 in the 22-23 school year for all students.</p> <p>KIPP reported 88% average daily attendance at P2 in the 22-23 school year for TK-4 students.</p> <p>KIPP reported 89% average daily attendance at P2 in the 22-23 school year for 5-8 students.</p> <p>KIPP reported 88% average daily attendance at P2 in the 22-23 school year for students qualifying as low income.</p> <p>KIPP reported 89% average daily attendance at P2 in the 22-23 school year for multilingual learners.</p> <p>KIPP reported 89% average daily</p>	<p>KIPP will be reporting P2 attendance in the spring to report on the final LCAP.</p>	<p>95% average daily attendance or higher in the P2 reporting period.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		attendance at P2 in the 21-22 school year for students with disabilities.	attendance at P2 in the 22-23 school year for students with disabilities.		
<p>Student Chronic Absenteeism:</p> <p>Percent of students missing 10% or more of the enrolled school year. 19-20 baseline data has been used to set 3 year goals as it is most representative of a traditional school year. 20-21 data is being shared for reference only.</p>	<p>SY: 19-20</p> <p>KIPP was tracking at 15% chronic absenteeism rate for all students</p> <p>KIPP was tracking at 17% chronic absenteeism rate for students qualifying as low income students</p> <p>KIPP was tracking at 24% chronic absenteeism rate for students with disabilities</p> <p>SY: 20-21</p> <p>KIPP was tracking at 20% chronic absenteeism rate in the 20-21 school year for all students</p> <p>KIPP was tracking at 21% chronic</p>	<p>SY: 21-22</p> <p>KIPP was tracking at 57% chronic absenteeism rate in the 21-22 school year for all students</p> <p>KIPP is tracking at 60% chronic absenteeism rate in the 21-22 school year for students qualifying as low income</p> <p>KIPP is tracking at 56% chronic absenteeism rate in the 21-22 school year for multilingual learners</p> <p>KIPP is tracking at 67% chronic absenteeism rate in the 21-22 school year for students with disabilities</p>	<p>SY: 22-23</p> <p>KIPP is tracking at 44% chronic absenteeism rate in the current school year for all students</p> <p>KIPP is tracking at 46% chronic absenteeism rate in the current school year for TK-4 students</p> <p>KIPP is tracking at 41% chronic absenteeism rate in the current school year for 5-8 students</p> <p>KIPP is tracking at 45% chronic absenteeism rate in the current school year for students qualifying as low income</p> <p>KIPP is tracking at 36% chronic</p>	<p>SY: 23-24</p> <p>KIPP is tracking at 37% chronic absenteeism rate in the current school year for all students.</p> <p>KIPP is tracking at 36% chronic absenteeism rate in the current school year for students qualifying as low income.</p> <p>KIPP is tracking at 30% chronic absenteeism rate in the current school year for multilingual learners.</p> <p>KIPP is tracking at 41% chronic absenteeism rate in the current school year for students with disabilities.</p>	-3ppt in chronic absence

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>absenteeism rate in the 20-21 school year for students qualifying as low income students</p> <p>KIPP was tracking at 15% chronic absenteeism rate in the 20-21 school year for students with disabilities</p> <p>KIPP was tracking at 10% chronic absenteeism rate in the 20-21 school year for multilingual learners</p>		<p>absenteeism rate in the current school year for multilingual learners</p> <p>KIPP is tracking at 41% chronic absenteeism rate in the current school year for students with disabilities</p>		
<p>Student Suspensions:</p> <p>The percent of students (count) that have been suspended from school.</p>	<p>KIPP's suspension rate for all students in the 18-19 school year was 11.6%</p>	<p>KIPP does not have suspension data for the 20-21 school year. Suspensions were not reported due to the transition to distance learning.</p>	<p>KIPP's suspension rate for all students in the 21-22 school year was 10%</p> <p>KIPP's suspension rate for low-income students in the 21-22 school year was 10%</p> <p>KIPP's suspension rate for students with disabilities in the 21-22 school year was 18%</p> <p>KIPP's suspension rate for all</p>	<p>KIPP's suspension rate for all students in the 22-23 school year was 3%.</p> <p>KIPP's suspension rate for low-income students in the 22-23 school year was 3.6%.</p> <p>KIPP's suspension rate</p>	<p>student suspension rate less than or equal to 1.5% -3ppt</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			students in the 22-23 school year is tracking at 2%.KIPP's suspension rate for TK-4 students in the 22-23 school year is tracking at 0.4%.KIPP's suspension rate for 5-8 students in the 22-23 school year is tracking at 4%.	for students with disabilities in the 22-23 school year was 9.9%. KIPP's suspension rate for all students in the 23-24 school year is tracking at 0.8%.	
Student Expulsions: The percent of students that have been expelled from school.	KIPP's 18-19 expulsion rate was 0%.	KIPP's 20-21 expulsion rate was 0%.	KIPP's 21-22 expulsion rate was 0%.	KIPP's 22-23 expulsion rate was 0%.	1% or lower expulsion rate.
Drop Out Rate: Students who disenroll and do not re-enroll in another public, private or alternative program or school.	NA	NA	NA	NA	2% or lower drop out rate.
School Safety: Annual school culture survey results: teachers and students share their perception	SY 19-20: 51% of students and 68% of staff responded positively when asked about	SY21-22: 63% of students surveyed responded positively in feeling a sense of emotional	SY22-23: 70% of TK-4 students surveyed responded positively in feeling a sense of emotional	SY23-24: In the 23-24 school year, 59% of students (TK-4: 61%, 5-8: 56%)	70% of students and 70% of staff responded positively when asked about "students feeling/being safe at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of student's "emotional safety" at school.	<p>"students feeling/being safe at school" on the 19-20 school survey.</p> <p>Question not surveyed in 20-21 due to COVID-19 pandemic and students participating in distance learning.</p> <p>SY 20-21 (during distance learning):</p> <p>65% of TK-4 students and 63% of 5-8 grade students surveyed responded positively to feeling a sense of emotional safety with school staff and peers.</p>	<p>safety with school staff and peers.</p> <p>48% of TK-4 staff responded positively when asked about "having the resources to appropriately support our students' emotional and behavioral needs".</p> <p>47% of 5-8th grade staff responded positively when asked about "having the resources to appropriately support our students' emotional and behavioral needs".</p>	<p>safety with school staff and peers.</p> <p>60% of 5-8 students surveyed responded positively in feeling a sense of emotional safety with school staff and peers.</p> <p>25% of staff responded positively when asked about "having the resources to appropriately support our students' emotional and behavioral needs"</p>	<p>surveyed responded positively in feeling a sense of emotional safety with school staff And peers.</p> <p>In the 23-24 school year, 25% of staff responded positively when asked about "having the resources to appropriately support our students' emotional and behavioral needs"</p>	<p>school" on an annual survey.</p>
The School Family Culture Index represents questions from the Family School Culture Survey that make up the family school culture experience. The index considers the percent of positive family responses across the following questions:	<p>In the 20-21 school year, 79% of surveyed TK-4 KIPP families and 72% of 5-8 grade families have had a positive experience with the school.</p>	<p>In the 21-22 school year, 78% / 84% of surveyed KIPP families have had a positive experience with the school.</p> <p>In the 21-22 school year, 88% of surveyed KIPP TK-4 families indicated that "the teachers have built</p>	<p>In the 22-23 school year, 83% of surveyed families of KIPP TK-4th graders have had a positive experience with the school.</p> <p>In the 22-23 school year, 84% of surveyed families of KIPP 5th-8th graders have had</p>	<p>year, 75% of surveyed KIPP families (TK-4: 77%, 5-8: 72%) have had a positive experience with the school.</p> <p>In the 23-24 school year, 81% of surveyed KIPP families indicated</p>	<p>85%+ of families have a positive experience with the school</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>The teachers have built strong relationships with my child.</p> <p>The school has a positive impact on my child's academic performance.</p> <p>How fairly is your child treated by staff?</p> <p>How stressed does your child feel about experiences related to school?</p> <p>How receptive is your school to parent feedback?</p> <p>I would recommend KIPP to other families.</p>		<p>strong relationships with my child".</p> <p>In the 21-22 school year, 84% of surveyed KIPP 5-8 families indicated that "the teachers have built strong relationships with my child".</p>	<p>a positive experience with the school.</p> <p>In the 22-23 school year, 83% of surveyed TK-4 KIPP families indicated that "the teachers have built strong relationships with my child".</p> <p>In the 22-23 school year, 81% of surveyed 5-8 KIPP families indicated that "the teachers have built strong relationships with my child".</p>	<p>that "the teachers have built strong relationships with my child".</p>	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All planned actions were carried out in order to make progress towards the articulated goal. The implementation of these actions was consistent with the descriptions outlined in the adopted LCAP, with no substantive differences between the planned actions and their actual implementation.

One of the key successes was the development and strengthening of supportive systems that fostered partnerships with families and helped re-establish expectations for regular attendance following the challenges posed by the pandemic. The school focused on the following strategies:

- Enhanced communication with families: KIPP increased its outreach efforts to families, using various channels such as phone calls, emails, text messages, and home visits to communicate the importance of regular attendance and to provide support and resources as needed.
- Collaboration with community partners: KIPP partnered with local community organizations to provide additional support to families facing challenges that could impact student attendance, such as housing instability, food insecurity, or lack of access to health care.
- Data-driven interventions: KIPP used attendance data to identify students at risk of chronic absenteeism and implemented targeted interventions, such as mentoring programs, counseling services, and individualized attendance plans, to support these students and their families.

Through the consistent implementation of these actions, KIPP experienced a significant improvement in student attendance rates and a reduction in the number of students classified as chronically absent.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted expenditures and the estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

KIPP relies on chronic absence and suspension indicators in determining the level of progress towards meeting this engagement outcome goal. The most recent results for 2022-23 demonstrate that there are mixed results for success across goal 2 metrics, but that results are continuing to trend positive with YoY improvement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After analyzing the data from the Dashboard and other local sources, as well as reflecting on our prior practices, we have identified areas where changes will be made to the goal actions for the coming year.

Home Visits: In the upcoming year, our attendance team, in collaboration with the community school managers, will be implementing "porch visits" for students who are not attending school regularly and may be identified as needing additional support. These visits will provide an opportunity for our staff to engage with students and their families in a more personal and supportive manner, helping to identify and address

any barriers to regular attendance. By building stronger relationships with families and providing targeted interventions, we aim to improve attendance rates and reduce chronic absenteeism.

Coordination of Services Team (COST): We will be standardizing the Coordination of Services Team (COST) to support students and families in accessing the resources they need to thrive. COST will review academic and school culture data to identify students who may benefit from differentiated support and will work collaboratively with families, teachers, and community partners to provide targeted interventions. By adopting a holistic approach to student support, we aim to improve academic outcomes, enhance student well-being, and create a more inclusive and equitable learning environment.

DHCS Grant: We have secured a grant from the Department of Health Care Services (DHCS) that will allow us to provide more trauma-informed training for our school mental health counselors. This training will equip our counselors with the knowledge and skills necessary to effectively support students who have experienced trauma, helping to mitigate the impact of adverse experiences on their academic and social-emotional development.

Community Schools: Community school managers will identify and coordinate support services for students and families as part of our Community Schools initiative. These community managers will work closely with local organizations and service providers to connect families with resources such as food assistance, housing support, legal counseling, employment services, and other vital resources. By addressing the diverse needs of our students and their families, we aim to create a more supportive and inclusive learning environment that promotes academic success and overall well-being.

Medi-Cal Reimbursement for Mental Health Services: In the coming year, we will be focusing on maximizing Medi-Cal reimbursement for the mental health care services provided to our students. By leveraging this funding source, we aim to create a more sustainable and comprehensive mental health support system. The reimbursement funds will be reinvested in our mental health professionals. This will allow us to continue to provide individualized and intensive support to students who are struggling with mental health challenges, as well as to implement preventative and early intervention programs to promote overall student well-being.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	All students will have the spaces, resources and opportunities to achieve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Resources: Annual teacher survey results: teacher satisfaction with access to current, standards-aligned instructional materials for their classrooms.	<p>KIPP teachers reported 68% satisfaction with access to standards-aligned materials for their classrooms on the 19-20 survey.</p> <p>Question not surveyed in 20-21 due to COVID-19 pandemic and students participating in distance learning. Temporary, alternative metric provide below.</p> <p>KIPP TK-4 teachers reported 54% satisfaction with student's access to rigorous academic curriculum on the 20-21 school survey.</p>	KIPP teachers reported 60% / 67% satisfaction with student's access to rigorous academic curriculum on the 21-22 school survey.	<p>KIPP TK-4 teachers reported 62% satisfaction with student's access to rigorous academic curriculum on the 22-23 school survey.</p> <p>KIPP 5-8 teachers reported 75% satisfaction with student's access to rigorous academic curriculum on the 22-23 school survey.</p>	KIPP teachers reported 79% satisfaction (TK-4: 77%, 5-8: 80%) with student's access to rigorous academic curriculum in the 23-24 school year.	KIPP teachers report 75% or higher satisfaction with access to standards-aligned materials for their classrooms in an annual survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	KIPP 5-8 teachers reported 88% satisfaction with student's access to rigorous academic curriculum on the 20-21 school survey.				
Teacher Professional Development: Annual teacher survey results: teacher satisfaction with the school's commitment to improving teacher's instructional practice.	KIPP TK-4 teachers reported 62% satisfaction with the school's commitment to improving their instructional practice in the 20-21 school year. KIPP 5-8 teachers reported 93% satisfaction with the school's commitment to improving their instructional practice in the 20-21 school year.	KIPP teachers reported 72% / 83% satisfaction with the school's commitment to improving their instructional practice in the 21-22 school year.	KIPP TK-4 teachers reported 74% satisfaction with the school's commitment to improving their instructional practice in the 22-23 school year. KIPP 5th-8th grade teachers reported 54% satisfaction with the school's commitment to improving their instructional practice in the 22-23 school year.	KIPP teachers reported 76% satisfaction (TK-4: 92%, 5-8: 60%) with the school's commitment to improving their instructional practice in the 23-24 school year.	KIPP teachers report 80% or greater satisfaction with the school's commitment to improving their instructional practice.
Access to Rigorous Courses: Percent of students that have access to a full and robust course schedule as defined by the state.	100% of students were enrolled in a broad and rigorous course schedule as defined by the state.	100% of students were enrolled in a broad and rigorous course schedule as defined by the state.	100% of students were enrolled in a broad and rigorous course schedule as defined by the state.	100% of students were enrolled in a broad and rigorous course schedule as defined by the state.	100% of students will have access to a full and robust course schedule as defined by the state.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Facilities Inspection Tool:</p> <p>Annual inspection of school facilities and major systems by the KIPP Facilities team.</p>	<p>KIPP received a rating of "good" during an annual inspection of the school's major systems by the Real Estate team.</p>	<p>KIPP received a rating of "good" during an annual inspection of the school's major systems by the Real Estate team.</p>	<p>KIPP received a rating of "Exemplary" during an annual inspection of the school's major systems by the Facilities team.</p>	<p>KIPP received a rating of "good" during an annual inspection of the school's major systems by the Real Estate team.</p>	<p>Facilities inspection tool: Facility rating of "fair" or above during the annual inspection of school facilities and major systems by the KIPP Facilities Team</p>
<p>Community Facilities Feedback:</p> <p>Annual school culture survey results: parents and students satisfaction with the maintenance and cleanliness of the school.</p>	<p>51% of students and 80% of families responded positively when asked about school facility conditions on the 19-20 school survey.</p> <p>Question not surveyed in 20-21 due to COVID-19 pandemic and students participating in distance learning.</p>	<p>Metric retired after a school year of distance learning. School will rely on the annual FIT to assess school facility conditions.</p>	<p>Metric retired after a school year of distance learning. School will rely on the annual FIT to assess school facility conditions.</p>	<p>Metric retired after a school year of distance learning. School will rely on the annual FIT to assess school facility conditions.</p>	<p>70% of students and 70% of families respond positively when asked about school facility conditions.</p>
<p>Teacher Credentialing:</p> <p>Status of teachers credentialed and teaching core classes.</p>	<p>95% of teachers are credentialed, 14% of teachers (5) are mis-assigned in the 20-21 school year.</p>	<p>100% of teachers are credentialed, 5% of teachers (2) are mis-assigned in the 21-22 school year.</p>	<p>100% of teachers are credentialed, 14% of teachers (5) are mis-assigned in the 22-23 school year.</p>	<p>KIPP currently does not have finalized credential data for the 23-24 school year. The LCAP will be updated with this data once available.</p>	<p>100% of core teachers are credentialed and appropriately assigned.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All planned actions were carried out in order to make progress towards the articulated goal. The implementation of these actions was consistent with the descriptions outlined in the adopted LCAP, with no substantive differences between the planned actions and their actual implementation.

One of the significant successes was the expansion of the expanded learning program. KIPP invested in hiring and training dedicated leaders on campus to build out the program and create strong systems to support its effective implementation. These leaders worked collaboratively with teachers, staff, and community partners to design and deliver engaging and enriching learning experiences for students beyond the regular school day.

The main challenge faced was being under-hired in various positions. The nationwide labor shortage and the competitive job market in the region made it difficult for KIPP to fill all vacant positions, despite ongoing recruitment efforts. This understaffing put additional strain on existing staff members, who had to take on additional responsibilities and workload to compensate for the gaps.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

KIPP had allocated funds in the budget to cover the salaries and benefits of the planned staffing levels across various departments and programs. However, due to the persistent staffing and hiring constraints, the school was unable to fill all the vacant positions as intended. To address this challenge, KIPP deployed leadership positions, such as principals, assistant principals, and instructional coaches, to fill the gaps in teaching and support roles. Additionally, KIPP relied more heavily on substitute teachers to ensure continuity of instruction.

The staffing issues posed challenges to providing the Planned Percentages of Improved Services to students. However, KIPP’s strategy of deploying leadership positions and substitutes to fill the staffing gaps helped to mitigate the impact on the quality and consistency of services.

By having experienced educators, such as principals and instructional coaches, step into teaching and support roles, the school was able to maintain a higher level of instructional quality and student engagement than would have been possible with a more severe staffing shortage.

These leaders brought their expertise and knowledge of best practices to the classroom, ensuring that students continued to receive high-quality instruction and support.

Similarly, the increased use of substitutes, particularly those with long-term assignments, helped to provide continuity and stability in the learning environment. While the use of substitutes may not have fully matched the level of services provided by permanent staff, it allowed KIPP to maintain essential functions and support for students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

KIPP relies on teacher development and student resources in determining the level of progress towards meeting this resource outcome goal. The most recent results for 2023-24 demonstrate that the majority of the metrics for success have been met and are continuing to trend positive with YoY improvement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Removal of COVID Health and Safety Measures:

In light of the evolving pandemic situation and the successful implementation of standardized practices and procedures, KIPP has decided to remove the specific focus on COVID health and safety measures as an action for the coming year. KIPP has established a comprehensive set of protocols and guidelines that have been integrated into regular operations, ensuring the ongoing safety and well-being of our students and staff. By removing this specific emphasis, the school can now redirect resources and attention to other critical areas of need while maintaining a commitment to a safe and healthy learning environment.

Transition to Headspace for Staff Mental Health Services:

Recognizing the importance of staff well-being and its impact on student success, KIPP has made a strategic shift in our approach to mental health services for employees. In the coming year, we will be partnering with Headspace, a leading provider of mindfulness and meditation resources, to offer a comprehensive mental health initiative for staff. This change is based on feedback from employees and the growing need for accessible and effective mental health support. By providing staff with the tools and resources to manage stress, enhance resilience, and promote overall well-being, KIPP aims to create a more positive and supportive work environment that ultimately benefits students.

Integration of OneKIPP and Eureka Squared Math Curriculum:

As part of our continuous improvement efforts, KIPP has made a significant change to our instructional resources by adopting the One KIPP initiative, which includes the implementation of the Eureka Squared math curriculum. This research-based curriculum is aligned with state standards and provides a rigorous and engaging learning experience for our students. By focusing on this new math curriculum, KIPP aims to enhance student achievement, deepen conceptual understanding, and foster critical thinking skills. The implementation of Eureka Squared

will be accompanied by extensive professional development for teachers to ensure effective delivery and maximize the impact on student learning outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
KIPP Bridge Academy	Michael Burks and Rosie Allen KIPP Bridge Academy School Leaders	opsadmin@kippnorcal.org 510-465-5477

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

KIPP Bridge Academy, located in West Oakland, has been serving the community since its founding as KIPP Oak in 2002. Initially part of the Oakland Unified School District's New Small Autonomous Schools, KIPP Bridge became a charter school in 2004. Under the leadership of Mr. David Ling and later Ms. Jackson, the school established itself as a beacon of high expectations and a safe, disciplined culture that fostered a college-going mindset. In 2016-2017, the elementary school portion was added, and the school relocated to its current location at 1700 Market Street. Today, KIPP Bridge Academy operates with two leadership teams: KIPP Bridge Rising (TK-4) led by Mr. Burks and KIPP Bridge Upper School (5-8) led by Ms. Allen. The dedicated staff at KIPP Bridge Academy is committed to providing an excellent and equitable public school education to the children of Oakland, with the majority of students coming from the surrounding neighborhood.

At KIPP Bridge Rising, the core values of Belong, Learn, and Grow drive the school's mission. The focus is on creating a safe and inclusive environment where every student feels seen, loved, and valued. The school actively works to identify and disrupt systems rooted in white supremacy and anti-blackness that fail the community. Accountability is viewed as a collaborative effort to address injustice and transform what is unjust. The school prioritizes restorative practices, listening to and responding to the needs of families, and engaging in creative problem-solving with empathy.

In the classroom, KIPP Bridge Rising invites shared meaning by planning and progress monitoring with clear goals and criteria for success, while centering student voices and experiences in their learning. Differentiation and planning from the margins ensure that all students have

what they need to feel and be successful. The school encourages active participation and critical thinking, collaborating with students, families, and stakeholders to share student progress and success.

KIPP Bridge Rising believes in the ability of everyone to grow and become stronger with practice, coaching, and a growth mindset. Mistakes are normalized as a tool for improvement, and the school constantly seeks opportunities to disrupt and transform failing systems.

Differentiated teaching and learning are provided for students, staff, and families to tap into their individual and collective potential. Progress is celebrated, and circles are embraced as a key lever toward driving equity and shared meaning.

At KIPP Bridge Upper School (KBUS), the purpose is to empower students to joyfully pursue academic excellence and lead a choice-filled life while becoming purposeful, courageous, curious, empathetic, and loving leaders who transform their communities through college, career, and beyond. This purpose is achieved through collaboration with families and the community, guided by the core values of Love, Purpose, Ujima (collective responsibility), and Perseverance.

KBUS provides a rigorous learning environment focused on reading, critical thinking, and oratory skills. Teachers are content area specialists who differentiate instruction using data and support students in taking ownership of their learning. Social-emotional learning is prioritized, and students are equipped with the skills to effectively self-advocate and achieve their personalized learning goals.

Students at KBUS approach being part of the KIPP Bridge Team and Family with positivity and enthusiasm. They are known for being respectful, engaging, creative, and for honoring their own and one another's backgrounds. By embodying the values of ujima, purpose, perseverance, and love, KBUS creates an inclusive learning environment where Panthers uplift one another as they climb the mountain to college, career, and beyond.

Together, KIPP Bridge Rising and KIPP Bridge Upper School form a cohesive TK-8 educational experience that empowers students to thrive academically, socially, and emotionally. The school's commitment to equity, inclusivity, and excellence, coupled with strong leadership and dedicated staff, ensures that KIPP Bridge Academy continues to make a positive impact on the lives of Oakland's youth and the broader community.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes at KIPP Bridge Rising:

KIPP Bridge Rising has celebrated numerous successes in the current school year, as evidenced by their performance on the California School Dashboard and local data. One of the most significant achievements is the outstanding performance of students who identify as Latinx, Black, and Multilingual Learners (MLL) on the SBAC in ELA and Math, outperforming the State of California average. This success can be attributed to the dedicated efforts of the instructional leadership team, consisting of Walter Bounds, Jasmine Shevick, Lissy Allegrotti, and Michael Burks. The team has set a clear vision with well-defined goals, strategies, and enabling systems, such as content team meetings, walkthroughs, and data days, to ensure that teachers effectively follow the instructional cycle of planning/internalizing, instruction, and data analysis.

Another notable achievement is the significant decrease in suspensions, from 10% in 2021-22 and 3% in 2022-23 to just 1% in 2023-24. This improvement can be attributed to the school's focus on creating a positive and inclusive learning environment for all students. Additionally, KIPP Bridge Rising has decreased chronic absenteeism by 8.5% from the previous year, thanks to the tireless efforts of the operations team. Maria Ronquillo, Gisell Andrade, Felicia Harris, and Tiffany Barber actively engage with families of absent students, partner with community organizations to provide resources for attendance, and organize strong family events to strengthen relationships with families.

The school has also seen a 4% increase in family satisfaction with opportunities from 2022-23 to 2023-24, demonstrating their commitment to building a strong community. Moreover, teacher emotional safety and support have increased by 21% during the same period, supported by KIPP Nor Cal's Mental Health for All initiative, which provides all staff members with access to high-quality mental health services.

KIPP Bridge Rising's success can also be attributed to its high teacher retention rate of 91%, which leads to strong relationships and high-quality instruction. While celebrating these achievements, the school recognizes areas for improvement, such as ensuring all students who need IEPs have access to the necessary resources to thrive.

The school has implemented several new initiatives to further enhance student learning and engagement. These include the adoption of the CKLA phonics curriculum, which is leading to more students mastering the word recognition strand of the reading rope and reading on grade level. KIPP Bridge Rising has also introduced an internally created and run SEL program, where staff members create a criteria for success, run weekly Community Meetings, and recognize students with SEL superstar awards for exemplifying weekly SEL skills. Additionally, the school has expanded the EL Achieve program to TK-2 graders by having 3-4 ELD teachers coach TK-2 ELD teachers and sending EL teachers to various professional development opportunities.

As KIPP Bridge Rising continues to build upon its successes and address areas for improvement, the school remains committed to providing an excellent and equitable education for all students, fostering a strong sense of community, and empowering students to thrive academically, socially, and emotionally.

Successes at KIPP Bridge Upper:

KIPP Bridge Upper has demonstrated growth and improvement in the current school year, as evidenced by their progress in various academic areas. The school has seen a 3% increase in proficiency on internal ELA progress monitoring exams, indicating that students are developing stronger literacy skills. Additionally, there has been a 13% decrease in students scoring at Level 1 on these exams, showcasing the effectiveness of targeted interventions and support.

In mathematics, KIPP Bridge Upper has made significant strides, with a 12% increase in students performing at grade level based on the I-Ready Math Exam. Moreover, the school has achieved a 22% decrease in students who are two or more grade levels behind, demonstrating the impact of focused instruction and support in closing achievement gaps.

These successes can be attributed to the implementation of several key systems and the dedication of specific roles within the school. To support students reading below a 3rd-grade level, KIPP Bridge Upper has increased the number of targeted reading groups focusing on building phonics and fluency skills. The school has also extended math class time to 90 minutes daily, allowing for reteaching, review, and the introduction of new lessons, ensuring that students have ample time to grasp and apply mathematical concepts.

Recognizing the importance of writing skills, KIPP Bridge Upper has developed and implemented structured writing units throughout the school year. This initiative has provided students with consistent opportunities to develop and refine their writing abilities across various genres and subject areas.

To further support students who are below grade level in math, teachers review I-Ready math data to identify pre-teach topics, enabling them to provide targeted instruction and scaffolding to help students bridge knowledge gaps and master essential concepts.

KIPP Bridge Upper has also prioritized support for English Language Learners by increasing the number of ELD classes, allowing for more targeted instruction at various proficiency levels. This differentiated approach ensures that all students receive the appropriate level of language support to thrive academically.

In addition to academic interventions, KIPP Bridge Upper has focused on improving student attendance. The school utilizes a Coordination of Services Team (COST) and tiered attendance systems to identify and support students at risk of becoming chronically absent. By investing staff in connecting and following up with families, the school encourages consistent attendance and addresses any barriers or concerns that may impact student presence. The use of incentives has also been effective in promoting regular attendance and fostering a positive school culture.

As KIPP Bridge Upper continues to build upon these successes, the school remains committed to providing a rigorous and supportive learning environment that empowers all students to reach their full potential. Through targeted interventions, data-driven instruction, and a focus on holistic student support, KIPP Bridge Upper is making significant strides in closing achievement gaps and preparing students for success in high school, college, and beyond.

Areas for Continued Growth at KIPP Bridge Rising:

KIPP Bridge Rising has identified several areas for growth based on their annual performance review of the California School Dashboard and local data. While the school has made progress in some areas, there are specific metrics that require focused attention and improvement.

In terms of ELA and Math SBAC scores, KIPP Bridge Rising acknowledges the need to continue closing foundational skill gaps. As students returned to school after the pandemic, 3rd and 4th graders experienced significant gaps in essential skills and knowledge due to the challenges of virtual learning during their kindergarten and 1st-grade years. The school prioritized addressing these gaps in the 2021-22 and 2022-23 academic years, but recognizes that there is still work to be done to ensure all students are performing at grade level.

Another area of concern is the English Learner Progress Indicator, which decreased by 11.6% from 2021-22 to 2022-23. To address this, KIPP Bridge Rising has expanded the EL Achieve program to TK-2 graders by having the 3-4 ELD teacher coach the TK-2 ELD teacher and sending EL teachers to various professional development opportunities. The school has also begun training staff in integrated ELD to ensure that all teachers are equipped with the skills and strategies to support Multilingual Learners effectively.

Chronic absenteeism remains a challenge for KIPP Bridge Rising, with 48.1% of students chronically absent in the 2022-23 school year. Although this represents an 8.5% decrease from the previous year, the school recognizes the need for continued efforts to improve

attendance. To address this issue, KIPP Bridge Rising is working on aligning support systems and collaborating with external partners to provide families with access to resources that help close the gaps preventing consistent school attendance.

The School Culture Index has also seen a decline, dropping by 6% from 2021-22 to 77% in 2022-23. In response, KIPP Bridge Rising has implemented a new SEL program that includes an internally created and run initiative. Staff members have developed an SEL skill criteria for success, and they lead a weekly Community Meeting to kick off the week. Students are featured in videos and receive SEL superstar awards for exemplifying the weekly SEL skill, fostering a positive and supportive school culture.

As KIPP Bridge Rising moves forward, the school remains committed to addressing these areas for growth head-on. By focusing on closing foundational skill gaps, supporting English Learners, improving attendance, and strengthening school culture, KIPP Bridge Rising aims to provide a comprehensive and equitable educational experience for all students. The school will continue to monitor progress, adapt strategies as needed, and collaborate with families and community partners to ensure that every student has the opportunity to thrive academically, socially, and emotionally.

Areas for Continued Growth at KIPP Bridge Upper:

KIPP Bridge Upper has identified ELA and Math SBAC scores as key areas for growth and has implemented several focus initiatives to address these challenges.

To improve ELA SBAC scores, the school has increased the frequency of lesson internalizing meetings, providing teachers with opportunities to develop a clear understanding of grade-level expectations. By deepening their knowledge of the standards and curriculum, teachers can more effectively plan and deliver instruction that meets the needs of all students. Additionally, KIPP Bridge Upper has increased personalized learning time using Lexia Core 5 and Power Up programs, which help build student fluency and reinforce phonics skills. To further support literacy development, the school has extended ELA class time to 90 minutes, allowing for a balanced focus on both reading and writing.

In the area of Math SBAC scores, KIPP Bridge Upper has implemented smaller, more frequent spiraled assessments to closely monitor student progress. By regularly assessing student understanding, teachers can quickly identify areas where students may be struggling and provide targeted support. The school has also established a bi-weekly or weekly routine of reviewing student data from these assessments, enabling teachers to create effective re-teach and review plans that address specific skill gaps and misconceptions.

To support growth in both ELA and Math, KIPP Bridge Upper has emphasized the use of active monitoring within the classroom. This instructional strategy requires increased effort and focus from students, while also providing teachers with opportunities to offer real-time feedback. By engaging students more deeply in the learning process and providing immediate guidance, teachers can help students stay on track and make continuous progress.

As KIPP Bridge Upper continues to implement these focus initiatives, the school remains committed to using data-driven decision-making to inform instruction and support student growth. By regularly assessing the effectiveness of these strategies and making adjustments as needed, KIPP Bridge Upper aims to improve ELA and Math SBAC scores and ensure that all students have the skills and knowledge necessary for success in high school and beyond.

Through a combination of targeted interventions, increased instructional time, personalized learning, and active monitoring, KIPP Bridge Upper is taking a comprehensive approach to addressing these areas of growth. The school's dedication to continuous improvement and its focus on meeting the individual needs of each student demonstrate its commitment to providing a high-quality education that prepares students for success in college, career, and life.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The school is not currently eligible for technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The school is not currently eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The school is not currently eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The school is not currently eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Families	<p>This year's Local Control and Accountability planning process provides meaningful engagement opportunities, allowing for refinement and reflection on goals and actionable steps to enhance student outcomes. Families receive invitations to attend various events with the School Leader, including scheduled LCAP meetings, Coffee with the School Leader sessions, School Site Council Meetings (public), KIPP Family Association Meetings, and English Language Advisory Committee Meetings (public). Interpreters are available at these gatherings, and translated materials are provided in the school's most common languages to ensure equitable engagement. Meeting topics cover a range of subjects, including but not limited to: the CA State Dashboard and LCAP alignment, state priorities, specific school goals, and actionable steps to achieve them. Input is gathered through small group exercises during meetings, where families can brainstorm together and share feedback with the community and school leadership. Additionally, the LCAP survey, the School Culture survey, and summarized empathy interview feedback (families of students with IEPs) are all additional opportunities to collect important feedback to be considered in the school's plan.</p>
Students	<p>Students are engaged in the LCAP process by sharing feedback in regular Pulse Surveys - designed to quickly gather feedback and insights from students about various aspects of their educational experience. These surveys focus on capturing students' thoughts, feelings, and opinions on topics such as their overall satisfaction with the learning environment, their engagement in class, their</p>

	<p>relationships with teachers and peers, their understanding of school priorities and policies, and their general well-being.</p> <p>Student voice is also captured in various ways at the school, including student leadership councils and through regular communication and access to their teachers and administration.</p>
Teachers	<p>Teachers are engaged in the LCAP progress in various ways, including surveys, LCAP meetings, and through regular staff development and feedback channels.</p> <p>The TNTP survey is used to assess various aspects of the teaching profession and educational environment at KIPP - teacher satisfaction, school culture, professional development opportunities, leadership effectiveness, and the overall working conditions within the school. TNTP surveys provide valuable insights into the experiences and perspectives of educators, which are then used to inform decision-making, improve policies and practices, and support teacher retention and effectiveness.</p> <p>Throughout the year, teachers engage in weekly staff meetings where they review data to inform classroom instruction. Beginning in the spring, this development will include a review of longer term data trends that will be used to inform LCAP initiatives for the following school year. Additionally, through individual coaching, teachers will share their feedback and perspectives about their experience, their support needs as well as their ideas for improving student performance.</p>
School Leaders	<p>Engagement with School Leadership is a critical component of the LCAP as a single-site charter school. School principals, assistant principals, content specialists and operational directors must work together to ensure alignment on school goals and lead the LCAP process for their school community. These leaders gather throughout the spring to review student outcomes data, staff data, and review school resources to identify initiatives and priorities which must then be shared and implemented. School leadership is also provided support and access to diverse perspectives (outside of their single school), through their connection to KIPP's regional support office. This partnership provides opportunities for collaboration and resource sharing, including quarterly community of practice meetings,</p>

	professional learning communities, leadership coaching and targeted skill building.
Regional Support Office	The region actively engages with the community and school leadership to best capture the meaningful school-level work that happens each day. This year the school continues their collaboration and consultation with various departments at the regional level to help inform goals, metrics, and outcomes including but not limited to: Operations, Facilities, Data, Human Resources, Finance, Special Education (including the SELPA), and Academics. This engagement includes budget reviews, school site walkthroughs, operational coaching, data analysis, and regular consultations that inform strategic annual planning and goal setting. The regional support team provides opportunities for all Northern California KIPP leaders to engage in professional development and share resources and best practices.
School Community	<p>School level LCAP planning and engagement begins in December in preparation for the updated CA Dashboard release, and includes updated presentation materials that allow the community to engage more equitably (multiple languages, diverse engagement styles and practices, etc.). There is additional Advocacy and Community Engagement (ACE Team) support at meetings and events to answer questions and engage in these important discussions. This involvement and availability strengthen trust and accountability between the KIPP organization, the school, and the community.</p> <p>KIPP takes steps to make governance structures more accessible to the school community. The drafted LCAP is made available for a public hearing in advance of the final June board meeting. Virtual teleconferencing is available for all of KIPP’s public board meetings, and the community is notified in compliance with the Brown Act. Translation services are also available upon request. All KIPP board meeting agendas and minutes are available online at https://kipnocal.org/kip-board-of-directors/.</p>
SELPA	The SELPA provides a review and feedback on KIPP’s annual LCAP.
Bargaining Units	As a charter school, KIPP is not required to engage, nor is it currently applicable, to consult with any local bargaining units of the LEA.

Engagement at KIPP Bridge (K-8):

At KIPP Bridge, both the Rising and Upper schools have actively sought and incorporated feedback from staff, teachers, students, and families to shape their plans for the current and upcoming school years. This collaborative approach ensures that the initiatives implemented are responsive to the needs and concerns of the school community.

At KIPP Bridge Rising, the feedback gathered has led to the development of several key initiatives. In response to input from stakeholders, the school has introduced a new SEL program that focuses on building students' social and emotional skills, fostering a positive school culture, and promoting overall well-being. Additionally, the school has organized a variety of fun family events, such as trunk or treat, bingo night, arts and crafts night, and an Encanto showing, to strengthen the bond between the school and the community it serves.

Based on feedback from staff and students, KIPP Bridge Rising has also realigned shared space expectations, particularly in hallways, to ensure a safe and orderly environment conducive to learning. The school has also moved lunch from classrooms to the cafeteria, creating a more social and communal experience for students. Furthermore, in response to input from teachers and families, KIPP Bridge Rising has adopted the CKLA curriculum, which provides a comprehensive and research-based approach to literacy instruction.

At KIPP Bridge Upper, families expressed a desire for more consistent communication from teachers and the school. In response, the school has increased the frequency of updates sent to families through various channels, including phone calls, Parent Square, and DeansList. This enhanced communication keeps families informed about their children's progress and provides opportunities for meaningful engagement.

Teachers at KIPP Bridge Upper requested increased planning time and a more consistent behavior plan. To address these concerns, the school introduced a new behavior management hierarchy for teachers to follow, providing a clear and structured approach to addressing disciplinary issues. Additionally, the afternoon meeting schedule was adjusted to give teachers more time for planning, allowing them to better prepare for their classes and meet the diverse needs of their students.

Staff members at KIPP Bridge Upper also expressed a desire for more opportunities to build community. In response, the school has created time for consistent Team and Family appreciation activities, fostering a supportive and collaborative environment where staff members can recognize and support one another.

By actively seeking and incorporating feedback from various stakeholders, both KIPP Bridge Rising and KIPP Bridge Upper demonstrate their commitment to creating a school community that is responsive, inclusive, and dedicated to the success and well-being of all students.

Specific 24-25 LCAP influence:

The collective information shared during the annual LCAP process was used to reflect on the school's priorities. The feedback and data indicate that KIPP's mission continues to be in line with the goals of the school community. The results of the surveys along with feedback that we received during engagement/discussion indicated that we needed to continue to focus on the following in the 2024-25 LCAP:

- More 1 on 1 support from teachers for all students and Multilingual Learners to improve academic outcomes: This aligns with the "more time" model that KIPP provides students and families. KIPP will continue to support teachers in this level of student learning and engagement. Professional development, including weekly data driven initiative meetings and manager observation, will be provided that helps teachers identify and support the differentiated needs of students (Professional Development, Goal 1).
- Stronger student relationships between teachers/staff and students that are facing homelessness and or are in foster care: KIPP will leverage the new Coordination of Services Team (COST) to identify resources and remove barriers for students. This may include access to KIPP's mental health supports (Mental Health Clinician, Goal 2) and access to teachers before and after school hours (More Time Action, Goal 3).
- Mental health for all: As a response to continued feedback for more holistic services across students and staff, KIPP will be continuing the services to support the mental health wellbeing for school and regional staff. This initiative is supported by a partnership between Headspace, Seneca and Mindshare, providing community focused, evidence-based, accessible mental health services for KIPP staff and KIPP staff partners/families (Mental Health for All, Goal 3).

Feedback is shared and incorporated regularly at KIPP. These above-listed actions/services were most evident based on the current year's engagement with families during the LCAP process and other family and school community events.

School leaders response to additional, and ongoing community feedback collected in the 2023-24 school year:

KIPP Bridge Rising (TK-4):

I want to express my heartfelt gratitude for continued participation. Your feedback is invaluable to us as we strive to create the best possible learning environment for your children. We are committed to incorporating your input into our efforts to improve student academic outcomes and engagement.

To address academic concerns, we have created a list of students who are currently at risk of not meeting end-of-year benchmarks. Our team has developed individualized Tier 3 academic support plans for these students and has met with each family one-on-one to discuss these plans. We will implement these targeted interventions and closely monitor student progress over the next four weeks. After this period, we will meet with families again to update the plans and address any remaining gaps.

In addition to these targeted interventions, we have developed Crescendo plans for our TK-2 students. These plans focus on remediating student reading gaps through small group instruction during the Tier 1 phonics block and in small group reading sessions. We have also partnered with Ignite Reading to provide our 45 most struggling readers with daily one-on-one tutoring sessions focused on direct phonics instruction.

To improve student engagement, we have implemented a new SEL program that was internally created and is run by our staff. This program centers around a set of SEL skill criteria for success, which are reinforced through weekly Community Meetings, student-starring videos, and SEL Superstar awards for students who exemplify the weekly SEL skill.

We also offer Extended Learning Opportunities (ELO) to provide students with after-school care until 6 pm daily. During school breaks, including February break, spring break, and summer break, we provide intersession programming for 30 days to keep students engaged and learning.

To foster a positive school culture, we have implemented a Proactive Behavior Plan that clearly defines behavioral expectations for all students. These expectations are reinforced through a system of rewards and consequences, including our Fun Friday program. Students earn stars throughout the week for meeting expectations, with those earning 10 or more stars in a day receiving choice time and those earning 50 or more stars in a week receiving special treats during Fun Friday.

We believe that these initiatives, developed in response to your feedback, will help us create a more supportive, engaging, and effective learning environment for all of our students. We are committed to working collaboratively with you to ensure that your children receive the best possible education and are equipped with the skills and knowledge they need to succeed in school and in life.

Thank you again for your ongoing support and partnership. We look forward to continuing to work together to make KIPP Bridge Rising a place where every student can thrive.

KIPP Bridge Upper (5-8):

We would like to take a moment to express our appreciation for your valuable feedback this year. Your insights and opinions are crucial in helping us shape our school's policies and practices to best support your children's academic success and overall well-being.

One of the key areas we have focused on is providing more targeted support for our students' literacy development and language acquisition. In response to your feedback, we have increased the number of small reading groups and Multilingual Learner (ML) language groups. These smaller, more focused groups allow our teachers to provide personalized instruction and support, helping students build essential skills and make meaningful progress in their reading and language development.

We have also prioritized professional development for our teachers, with a specific emphasis on active monitoring and providing immediate feedback on student work. By equipping our teachers with the skills and strategies to closely observe student learning and offer timely, constructive feedback, we aim to create a more engaging and supportive classroom environment that fosters academic growth and success.

To promote a positive school culture and recognize the achievements of our students, we have created weekly Core Value awards. These awards celebrate students who exemplify our school's core values, reinforcing the importance of character development and positive behavior. We have also increased our use of Parent Square to send frequent messages home to families, keeping you informed about your child's progress, upcoming events, and important announcements.

Attendance is a critical factor in student success, and we have taken several steps to support and encourage regular attendance. We have increased incentives for students who demonstrate strong attendance, using trackers and rewards to motivate and acknowledge their commitment to being present and engaged in their learning. For students who struggle with attendance, we have implemented a tiered meeting system and utilize our Coordination of Services Team (COST) to work collaboratively with families to identify and address barriers to attendance, such as exploring alternative transportation options and developing individualized incentive trackers.

Recognizing the importance of extended learning opportunities, we have expanded our after-school program to support a greater number of students. This program provides a safe, supportive environment where students can receive additional academic support, engage in enrichment activities, and build positive relationships with their peers and adult mentors.

To foster a positive and nurturing school environment, we have implemented the Panther Points system, which acknowledges and rewards students for demonstrating positive behavior. Students can earn Panther Points for meeting expectations and exhibiting our school values, with opportunities to redeem their points for special privileges such as Dress Down days and participation in special events.

Finally, we have incorporated Social-Emotional Learning (SEL) lessons that focus on areas of concern identified through our Pulse data and teacher observations. These lessons help students develop essential life skills, such as building healthy relationships and using kind words, promoting a more supportive and inclusive school community.

We believe that these initiatives, developed in response to your feedback, will help us create a more engaging, supportive, and effective learning environment for all of our students. We are committed to working in partnership with you to ensure that your children receive the high-quality education they deserve and are equipped with the skills and knowledge they need to succeed in high school, college, and beyond.

Thank you again for your ongoing support and collaboration. We value your input and look forward to continuing to work together to make KIPP Bridge Upper a place where every student can thrive.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will achieve academically.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To increase the rate of students who meet or exceed state standards in English language arts on the SBAC assessment.
 To increase the rate of students who meet or exceed state standards in mathematics on the SBAC assessment.
 To increase the rate of students who meet or exceed state standards in science on the CAST assessment.
 To increase the number of students making annual progress in English language learning.

*Metrics below were not yet fully measurable given the timing of data collection and the requirements for LCAP completion. LCAP metrics below instead reflect prior year data reporting in the designated year to capture a more complete annual metric, including SBAC ELA, SBAC Math, CAST Science, English learner reclassification and English learner progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA: State testing results for English Language Arts.	22-23 English language arts results for all students: 35% proficient, 33% district results 22-23 English language arts results for students qualifying as low-income students: 32% proficient, 22% district results			Increase to MEDIUM on the CA Dashboard, with an increase of 10% YoY	

		<p>22-23 English language arts results for multilingual language learners: 17% proficient, 6% district results</p> <p>22-23 English language arts results for students with disabilities: 10% proficient, 13% district results</p> <p>35.4 points below standard</p>				
1.2	SBAC Math: State testing results for Mathematics.	<p>22-23 Math results for all students: 25% proficient, 25% district results</p> <p>22-23 Math results for students qualifying as low-income students: 22% proficient, 16% district results</p> <p>22-23 Math results for multilingual language learners: 16% proficient, 6% district results</p> <p>22-23 Math for students with disabilities: 7% proficient, 11% district results</p>			Increase to MEDIUM on the CA Dashboard, with an increase of +10 points YoY.	

		56.9 points below standard				
1.3	CAST Science: State testing for Science.	22-23 Science results for all students: 10% proficient 22-23 Science results for students qualifying as low-income students: 8% proficient 22-23 Science results for multilingual language learners: 0% proficient 22-23 Science results for students with disabilities: 0% proficient			Status and performance on the CA Dashboard for CAST has not yet been established, but KIPP will strive for a Yellow + status as we continue to support a growing science focus.	
1.4	Multilingual Learner Reclassification Rate: The rate at which students who are classified as Multilingual Learners become proficient in the English Language, as measured by annual state and local assessments.	7.97% of students were reclassified as English proficient in the 23-24 school year.			20% of Multilingual language learners will be reclassified annually.	
1.5	English Learner Progress Indicator (ELPI):	56.5% Multilingual learners were making progress towards English proficiency in the 22-23 school year.			Maintain HIGH on the CA Dashboard, within 1.9 points YoY.	

	The rate at which English learners make progress toward English language proficiency.					
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Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support for multilingual learners:	A KIPP administrator is trained to support the success of multilingual learner students (Levels 1-4, RFEP and LTELs) in meeting CA state standards, and to administer the ELPAC exam and other interim assessments in order to assess student progress in attaining proficiency in the English language and in finding success after reclassification. KIPP teachers are trained to use techniques and tools that maximized learning for multilingual learners at all points in their academic journey.	\$466,368.54	Yes

		As a recipient of the California Community Schools Partnership grant, the school has made additional investments in targeted, small group English development.		
1.2	Special education services:	<p>KIPP offers an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA and San Mateo SELPA. The special education department offers interventions for students with IEPs. Services and interventions include specialized academic instruction, language and speech therapy, adapted physical education, occupational therapy, counseling, psychological services, and behavior intervention services. Students with mild to moderate disabilities receive their services as a mix of push-in and pull-out support. Students with moderate to severe disabilities receive their services primarily in a small group, self-contained classroom with targeted mainstreaming appropriate to the student's individualized program. The program maintains a small student to staff ratio and uses a separate curriculum based on modified standards, CAPTAIN evidence-based practices, and community-based instruction. KIPP is committed to creating supportive and regionally-based classrooms for each grade band in order to make the program as accessible as possible.</p> <p>Medi-Cal: KIPP participates in the Medi-Cal Billing Options Program (BOP) and School-Based Medi-Cal Administrative Activities (SMAA) to provide support to students with disabilities.</p>	\$1,013,319.00	No
1.3	Personalized learning and EdTech:	KIPP values innovation in the classroom and seeks to discover new methods of teaching students with diverse needs. By utilizing personalized learning approaches and assessments, KIPP can effectively monitor individual student progress and establish high expectations for achievement. To ensure the most accurate and meaningful engagement with these systems, a dedicated staff member provides support in the administration of EdTech tools.	\$116,932.91	No

		This individualized process, coupled with the reinforcement of high achievement standards, is designed to enhance student outcomes, engagement, and attendance. By tailoring the learning experience to meet the unique needs of each student, KIPP aims to create an environment that fosters academic success and encourages consistent participation in the educational process.		
1.4	Professional development:	KIPP provides high quality professional development for all teachers, based on individual goals, school goals, and the needs of the students based on recent and relevant data. KIPP teachers and staff receive professional development as it relates to the new Common Core State Standards and Culturally Responsive Teaching (CRT) in order for teachers to implement them into classrooms and support students at all levels of proficiency.	\$280,857.42	Yes
1.5	Title III:	KIPP uses title III funds to support the salary of a title III consortium lead multilingual learner (ML) instructional coach. The duties of this position include the implementation of supplemental programming; training and facilitation of data meetings where teachers, APs, and instructional coaches review student data to drive instructional decisions and the effective implementation of ML instructional strategies; targeted coaching and feedback to schools and across schools through classroom observation; and identification of supplemental regional curricula and educational technology designed to improve outcomes for ML students (Levels 1-4, RFEP and LTELs) throughout all stages in their academic journey.	\$16,764.45	Yes
1.6	Data analysis and visualization:	The Data team provides data tools and resources that enable school staff to regularly review critical data, including grades, assignment completion, testing results, culture data, and attendance. Regular data reviews are crucial in identifying early interventions and support for KIPP students, the majority of whom qualify as socio-economically disadvantaged.	\$23,393.32	Yes

1.7	Small group reading focus:	KIPP focuses on improving reading proficiency through interventions that bring together small groups of students who are struggling with reading to receive targeted instruction and support. These interventions involve a teacher or reading specialist leading the group in engaging and interactive reading activities that are designed to build reading skills and improve comprehension.	\$99,948.14	Yes
1.8	Transitional Kindergarten:	<p>KIPP funds a position which serves to improve the transitional kindergarten experience for KIPP's youngest students. This role is responsible for building KIPP's learning vision and strategy, along with programming for elementary schools, with a focus on TK and early childhood and developing and delivering high quality professional development and training to increase the effectiveness of teachers, coaches and content specialists supporting TK students. Additionally, this role serves as the resident expert at KIPP by holding a deep knowledge of TK-2 content, common core standards, instructional materials and resources.</p> <p>KIPP recognizes the need to provide comprehensive supports and services for our socioeconomically disadvantaged students (and their families) from early learning TK/preschool programs in order to address and close the equity learning gap as they transition from TK to kindergarten and to help TK students develop and enhance their literacy skills, build their language (and subsequently, reading) comprehension skills.</p> <p>KIPP recognizes the need to provide comprehensive supports and services for our socioeconomically disadvantaged students (and their families) from early learning TK/preschool programs in order to address and close the equity learning gap as they transition from TK to kindergarten and to help TK students develop and enhance their literacy skills, build their language (and subsequently, reading) comprehension skills.</p> <p>This action is being continued in the LCAP to align with the state's focus on universal transitional kindergarten implementation, and funding.</p>	\$38,813.90	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students and families will be engaged with the school community.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To increase parent engagement by sustaining or improving the number of opportunities for parental involvement.
 To increase school attendance rates and reduce chronic absenteeism rates.
 To keep students engaged and excited about school, increasing graduation rates, and decreasing suspensions and expulsions.
 To increase staff, student and family satisfaction with the school's climate.

*Some metrics below were not yet fully measurable given the timing of data collection and the requirements for LCAP completion. Select LCAP metrics below instead reflect prior year data reporting in the designated year to capture a more complete annual metric, including chronic absenteeism, suspensions, expulsions, and drop-out rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Family Engagement Opportunities: Number of scheduled events in the school year where families and/or the community are invited to participate.	The school held 18 scheduled events in the 23-24 school year where families and/or the community were invited to participate.			KIPP will host eight (8) events or more a year where families and/or the community are invited to attend and participate.	

2.2	<p>Family Engagement Satisfaction: Annual school culture survey results where families share their satisfaction level with the available opportunities for involvement at the school.</p>	<p>81% of KIPP families (TK-4: 78%, 5-8: 83%) were satisfied with the parent participation opportunities available at the school in the 23-24 school year.</p>			<p>75% of KIPP families are satisfied with the participation opportunities available at the school.</p>	
2.3	<p>Student Average Daily Attendance: The average percent of students attending school daily.</p>	<p>KIPP reported 90.18% attendance for P2.</p>			<p>95% average daily attendance or higher in the P2 reporting period.</p>	
2.4	<p>Student Chronic Absenteeism: Percent of students missing 10% or more of the enrolled school year.23-24 baseline data has been used to set 3 year goals.</p>	<p>SY: 23-24 KIPP is tracking at 39% chronic absenteeism rate in the current school year for all students SED/FRL (low income students): 38% ML (multilingual learners): 33% SWD (students with disabilities): 43%</p>			<p>Reduce chronic absence to MEDIUM on the CA Dashboard, with 3% or greater reduction YoY</p>	
2.5	<p>Student Suspensions:</p>	<p>SY22-23 All students: 3%</p>			<p>Maintain MEDIUM on the CA Dashboard, with</p>	

	The percent of students (count) that have been suspended from school.	Students that qualify as low-income: 3.4% Multilingual learners: 0.9% Students with disabilities: 11.1%			.5% or greater reduction YoY.	
2.6	Student Expulsions: The percent of students that have been expelled from school.	KIPP's 22-23 expulsion rate was 0%.			1% or lower expulsion rate.	
2.7	Drop Out Rate: Students who dis-enroll and do not re-enroll in another public, private or alternative program or school.	NA			2% or lower drop out rate.	
2.8	School Safety: Annual school culture survey results: teachers and students share their perception of student's "emotional safety" at school.*Survey is anonymous and therefore demographic differentiation for responses is not possible to report.	In the 23-24 school year, 59% of students (TK-2: 61%, 3-8: 56%) surveyed responded positively in feeling a sense of emotional safety with school staff and peers. In the 23-24 school year, 55% of staff responded positively when asked about "having the resources to appropriately support our students' emotional			65% of students and staff respond positively when asked about "students feeling/being safe at school" on an annual survey.	

		and behavioral needs".				
2.10	<p>The School Family Culture Index represents questions from the Family School Culture Survey that make up the family school culture experience. The index considers the percent of positive family responses across the following questions:</p> <p>The teachers have built strong relationships with my child.</p> <p>The school has a positive impact on my child's academic performance.</p> <p>How fairly is your child treated by staff?</p> <p>How stressed does your child feel about experiences related?</p> <p>*Survey is anonymous and therefore demographic differentiation for responses is not possible to report.</p>	<p>In the 23-24 school year, 75% of surveyed KIPP families (TK-4: 77%, 5-8: 72%) have had a positive experience with the school.</p> <p>In the 23-24 school year, 81% of surveyed KIPP families indicated that "the teachers have built strong relationships with my child".</p>			75%+ of families have a positive experience with the school.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family involvement and support:	KIPP encourages families to be active members of the school by providing multiple opportunities for participation and engagement, such as the KIPP Family Association, LCAP meetings, and student productions to showcase talent. The Advocacy and Community Engagement (ACE) team works to disrupt racial and socioeconomic inequalities in educational access and outcomes by fostering an inclusive culture of family engagement, building a support network of community-based organizations, and empowering families to be advocates for their children and communities. The school's dedicated ACE team member provides focused coaching and feedback, collaborates on community outreach, and develops strategies to increase parent participation.	\$101,871.55	Yes

2.2	Improve attendance:	The school administration recognizes the importance of improving regular attendance and has assigned dedicated staff to spearhead the effort. The school has implemented a series of "parents as partners" initiatives that aim to foster a sense of belonging and connection to the school among families. Key strategies include making live, personal phone calls to the family of any student who is absent, sending personalized mailed communications in families' home languages to encourage them to prioritize attendance, and scheduling intervention meetings between school staff and families to collaboratively address attendance concerns.	\$30,615.60	Yes
2.3	Communication resources:	KIPP demonstrates a continued commitment to the "more time" model that supports struggling students by providing communication resources to facilitate interaction between teachers and students/families. KIPP staff are issued work cell phones, and students and families also have access to teachers through email and the ParentSquare messaging system. These resources allow for calls and other contact outside of the regular school day, enabling students/families to get the additional support needed to make progress on coursework and helping to build meaningful relationships between staff and families.	\$39,586.47	Yes
2.4	Improving school climate:	Social emotional learning (SEL) is a critical component of KIPP's model that focuses on developing students' emotional intelligence, self-awareness, self-regulation, social awareness, and relationship skills. KIPP provides SEL instruction and opportunities for students to practice these skills, helping to further develop the resilience, empathy, and communication skills students need to thrive in school and beyond. Additionally, KIPP aims to create a positive and inclusive school culture where students feel safe, respected, and connected to their peers and teachers.	\$174,552.50	Yes
2.5	Mental health clinician:	The mental health clinician plays a critical role in providing on-site culturally responsive and trauma-informed mental health and socioemotional support to students on campus. These clinicians offer a range of services, including psychotherapeutic interventions, behavioral supports, teacher coaching	\$272,429.54	Yes

		and mental health treatment services such as counseling, consultation, treatment, and case management for students receiving either Educationally Related Mental Health Services or general education counseling.		
2.6	Community Schools:	<p>KIPP has received implementation grant funding from the California Community Schools Partnership Program (CCSPP) as a part of Cohort 2 and will spend the next five years and efforts on implementing these initiatives that are specifically aligned with the Four Pillars of Community Schools - 1. Integrated Student Supports; 2. Expanded and Enriched; 3. Learning Time and Opportunities; 4. Collaborative Leadership and Practices. Research has shown that full-service community schools are an effective place-based strategy to meet the educational needs of high need students, especially students who come from historically underserved, impoverished communities. Community school interventions have shown to have a positive impact on various outcomes: academic achievement, high school graduation, attendance, and overall, improved wellbeing and a sense of self. Students and families also feel more supported by their community and more empowered; they're equipped with the right tools and resources needed to lead productive fulfilling lives.</p> <p>Regional Collaborative Care and Support Managers (CCSMs) will be hired with CCSPP funds to champion our whole child approach, boost student behavior health, and align resources across teams, schools, and community partners. CCSMs will serve as: the main drivers behind needs assessment work, project managers overseeing the implementation of community schools initiatives, resource managers, act as participants and leaders of the coordination of services; and lastly, they will manage Coordination of Service referrals.</p>	\$69,772.93	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will have the spaces, resources and opportunities to achieve.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Increase or maintain the rate of students who have access to common core aligned materials.
 Increase or maintain the rate of teachers who feel they receive adequate professional development.
 Increase or maintain the rate of students that have access to a full and rigorous course schedule.
 Ensure that facilities are maintained and in good condition.
 Increase or maintain the rate of teachers who are credentialed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Resources: Annual teacher survey results: teacher satisfaction with access to current, standards-aligned instructional materials for their classrooms.	KIPP teachers reported 79% satisfaction (TK-4: 77%, 5-8: 80%) with student's access to rigorous academic curriculum in the 23-24 school year.			KIPP teachers report 75% or higher satisfaction with access to standards-aligned materials for their classrooms in an annual survey.	
3.2	Teacher Professional Development:	KIPP teachers reported 76% satisfaction (TK-4: 92%, 5-8: 60%) with the			KIPP teachers report 75% or greater satisfaction	

	Annual teacher survey results: teacher satisfaction with the school's commitment to improving teacher's instructional practice.	school's commitment to improving their instructional practice in the 23-24 school year.			with the school's commitment to improving their instructional practice.	
3.3	Access to Rigorous Courses: Percent of students that have access to a full and robust course schedule as defined by the state.	100% of students were enrolled in a broad and rigorous course schedule as defined by the state.			100% of students will have access to a full and robust course schedule as defined by the state.	
3.4	Facilities Inspection Tool: Annual inspection of school facilities and major systems by the county office of education.	KIPP received a rating of "Good" during an annual inspection of the school's facilities and major systems by the county office of education.			Facilities inspection tool: Facility rating of "fair" or above during the annual inspection of school facilities and major systems by the KIPP Facilities Team.	
3.5	Teacher Credentialing: Status of teachers credentialed and teaching core classes.	100% of teachers are credentialed, 6% of teachers (2) are mis-assigned in the 23-24 school year.			100% of core teachers are credentialed and appropriately assigned.	
3.6	Teacher Retention: The rate at which current year teachers are expected to return the following school year.	88% (TK-4) and 64% (5-8) of teachers are expected to return in the 24-25 school year from the previous year.			80% of teachers are expected to return for the following school year.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Hiring process:	KIPP implements a rigorous hiring process, which includes screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstrations, and reference checks by a dedicated team.	\$76,040.82	Yes
3.2	Title I and II, improving academic outcomes:	KIPP teachers receive observation, coaching, and support from school leadership to improve outcomes for students, with a focus on students identified as needing additional interventions. This development and coaching is customized, supporting both the students and the teachers' growth and development.	\$254,837.10	Yes

3.3	Credentialing Specialist:	KIPP employed personnel responsible for supporting the adequate credentialing of teachers. This dedicated resource supported the school and teachers through credential transition guidance, and housing and onboarding assistance. This additional resource ensures that teachers are always prepared to offer the highest quality instruction to all students.	\$70,451.82	No
3.4	Resources:	KIPP prioritized the need for excellent resources and provided teachers with the supplies, learning tools and technology that they needed to teach common core curriculum in the classroom successfully. The annual selection process for these materials required a robust, in-depth review of student performance data by subgroup and included many learning modalities, including reading materials, text books, planners, classroom equipment, testing materials and more. Only materials that could meet the needs of all students were selected and used to bring all student subgroups to the highest level of achievement.	\$392,252.28	No
3.5	More teacher time:	In an effort to close academic gaps, KIPP teachers spend more time instructing students than is required by the state. All teachers commit to this increased instructional time, and KIPP offers competitive teacher salaries to support this "more time" model.	\$254,307.85	Yes
3.6	Custodial and facility staff:	KIPP prioritized creating a safe, clean and welcoming learning environment. KIPP continued strict cleaning and disinfecting procedures that were developed as a result of the COVID-19 pandemic in alignment with CDC health and safety standards. KIPP invested in additional equipment including disinfectant wipes and hand washing station supplies,	\$310,177.51	No

		and in additional training for janitorial staff to ensure that high cleaning standards were met.		
3.7	Facilities and emergency procedures:	KIPP invested in the maintenance (repairs, security, rent, utilities) of school buildings to keep them at the standard that all students deserve. KIPP had procedures for emergencies to ensure the safety of students and staff -- including a comprehensive school safety plan that included fire, earthquake, intruder and infectious diseases procedures. Regular maintenance reviews ensured that issues were identified and addressed as quickly as possible.	\$1,113,319.89	No
3.8	KIPP teachers:	<p>KIPP is committed to providing high quality teachers by offering competitive teacher salaries that allow us to attract a capable and diverse staff.</p> <p>Teachers have the most direct, sustained contact with students. Research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, or facilities. Therefore, teachers who work at KIPP must have strong and positive recommendations, evidence of strong connections with students and their families, must be team players, flexible, smart, community service oriented, embody and exemplify the values of the school, and be committed to the vision and mission of KIPP.</p>	\$2,267,018.47	No
3.9	Personal learning technology devices:	KIPP is committed to continuing access to technology by providing each student with a Chromebook. These devices have been integrated into the learning experience, enabling students to research, collaborate, and create. They provide access to a wealth of educational resources,	\$130,223.26	Yes

		including online textbooks, interactive learning platforms, and educational applications.		
3.10	Health and safety:	<p>KIPP’s focus has been on reducing risk by layering strategies that protect the health and safety of our students and staff.</p> <p>All students deserve healthy spaces where they can learn and thrive.</p>	\$22,600.00	No
3.11	Support for new teachers:	Teachers new to KIPP receive an additional week of dedicated professional development and onboarding to best prepare them to support students. Additional support includes high-quality dedicated coaching where new teachers have the opportunity to apply what they learned, gain hands-on experience in real classrooms, differentiated instruction, and working directly with diverse learners in a supervised context.	\$59,968.88	Yes
3.12	Expanded enrichment opportunities:	<p>KIPP schools serve as safe and accessible spaces for students by providing at least nine hours of on-campus opportunities daily. Morning on-campus activities may include access to breakfast, teacher and staff support, as well as early drop-off for busy families. After school activities may include enrichments, clubs, tutoring, sports, or other extracurricular activities.</p> <p>KIPP also provides intersession opportunities during non-school days.</p>	\$984,041.65	Yes
3.13	KIPP Contributions	The KIPP 401(k) Plan is designed to help KIPP employees save for the future by making 401(k) contributions on a tax-advantaged basis. For employees who make 401(k) salary deferral contributions, KIPP Northern California makes matching contributions to the account based on the 401(k) contributions each pay period, helping employees grow their money over time.	\$159,921.36	Yes

3.14	Continuity of Learning:	KIPP employs multiple direct financial strategies to support increased teacher retention, including intent to return bonuses, as well as increased stipends for teaching staff that provide in-house teaching substitution. These strategies aim to ensure continuity of learning for students by fostering a stable teaching environment and addressing the challenges of teacher absences.	\$56,594.53	Yes
3.15	Mental Health for All:	The mental health for all initiative focuses on supporting the mental health of KIPP staff through new holistic resources, supports, and training. Staff receive access to fast, dependable connections to mental health professionals for benefit-eligible staff and dependents, as well as a learning platform through Headspace 12 therapy sessions annually for benefit-eligible staff and dependents at no cost; opportunities for input through an organization-wide survey to inform how to better integrate mental health into KIPP's people culture strategy; role-based training for all leaders across the region; and the formation of a region-wide Mental Health Workgroup.	\$5,793.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,067,462.00	\$310,119

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.300%	7.922%	\$351,809.43	40.222%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Support for multilingual learners:</p> <p>Need: KIPP has a higher population of multilingual learners than the state of California and is</p>	Multilingual learners may face unique challenges in the classroom, such as difficulty understanding instruction, limited English vocabulary, and cultural differences that may impact their learning experience. These challenges can hinder academic progress. By providing these additional supports, KIPP can help multilingual learners succeed academically and reach their full potential. This not only benefits the individual	ELPI and reclassification results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>exceeding the state’s results for English Learner Progress (ELPI).</p> <p>Scope: LEA-wide</p>	<p>students but also contributes to the overall success of the school and the broader community.</p>	
<p>1.4</p>	<p>Action: Professional development:</p> <p>Need: KIPP’s majority student population qualify as socioeconomically disadvantaged. Recent state testing results (2022-23) for socio-economically disadvantaged exceeded or met the results of the authorizing district.</p> <p>Scope: LEA-wide</p>	<p>Teachers who participate in effective professional development programs gain new skills, knowledge, and strategies that help them better support students with the highest needs. For example, professional development provides teachers with training in culturally responsive practices, differentiated instruction, and strategies for working with students who have experienced trauma. This supports teachers in better understanding and meeting the needs of unique student experiences, and ultimately leading to improved academic achievement and better outcomes.</p> <p>KIPP is dedicated to seeing growth and will allocate dedicated time to professional development to improve results, as research indicates that sustained, intensive professional development focusing on specific instructional practices and content knowledge is associated with improved student achievement (Darling-Hammond et al., 2017; Yoon et al., 2007). By allocating significantly more time to professional development compared to the district, with 10+ fully dedicated days for all teachers, KIPP demonstrates its investment in its teachers' continuous growth and improvement. This increased time allows for deeper exploration of effective teaching strategies, data analysis, and collaboration among educators, which in turn leads to better-equipped teachers who can more</p>	<p>State testing results - ELA and Mathematics with a focus on socioeconomically disadvantaged pupils.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		effectively meet the diverse needs of their students (Desimone, 2009). Given that the total number of professional development days is significantly higher than the district and the development approach is focused on KIPP's highest-need students, this action will contribute to increasing services to teachers and therefore improving academic achievement and engagement for the school's unduplicated students, such as those who are socioeconomically disadvantaged and/or multilingual learners.	
1.5	<p>Action: Title III:</p> <p>Need: KIPP has a higher population of multilingual learners than the state of California and is exceeding the state's results for English Learner Progress (ELPI).</p> <p>Scope: LEA-wide</p>	ELPI and reclassification results.	Research has shown that targeted professional development and coaching for teachers can significantly improve the effectiveness of instruction for multilingual learners (Darling-Hammond et al., 2017; Garet et al., 2001). By providing training and facilitating data meetings where teachers, APs, and instructional coaches review student data, the ML instructional coach enables data-driven instructional decisions and promotes the effective implementation of ML instructional strategies. This approach aligns with evidence-based practices that emphasize the importance of using data

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			<p>to inform instruction and support student learning (Hamilton et al., 2009). Furthermore, the ML instructional coach's targeted coaching and feedback through classroom observations ensures that teachers receive individualized support to improve their practice, which has been shown to be an effective method for enhancing teacher quality and student outcomes (Joyce & Showers, 2002; Knight, 2007). The identification of supplemental regional curricula and educational technology designed specifically to improve outcomes for ML students further demonstrates KIPP's commitment to providing high-quality, evidence-based resources for student learning.</p>
<p>1.6</p>	<p>Action: Data analysis and visualization:</p> <p>Need: The majority of KIPP students qualify as socio-economically disadvantaged. According to a report by the National Center for Education</p>	<p>By regularly reviewing critical data such as grades, testing results, and attendance, KIPP can identify early warning signs of academic struggles and provide targeted interventions. KIPP data demonstrates that socio-economically disadvantaged students meet more thresholds for intervention than all other students. These data</p>	<p>State testing results - ELA and Mathematics.</p> <p>Attendance and chronic absence results With a focus on socioeconomically</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Statistics, these students are more likely to face academic challenges such as lower proficiency levels, higher dropout rates, and lower college enrollment rates than their higher-income peers.</p> <p>Scope: LEA-wide</p>	<p>analysis and visualization tools help school teams better understand a student's holistic experience at school, support increased identification of early and meaningful interventions, and improve the number of services to the school's unduplicated student population (students qualifying as socioeconomically disadvantaged).</p>	<p>disadvantaged students on both data results.</p>
<p>1.7</p>	<p>Action: Small group reading focus:</p> <p>Need: The literacy gaps in KIPP's most vulnerable populations, Black Student Learners, Multilingual Language Learners, and Student Learners with Disabilities, are the largest when compared to "all students."</p> <p>Scope: LEA-wide</p>	<p>Literacy Tier 1 instruction aims to address the gaps in word recognition in order to increase language comprehension and ultimately, reading comprehension. Research has consistently shown that explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies is effective for improving reading skills in all students, including those who are struggling readers (National Reading Panel, 2000; Foorman et al., 2016). By providing targeted small group instruction that focuses on these essential components of reading, KIPP is implementing evidence-based practices that have been shown to benefit all students, regardless of their background or learning needs. Furthermore, by ensuring that these support programs are culturally responsive and tailored to meet the unique needs of the school's student population, KIPP is addressing the importance of culturally relevant pedagogy in promoting academic success for all students (Ladson-Billings, 1995; Gay, 2010). KIPP's daily focus on reading and additional opportunities to learn and practice are prioritized for students facing the widest learning gaps, ultimately increasing and improving services for the school's unduplicated student population (multilingual learners, socioeconomically disadvantaged, other subgroups identified by</p>	<p>State testing results - ELA.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		KIPP). However, these evidence-based practices and the emphasis on culturally responsive teaching also serve to benefit all students by creating a more inclusive and effective learning environment that supports the development of strong literacy skills.	
2.1	<p>Action: Family involvement and support:</p> <p>Need: Increasing family involvement can have a significant positive impact on the academic achievement and social-emotional development of students who qualify as socioeconomically disadvantaged. When families are actively involved in their children's education, it can lead to improved academic performance, increased motivation, better attendance, increased engagement, and improved social-emotional well-being. By working together with families, schools can help create a more equitable and inclusive education system that greatly benefits the highest need students while also seeing improvement for all students.</p> <p>Scope: LEA-wide</p>	The actions taken by KIPP to encourage family involvement have been specifically tailored to support families with additional needs, such as flexible and varied event times and opportunities, translated and accessible materials, and dedicated ACE staff. These actions increase and improve services for the school's unduplicated student population, which includes students who qualify as socioeconomically disadvantaged and multilingual learners. Family involvement helps create a supportive home environment that reinforces the importance of education, which helps children stay on track with their school work. When parents and family members are involved in their children's education, students feel more supported and encouraged to do well in school, which can help increase student engagement and motivation to succeed academically. Additionally, family involvement can help improve student attendance and foster positive social-emotional development. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those from disadvantaged backgrounds, benefit from the positive outcomes associated with increased family involvement in education.	Family engagement opportunities, family engagement satisfaction survey results.
2.2	<p>Action: Improve attendance:</p>	The school takes a non-punitive, personal approach to build strong relationships and understand the unique circumstances of each family. These additional supports are intended to improve attendance for KIPP's highest needs	Chronic absence and average daily attendance rates with a focus on socioeconomically disadvantaged students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: While the school continues to make significant gains in reducing chronic absence, over 20% of students that qualify as socioeconomically disadvantaged are still chronically absent. Regular attendance is crucial for students to fully participate in classroom activities, engage with teachers and peers, and receive necessary academic and social-emotional support.</p> <p>Scope: LEA-wide</p>	<p>students, and with this focus, the school anticipates improved attendance across all students. The increased opportunities and personal connections/touch points with families contribute to increasing services for the school's high unduplicated student population.</p> <p>By providing personalized support and building strong relationships with families, the school is implementing evidence-based practices that have been shown to improve attendance. A report by Attendance Works (2017) emphasized the importance of implementing multi-tiered systems of support (MTSS) that provide targeted interventions for students with attendance challenges. The report also highlighted the effectiveness of strategies such as positive messaging, family engagement, and data-driven decision making in promoting regular attendance. By focusing on improving attendance for its highest-need students and providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those from disadvantaged backgrounds, benefit from the positive outcomes associated with regular attendance.</p>	
2.3	<p>Action: Communication resources:</p> <p>Need: KIPP has seen promising results on the school culture index, which represents questions from the Family School Culture</p>	<p>The accessible touchpoints between KIPP teachers and students/families provided through communication resources can improve students' engagement and motivation, leading to better academic outcomes. Research has shown that strong teacher-student relationships are associated with increased student engagement, higher academic achievement, and better social-emotional outcomes (Roorda, Koomen, Spilt, & Oort, 2011). Furthermore, a meta-analysis by</p>	<p>Family school culture index and student / teacher relationships results.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Survey that make up the student and family experience. While these results are currently positive, KIPP wants to continue to focus on activities that support connection due to the high number of students that qualify as socioeconomically disadvantaged.</p> <p>Expanded learning time initiatives have demonstrated great promise in improving academic outcomes among students who are most likely to fall behind. Building positive relationships between teachers and students is crucial for creating a supportive and safe learning environment that encourages engagement and motivation. This is particularly important for students who may lack support at home or have experienced trauma or stress that may affect learning.</p> <p>Scope: LEA-wide</p>	<p>Hattie (2009) found that teacher-student relationships have a significant positive effect on student learning.</p> <p>Providing opportunities for extended learning time and facilitating communication between teachers and students/families is particularly beneficial for unduplicated student populations, such as those who qualify as socioeconomically disadvantaged. A report by the National Center on Time and Learning (2015) highlighted the effectiveness of expanded learning time programs in improving academic outcomes for disadvantaged students, noting that these programs can help close achievement gaps and promote educational equity.</p> <p>By offering communication resources and opportunities for extended learning time on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those from disadvantaged backgrounds, have access to the support and resources they need to succeed academically. This approach is supported by research emphasizing the importance of providing comprehensive, schoolwide interventions to address the needs of struggling students (Borman, Hewes, Overman, & Brown, 2003; Sailor et al., 2006).</p>	
2.4	<p>Action: Improving school climate:</p> <p>Need: Suspension rates remain higher for KIPP students that qualify as socioeconomically</p>	<p>Social-emotional learning practices require a larger, whole-school initiative to truly support those who are most vulnerable, as all students, staff, and leaders participate in shared learning and actions, such as morning community circles, restorative practices, chants, and restorative attendance conferences. Research has consistently shown that SEL programs have a positive impact on</p>	<p>Student suspension rates, with a focus on socioeconomically disadvantaged students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>disadvantaged students compared to “all KIPP students,” as reported on the CA Dashboard.</p> <p>Students who attend KIPP may face challenges including food scarcity, unstable living conditions, limited access to essential resources, and sometimes even severe trauma. Supporting a restorative approach to behavioral interventions and leveraging strong social-emotional instruction ensures KIPP is working with students and families to develop trust, empathy, and strong relationships that lead to better outcomes for students.</p> <p>Scope: LEA-wide</p>	<p>students' academic performance, behavior, and mental health (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Taylor, Oberle, Durlak, & Weissberg, 2017). A meta-analysis by Durlak et al. (2011) found that students who participated in SEL programs demonstrated significant improvements in social and emotional skills, attitudes, behavior, and academic performance compared to students who did not participate in such programs.</p> <p>SEL programs have been found to be particularly beneficial for students who qualify as socioeconomically disadvantaged and those who have experienced trauma (Jagers, Rivas-Drake, & Williams, 2019; Jennings & Greenberg, 2009). By providing SEL instruction and support on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those who are most vulnerable, have access to the resources and support they need to develop essential social and emotional competencies. This approach aligns with research highlighting the importance of implementing comprehensive, schoolwide SEL initiatives to create a positive school climate and promote the well-being and success of all students (Elias et al., 1997; Greenberg et al., 2003).</p>	
2.5	<p>Action: Mental health clinician:</p> <p>Need: KIPP would like to see growth in the emotional safety and support of student survey results, which represents questions from the The New Teacher Project (TNTP). KIPP wants to continue to focus on activities that support connection to resources due to the high</p>	<p>Addressing poverty and providing mental health resources for students can help alleviate stressors and improve mental health, leading to better academic performance and overall well-being. The services provided by the mental health clinicians are part of a larger multi-tiered system of support (MTSS), which offers specific interventions based on need. Research has shown that MTSS is an effective framework for addressing the academic, behavioral, and social-emotional needs of all</p>	<p>Emotional safety and support of students survey results.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>number of students that qualify as socioeconomically disadvantaged.</p> <p>Scope: LEA-wide</p>	<p>students, particularly those who face additional challenges (Averill & Rinaldi, 2011; Sugai & Horner, 2009).</p> <p>A study by Fazel, Hoagwood, Stephan, and Ford (2014) found that school-based mental health services can significantly improve academic outcomes and reduce emotional and behavioral problems among students, especially those from low-income families. Furthermore, research by Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) demonstrated that universal social and emotional learning programs, which are a key component of MTSS, can lead to significant improvements in students' social and emotional skills, attitudes, behavior, and academic performance.</p> <p>While all students will benefit from the implementation of an MTSS and the support of mental health clinicians, KIPP's students who qualify as socioeconomically disadvantaged may require higher tier interventions, which include services supported or coordinated by the mental health clinician. This targeted approach aligns with research emphasizing the importance of providing intensive, individualized support for students with the greatest needs (Fuchs & Fuchs, 2006; Lane, Oakes, & Menzies, 2014). By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those from disadvantaged backgrounds, have access to the mental health support they need to thrive academically and emotionally, ultimately increasing and improving services for the school's unduplicated student population.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.6</p>	<p>Action: Community Schools:</p> <p>Need: Research has shown that full-service community schools are an effective place-based strategy to meet the educational needs of high-need students. Students from disadvantaged backgrounds often face a range of challenges that can impact their academic success, such as poverty, trauma, and limited access to resources and support services (Oakes, Maier, & Daniel, 2017).</p> <p>Scope: LEA-wide</p>	<p>By implementing the Four Pillars of Community Schools, KIPP is working to create a comprehensive support system that addresses the diverse needs of its students and families. The Regional Collaborative Care and Support Managers (CCSMs) will play a crucial role in this initiative by serving as the main drivers behind needs assessment work, project managers overseeing the implementation of community schools initiatives, resource managers, participants and leaders in the coordination of services, and managers of Coordination of Service referrals. This collaborative and integrated approach aligns with research highlighting the importance of providing comprehensive, wraparound services to support the success of students from disadvantaged backgrounds (Dryfoos, 2000; Valli, Stefanski, & Jacobson, 2014).</p> <p>By implementing the community schools model on an LEA-wide or schoolwide basis, KIPP is working to improve services for its unduplicated student population. Research has shown that community schools can be particularly effective in supporting the needs of students from families and communities that qualify as low-income (Heers, Van Klaveren, Groot, & Maassen van den Brink, 2016; Maier et al., 2017). Through this initiative, students and families will feel more supported by their community and more empowered, as they build important skills.</p>	<p>Chronic absence rates and school culture index responses.</p>
<p>3.1</p>	<p>Action: Hiring process:</p> <p>Need:</p>	<p>By implementing a rigorous hiring process that focuses on diverse and equitable hiring practices, KIPP is working to ensure that all students, particularly those who qualify as socioeconomically disadvantaged, have access to</p>	<p>Teacher credential data results.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Research has consistently shown that teacher quality is one of the most important factors influencing student achievement, particularly for students that qualify as socioeconomically disadvantaged (Darling-Hammond, 2000; Rivkin, Hanushek, & Kain, 2005). A study by Egalite, Kisida, and Winters (2015) found that students of color who were taught by teachers of the same race/ethnicity experienced positive effects on their academic achievement and attitudes towards school.</p> <p>This dedicated team supplements the traditional hiring process by focusing on diverse and equitable hiring practices, with goals to bring in staff that can best support high-needs students and increase the number of teaching staff who self-identify as people of color.</p> <p>Scope: LEA-wide</p>	<p>high-quality teachers who can best support their learning needs. Effective teachers are subject to robust screenings to ensure they will be successful working with KIPP communities to improve the quality of instruction for KIPP's unduplicated student population.</p> <p>This approach aligns with research emphasizing the importance of providing students that qualify as socioeconomically disadvantaged with access to highly effective teachers and a diverse teaching workforce in order to promote educational equity and improve student outcomes (Darling-Hammond, 2015; Ingersoll & May, 2011). By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, regardless of their background, have the opportunity to learn from skilled and diverse educators who can help them achieve academic success.</p>	
3.2	<p>Action: Title I and II, improving academic outcomes:</p> <p>Need: KIPP has seen mixed results between elementary and middle school teacher's experiences with their professional development, which represents questions from the The New Teacher Project (TNTP) survey.</p>	<p>Through targeted professional development led by the school's leadership, effective, evidence-based educational strategies are taught and modeled to close the achievement gap and enable high-needs students to meet the state's challenging academic standards. Research has consistently shown that high-quality professional development can significantly improve teacher effectiveness and student achievement (Darling-Hammond, Hyler, & Gardner, 2017; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). A meta-analysis by Kraft, Blazar,</p>	Teacher professional development survey results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>While these results are trending positive, KIPP wants to continue to focus on teacher development as we embark on the implementation of a new regional academic curriculum.</p> <p>Strong, supportive, and prepared teachers are critical to student achievement, particularly for students who qualify as socioeconomically disadvantaged or have been identified as needing additional support. These students often face educational inequities and may require more targeted interventions and high-quality instruction to close achievement gaps (Darling-Hammond, 2010; Isenberg et al., 2016).</p> <p>Scope: LEA-wide</p>	<p>and Hogan (2018) found that teacher coaching had a positive effect on student achievement, with larger effects observed in studies that focused on specific subject areas and provided more intensive coaching.</p> <p>Research has highlighted the importance of teacher retention and continuity in promoting student success, particularly in high-needs schools (Ronfeldt, Loeb, & Wyckoff, 2013; Sutcher, Darling-Hammond, & Carver-Thomas, 2016). By providing ongoing professional development opportunities and supporting a leadership pipeline, KIPP is working to build continuity in teaching and leadership for the school communities, which can contribute to improved student outcomes.</p> <p>Providing targeted development for teachers with these additional resources in order to attain higher academic achievement contributes to increasing and improving services for the school's unduplicated student population, particularly those who qualify as socioeconomically disadvantaged</p>	
3.5	<p>Action: More teacher time:</p> <p>Need: Students who qualify as socioeconomically disadvantaged often face educational inequities and may require additional instructional time and support to close achievement gaps and stay engaged in school (Patall, Cooper, & Allen, 2010; Redd et al., 2012).</p>	<p>More time initiatives have shown promise in improving academic outcomes among students who are most likely to fall behind. Research has demonstrated that increased instructional time can lead to improved student achievement, particularly for students from disadvantaged backgrounds (Battistin & Meroni, 2016; Figlio, Holden, & Ozek, 2018). By providing additional focused time, KIPP aims to support struggling students, engage them more fully, and reduce the likelihood of dropping out. This contributes to increasing services for the school's unduplicated student population. Offering competitive teacher salaries helps attract and</p>	<p>Teacher academic curriculum survey results.</p> <p>State testing results - ELA and Mathematics.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>KIPP has seen promising results in teacher's alignment with KIPP's academic approach, which represents questions from the The New Teacher Project (TNTP) survey. While these results are currently positive, KIPP would like to ensure that teachers remain engaged as we embark on a new regional curriculum.</p> <p>Scope: LEA-wide</p>	<p>retain high-quality educators, which is crucial for implementing effective extended learning time programs (Darling-Hammond, 2000; Ronfeldt, Loeb, & Wyckoff, 2013). By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students have access to the additional instructional time and support they need to succeed academically and stay engaged in school.</p>	
<p>3.9</p>	<p>Action: Personal learning technology devices:</p> <p>Need: Families are surveyed about access to the internet at home and comfort with navigating technology in order to build technology fluency that prepares students and families for next-generation learning. Support of students and families during the COVID-19 crisis showed higher technology needs for KIPP's student population that qualifies as socioeconomically disadvantaged.</p> <p>Scope: LEA-wide</p>	<p>KIPP maintains a 1:1 ratio for devices to ensure no student has a gap in access, and devices are available for at-home use if needed. Research shows that access to technology and digital tools can enhance learning, engagement, and achievement, particularly for disadvantaged students (Darling-Hammond et al., 2014; Zheng et al., 2016). Providing technology access and support is crucial for promoting educational equity and preparing students for success in a digital world (Warschauer et al., 2004). The continuation of robust technology supports serves to increase and improve services for KIPP's unduplicated student population, particularly those who qualify as socioeconomically disadvantaged. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures all students have the tools and support they need to succeed in a technology-driven learning environment.</p>	<p>Teacher academic curriculum survey results.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.11</p>	<p>Action: Support for new teachers:</p> <p>Need: New teacher development plays a crucial role in achieving success with students who may have higher learning needs.</p> <p>KIPP has seen mixed results between elementary and middle school teacher's experiences with their professional development, which represents questions from the The New Teacher Project (TNTP) survey. While these results are trending positive, KIPP wants to continue to focus on teacher development as we embark on the implementation of a new regional academic curriculum.</p> <p>Scope: LEA-wide</p>	<p>By investing in a new teacher development program, KIPP equips educators with the necessary knowledge, tools, and support to more effectively meet the needs of diverse learners. Research has shown that high-quality teacher induction and mentoring programs can improve teacher effectiveness, retention, and student achievement (Ingersoll & Strong, 2011; Schmidt, Young, Cassidy, Wang, & Laguarda, 2017). New teachers who undergo this development build a deeper understanding of the specific needs of their students, enabling them to create inclusive and engaging learning environments. Additional professional development and onboarding time to prepare new KIPP teaching staff serves to improve services for the school's unduplicated population, particularly those who qualify as socioeconomically disadvantaged and multilingual learners. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, regardless of their background or learning needs, have access to well-prepared and supported teachers who can effectively facilitate their academic success.</p>	<p>Teacher professional development survey results.</p>
<p>3.12</p>	<p>Action: Expanded enrichment opportunities:</p> <p>Need: Students who qualify as socioeconomically disadvantaged may face challenges in accessing extracurricular activities or may not have a safe and supportive environment</p>	<p>Research conducted by the Afterschool Alliance (2016) showed that participation in after-school programs was associated with improved academic performance, particularly in reading and math. The study also found that students who participate in after-school programs are more likely to graduate high school and pursue post-secondary education. After-school programs provide a safe and supportive environment for students, particularly those who qualify as socioeconomically disadvantaged and may not have access to</p>	<p>Family school culture index and emotional safety and support of students survey results.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>outside of school hours. These students may also benefit from additional learning opportunities and support to help close the achievement gap (Afterschool Alliance, 2016; Lauer et al., 2006).</p> <p>Scope: LEA-wide</p>	<p>extracurricular activities or face other challenges at home. By offering extended enrichment time, KIPP contributes to increasing (time) and improving (quality) services for the school's unduplicated student population. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, regardless of their background or family resources, have access to a wide range of enriching activities and support that can foster their academic, social, and emotional development.</p>	
<p>3.13</p>	<p>Action: KIPP Contributions</p> <p>Need: During a period where many districts reduced roles, cut benefits, or other staff services, KIPP maintained normal hiring and return practices and has retained the discretionary 401(k) matching option at 100% of the 4% employee contribution. These employee services are intended to support teachers in their professional and personal endeavors while also aiming to retain quality teachers at higher rates year over year. High teacher turnover can disproportionately impact students with high needs, as they may experience a lack of continuity in their learning and development (Ronfeldt, Loeb, & Wyckoff, 2013; Simon & Johnson, 2015).</p>	<p>KIPP 401(k) matching contributions are supplemental and serve as a way to support and retain high-quality teaching talent in the competitive Bay Area market. Research has shown that teacher retention is crucial for promoting student achievement and creating a stable learning environment, particularly in schools serving high-needs populations (Darling-Hammond, 2000; Ingersoll, 2001). By offering competitive benefits and supporting teachers' financial well-being, KIPP aims to increase retention rates and ensure continuity of learning and development for students who are disproportionately impacted by high teacher turnover. This is especially important for KIPP schools, where the percentage of students with high needs is significantly higher than the state average. Studies have found that teacher turnover can negatively affect student achievement, with a more pronounced impact on students from disadvantaged backgrounds (Hanushek, Rivkin, & Schiman, 2016; Ronfeldt et al., 2013). By providing these services on an LEA-wide or schoolwide basis, KIPP is working to improve</p>	<p>Teacher retention data results.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>services for the school's unduplicated population by creating a more stable and supportive learning environment with experienced, committed teachers.</p>	
<p>3.14</p>	<p>Action: Continuity of Learning:</p> <p>Need: Teacher turnover can have a significant negative impact on student learning, particularly for students with high needs who may be more vulnerable to the disruptions caused by frequent changes in teaching staff (Ronfeldt, Loeb, & Wyckoff, 2013; Simon & Johnson, 2015). Additionally, the shortage of available substitute teachers during the pandemic has made it difficult for schools to ensure continuity of learning when regular teachers are absent (Kraft & Simon, 2020).</p> <p>Scope: LEA-wide</p>	<p>Teacher return bonuses serve as an effective strategy to enhance teacher retention rates and acknowledge the dedication and commitment of experienced teachers. Research has shown that financial incentives can be a powerful tool for retaining high-quality teachers, particularly in schools serving disadvantaged student populations (Clotfelter, Glennie, Ladd, & Vigdor, 2008; Springer, Swain, & Rodriguez, 2016). By offering bonuses to returning teachers, KIPP is working to create a stable and supportive working environment that reduces turnover rates and ensures continuity of learning for students. In-house teaching substitution, supported by increased stipends for teaching staff, provides important continuity for students when regular teachers are absent. This approach allows KIPP to leverage the expertise of its existing teachers and maintain a sense of stability in the classroom, even when faced with the challenges of teacher absences and substitute shortages. Research has highlighted the importance of maintaining instructional continuity and minimizing disruptions to student learning (Miller, Murnane, & Willett, 2008; Sawchuk, 2021). These additional financial incentives are intended to retain quality teachers at higher rates year over year. Increasing retention at KIPP schools, where the percentage of students with high needs is significantly higher than the state average, will ensure continuity of learning and development for</p>	<p>Teacher retention data results.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>students who are disproportionately impacted by high teacher turnover, thereby improving services for the school's unduplicated population. By providing these services on an LEA-wide or schoolwide basis, KIPP is working to create a stable and supportive learning environment that promotes academic success for all students, particularly those with the greatest needs.</p>	
<p>3.15</p>	<p>Action: Mental Health for All:</p> <p>Need: KIPP's most valuable resource is its people. The work, while incredibly rewarding and impactful, is also demanding. The past few years have been particularly challenging and stressful while in recovery from the COVID-19 pandemic. Teacher well-being and mental health are crucial factors in promoting job satisfaction, retention, and ultimately, student success (Greenberg, Brown, & Abenavoli, 2016; McLean & Connor, 2015). Supporting teachers' mental health is especially important in schools serving high-needs populations, where the demands on educators may be greater (Herman, Hickmon-Rosa, & Reinke, 2018).</p> <p>Scope:</p>	<p>The mental health for all initiative services are intended to support teachers in their professional and personal endeavors while also aiming to retain quality teachers at higher rates year over year. Research has shown that teacher well-being and mental health are significant predictors of job satisfaction, commitment, and retention (Jennings & Greenberg, 2009; Skaalvik & Skaalvik, 2011). By providing comprehensive mental health resources and support, KIPP is working to create a positive and supportive work environment that promotes teacher well-being and reduces the risk of burnout.</p> <p>Increasing retention at KIPP schools, where the percentage of students with high needs is significantly higher than the state average, will ensure continuity of learning and development for students who are disproportionately impacted by high teacher turnover. Studies have found that teacher turnover can have a negative impact on student achievement, particularly in schools serving disadvantaged populations (Hanushek, Rivkin, & Schiman, 2016; Ronfeldt, Loeb, & Wyckoff, 2013).</p> <p>By providing these mental health services and supports on an LEA-wide or schoolwide basis,</p>	<p>Teacher retention data results.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	KIPP is working to improve services for the school's unduplicated population by fostering a stable, supportive, and mentally healthy teaching staff. This approach aligns with research highlighting the importance of teacher well-being in promoting positive student outcomes and creating a nurturing learning environment (Jennings & Greenberg, 2009; Roeser, Skinner, Beers, & Jennings, 2012).	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Support for multilingual learners:</p> <p>Need: KIPP has a higher population of multilingual learners than the state of California and is exceeding the state's results for English Learner Progress (ELPI).</p> <p>Scope:</p>	Multilingual learners may face unique challenges in the classroom, such as difficulty understanding instruction, limited English vocabulary, and cultural differences that may impact their learning experience. These challenges can hinder academic progress. Providing these additional, targeted supports for multilingual learner students in order to attain higher academic achievement has contributed to improving services for the school's unduplicated student population (multilingual learners).	ELPI and reclassification results.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.5	<p>Action: Title III:</p> <p>Need: KIPP has a higher population of multilingual learners than the state of California and is exceeding the state’s results for English Learner Progress (ELPI).</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Research has shown that targeted professional development and coaching for teachers can significantly improve the effectiveness of instruction for multilingual learners (Darling-Hammond et al., 2017; Garet et al., 2001). By providing training and facilitating data meetings where teachers, APs, and instructional coaches review student data, the ML instructional coach enables data-driven instructional decisions and promotes the effective implementation of ML instructional strategies. This approach aligns with evidence-based practices that emphasize the importance of using data to inform instruction and support student learning (Hamilton et al., 2009). Furthermore, the ML instructional coach's targeted coaching and feedback through classroom observations ensures that teachers receive individualized support to improve their practice, which has been shown to be an effective method for enhancing teacher quality and student outcomes (Joyce & Showers, 2002; Knight, 2007). The identification of supplemental regional curricula and educational technology designed specifically to improve outcomes for ML students further demonstrates KIPP's commitment to providing high-quality, evidence-based resources for student learning.</p>	<p>ELPI and reclassification results.</p>

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		20.6
Staff-to-student ratio of certificated staff providing direct services to students		13.6

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	6,400,840	\$2,067,462.00	32.300%	7.922%	40.222%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$6,213,256.90	\$1,991,549.54	\$182,349.74	\$515,618.51	\$8,902,774.69	\$6,175,211.30	\$2,727,563.39

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Support for multilingual learners:	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$442,368.54	\$24,000.00	\$198,351.58	\$24,000.00	\$0.00	\$244,016.96	\$466,368.54
1	1.2	Special education services:	Students with Disabilities	No					\$1,013,319.00	\$0.00	\$1,013,319.00		\$0.00	\$0.00	\$1,013,319.00
1	1.3	Personalized learning and EdTech:	All	No					\$37,219.22	\$79,713.69	\$116,932.91		\$0.00	\$0.00	\$116,932.91
1	1.4	Professional development:	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$216,604.90	\$64,252.52	\$164,200.66	\$116,656.76	\$0.00	\$0.00	\$280,857.42
1	1.5	Title III:	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$15,937.84	\$826.61			\$0.00	\$16,764.45	\$16,764.45
1	1.6	Data analysis and visualization:	English Foster Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$23,393.32	\$0.00	\$23,393.32		\$0.00	\$0.00	\$23,393.32

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
			Low Income			Low Income										
1	1.7	Small group reading focus:	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$99,948.14	\$0.00		\$99,948.14	\$0.00	\$0.00	\$99,948.14
1	1.8	Transitional Kindergarten:						TK-2		\$0.00	\$38,813.90		\$38,813.90	\$0.00	\$0.00	\$38,813.90
2	2.1	Family involvement and support:	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$101,871.55	\$0.00	\$101,871.55		\$0.00	\$0.00	\$101,871.55
2	2.2	Improve attendance:	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$30,615.60	\$0.00	\$30,615.60		\$0.00	\$0.00	\$30,615.60
2	2.3	Communication resources:	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$39,586.47	\$39,586.47		\$0.00	\$0.00	\$39,586.47
2	2.4	Improving school climate:	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$174,552.50	\$0.00	\$53,427.50	\$121,125.00	\$0.00	\$0.00	\$174,552.50
2	2.5	Mental health clinician:	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$272,429.54	\$0.00	\$272,429.54		\$0.00	\$0.00	\$272,429.54
2	2.6	Community Schools:	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$69,772.93		\$69,772.93			\$69,772.93
3	3.1	Hiring process:	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$76,040.82	\$0.00	\$76,040.82		\$0.00	\$0.00	\$76,040.82
3	3.2	Title I and II, improving academic outcomes:	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$254,837.10	\$0.00		\$0.00	\$254,837.10		\$254,837.10
3	3.3	Credentialing Specialist:	All		No					\$47,828.94	\$22,622.88	\$70,451.82		\$0.00	\$0.00	\$70,451.82
3	3.4	Resources:	All		No					\$0.00	\$392,252.28	\$392,252.28		\$0.00	\$0.00	\$392,252.28
3	3.5	More teacher time:	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$254,307.85	\$0.00	\$254,307.85		\$0.00	\$0.00	\$254,307.85

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income			Low Income									
3	3.6	Custodial and facility staff:	All	No					\$0.00	\$310,177.51	\$310,177.51		\$0.00	\$0.00	\$310,177.51
3	3.7	Facilities and emergency procedures:	All	No					\$25,886.09	\$1,087,433.80	\$957,136.58	\$156,183.31	\$0.00	\$0.00	\$1,113,319.89
3	3.8	KIPP teachers:	All	No					\$2,267,018.47	\$0.00	\$1,709,453.88	\$375,214.85	\$182,349.74	\$0.00	\$2,267,018.47
3	3.9	Personal learning technology devices:	Foster Low Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$14,471.79	\$115,751.47	\$130,223.26		\$0.00	\$0.00	\$130,223.26
3	3.10	Health and safety:	All	No					\$0.00	\$22,600.00	\$22,600.00		\$0.00	\$0.00	\$22,600.00
3	3.11	Support for new teachers:	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$59,968.88	\$0.00	\$59,968.88		\$0.00	\$0.00	\$59,968.88
3	3.12	Expanded enrichment opportunities:	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$546,383.32	\$437,658.33		\$984,041.65	\$0.00	\$0.00	\$984,041.65
3	3.13	KIPP Contributions	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$159,921.36	\$0.00	\$159,921.36		\$0.00	\$0.00	\$159,921.36
3	3.14	Continuity of Learning:	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$40,286.53	\$16,308.00	\$56,594.53		\$0.00	\$0.00	\$56,594.53
3	3.15	Mental Health for All:	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,793.00		\$5,793.00	\$0.00	\$0.00	\$5,793.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
6,400,840	\$2,067,462.00	32.300%	7.922%	40.222%	\$1,620,932.92	0.000%	25.324 %	Total:	\$1,620,932.92
								LEA-wide Total:	\$1,620,932.92
								Limited Total:	\$198,351.58
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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This table is automatically generated and calculated from this LCAP.

1	1.1	Support for multilingual learners:	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$198,351.58	
1	1.4	Professional development:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$164,200.66	
1	1.5	Title III:	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.6	Data analysis and visualization:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,393.32	
1	1.7	Small group reading focus:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.8	Transitional Kindergarten:				TK-2		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Family involvement and support:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,871.55	
2	2.2	Improve attendance:	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$30,615.60	
2	2.3	Communication resources:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,586.47	
2	2.4	Improving school climate:	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$53,427.50	
2	2.5	Mental health clinician:	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$272,429.54	
2	2.6	Community Schools:	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.1	Hiring process:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,040.82	
3	3.2	Title I and II, improving academic outcomes:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.5	More teacher time:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$254,307.85	
3	3.9	Personal learning technology devices:	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$130,223.26	
3	3.11	Support for new teachers:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,968.88	
3	3.12	Expanded enrichment opportunities:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.13	KIPP Contributions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$159,921.36	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.14	Continuity of Learning:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,594.53	
3	3.15	Mental Health for All:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$8,033,518.18	\$7,797,713.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Support for multilingual learners:	Yes	\$174,949.51	\$169,701.46
1	1.2	Special education services:	No	\$930,826.77	\$817,630.75
1	1.3	Innovation and personal learning:	No	\$87,614.74	\$122,524.77
1	1.4	Professional development:	Yes	\$160,200.50	\$50,628.80
1	1.5	Title III:	Yes	\$15,057.64	\$15,481.00
1	1.6	Data analysis and visualization:	Yes	\$77,556.67	\$23,817.46
1	1.7	Small group reading focus:	Yes	\$90,310.20	\$85,480.34
1	1.8	Transitional kindergarten:		\$28,583.43	\$25,042.13
1	1.9				\$0
2	2.1	Family involvement and support:	Yes	\$113,145.09	\$96,993.30

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Improve attendance:	Yes	\$30,422.47	\$29,191.54
2	2.3	Communication resources:	Yes	\$39,420.84	\$33,685.59
2	2.4	Improving school climate:	Yes	\$31,313.04	\$176,327.77
2	2.5	Mental health clinician:	Yes	\$313,291.72	\$315,272.35
2	2.6a				\$0
2	2.6b				\$0
2	2.7				\$0
2	2.8				\$0
2	2.9				\$0
3	3.1	Hiring process:	Yes	\$42,339.37	\$42,723.67
3	3.2	Title I and II, improving academic outcomes through strong, developed teachers:	Yes	\$264,690.89	\$214,941.00
3	3.3	Credentialing specialist:	No	\$54,136.95	\$48,195.84
3	3.4	Learning resources:	No	\$313,946.99	\$316,511.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	More teacher time:	Yes	\$230,866.50	\$219,916.84
3	3.6	Cleaning staff, services and supplies:	No	\$292,636.46	\$313,981.84
3	3.7	Facilities maintenance, repairs and safety procedures:	No	\$813,566.90	\$799,036.19
3	3.8	KIPP teachers:	No	\$2,338,349.32	\$2,046,179.30
3	3.9	Personal learning technology devices:	Yes	\$104,951.01	\$90,394.54
3	3.10	Health and safety:	No	\$3,685.63	\$3,673.81
3	3.11	Support for new teachers:	Yes	\$48,822.78	\$51,288.20
3	3.12	Expanded enrichment opportunities:	Yes	\$1,162,971.50	\$1,205,873.00
3	3.13	KIPP contributions:	Yes	\$134,409.26	\$152,070.51
3	3.14	Continuity of learning:	Yes	\$109,370.00	\$318,115.00
3	3.15	Mental health care for all:	Yes	\$26,082.00	\$13,035.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,810,405	\$2,018,077.99	\$1,458,595.57	\$559,482.42	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.1	Support for multilingual learners:	Yes	\$0.00	\$0		
1	1.4	Professional development:	Yes	\$69,890.30	\$50,628.80		
1	1.5	Title III:	Yes	\$0.00	\$0		
1	1.6	Data analysis and visualization:	Yes	\$77,556.67	\$23,817.46		
1	1.7	Small group reading focus:	Yes	\$0.00	\$0		
2	2.1	Family involvement and support:	Yes	\$113,145.09	\$96,993.30		
2	2.2	Improve attendance:	Yes	\$30,422.47	\$29,191.54		
2	2.3	Communication resources:	Yes	\$39,420.84	\$33,685.59		
2	2.4	Improving school climate:	Yes	\$31,313.04	\$57,577.77		
2	2.5	Mental health clinician:	Yes	\$0.00	\$292,192.35		
3	3.1	Hiring process:	Yes	\$42,339.37	\$42,723.67		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Title I and II, improving academic outcomes through strong, developed teachers:	Yes	\$0.00	\$0		
3	3.5	More teacher time:	Yes	\$230,866.50	\$219,916.84		
3	3.9	Personal learning technology devices:	Yes	\$104,951.01	\$90,394.54		
3	3.11	Support for new teachers:	Yes	\$48,822.78	\$51,288.20		
3	3.12	Expanded enrichment opportunities:	Yes	\$959,488.66	\$0		
3	3.13	KIPP contributions:	Yes	\$134,409.26	\$152,070.51		
3	3.14	Continuity of learning:	Yes	\$109,370.00	\$318,115.00		
3	3.15	Mental health care for all:	Yes	\$26,082.00	\$0		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,440,860	\$1,810,405		40.767%	\$1,458,595.57	0.000%	32.845%	\$351,809.43	7.922%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).



2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	26	11.30	5	1.70	6.70	0	1.20	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

In line with our mission to prepare all students for success in college and beyond, KIPP supports Common Core State Standards (“CCSS”) in grades K-12. The CCSS represent the knowledge and skills that prepare students for college and careers. These standards and assessments ensure that our students are ready to take on the rigors of college and future careers. We measure our progress in ELA and Math testing for students with similar demographics to those in our authorizing district and report our outcomes to our families in our annual Local Control and Accountability Plan process.

The content of KIPP curriculum focuses on building upon foundational skills coupled with an emphasis on higher-order thinking processes in all content areas. In accordance with state regulations, KIPP provides the standard age-appropriate curriculum for Mathematics, Science, English-Language Arts and History-Social Science at each grade level, K-12. State academic standards for ELA, ELD, and Math have been fully implemented. Progress toward fully implementing all other content standards are tracked on KIPP's annual performance dashboard, with priority currently given to Next Generation Science Standards.

We set annual goals around usage of standards-aligned curriculum for our teachers and providing supports for our students to ensure progress in the classroom. KIPP conducted a specific curriculum selection process to determine the best tools to support standards-aligned classroom instruction. The school leadership teams, with feedback from teachers, selected programs and materials that are aligned with the school's priorities in improving all students' standards-based mastery. Tools selected have a high potential for driving student growth on Common Core State Standards. Additionally, KIPP has adopted UC Berkeley Lawrence Hall of Science's Amplify Science K-8 curriculum, which offers a rigorous approach to science instruction that leverages immersive simulations of the scientific phenomenon that support content development. This instruction is supplemented by backward planning to NGSS-aligned Interim assessments.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					
Health Education Content Standards					
Physical Education Model Content Standards					
Visual and Performing Arts					
World Language					

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					
Identifying the professional learning needs of individual teachers					
Providing support for teachers on the standards they have not yet mastered					

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

At KIPP, we believe that if we can engage parents in a meaningful way, we can help build parents' efficacy, recognize our families as true assets to the school, and leverage the community's strengths, experiences, and knowledge to build and develop the school. We also hope that this involvement adds to our families' abilities as well, creating lasting change that will stay with them throughout their experiences, at our school and beyond.

We communicate with families regularly through multiple modes including, but not limited to: newsletters, emails, phone calls, and text messages. Students and families have staff member's email address and cell phone number to reach out about homework support or for other concerns or questions. Progress reports and report cards are sent home throughout the year to keep families informed about their student's academic success. Families are encouraged to set up conferences with teachers and the school provides multiple opportunities to connect with parents/guardians. Any student who is in danger of retention is required to meet with teachers and administrators to identify additional supports. Each year the school begins forming relationships with families during orientation, prior to the start of the new year. This early welcome allows students and families to feel more connected to the school and start a successful year.

KIPP's KFA (KIPP Family Association) has active families that participate in monthly meetings to plan and implement special events for students, families and the community, and advocate for the school's continued academic growth. Parents/guardians are the primary drivers of KIPP's KFA. The school leader meets regularly with the KFA team to assist with any projects and to ensure alignment between the school and the community.

KIPP educates teachers, principals, and other staff on the value of contributions of parents/guardians and how to communicate and work together as equal partners in some of the following ways: front office and operational staff members receive professional development on creating a warm and welcoming environment for all school visitors, including parents/guardians and families, all school staff must have evidence of strong connections with students and their families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

KIPP believes that relationship building with the community and families is a key component to opening and operating a high achieving school. KIPP teachers are currently receiving focused professional development that aims to support students more holistically in the classroom (Culturally Responsive Teaching), building more trusted and respected relationships that lead to improved student outcomes. However, this engagement must go beyond the classroom in the form of strong communication between school staff and families. When handled with respect and cultural sensitivity, school-family communication and engagement provides an opportunity to live out the values of inclusiveness and equity. Teacher, and other school staff will be following these important guidelines to avoid communication pitfalls and support teacher-family relationships built on respect (per the Learning for Justice, Family and Community Engagement Critical Practices, a project of the Southern Poverty Law Center):

- Assume good intentions, and approach all families as partners who want the best for their children.
- Invite parents or guardians to share knowledge about their students' lives, interests, hopes and struggles.

- Invite parents or guardians to share information about family cultures and traditions.
- Recognize and respect differences in family structures.
- Recognize the role that identity and background may play in shaping relationships between teachers and families.
- Bring a sense of self-reflectiveness and cultural humility to all conversations and interactions.
- View linguistic, cultural and family diversity as strengths.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The majority of KIPP families qualify as underrepresented. Therefore, communication, materials, meetings and other school sponsored events are always created considering the unique needs of the community.

The school hosted over 20 virtual and in-person events (when health and safety allowed) where all families were invited. In an annual family survey, 74% (Rising)/78% (Upper) of families indicated that they were satisfied with the opportunities to get involved on campus. KIPP will employ the Culturally Responsive Teaching methods to existing school communications and will continue to use surveys, conferences, regular phone communication and other forms of contact to engage all parents/guardians.

Because language plays a crucial role in families' lives, teachers will communicate with parents in their home languages as much as possible. Family materials will be provided in students' home languages. When translation is needed, a school-provided translator will be employed.

Additionally, KIPP will provide different types of opportunities for families to participate, including events that take place in the AM, or PM to allow for different family schedules and childcare needs.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4

Practices	Rating Scale Number
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

KIPP assists parents in understanding state standards and assessments, and how to monitor their child's progress and work with teachers to improve their child's achievement through constant communication between the school and home. Parents are given their child's teacher's cellular phone number to use whenever they need clarification about an academic assignment or need to talk about their child's progress. Parents are involved in planned parent nights as well as parent/teacher conferences where they learn ways to support their child at home and about their child's progress. Parents of students at the school can also participate in School Site Council and English Language Advisory Committee.

KIPP provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet through report cards, parent-teacher conferences, weekly newsletters, parent workshops, and data reports. Parents receive training on how to support the development of their child's reading, writing, and mathematical skills at KIPP Family Associate meetings.

KIPP will continue to assess the language needs of families to ensure that materials and presentations are being made available in an accessible way.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The vision of KIPP's Advocacy and Community Engagement team is to disrupt racial and socioeconomic inequalities in educational access and outcomes by fostering an inclusive culture of family engagement, building a support network of community based organizations and empowering families to be advocates for their children and communities. KIPP continues to grow from families being engaged and attending to leading and advocating more actively. KIPP supports this capacity building with regular KIPP Family Association and School Site Council meetings that focus on the following topics throughout the school year: KIPP 101, Local Control and Accountability, ParentSquare Communication Tool, Attendance, Testing Results, Restorative Practices, Social Media, Mental Health and Suicide Prevention, as well as Substance Abuse and Positive Parenting Techniques. During these meetings KIPP aims to share and inform as much as listen and learn from the diverse experiences of KIPP families. Improvement in this area will include expanding critical topics requested by families, and encouraging leadership during these meetings among family and community members.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The majority of KIPP families qualify as underrepresented. Therefore, communication, materials, meetings and other school sponsored events are always created considering the unique needs of the community.

KIPP will continue to seek diverse perspectives through active recruitment of families to the School Site Council (SSC), English Language Advisory Committee (ELAC), and KIPP Family Association. Activities within these groups will actively seek feedback to improve capacity building topics and techniques to increase whole school engagement.

Additionally, KIPP will provide different types of opportunities for families to participate, including events that take place in the AM, or PM to allow for different family schedules and childcare needs.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	2
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Parent involvement in decision making at KIPP is demonstrated in multiple ways.

The parent and family engagement policy is developed jointly, updated periodically, and agreed on with parents. KIPP's processes for developing and evaluating its parent engagement policy with the involvement of parents include the following: asking for feedback on the policy during an annual meeting, school site council meetings, parent surveys, asking for feedback and input during monthly family nights or workshops. The parent and family engagement policy is sent home with each student in case parents are unable to attend meetings at the school, as well as distributed and discussed at an early School Site Council meeting.

The parent engagement policy process is aligned with the school's LCAP stakeholder involvement process, and the school makes every effort to align, coordinate, and integrate parent involvement programs and activities across Federal, State, and local programs, in addition to conducting activities (e.g., parent workshops, SSC, ELAC, parent-teacher conferencing) to support parents' participation in their children's education. During the annual LCAP stakeholder engagement meeting, the School Leader presents to parents the goals, actions and services, and outcomes in the school's LCAP. Parents record their feedback on a survey in real time and online. This parent input influences all aspects of school culture.

KIPP will continue to assess the language needs of families to ensure that materials and presentations are being made available in an accessible way.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

KIPP supports family engagement and decision making through the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) which meet regularly throughout the school year. The KIPP Family Association (KFA) also has regular opportunities to share feedback and bring forth ideas, concerns and recommendations to the school leader. Improvement in this area will include renewed and revised materials related to the CA Dashboard and increased engagement in the annual Local Control and Accountability Plan process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The majority of KIPP families qualify as underrepresented. Therefore, communication, materials, meetings and other school sponsored events are always created considering the unique needs of the community.

KIPP will continue to seek diverse perspectives through active recruitment of families to the School Site Council (SSC), English Language Advisory Committee (ELAC), and KIPP Family Association. Activities within these groups will actively seek feedback to improve capacity building topics and techniques to increase whole school engagement.

Additionally, KIPP will provide different types of opportunities for families to participate, including events that take place in the AM, or PM to allow for different family schedules and childcare needs.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

75% of KIPP families (TK-4: 77%, 5-8: 72%) have a positive experience with the school.

55% of student surveys indicated a positive response to feelings of emotional safety at the school.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The School Culture Survey is still used to comprehensively assess school culture and measure progress on our restorative practice and SEL initiatives. School Culture Teams use these survey results to inform school practices and identify professional development needs and supports for teachers. The School Family Culture Index represents questions from the Family School Culture Survey that make up the family school culture experience. The index considers the percent of positive family responses across the following questions:

The teachers have built strong relationships with my child.

The school has a positive impact on my child's academic performance.

How fairly is your child treated by staff?

How stressed does your child feel about experiences related to school?

How receptive is your school to parent feedback?

I would recommend KIPP to other families.

The Student Pulse Survey was administered throughout the year to meet the needs of students at the moment -- including adjusting critical SEL curriculum and providing additional support and intervention services for families. Questions tied to emotional safety included understanding who to go to at the school if a student was made to feel unsafe by their peers or a staff member, and willingness to engage with teachers when there are concerns about safety or bullying.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

KIPP leadership is committed to acting on this important feedback and results from our community have contributed to continuing and prioritizing an improved school climate and culture. KIPP combined California's rigorous content standards with the pedagogical methodologies that have proven successful in these crucial areas, including: character education, extra-curricular activities, technology, and community service. Teachers take into consideration the interests and cultural backgrounds of students in an effort to make all instruction relevant and purposeful. It is equally important that all scholars are offered support in social and emotional development. As young people grow from year-to-year, they experience new challenges, new emotions, and new situations. Students need more than academic and intellectual skills alone to thrive in college, career and life. When a school is a positive place to be, students and teachers are happy to be there, do their best, and make their best better. Research has shown that positive school culture is the basis for sustainable learning and preparation for the tasks and tests of life and that a positive school culture and climate has a direct impact on student's academic success, graduation rates, and overall well-being and connection to their school community.

KIPP has built a strong and supportive school environment through both Social Emotional Learning (SEL) and Restorative Practices. SEL is developing social and emotional competence in order to understand, manage, and express the social-emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. Restorative Practices is a component of our approach to SEL and refers to a behavior management philosophy that seeks to redress the harms created by conflicts by repairing the relationships of those most directly involved. Second Step Curriculum supports our SEL work in the classroom, and The Complete Restorative Practices Implementation Guidebook has been developed by KIPP's school culture team to guide school leadership. Like our academic approach, we infused the bulk of our social emotional support into the general education curriculum through community circles and teaching young adults how to respond to situations with their peers in real time.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

There was a continued partnership with other KIPP schools in the region to create curriculum resources and common benchmark assessments that were aligned to the Common Core State Standards. Teachers were provided tools and resources for use in their classrooms. There was a rigorous selection process to determine the tools and resources for alignment with common core and college and career readiness standards. Course scheduling and student assignments were part of a Leadership and Teacher collaboration to ensure that students were best supported in their learning. This intentional and individualized approach to scheduling using data and feedback better prepares students for success in high school, college and beyond. KIPP believes that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn. KIPP implemented comprehensive programs for all students with special needs, in accordance with applicable state and federal law, and the needs of each child.

KIPP measures success by the percentage of students enrolled in a broad course of study across all student groups.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

100% of students had access to a broad course of study including courses described under EC section 51210, as applicable. Additionally, programs and services were developed and provided to individuals with exceptional needs, including students on an IEP. KIPP offers enrichment courses to all students, including various music options, physical education, and student leadership.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

No current barriers exist to prevent the LEA from providing access to a broad course of study for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

KIPP will continue the actions and services that have proved successful in providing access to a broad course study for all students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and					

Coordinating Instruction	1	2	3	4	5
implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
<p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p>					

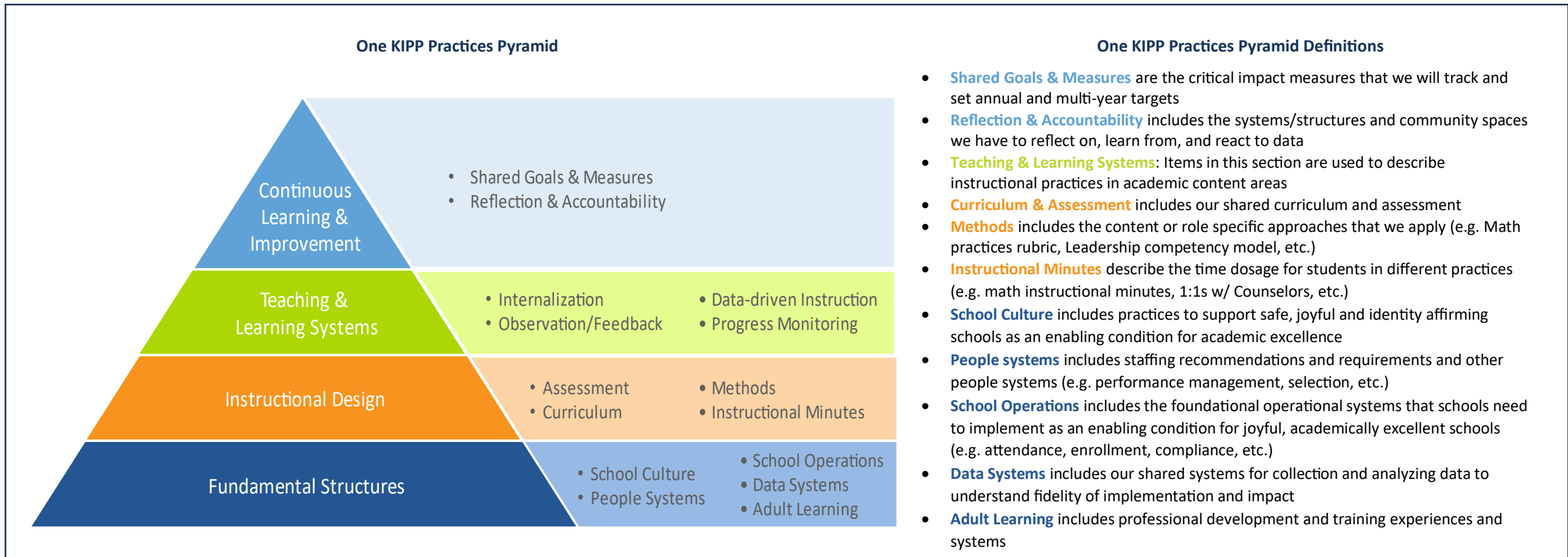
Appendix 12- KIPP Northern California Assessment Vision and Plan

SY24-25 One KIPP Pyramid and Requirements

We are on a multi-year journey to implement shared practices in five priority areas that will enable us to be a best-in-class school system where at least 75% of students are on track for positive college and career outcomes by SY 27-28. From SY 23-24 to SY 27-28, we will be focused on implementing shared practices in K-8 Literacy, K-8 Math, High School, Postsecondary Match, and Leadership Development. The One KIPP Practices Pyramid outlines the inter-related systems and structures that are essential to operating schools with excellence and aligning our network to pursue our common goals and shared mission. As we work toward becoming the best K-12 school system in the country, we will standardize select practices within the Pyramid and create systems of support that will enable consistent excellence across the network. All resources to support implementation are linked in the [One KIPP Library](#) on KIPP Share, selected resources are linked throughout this document.

This document is consistently updated to reflect any changes and includes links to further guidance. Last updated: May 13, 2024.

Any adjustments from previous update are noted with a ★. Any new information added since previous update is in green. Please see release notes for further information in the [Appendix](#).



One KIPP Priorities Multi-Year Implementation

In each year of our multi-year journey, we will adopt large-scale, shared practices in certain One KIPP Priorities that will require investments in change management to drive strong initial adoption and implementation (these are shaded in dark blue). One KIPP Priorities over time will enter a steady state, during which we may implement small-scale refinements to drive improvement and will continue to focus on fidelity of implementation.

	SY 23-24	SY 24-25	SY 25-26	SY 26-27
K-8 Literacy Foundational Literacy (K-2) Comprehension & Writing (K-8)	<ul style="list-style-type: none"> Foundational Literacy in steady state for most PLC regions Non-PLC regions improve enabling systems 	<ul style="list-style-type: none"> Regions do LETRS Vol 1 (or state-required parallel course) for untrained K-2 teachers Comprehension & Writing assessment implementation in all regions Comprehension & Writing curriculum implementation in Path A regions All regions improve enabling systems 	<ul style="list-style-type: none"> Regions do LETRS Vol 1 (or state-required parallel course) for untrained K-2 teachers (regional cost) K-2 foundational skills curriculum implementation for any regions not making above- or well-above average progress in MOY-EOY SY23-24 & BOY-MOY SY24-25 Comprehension & Writing assessment implementation continues in all regions Comprehension & Writing curriculum implementation in Path B regions 	<ul style="list-style-type: none"> Foundational Literacy in steady state for all regions Comprehension & Writing assessment implementation in steady state for all regions Comprehension & Writing curriculum implementation continues in all regions and will enter steady state in SY 27-28
K-8 Mathematics	<ul style="list-style-type: none"> Path A regions implement approved curriculum and assessments in at least a subset of classrooms Path B regions improve enabling systems 	<ul style="list-style-type: none"> All regions implement approved curriculum and assessments in all K-8 classrooms 	<ul style="list-style-type: none"> Implement approved curriculum and assessments in all K-8 classrooms continues 	<ul style="list-style-type: none"> Math in steady state for all regions, including supporting regions to implement plays with fidelity.
High School	<ul style="list-style-type: none"> Existing HS plays continue in steady state 	<ul style="list-style-type: none"> Strengthen enabling systems in HSs by implementing practices focused on: <ul style="list-style-type: none"> HS School Culture 9th Grade Academic Health Shared National Assessments HS model redesign and curriculum review continue 	<ul style="list-style-type: none"> Implementation of new HS model begins with: <ul style="list-style-type: none"> HS curriculum adoption TBD HS practice adoption 	<ul style="list-style-type: none"> HS curriculum implementation continues TBD HS practice adoption
Match	<ul style="list-style-type: none"> Match plays continue in steady state for all regions, including supporting regions to implement plays with fidelity and assessing current state of implementation 	<ul style="list-style-type: none"> Match implementation focuses on increasing fidelity of implementation of programmatic plays (e.g. Junior & Senior seminar, monthly Match Matters meetings, etc.) 	<ul style="list-style-type: none"> Match implementation focuses on increasing fidelity of implementation of operational plays (e.g. counselor ratios, full-year seminar, staffing model for counseling and seminar, etc.) 	<ul style="list-style-type: none"> Focus on implementing the full Match play with fidelity as outlined in the KIPP Forward Field Guide, One KIPP K-12 Arc of the Year, and Match Milestones Map
Leadership Development	<ul style="list-style-type: none"> Existing LD plays (e.g. Principal in Residence programs) continue in steady state 	<ul style="list-style-type: none"> Principal and Principal Manager development & management cycle implementation Shift Principal and Principal Manager talent systems to the new Leadership Competency Model (LCM) 	<ul style="list-style-type: none"> Principal and Principal Manager development & management cycle implementation continues Complete shifting Principal and Principal Manager talent systems to the new LCM 	<ul style="list-style-type: none"> Principal and Principal Manager development & management cycle implementation in steady state Continue implementation of other talent systems with new LCM

One KIPP Priority Overview: K-8 Literacy

The table below outlines shared goal(s) and programmatic practices that all regions will implement in SY24-25. We will continue to update this document so that it fully reflects operational requirements. The practices and support below reflect the actions that- when done with excellence- are most essential to outcomes across the network, as such, we will prioritize rigorous progress monitoring and accountability in these areas. The Foundation will provide resources, targeted support, and opportunities for collaboration to achieve excellence across these practices.

What required practices will the network implement in SY 24-25?	
<p>K-8 Literacy</p> <ul style="list-style-type: none"> • K-2 Foundational Literacy • K-8 Reading Comprehension & Writing 	<p>Shared Goals & Measures</p> <ul style="list-style-type: none"> ✓ All regions set annual goals on an aligned set of metrics according to KF goal setting guidance <p>Reflection & Accountability Spaces (One KIPP SY24-25 PD Calendar)</p> <ul style="list-style-type: none"> ✓ Attend CAO & ED Community Calls & Convenings ✓ RAL Community Calls <p>Teaching & Learning Systems</p> <ul style="list-style-type: none"> ✓ Adopt and execute K-12 Arc of the Year (adapt current Arc to reflect One KIPP practices or adopt KF provided K-12 Arc) <p>★ Curriculum & Assessment (Assessment Guidance)</p> <ul style="list-style-type: none"> ✓ Administer DIBELS 8th Edition K-8 BOY, MOY, EOY ✓ Path A – Early Adopters, SY24-25: <ul style="list-style-type: none"> ○ Implement approved K-8 reading comprehension and writing curriculum, Fishtank ELA. ○ Administer required assessments in Illuminate DnA as outlined in Path A: Early Adoption Guiding Document for Fishtank ELA. ✓ Path B – prepare for SY25-26 implementation of approved K-8 reading comprehension and writing curriculum, Fishtank ELA. ✓ Regions not currently using CKLA Skills: Regions scoring below "above average" from MOY to EOY in SY 23-24 and then again from BOY to MOY in SY 24-25 will be required to prepare to switch their early literacy curriculum to CKLA Skills in the fall of SY 25 - 26. <p>Instructional Minutes (Instructional Minutes Guidance):</p> <ul style="list-style-type: none"> ✓ 60-minute daily core foundational skills block, K-2. 30-minute foundation skills class periods 3-5x/week in ES. <p>Adult Learning</p> <ul style="list-style-type: none"> ✓ Regions provide ongoing curriculum-specific training (Path A SY24-25, Path B SY25-26) - (Resource: In Region PD Recommendations) ✓ Regions provide LETRS Vol 1 or state required comparable training for K-2 teachers (in SY 24-25 or SY 25-26) ✓ Regions send relevant staff to KF provided One KIPP programming – details: Spring 2024 PD Schedule One KIPP SY24-25 PD Calendar <p>People Systems (One KIPP Roles and Responsibilities)</p> <ul style="list-style-type: none"> ✓ Staff this work at the regional level so a point person has the responsibility of and capacity to lead literacy implementation efforts <p>Data Systems</p> <ul style="list-style-type: none"> ✓ Illuminate DnA ✓ Amplify: mCLASS ✓ Amplify: DIBELS Data System (DDS) for 7th and 8th grade
<p>Priority Goals and Measures</p>	<ul style="list-style-type: none"> • X% of students in grades K-2 scoring at or above benchmark on mCLASS DIBELS 8 • X% of students in grades 3-8 passing the ELA/Reading state standardized assessment

One KIPP Priority Overview: Math Excellence

The table below outlines shared goal(s) and programmatic practices that all regions will implement in SY24-25. We will continue to update this document so that it fully reflects operational requirements. The practices and support below reflect the actions that- when done with excellence- are most essential to outcomes across the network, as such, we will prioritize rigorous progress monitoring and accountability in these areas. The Foundation will provide resources, targeted support, and opportunities for collaboration to achieve excellence across these practices.

What required practices will the network implement in SY 24-25?	
Math Excellence K-8 Math	<p>Shared Goals & Measures</p> <ul style="list-style-type: none"> ✓ All regions set annual goals on an aligned set of metrics according to KF goal setting guidance <p>Reflection & Accountability Spaces (One KIPP SY24-25 PD Calendar)</p> <ul style="list-style-type: none"> ✓ Attend CAO & ED Community Calls & Convenings ✓ RAL Community Calls <p>Teaching & Learning Systems</p> <ul style="list-style-type: none"> ✓ Adopt and execute K-12 Arc of the Year (adapt current Arc to reflect One KIPP practices or adopt KF provided K-12 Arc) <p>Curriculum & Assessment (Assessment Guidance)</p> <ul style="list-style-type: none"> ✓ Implement Eureka Math², Imagine Learning: Illustrative Math, or Open-Up Curriculum in grades K-8 ✓ Administer unmodified curriculum embedded end of module/end of unit assessments in grades K-8 in Illuminate DnA based on program scope and sequence ✓ Administer Common Math Assessment (CMA) 2X/year in grades 3-8 (MOY and EOY) in Illuminate DnA <p>Instructional Minutes (Instructional Minutes Guidance)</p> <ul style="list-style-type: none"> ✓ 60-minute daily core block K-8 and additional non-core time (ES: 120+ min./week, MS: 90+ min./week) <p>Adult Learning</p> <ul style="list-style-type: none"> ✓ Regions provide ongoing curriculum-specific training (Resource: In Region PD Recommendations) ✓ Regions send relevant staff to KF provided One KIPP programming – details: Spring 2024 PD Schedule One KIPP SY24-25 PD Calendar <p>People Systems (One KIPP Roles and Responsibilities)</p> <ul style="list-style-type: none"> ✓ Staff this work at the regional level so a point person has the responsibility of and capacity to lead math implementation efforts <p>Data Systems</p> <ul style="list-style-type: none"> ✓ Illuminate DnA
Priority Goals and Measures	<ul style="list-style-type: none"> • X% of students in grades 3-8 passing the Mathematics/Algebra state standardized assessment

One KIPP Priority Overview: High School

The table below outlines shared goal(s) and programmatic practices that all regions will implement in SY24-25. We will continue to update this document so that it fully reflects operational requirements. The practices and support below reflect the actions that- when done with excellence- are most essential to outcomes across the network, as such, we will prioritize rigorous progress monitoring and accountability in these areas. The Foundation will provide resources, targeted support, and opportunities for collaboration to achieve excellence across these practices.

What required practices will the network implement in SY 24-25?	
High School	<p>Shared Goals & Measures</p> <ul style="list-style-type: none"> ✓ All regions set annual goals on an aligned set of metrics according to KF goal setting guidance <p>Reflection & Accountability Spaces (One KIPP SY24-25 PD Calendar)</p> <ul style="list-style-type: none"> ✓ HS and region monitor and respond to 9th Grade Academic Health Metrics at least bi-weekly ✓ High schools & region monitor and respond to school culture metrics ✓ Attend CAO & ED Community Calls & Convenings <p>Teaching & Learning Systems</p> <ul style="list-style-type: none"> ✓ Adopt and execute K-12 Arc of the Year (adapt current Arc to reflect One KIPP practices or adopt KF provided K-12 Arc) <p>Curriculum & Assessment (Assessment Guidance):</p> <ul style="list-style-type: none"> ✓ All HS students take the official ACT/SAT twice – once in spring 11th grade and once in fall 12th grade ✓ 11th graders take a practice ACT/SAT exam in the fall of 11th grade prior to sitting for the official exam ✓ 9th and 10th graders take the College Board provided official PSAT or ACT provided official PreACT <p>School Culture</p> <ul style="list-style-type: none"> ✓ Adopt and implement practices from the One KIPP HS Culture Playbook <p>School Operations</p> <ul style="list-style-type: none"> ✓ Regions have a standardized Academic Policy Manual and aligned HS gradebooks that meet minimum requirements and support 9th grade academic health <p>Adult Learning</p> <ul style="list-style-type: none"> ✓ Regions send relevant staff to KF provided One KIPP programming – details: Spring 2024 PD Schedule One KIPP SY24-25 PD Calendar <p>People Systems (One KIPP Roles and Responsibilities):</p> <ul style="list-style-type: none"> ✓ Staff this work at the regional level so that there is a point person for each of the following responsibilities: lead 9th grade academic health efforts, coordinate HS assessments, registrar duties, school operations and data, and HS school culture ✓ Academic Health Dashboard is supported by a regional data leader owning maintenance of HS data products <p>Data Systems</p> <ul style="list-style-type: none"> ✓ Regions have an Academic Health Dashboard that meets minimum requirements ✓ Regional site on KIPP Foundation’s Tableau Server for Academic Health Dashboard ✓ Illuminate DnA ✓ College Board: PSAT 8/9 & PSAT Registration, PSAT 8/9, PSAT, & SAT Data Access ✓ ACT: PreACT 8/9 & PreACT Ordering, PreACT 8/9, PreACT, & ACT Data Access
Priority Goals and Measures	<ul style="list-style-type: none"> • X% of students in grade 11/grade 12 scoring 21+ on the ACT (or equivalent on the SAT) • X% of students in grades 9-12 with unweighted, cumulative, EOY GPA of 2.0+ • X% of students in grades 9-12 with unweighted, cumulative, EOY GPA of 3.0+ • X percentage-point decrease in students in grades 9-12 with 1 or more course failures • X% of students attending 90% or more of days in membership • X% of students retained in school from fall to fall

One KIPP Priority Overview: Postsecondary Match

The table below outlines shared goal(s) and programmatic practices that all regions will implement in SY24-25. We will continue to update this document so that it fully reflects operational requirements. The practices and support below reflect the actions that- when done with excellence- are most essential to outcomes across the network, as such, we will prioritize rigorous progress monitoring and accountability in these areas. The Foundation will provide resources, targeted support, and opportunities for collaboration to achieve excellence across these practices.

What required practices will the network implement in SY 24-25?	
Postsecondary Match Grades 9-12	<p>Shared Goals & Measures</p> <ul style="list-style-type: none"> ✓ All regions set annual goals on an aligned set of metrics according to KF goal setting guidance <p>Reflection & Accountability Spaces (One KIPP SY24-25 PD Calendar)</p> <ul style="list-style-type: none"> ✓ Counseling team meets at least 2x per month to review Match and counseling data and plan action steps ✓ Attend Director of College and Career Counseling (DCCC) calls ✓ Attend KIPP Forward Managing/Regional Director calls <p>Teaching & Learning Systems</p> <ul style="list-style-type: none"> ✓ Adopt and execute K-12 Arc of the Year (adapt current Arc to reflect One KIPP practices or adopt KF provided K-12 Arc) <p>Curriculum & Assessment</p> <ul style="list-style-type: none"> ✓ Provide access to YouScience assessment and Overgrad tool for all students by start of Junior year <p>Methods</p> <ul style="list-style-type: none"> ✓ Region supports an Early Decision cohort of eligible students ✓ Seniors draft a quality personal statement by October 1st ✓ Regions participate in Nudge for Match <p>Instructional Minutes</p> <ul style="list-style-type: none"> ✓ High schools implement Junior and Senior seminars ✓ Counselors hold 1:1s with Juniors and Seniors at least 2x/per year <p>Adult Learning (One KIPP SY24-25 PD Calendar)</p> <ul style="list-style-type: none"> ✓ Counselors and KIPP Forward staff attend two national trainings/PD (State of the State – all; Summer Learning – new staff and new managers) <p>People Systems (One KIPP Roles and Responsibilities)</p> <ul style="list-style-type: none"> ✓ Region staffs KIPP Forward lead that serves as regional subject matter expert on college & career, manages partnerships, manages persistence and/or career integration team (if applicable), provides dotted line management to school-based counseling leads, and is accountable to region’s Match goals ✓ School staffs Counseling lead that manages the counseling team, leads school-based counseling strategy and programming, sits on the high school leadership team, and is accountable to school’s Match goals <p>Data Systems</p> <ul style="list-style-type: none"> ✓ Regions enter relevant data into national systems for Match- Alumni Database (ADB) and Overgrad. Relevant data includes: accurate and timely wish lists, applications, financial aid submission, and planned matriculation. ✓ YouScience ✓ Mainstay
Priority Goals and Measures	<ul style="list-style-type: none"> <li style="width: 50%;">• X percentage-point increase in Estimated College Completion (ECC) <li style="width: 50%;">• X% of graduating seniors with planned matriculation in a BA/BS program <li style="width: 50%;">• X% of graduating seniors enrolling in BA/BS program <li style="width: 50%;">• X% of graduating seniors with planned matriculation in AA/CTE/Military <li style="width: 50%;">• X% of graduating seniors enrolling in AA/CTE/Military

One KIPP Priority Overview: Leadership Development

The table below outlines shared goal(s) and programmatic practices that all regions will implement in SY24-25. We will continue to update this document so that it fully reflects operational requirements. The practices and support below reflect the actions that- when done with excellence- are most essential to outcomes across the network, as such, we will prioritize rigorous progress monitoring and accountability in these areas. The Foundation will provide resources, targeted support, and opportunities for collaboration to achieve excellence across these practices.

What required practices will the network implement in SY 24-25?	
Leadership Development	<p>Shared Goals & Measures</p> <ul style="list-style-type: none"> ✓ All regions set annual goals on an aligned set of metrics according to KF goal setting guidance <p>Reflection & Accountability Spaces (One KIPP SY24-25 PD Calendar)</p> <ul style="list-style-type: none"> ✓ Attend CAO/CSO & ED Community Calls & Convenings ✓ Principal Manager Community Calls <p>People Systems (One KIPP Roles and Responsibilities)</p> <ul style="list-style-type: none"> ✓ Identify a point person that builds/leads in-regional talent systems aligned to the Principal and Principal Manager Development & Management Cycle ✓ All KIPP Principals and Principal Managers hold student-centered (bottoms-up) goals aligned with One KIPP priorities ✓ Principals and Principal Managers are developed and held accountable to implementing skills by season as outlined in the K-12 Arc of the Year and Principal Manager K-12 Arc of the Year ✓ Principals and Principal Managers are coached to proficiency on foundational competencies and core leader moves in support of greater student outcomes in other One KIPP priorities using the Leadership Competency Model Tools (Leadership Competency Model, Core Skill & Competency Rubrics, Leadership Competency Anchor Rubric) ✓ Principal Managers conduct formal performance conversations with Principals at least twice per year at MOY and EOY ✓ Managers of Principal Managers (CSO or ED) conduct formal performance conversations with Principal Managers at least twice per year at MOY and EOY ✓ Performance conversations address goal progress, assessment of Principal/Principal Manager meeting expectations, and identification of focus areas for competency and skill aligned development ✓ In regions with below threshold Principal retention, Principals have the option and resources to access KF Leadership Coaching ✓ Regional c-suite review and act on Principal & Principal Manager performance data <p>Adult Learning</p> <ul style="list-style-type: none"> ✓ Regions train Principals and Principal Managers on Principal/Principal Manager Skills & Competency Rubric aligned to the K-12 Arc of the Year, and the Principal Development & Management Cycle ✓ Regions send relevant staff to KF provided One KIPP programming – details: Spring 2024 PD Schedule One KIPP SY24-25 PD Calendar <p>Data Systems</p> <ul style="list-style-type: none"> ✓ Continue to use your existing performance management software or KF-provided templates this year. Consult with KF before considering changes or new adoption of software.
Priority Goals and Measures	<ul style="list-style-type: none"> • Increase of Principals meeting One KIPP aligned student outcomes goals • Increase Principal retention

Non-Priority Specific One KIPP Requirements

There is a limited set of practices that are required to support One KIPP. We will continue to update this document so that it fully reflects operational requirements.

What required practices will the network implement in SY 24-25?	
Non-Priority Specific	<p>Reflection & Accountability Spaces</p> <ul style="list-style-type: none">✓ Attend COO, CFO, CPO Community Calls✓ More information about Community Calls in One KIPP SY24-25 PD Calendar <p>Data Systems</p> <ul style="list-style-type: none">✓ Collect and submit data to the KIPP Foundation per the Regional Data Collection & Verification Calendar (SY23-24 Calendar SY24-25 Calendar coming early May 2024)

APPENDIX: Release notes

In-document indicators: ★ Yellow star indicates modified text from previous release | green text indicates new information from previous release

May 13, 2024 Release Notes:

- **Added:** Assessment requirement information for regions who are “Path A” early adopters for literacy. More information on KIPP Share: [Path A: Early Adoption Guiding Document for Fishtank ELA](#).

April 16, 2024 Release Notes:

- **Removed:** Administer Writing CBMs in 2nd, 4th and 6th, 8th grades at BOY, MOY, and EOY in Illuminate DnA. These assessments will be implemented in SY25-26, there is an opportunity to pilot in SY24-25.
- **Added:** Fishtank ELA as the approved K-8 reading comprehension and writing curriculum.

April 2, 2024 Release Notes:

- **Whole Document, Removed:** Monthly call cadences. Please refer to the [One KIPP SY24-25 PD Calendar](#) and forthcoming calendar invitations for precise information on community calls.
- **Post-Secondary Match, New:** Added language to clarify the relevant data that needs to be entered into Overgrad and ADB.
- **Leadership Development, New:** Added language to clarify use of the Leadership Competency Model

March 4, 2024 Release Notes:

- **Whole Document:**
 - **New:** Data Systems section added throughout and additional requirements/supports about goal setting.
 - **New:** Links to more specific resources included.
 - **Modified:** Shared goals & measures language to align with the K-12 Arc of the Year. More specific information about shared goal setting will be provided in late March.
 - **Modified:** “Adopt K-12 Arc of the Year, an organizing framework that prioritizes school leader actions by season that help establish joyfully excellent classrooms and data-driven progress monitoring.” – Regions should either adopt the KF provided Arc OR modify their existing Arc to reflect One KIPP practices
 - **Modified:** Adult Learning to point to [One KIPP SY24-25 PD Calendar](#)
 - **Removed:** “Supports” column as it did not represent an exhaustive list of the ways the Foundation plans to support regions, re-focused the document specifically on requirements
- **K-8 Literacy:**
 - **Removed:** “Administer unmodified curriculum embedded assessments (Path A)”
 - **Modified:** LETRS Requirement, K-2: All regions will now have two years (instead of 1) to complete LETRS Vol. 1 training. The second year comes at a cost to the region.
 - **Modified:** CKLA Skills, K-2: Regions scoring below "above average" from MOY to EOY for the SY 23-24 school year and then again from BOY to MOY in SY 24-25 will be required to switch their early literacy curriculum to CKLA Skills in the fall of SY 25-26 (originally required switch take place in SY 23-24).
 - **Removed:** KIPP Foundation support: Baseline reading comprehension and writing curriculum training for all regions will now be available in Spring 2025. Path A Regions who are choosing early adoption will have training offered by the curriculum vendor (TBD – May) but there will not be Foundation training support until Spring 2025.
 - **Modified:** Instructional minutes – removed Path A minutes as requirement and specified foundational skills minute requirements. See [linked guidance](#) for most specific information.
- **High School:**
 - **Removed:** “All supported AP classes administer AP Mock Exams in the spring”
- **Post-Secondary Match:**
 - **Modified:** Staffing language adjusted to identify the types of responsibilities that need to exist instead of requiring specific job titles.

- **Leadership Development:**

- **Removed:** Principal Managers provide Principals a TBD # observation, feedback, and progress monitoring toward proficiency on competencies and core leader moves.
- **Removed:** “Professional learning communities for Principal Manager Managers and Principal Managers to review data from Principal Development & Management Cycle, support fidelity of implementation, and Principal development” – replaced with “Monthly Principal Manager Community Calls”
- **Modified:** for clarity – there is a Principal and a Principal Manager Arc of the Year. Principals & Principal Managers are developed and held accountable to implementing skills by season as outlined in the Principal K-12 Arc of the Year and Principal Manager K-12 Arc of the Year

November 29, 2024 – Original Release at RLR

3-8 Curricular + Interim Assessment Plan- 23-24

Table of Contents:

- [Assessment Philosophy](#)

Interim Assessments (Google Docs):

- [ELA](#)
- [Math](#)
- [Science](#)
- [Social Studies](#)

Interim Illuminate Links (released 1 week before the interim window)

- **[SPRING ILLUMINATE LINKS](#)**
- [Winter Illuminate Links](#)
- [Fall Illuminate Links](#)

Assessment Philosophy

As part of our commitment to support our students to and through college, KIPP Public Schools Northern California believes in the power of assessment *for* learning and in the value of assessment *of* learning. This assessment plan serves both of these purposes. This document will: 1) clarify the types of assessments, including their relationship to each other & purpose(s) and 2) outline our regional administration expectations for grade levels with testing windows.

Goals: Growth and Proficiency on our North Star

Assessments*

- 5% increase in students scoring 3 or 4 on SBAC
- 5% decrease in students scoring a 1 or 2
- Or 80% proficiency in ELA
- Or 70% proficiency in Math



SMARTER BALANCED ASSESSMENT

Measuring Growth: Progress Monitoring or Diagnostic

MAP exams

F&P/STEP/ROAR testing

Pre-Assessments

Measuring Standards Mastery: Progress on CCSS

Unit/Module Assessments:

- EOM/MM
- Topic/Chapter Assessments

Interims:

- Performance Tasks
- IABs; ICAs

Exit Slips

Classwork

PL Reports

Curricular Assessment Plan:

	ELA	MATH	SCIENCE	SOCIAL STUDIES
<p>Formative Curricular Assessments</p> <p><i>Why they matter:</i></p> <ul style="list-style-type: none"> - They provide teachers relevant and timely data sources about student mastery. - Provide information on how well students access content knowledge and its application in a new context. - Curricular assessments provide us with a good pulse of short-term retention. 	<p>Wheatley:</p> <ul style="list-style-type: none"> • The Wheatley checkpoint - SR that is aligned to the texts that were read (omit the ones associated with texts not prioritized) • Focus Writing Task #1 <ul style="list-style-type: none"> ○ Questions: will all APs be able to discuss published FWT when we meet for PLCs? Deprioritize FWT during PLCs and prioritize PT during RLD? ○ Assessment Practice Writing Tasks <p>Workshop:</p> <ul style="list-style-type: none"> • Mid-module assessments • End-of-module assessments 	<ul style="list-style-type: none"> • Eureka Mid-Module (MM)- SR (10 questions) <ul style="list-style-type: none"> ○ Collecting and analyzing data prior to end of unit that allows you to correct course if needed • End-of-Module (EOM)- SR + OER (OER should be a longer component than SR) <ul style="list-style-type: none"> ○ Provides more cumulative overview including free-response assessment to demonstrate higher level understanding 	<ul style="list-style-type: none"> • Critical Juncture Assessment (CJA) <ul style="list-style-type: none"> ○ Have been edited down to reduce total number of questions and add CAST and interim-aligned practice ○ Provides understanding of where students are mid-unit • End of Unit (EOU) <ul style="list-style-type: none"> ○ Have been edited down to reduce total number of questions and add CAST and interim-aligned practice ○ Provides understanding of where students are at the end of the unit. 	<p>N/A</p>
<p>Interim Assessments</p> <p><i>Why they matter:</i></p> <ul style="list-style-type: none"> - Interim assessments provide relevant, cumulative data that allow teachers to understand student mastery relative to our north star assessments and grade-level readiness. - Provide an accurate picture of long-term retention of skills. - Interim Dos and Don'ts 	<p>Fall: SR - 1 literary, 1 informational, 1 listening passage (12-16 questions) + performance task</p> <hr/> <p>Winter: SR - 1 literary, 1 informational, 1 listening passage (12-16 questions) + performance task</p> <hr/> <p>Spring: SR - 1 literary, 1 informational, 1 listening passage (12-16 questions) + performance task</p>	<p>Fall:</p> <ul style="list-style-type: none"> - Math SR - (13-14 questions) - Math PT (5-6 questions) <hr/> <p>Winter</p> <ul style="list-style-type: none"> - Math SR - (15-16 questions) - Math PT (5-6 questions) <hr/> <p>Spring</p> <ul style="list-style-type: none"> - Math SR - (22-28 questions) - Math PT (5-6 questions) 	<p>Fall: SR + CR (11-14 items)</p> <ul style="list-style-type: none"> • Covers 1-2 units • Includes 2-3 constructed response <hr/> <p>Winter: SR + CR (13-16 items)</p> <ul style="list-style-type: none"> • Covers 1-2 units + fall content • Includes 2-3 constructed response <hr/> <p>Spring: SR + CR (14-18 items)</p> <ul style="list-style-type: none"> • Covers 1-2 units + fall and winter content • Includes 2-3 constructed response 	<p>Fall HAT: skills: sourcing</p> <hr/> <p>Winter HAT: skills: sourcing, contextualization</p> <hr/> <p>Spring HAT: skills: sourcing, contextualization, corroboration</p>

SPRING Interim Assessment Administration and Scoring Guidelines + Illuminate Links

	ELA	Math	Science	Social Studies
Description	Part 1: ELA SR Exam (12-16 items) Part 2: Writing Performance Task	Part 1: Math SR Exam (19-27 items) Part 2: Performance Task (5-6 items)	Science selected response (SR) and constructed response exam	2-3 Writing prompts aligned to the Historical Thinking Skills
Administration	All Interim Assessment exams are administered and scored online via Illuminate.			
Testing Times	Part 1: ELA SR - 75 minutes Part 2: ELA PTs - 120 minutes - consistent with SBAC recommendations.	Part 1: Math SR Exam- <90 minutes> Part 2: Performance Task <60 minutes> - consistent with SBAC recommendations.	We recommend a maximum assessment time of 75 minutes.	We recommend a maximum assessment time of 45 minutes.
Scoring Guidance	Part 1 (SR): All items are scored automatically on Illuminate Part 2: (PT) Require manual rubric scoring by teachers via Illuminate. (ELA Calibration Directions) <i>Estimated manual scoring time: (~10 minutes per student.)</i>	Part 1: SR all items are scored automatically on Illuminate Part 2: PT - Require manual rubric scoring by teachers via Illuminate. <i>Estimated manual scoring time: (~5 minutes per student.)</i>	ALL selected response items are scored via computer on illuminate CR Questions require manual rubric scoring by teachers via Illuminate	All HAT assessments require manual rubric scoring by teachers via Illuminate. <i>Estimated manual scoring time: (~5 minutes per student.)</i> Social Studies Calibration resources: - Facilitator Agenda - Student Sample Facilitator Notes - Calibration Slides
SPRING - ILLUMINATE ASSESSMENT LINKS (Available by EOD February 26)				
3rd Grade	<ul style="list-style-type: none"> GR3C-Spring-ELA Interim-SR-23-24 GR3C-Spring-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR3C-Spring-Math Interim-SR-23-24 GR3C-Spring-Math Interim-PT-23-24 		
4th Grade	<ul style="list-style-type: none"> GR4C-Spring-ELA Interim-SR-23-24 GR4C-Spring-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR4C-Spring-Math Interim-SR-23-24 GR4C-Spring-Math Interim-PT-23-24 		
5th Grade	<ul style="list-style-type: none"> GR5C-Spring-ELA Interim-SR-23-24 GR5C-Spring-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR5C-Spring-Math Interim-SR-23-24 GR5C-Spring-Math Interim-PT-23-24 	GR5C-Spring-Science Interim-23-24	GR5C-Spring-SS Interim-HAT-23-24
6th Grade	<ul style="list-style-type: none"> GR6C-Spring-ELA Interim-SR-23-24 GR6C-Spring-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR6C-Spring-Math Interim-SR-23-24 GR6C-Spring-Math Interim-PT-23-24 	GR6C-Spring-Science Interim-23-24	GR6C-Spring-SS Interim-HAT-23-24
7th Grade	<ul style="list-style-type: none"> GR7C-Spring-ELA Interim-SR-23-24 GR7C-Spring-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR7C-Spring-Math Interim-SR-23-24 GR7C-Spring-Math Interim-PT-23-24 	GR7C-Spring-Science Interim-23-24	GR7C-Spring-SS Interim-HAT-23-24
8th Grade	<ul style="list-style-type: none"> GR8C-Spring-ELA Interim-SR-23-24 GR8C-Spring-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR8C-Spring-Math Interim-SR-23-24 GR8C-Spring-Math Interim-PT-23-24 	GR8C-Spring-Science Interim-23-24	GR8C-Spring-SS Interim-HAT-23-24

ELA INTERIM 23-24 SEQUENCE

	FALL REGIONAL LEARNING DAY Friday, November 3, 2023		WINTER REGIONAL LEARNING DAY Monday, February 5, 2024		SPRING REGIONAL LEARNING DAY Friday, March 29	
Testing Window	WEEK 1: October 16-October 20 WEEK 2: October 23- October 27		WEEK 1: January 16-January 19 WEEK 2: January 22- January 26		WEEK 1: March 4- March 8 WEEK 2: March 11-March 15 WEEK 3: March 18- March 22	
DATA DUE	DATA DUE: Tuesday, October 31		DATA DUE: Tuesday, January 30		DATA DUE: Wednesday, March 27	
Assmt. Overview	<p>Part 1: SBAC Reading Selected Response generally has 11-17 items. Selected IABs were prioritized based on the highest leverage claims outlined in SBAC blueprints: reading literary and informational and listen/interpret. IABs are “stitched” together and items selected using schools’ scope and sequence documents. Wheatley augmentation: identified gaps in the curriculum would be addressed with routines for standard 4 would be woven into weekly lessons</p> <p>Part 2: SBAC Writing Performance tasks are aligned with the curriculum and primarily assess standards within the module Selected RLD PTs were vetted by APs + Content leads and have been prioritized based on Grade Level Scope & Sequence and Alignment to Focus Standards</p>					
3rd Grade	GR3A-Fall-ELA Interim-SR Booklet 23-24	GR3A-Fall- SR Answer Key	GR3B-Winter-ELA Interim-SR Booklet 23-24	GR3B-Winter SR Answer Key	GR3C-Spring-ELA Interim-SR Booklet 23-24	GR3C-Spring- SR Answer Key
	GR3A-Fall-ELA Interim-PT Informational-23-24	GR3A-FALL PT Answer Key	GR3B-Winter-ELA Interim-PT Opinion-23-24	GR3B-Winter PT Answer Key	GR3C-Spring- ELA Interim-PT-Narrative-23-24	GR3C-Spring PT Answer Key
4th Grade	GR4A-Fall-ELA Interim-SR Booklet 23-24	GR4A-Fall SR Answer Key	GR4B-Winter-ELA Interim-SR Booklet-23-24	GR4B-Winter SR Answer Key	GR4C-Spring-ELA Interim-SR Booklet 23-24	GR4C-Spring SR Answer Key
	GR4A-Fall ELA Interim-PT-Informational-23-24	GR4A-Fall PT Answer Key	GR4B-Winter ELA Interim-PT-Opinion- 23-24	GR4B-Winter PT Answer Key	GR4C-Spring ELA Interim-PT-Narrative-23-24	GR4C-Spring PT Answer Key
5th Grade	GR5A-Fall-ELA Interim-SR Booklet 23-24	GR5A-Fall SR Answer Key	GR5B-Winter-ELA Interim-SR Booklet 23-24	GR5B-Winter SR Answer Key	GR5C-Spring-ELA Interim-SR Booklet 23-24	GR5C-Spring SR Answer Key
	GR5A-Fall ELA Interim-PT Narrative-23-24	GR5A-Fall PT Answer Key	GR5B-Winter ELA Interim-PT-Informational- 23-24	GR5B-Winter- PT Answer Key	GR5C-Spring Interim PT-Opinion-23-24	GR5C-Spring PT Answer Key
6th Grade	GR6A-Fall-ELA Interim-SR Booklet 23-24	GR6A-Fall SR Answer Key	GR6B-Winter-ELA Interim-SR Booklet 23-24	GR6B-Winter SR Answer Key	GR6C-Spring-ELA Interim-SR Booklet 23-24	GR6C-Spring SR Answer Key
	GR6A-Fall ELA Interim-PT-Narrative-23-24	GR6A-Fall PT Answer Key	GR6B-Winter ELA Interim-PT-Informational- 23-24	GR6B-Winter PT Answer Key	GR6C-Spring-ELA Interim Argumentative-23-24	GR6C-Spring PT Answer Key
7th Grade	GR7A-Fall-ELA Interim-SR Booklet 23-24	GR7A-Fall SR Answer Key	GR7B-Winter-ELA Interim-SR Booklet 23-24	GR7B-Winter SR Answer Key	GR7C-Spring-ELA Interim-SR Booklet 23-24	GR7C-Spring SR Answer Key
	GR7A-Fall ELA Interim-PT-Narrative-23-24	GR7A-Fall PT Answer Key	GR7B-Winter ELA Interim-PT-Informational- 23-24	GR7B-Winter PT Answer Key	GR7C-Spring-ELA Interim Argumentative-23-24	GR7C-Spring PT Answer Key
8th Grade	GR8A-Fall-ELA Interim-SR Booklet 23-24	GR8A-Fall SR Answer Key	GR8B-Winter-ELA Interim-SR Booklet 23-24	GR8B-Winter SR Answer Key	GR8C-Spring-ELA Interim-SR Booklet 23-24	GR8C-Spring SR Answer Key
	GR8A-Fall-Interim-PT-Narrative-23-24	GR8A-Fall PT Answer Key	GR8B-Winter ELA Interim-PT-Informational- 23-24	GR8B-Winter PT Answer Key	GR8C-Spring-ELA Interim Argumentative-23-24	GR8C-Spring PT Answer Key

MATH INTERIM 23-24 SEQUENCE: <General Timing: **SRs** - 60-75 minutes; **PTs** - 45-50 minutes>

	FALL REGIONAL LEARNING DAY Friday, November 3, 2023		WINTER REGIONAL LEARNING DAY Monday, February 5, 2024		SPRING REGIONAL LEARNING DAY Friday, March 29	
Testing Window	WEEK 1: October 16-October 20 WEEK 2: October 23- October 27		WEEK 1: January 16-January 19 WEEK 2: January 22- January 26		WEEK 1: March 4- March 8 WEEK 2: March 11-March 15 WEEK 3: March 18- March 22	
Date Due	DATA DUE: Wednesday, November 1		DATA DUE: Tuesday, January 30		DATA DUE: Wednesday, March 27	
Assmt. Overview	<p>Selected Response exams generally have 13-25 items and will be administered on Illuminate. Assessment items are pulled directly from released SBAC questions. Items align to prioritized standards in SBAC blueprints</p> <p>Performance tasks are aligned with the curriculum and primarily assess standards within the module.</p> <ul style="list-style-type: none"> Selected RLD PTs were vetted by APs + Content leads and have been prioritized based on Grade Level Scope & Sequence and Alignment to Focus Standards 					
3rd Grade	GR3A-Fall-Math Interim-SR Booklet-23-24 -OA (13q)	G3 - Fall Answer Key SR + PT	GR3B-Winter-Math Interim-SR Booklet-23-24 OA/NBT (14q)	G3 Winter -Answer Key-SR+PT	GR3C-Spring-Math Interim-SR Booklet-23-24 - MD (21q)	G3 Spring -Answer Key-SR+PT
	Performance Task: Egg Cartons :M1: Properties of Multiplication and Division and solving problems		Performance Task: Window Washers M3: Multiplication and Division and Solving Problems		Performance Task: Order Form : M3: Multiplication and Division	
4th Grade	GR4A-Fall-Math Interim-SR Booklet-23-24 - NBT (13q)	G4 - Fall Answer Key SR + PT	GR4B-Winter-Math Interim-SR Booklet-23-24 (14 Q)	G4 Winter -Answer Key-SR+PT	GR4C-Spring-Math Interim-SR Booklet-23-24 - (19 q)	G4 Spring -Answer Key-SR+PT
	Performance Task: Comparing Throws M2: Unit Conversions + Problem Solving w/ Metric Measure		Performance Task: Animal Jumping M3: Multi-digit Multiplication and Division		Performance Task: Strawberry Fields - M3: Multi-digit Multiplication and Division	
5th Grade	GR5A-Fall-Math Interim-SR Booklet-23-24 NBT (14q)	G5 - Fall Answer Key SR + PT	GR5B-Winter-Math Interim-SR Booklet-23-24 NBT (17q)	G5 Winter -Answer Key-SR+PT	GR5C-Spring-Math Interim-SR Booklet 23-24 NF (21q)	G5 Spring -Answer Key-SR+PT
	Performance Task: School Supplies M2: Multi-digit Whole Number & Decimal Fraction Operations		Performance Task: Carnival Day M3: Multi-digit Whole Number & Decimal Fraction		Performance Task: Clay Pots - M4: Fractions	
6th Grade	GR6A-Fall-Math Interim-GR6A-Fall-Math Interim-SR-23-24SR Booklet-23-24 - RP (14q)	G6 - Fall Answer Key SR + PT	GR6B-Winter-Math Interim-SR Booklet-23-24 NS (19Q)	G6 Winter -Answer Key-SR+PT	GR6C-Spring-Math Interim- SR Booklet-23-24 - EE, NS, RP (25q)	G6 Spring -Answer Key-SR+PT
	Performance Task: Gift Cards : M1: RP		Performance Task: Cliff Diving : M3: Rational Numbers		Performance Task: Awards Dinner M4: Exp. & Eq.	
7th Grade	GR7A-Fall-Math Interim-SR Booklet-23-24 RP (15 q)	G7 - Fall Answer Key SR + PT	GR7B-Winter-Math Interim-SR Booklet-23-24 : NS + EE1 (19 q)	G7 Winter -Answer Key-SR+PT	GR7C-Spring-Math Interim-SR Booklet-23-24 - EE, NS, RP (25q)	G7 Spring -Answer Key-SR+PT
	Performance Task: Linflower Seeds M1: Proportional Relationships		Performance Task: Trading Stocks M2: The Number System		Performance Task: Speedy Texting M3 - Expressions & Equations	
8th Grade	GR8A-Fall-Math Interim-SR Booklet-23-24 Geo. (14q)	G8 - Fall Answer Key SR + PT	GR8B-Winter-Math Interim-SR Booklet-23-24 : EE (19q)	G8 Winter -Answer Key-SR+PT	GR8C-Spring-Math Interim Booklet-SR-23-24 : EE+ F (27q)	G8 Spring -Answer Key-SR+PT
	Performance Task: Turn, Turn, Turn M2 + M3: Geo.		Performance Task: Burning Candles : M4: Linear Equations		Performance Task: Animal Weight : M5 - Functions	

SCIENCE INTERIM 23-24 SEQUENCE

	FALL REGIONAL LEARNING DAY Friday, November 3, 2023	WINTER REGIONAL LEARNING DAY Monday, February 5, 2024	SPRING REGIONAL LEARNING DAY Friday, March 29
Testing Window	WEEK 1: October 16-October 20 WEEK 2: October 23- October 27	WEEK 1: January 16-January 19 WEEK 2: January 22- January 26	WEEK 1: March 4- March 8 WEEK 2: March 11-March 15 WEEK 3: March 18- March 22
Date Due	DATA DUE: Wednesday, November 1	DATA DUE: Tuesday, January 30	DATA DUE: Wednesday, March 27
Overview	Science Interim assessments are a mix of selected response, technology enhanced questions, and constructed response. Assessments have been revised this year to incorporate additional CAST-aligned questions from sources such as INSPECT NGSS, and other state-NGSS assessments. Assessments have also been vetted by regional content leads.		
5th Grade	<i>Patterns of Earth and Sky, Modeling Matter:</i> Gr5A-Fall-Science-Interim-TestBooklet-23-24 Gr5A-Fall-Science-Interim-AnswerKey-23-24	<i>Modeling Matter, The Earth System:</i> Gr5B-Winter-Science-Interim-TestBooklet-23-24 Gr5B-Winter-Science-Interim-AnswerKey-23-24	<i>The Earth System, Ecosystem Restoration:</i> Gr5C-Spring-Science-Interim-TestBooklet-23-24 Gr5C-Spring-Science-Interim-AnswerKey-23-24
6th Grade	<i>Microbiome, Metabolism:</i> Gr6A-Fall-Science-Interim-TestBooklet-23-24 Gr6A-Fall-Science-Interim-AnswerKey-23-24	<i>Traits and Reproduction, Thermal Energy:</i> Gr6B-Winter-Science-Interim-TestBooklet-23-24 Gr6B-Winter-Science-Interim-AnswerKey-23-24	<i>Thermal Energy, Ocean, Atmosphere and Currents:</i> Gr6C-Spring-Science-Interim-TestBooklet-23-24 Gr6C-Spring-Science-Interim-AnswerKey-23-24
7th Grade	<i>Plate Motion, Plate Motion EI:</i> Gr7A-Fall-Science-Interim-TestBooklet-23-24 Gr7A-Fall-Science-Interim-AnswerKey-23-24	<i>Rock Transformations, Phase Change:</i> Gr7B-Winter-Science-Interim-TestBooklet-23-24 Gr7B-Winter-Science-Interim-AnswerKey-23-24	<i>Chemical Reactions, Populations and Resources:</i> Gr7C-Spring-Science-Interim-TestBooklet-23-24 Gr7C-Spring-Science-Interim-AnswerKey-23-24
8th Grade	<i>Harnessing Human Energy, Force and Motion, Force and Motion EI:</i> Gr8A-Fall-Science-Interim-TestBooklet-23-24 Gr8A-Fall-Science-Interim-AnswerKey-23-24	<i>Magnetic Fields, Light Waves:</i> Gr8B-Winter-Science-Interim-TestBooklet-23-24 Gr8B-Winter-Science-Interim-AnswerKey-23-24	<i>Natural Selection, Natural Selection EI:</i> Gr8C-Spring-Science-Interim-TestBooklet-23-24 Gr8C-Spring-Science-Interim-AnswerKey-23-24

SOCIAL STUDIES 23-24 INTERIM SEQUENCE

- Timing: 30 minutes per task

	FALL REGIONAL LEARNING DAY Friday, November 3, 2023	WINTER REGIONAL LEARNING DAY Monday, February 5, 2024	SPRING REGIONAL LEARNING DAY Friday, March 29
Testing Window	WEEK 1: October 16-October 20 WEEK 2: October 23- October 27	WEEK 1: January 16-January 19 WEEK 2: January 22- January 26	WEEK 1: March 4- March 8 WEEK 2: March 11-March 15 WEEK 3: March 18- March 22
Date Due	DATA DUE: Wednesday, November 1	DATA DUE: Tuesday, January 30	DATA DUE: Wednesday, March 27
Overview	HAT tasks are curriculum agnostic and primarily assess the Historical Thinking skills of sourcing, contextualization, and corroboration (one item each). Corroboration will be assessed starting in the Winter. Fall HATs, therefore, remain unchanged from Fall of 2020 (linked below).		
5th Grade	GR5A_Fall_SS_Interim_Test_Booklet_23-24 skills: sourcing, contextualization Answer Key	GR5B_Winter_SS_Interim_Test_Booklet_23-24 skills: sourcing, contextualization, corroboration Answer Key	GR5C_Spring_SS_Interim_Test_Booklet_23-24 skills: sourcing, contextualization, corroboration Answer Key
6th Grade	GR6A_Fall_SS_Interim_Test_Booklet_23-24 skills: sourcing, contextualization Answer Key	GR6B_Winter_SS_Interim_Test_Booklet_23-24 skills: sourcing, contextualization, corroboration Answer Key	GR6C_Spring_SS_Interim_Test_Booklet_23-24 skills: sourcing, contextualization, corroboration Answer Key
7th Grade	GR7A_Fall_SS_Interim_Test_Booklet_23-24 skills: sourcing, contextualization Answer Key	GR7B_Winter_SS_Interim_Test_Booklet_23-24 skills: sourcing, contextualization, corroboration Answer Key	GR7C_Spring_SS_Interim_Test_Booklet_23-24 skills: sourcing, contextualization, corroboration Answer Key
8th Grade	GR8A_Fall_SS_Interim_Test_Booklet_23-24 skills: sourcing, contextualization Answer Key	GR8B_Winter_SS_Interim_Test_Booklet_23-24 skills: sourcing, contextualization, corroboration Answer Key	GR8C_Spring_SS_Interim_Test_Booklet_23-24 skills: sourcing, contextualization, corroboration Answer Key

FALL Interim Assessment Administration and Scoring Guidelines + Illuminate Links

	ELA	Math	Science	Social Studies
Description	Part 1: ELA SR Exam (12-16 items) Part 2: Writing Performance Task	Part 1: Math SR Exam (15-18 items) Part 2: Performance Task (5-6 items)	Science selected response (SR) and constructed response exam	2-3 Writing prompts aligned to the Historical Thinking Skills
Administration	All Interim Assessment exams are administered and scored online via Illuminate.			
Testing Times	Part 1: ELA SR Exam - <75 minutes> Part 2: ELA Performance Task -< 120 minutes> - consistent with SBAC recommendations.	Part 1: Math SR Exam- <90 minutes> Part 2: Performance Task <60 minutes> - consistent with SBAC recommendations.	We recommend a maximum assessment time of <75 minutes>.	We recommend a maximum assessment time of <45 minutes>.
Scoring Guidance	Part 1 (SR): All items are scored automatically on Illuminate Part 2: (PT) Require manual rubric scoring by teachers via Illuminate. 23-24 - 3-8 ELA Rubric + Prep and Check Sets <i>Estimated manual scoring time: (~10 minutes per student.)</i>	Part 1: SR all items are scored automatically on Illuminate Part 2: PT - Require manual rubric scoring by teachers via Illuminate. <i>Estimated manual scoring time: (~5 minutes per student.)</i>	ALL selected response items are scored via computer on illuminate CR Questions require manual rubric scoring by teachers via Illuminate	All HAT assessments require manual rubric scoring by teachers via Illuminate. <i>Estimated manual scoring time: (~5 minutes per student.)</i> Social Studies Calibration resources: - Facilitator Agenda - Student Sample Facilitator Notes - Calibration Slides
FALL - ILLUMINATE ASSESSMENT LINKS (Available October 6)				
3rd Grade	<ul style="list-style-type: none"> GR3A-Fall-ELA Interim-SR-23-24 GR3A-Fall-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR3A-Fall-Math Interim-SR-23-24 GR3A-Fall-Math Interim-PT-23-24 		
4th Grade	<ul style="list-style-type: none"> GR4A-Fall-ELA Interim-SR-23-24 GR4A-Fall-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR4A-Fall-Math Interim-SR-23-24 GR4A-Fall-Math Interim-PT-23-24 		
5th Grade	<ul style="list-style-type: none"> GR5A-Fall-ELA Interim-SR-23-24 GR5A-Fall-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR5A-Fall-Math Interim-SR-23-24 GR5A-Fall-Math Interim-PT-23-24 	GR5A-Fall-Science Interim-23-24	GR5A-Fall-SS Interim-HAT-23-24
6th Grade	<ul style="list-style-type: none"> GR6A-Fall-ELA Interim-SR-23-24 GR6A-Fall-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR6A-Fall-Math Interim-SR-23-24 GR6A-Fall-Math Interim-PT-23-24 	GR6A-Fall-Science Interim-23-24	GR6A-Fall-SS Interim-HAT-23-24
7th Grade	<ul style="list-style-type: none"> GR7A-Fall-ELA Interim-SR-23-24 GR7A-Fall-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR7A-Fall-Math Interim-SR-23-24 GR7A-Fall-Math Interim-PT-23-24 	GR7A-Fall-Science Interim-23-24	GR7A-Fall-SS Interim-HAT-23-24
8th Grade	<ul style="list-style-type: none"> GR8A-Fall-ELA Interim-SR-23-24 GR8A-Fall-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR8A-Fall-Math Interim-SR-23-24 GR8A-Fall-Math Interim-PT-23-24 	GR8A-Fall-Science Interim-23-24	GR8A-Fall-SS Interim-HAT-23-24

WINTER Interim Assessment Administration and Scoring Guidelines + Illuminate Links


	ELA	Math	Science	Social Studies
Description	Part 1: ELA SR Exam (12-16 items) Part 2: Writing Performance Task	Part 1: Math SR Exam (14-20 items) Part 2: Performance Task (5-6 items)	Science selected response (SR) and constructed response exam	2-3 Writing prompts aligned to the Historical Thinking Skills
Administration	All Interim Assessment exams are administered and scored online via Illuminate.			
Testing Times	Part 1: ELA SR Exam - <75 minutes> Part 2: ELA Performance Task -< 120 minutes> - consistent with SBAC recommendations.	Part 1: Math SR Exam- <90 minutes> Part 2: Performance Task <60 minutes> - consistent with SBAC recommendations.	We recommend a maximum assessment time of 60 minutes.	We recommend a maximum assessment time of 45 minutes.
Scoring Guidance	Part 1 (SR): All items are scored automatically on Illuminate Part 2: (PT) Require manual rubric scoring by teachers via Illuminate. (ELA Calibration Directions) <i>Estimated manual scoring time: (~10 minutes per student.)</i>	Part 1: SR all items are scored automatically on Illuminate Part 2: PT - Require manual rubric scoring by teachers via Illuminate. <i>Estimated manual scoring time: (~5 minutes per student.)</i>	ALL selected response items are scored via computer on illuminate CR Questions require manual rubric scoring by teachers via Illuminate	All HAT assessments require manual rubric scoring by teachers via Illuminate. <i>Estimated manual scoring time: (~5 minutes per student.)</i> Social Studies Calibration resources: - Facilitator Agenda - Student Sample Facilitator Notes - Calibration Slides
WINTERIM - ILLUMINATE ASSESSMENT LINKS (Available January 8)				
3rd Grade	<ul style="list-style-type: none"> GR3B-Winter-ELA Interim-SR-23-24 GR3B-Winter-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR3B-Winter-Math Interim-SR-23-24 GR3B-Winter-Math Interim-PT-23-24 		
4th Grade	<ul style="list-style-type: none"> GR4B-Winter-ELA Interim-SR-23-24 GR4B-Winter-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR4B-Winter-Math Interim-SR-23-24 GR4B-Winter-Math Interim-PT-23-24 		
5th Grade	<ul style="list-style-type: none"> GR5B-Winter-ELA Interim-SR-23-24 GR5B-Winter-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR5B-Winter-Math Interim-SR-23-24 GR5B-Winter-Math Interim-PT-23-24 	GR5B-Winter-Science Interim-23-24	GR5B-Winter-SS Interim-HAT-23-24
6th Grade	<ul style="list-style-type: none"> GR6B-Winter-ELA Interim-SR-23-24 GR6B-Winter-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR6B-Winter-Math Interim-SR-23-24 GR6B-Winter-Math Interim-PT-23-24 	GR6B-Winter-Science Interim-23-24	GR6B-Winter-SS Interim-HAT-23-24
7th Grade	<ul style="list-style-type: none"> GR7B-Winter-ELA Interim-SR-23-24 GR7B-Winter-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR7B-Winter-Math Interim-SR-23-24 GR7B-Winter-Math Interim-PT-23-24 	GR7B-Winter-Science Interim-23-24	GR7B-Winter-SS Interim-HAT-23-24
8th Grade	<ul style="list-style-type: none"> GR8B-Winter-ELA Interim-SR-23-24 GR8B-Winter-ELA Interim-PT-23-24 	<ul style="list-style-type: none"> GR8B-Winter-Math Interim-SR-23-24 GR8B-Winter-Math Interim-PT_23-24 	GR8B-Winter-Science Interim-23-24	GR8B-Winter-SS Interim-HAT-23-24

Appendix 13- Articles of Incorporation

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FILED *OS*
SECRETARY OF STATE
STATE OF CALIFORNIA

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

lee JUL -1 2019 

The undersigned certify that:

1. They are the President and the Secretary of KIPP Bay Area Schools, a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

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 no members within the meaning of the Nonprofit Public Benefit Corporation Law.

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 2370ld 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.

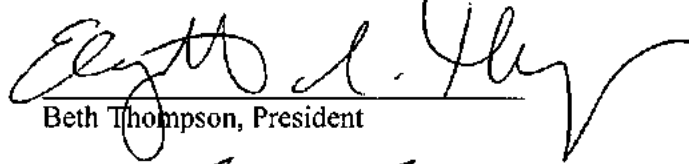
ARTICLE VII

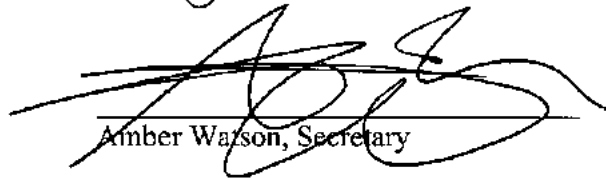
These Articles of Incorporation may be amended by the affirmative vote of a majority of the members of the Board of Directors then in office.

3. The foregoing amendment to and restatement of the Articles of Incorporation has been duly approved by the Board of Directors.
4. The foregoing amendment to and restatement of Articles of Incorporation has been duly approved by the required vote of the members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated:


Beth Thompson, President


Amber Watson, Secretary

Appendix 14- KIPP Northern California Bylaws



**SECOND 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
CORPORATION WITHOUT MEMBERS**

Section 4.1 Corporation without Members. The Corporation shall have no members within the meaning of 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 a resolution of 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. The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote the Corporation, and a dedication to its charitable and educational endeavors. Notwithstanding any other applicable conflict of interest limitations, the majority of directors will be financially non-interested in the Corporation, as defined by Section 5227 of the Corporations Code.

Section 5.4 Election and Term of Office.

(a) The Board shall elect directors to serve for three-year terms. Directors shall be elected by vote of a majority of the directors then in office. Terms for directors shall end on the last day of a fiscal year, regardless of when in a fiscal year a director is elected. A director shall hold office until a successor has been elected and duly qualified or until that director's earlier resignation or removal in accordance with these Bylaws.

(b) Directors may serve no more than three consecutive terms, except as indicated in Section 5.4 (b) (i) and (ii) below. A director who served three such consecutive terms and leaves the Board shall not become eligible for service on the Board until at least one year passes after he or she last served on the Board. If initial service on the Board began other than on the first day of a fiscal year, service prior to the beginning of the first full fiscal year after election shall not be counted in applying the term limit rule set out in this Section 5.4(b).

(i) If an otherwise termed-out director is also serving as an officer at the end of his or her final term, then the director's term as a director will be extended unless and until the Board elects a replacement officer;

(ii) the Chairman may recommend and the Board may approve an extension, in increments of one-year, to the final term of an otherwise termed-out director in those rare instances where the director is leading a project or initiative deemed critical to the organization.

Section 5.5 Resignation. A director may resign at any time by giving written notice to the Chair of the Board, the Chief Executive Officer 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. Any director may be removed, with or without cause, by the vote of the majority of the Board of Directors then in office. Any vacancy caused by the removal of a director shall be filled as provided in Section 5.7.

Section 5.7 Vacancies. A vacancy in the Board shall be deemed to exist if a director dies, resigns, is removed, or 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. Each director appointed to fill a vacancy shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 5.8 Leave of Absence. A director may request, and the board may approve a leave of absence for a period not to exceed one year. In such instances, the board may extend the term of such director for up to one year. During the leave of absence, the director shall not be considered a director "in office" for any purpose, or counted for quorum under section 6.8.

Section 5.9 Representative of a Charter Authorizer. Notwithstanding any other provisions of these Bylaws, the number of directors shall be increased as needed if one or more charter authorizer(s) choose(s) to appoint a representative to the Board. The term, removal and replacement of such a director shall be governed by applicable provisions of these Bylaws, the Nonprofit Corporation Law and other applicable laws.

Section 5.10 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 5.11 Board Committees. The Board may create one or more board committees to serve at the pleasure of the Board ("Board Committees"). Appointments to any Board Committee shall be by a vote of a majority of the directors then in office. Board Committees may be given 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. Individuals who are not directors may

participate in and be members of Board Committees. Committees of the Board may include:

(a) The Executive Committee assists the Board by having the authority to carry out limited, expressly delegated functions between meetings of the Board and subject to statutory limitations on committee action.

(b) The Audit and Risk Management Committee oversees accounting and financial reporting processes including internal controls, recommends selection of the organization’s auditor to the Board, and oversees the organization’s annual fiscal audit. This committee shall comply with all requirements of the Nonprofit Integrity Act for audit committees.

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 Meetings and Brown Act Compliance. 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 “Brown Act” (Government Code Section 54950 *et seq.*) and any other applicable open meeting laws.

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. Meetings shall be held in locations and in a manner consistent with the Brown Act and the Charter Schools Act.

Section 6.4 Special Meetings. Special meetings of the Board may be called by the Chair of the Board, the Chief Executive Officer, or any two directors. Meetings shall be held in locations and in a manner consistent with the Brown Act and the Charter Schools Act.

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. The agenda shall be posted at or near the meeting location that is freely accessible to members of the public, and on the Corporation's website.

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 at or near the meeting location that is freely accessible to members of the public, and on the Corporation's website. 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 6.7 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 6.8 Quorum and Voting. A majority of the actual directors then in office 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 Chief Executive Officer 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 no action may be taken thereafter unless and until a quorum is restored.

Section 6.9 Telephone and Electronic Meetings. Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to hear one another. 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 the Corporation's jurisdiction, defined as all counties wherein the Corporation operates a charter school; (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 6.10 Board Committee Meetings. Meetings and actions of Board Committees shall be governed by and held in accordance with the applicable provisions of these Bylaws relating to meetings and compliance with the Brown Act.

ARTICLE VII CERTAIN MATTERS

Section 7.1 Conflict of Interest Policy and Code. The Board shall maintain in effect a Conflict of Interest Policy and Conflict of Interest Code 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, a Chief Executive Officer (the "Chief Executive Officer"), 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, such as a Vice Chair, 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 Chief Executive Officer. 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 then in office. . 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, whichever is sooner). The exception is the Board Chair, who will serve one three-year term as the Board Chair. Officers who are employees shall serve 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.

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 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 Board at its discretion may elect a Vice Chair. 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.

Section 8.6 Leadership in the Absence of the Chair of the Board

(a) In the absence of the Chair of the Board, the duties of the Chair of the Board, namely, to preside at meetings of the Board, and exercise and perform such other powers and duties as may be prescribed by the Board, shall be carried out as laid out in 8.6b, until the Chair of the Board returns, or until the Board arranges otherwise:

(b) By the Vice Chair of the Board; and if there be no Vice Chair, then by the most recent former Chair of the Board still serving on the Board; and if the most recent former Chair of the Board is not present or available, then by the Chair of the Executive

Committee; and if the Chair of the Executive Committee is not present or available, the Board may agree upon a Board member to serve as a temporary Chair.

Section 8.7 Chief Executive Officer. The Chief Executive Officer shall be the chief executive officer of the Corporation unless such title is assigned to another officer of the Corporation. The Chief Executive Officer 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 Chief Executive Officer shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or by the Board, and by contract if an employee.

Section 8.8 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 8.9 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 Chief Executive Officer 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 8.10 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 8.11 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 Chief Executive Officer requires approval by a majority of the directors then in office.

Section 8.12 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 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 Chief Executive Officer 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, Chief Executive Officer, 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.

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.

* * * * *

Amended and restated as of September 13, 2019.

Appendix 15- KIPP Conflict of Interest Code

**CONFLICT OF INTEREST CODE FOR THE
KIPP Bay Area Schools**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Section 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices designating officials and employees and establishing disclosure categories shall constitute the conflict of interest code of the **KIPP Bay Area Schools**.

Individuals holding designated positions shall file their statements of economic interest with **KIPP Bay Area Schools**, which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by **KIPP Bay Area Schools**.

APPENDIX "A"
DESIGNATED PERSONS

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Board of Directors	1, 4
Chief Executive Officer	1, 2
Chief of Schools	1, 2
Chief People Officer	1, 2
Chief of Growth, Real Estate, Advocacy and Community Engagement Officer	1, 2
Chief External Affairs and Communications Officer	1, 2
Chief Operating Officer	1, 2
Director of Finance	2
Director of Technology	3
Director of Special Education	3
Director of School Operations	3
School Leaders	3
Consultant/New Position	*

*The CEO may determine in writing that a particular consultant or new position, although a "designated position", is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements above. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure

requirements. The CEO's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code.

PUBLIC OFFICIALS WHO MANAGE PUBLIC INVESTMENTS

The following positions are NOT covered by the conflict-of-interest code because they must file under Government Code Section 87200 and, therefore, are listed for informational purposes only:

Members of the Finance Committee

Chief Financial Officer (CFO)

Consultants that Manage Public Investments

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations they believe that their position has been categorized incorrectly. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code Section 87200.

APPENDIX "B"

DISCLOSURE

CATEGORIES

Category 1. Designated positions assigned to this category must report:

Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by KIPP Bay Area Schools.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the designated position's department.

Category 4. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that provide financial accounting auditing services.

This is the last page of the conflict of interest code for the **KIPP Bay Area Schools**



CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the **KIPP Bay Area Schools** was approved on 10/15/ 2021. This code will become effective on 11/14/ 2021.

John M. Feser, Jr.
Senior Commission Counsel

Fair Political Practices Commission

Appendix 16- KIPP Board Member Job
Description, List of 2023-24 Board
Members, and Biographies

KIPP®Public Schools

NORTHERN CALIFORNIA

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 CEO
- Ensure effective organizational capacity and planning
- Ensure adequate resources and the effective management of those resources
- Monitor the organization’s programs and services
- Enhance the organization’s public standing
- Ensure fiscal, legal and ethical integrity and maintain accountability
- Recruit and orient new board members
- Assess board performance

Note that the legal responsibilities of nonprofit boards include standards of conduct described as “the duty of care, the duty of loyalty, and the duty of obedience.” These standards are defined under well established principles of nonprofit corporate law

CRITICAL COMPONENTS OF AN EFFECTIVE BOARD

- 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
- Sufficient diversity to support healthy deliberations on all matters
- 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 the annual budget)
- Well versed in the overall health and performance of the organization
- Evaluates the CEO on an annual basis

RESPONSIBILITIES OF INDIVIDUAL BOARD MEMBERS

- Be an active advocate and ambassador for the values, mission, and vision of the organization
- Champion KIPP’s commitment to diversity, equity and inclusion
- Regularly attend and participate in board and advisory council 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

KIPP®Public Schools

NORTHERN CALIFORNIA

Board of Directors Job Description Primary Responsibilities and Criteria for Selection

- 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
- Serve as a council 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 interest
- Adhere to relevant policies and procedures set by the board
- Travel to Santa Clara County for quarterly meetings (note: in-person meetings are currently suspended due to the COVID-19 pandemic; the board is meeting virtually until further notice.)

ESTIMATED TIME COMMITMENT FOR BOARD MEMBERS

- Attend regular Board Meetings and Annual Retreat (with a calendar of meeting dates set annually and an expectation of $\geq 80\%$ attendance. Typical meeting length is 4 hours and roughly 5-7 meetings per year)
- Attend Advisory Council and/or Board Committee meetings (with a calendar of meeting dates set annually and an expectation of $\geq 80\%$ attendance)
- Prepare for board and Council or Committee meetings (typically taking 3-4 hours of preparation per meeting)
- Complete projects/attend events outside of board meetings
- Visit KIPP school(s) at least once a year
- Engage with KIPP stakeholders (families, students, staff, community members, etc.)

CRITERIA FOR BOARD MEMBER SELECTION

Characteristics of all board members:

- Residing in the Bay Area or Central Valley as of July 1, 2022
- 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

KIPP®Public Schools

NORTHERN CALIFORNIA

Board of Directors Job Description Primary Responsibilities and Criteria for Selection

- Welcomes divergent views to create the best solutions for the organization
- Has an affinity for working in a group; works well with others
- Possess 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 organization and schools

Range of desired functional skills and experience:

- Education – charter schools, K-12 education, higher education; served on board of a school
- Community outreach -- experience working in the communities our schools are a part of
- KIPP Parent- is a parent/guardian of a current a student(s) attending a KIPP school in Northern California
- Advocacy -- able to represent and advocate on behalf of organization
- Diversity, equity and inclusion -- expertise in training/leading adults in building equitable, anti-racist systems and structures
- Multisite/growing operations – experience with multisite service organizations or networks of schools
- Business/Finance – accounting, banking, venture capital, strategy consulting, CFO experience
- Legal – experience in law, especially nonprofit law
- Facilities – real estate, facilities financing, construction management
- Fundraising – experience in cultivation of donors, face-to-face solicitations, or special events
- Governance – previous nonprofit board experience

Types of diversity desired:

- Geographic – to span range of communities of KIPP NorCal schools
- Race/ethnicity – reflective of our school communities
- Diverse socioeconomic status
- Gender
- Age
- Other seen or unseen identities reflected in our school communities
- Functional skills/experience

KIPP Northern California 2023-24 Board Member Biographies

Grace Voorhis

Grace serves as KIPP Northern California's Board Chair. Grace also serves as a Director for Alder Graduate School of Education, a teacher training graduate school; the Advisory Council of the Stanford Graduate School of Education; and as a Director on the Silicon Schools Fund Board. Grace previously worked in venture capital and investment banking.

Abe M. Friedman

Abe is a Partner and Head of PJT Camberview and serves as a member of the Board of Advisors of the NYU Law Institute for Corporate Governance & Finance. He previously served as a co-director of the Stanford Institutional Investor Forum. Abe was previously the mayor of Piedmont and served on the city council for 8 years. He currently serves as KIPP Northern California's Vice-Chair and Governance Chair.

Sumari Barnes

Sumari is a Project Coordinator for DCG Strategies, a commercial real estate firm with a mission to serve California's community-benefit organizations. Sumari is a KIPP Northern California alumni, and previously attended KIPP Bridge Academy before pursuing her BA from Loyola Marymount University in African American Studies with a double minor in Political Science and Journalism.

Michael Cohen

Michael, co-founder, and Principal of Strada, is a member of the Investment Committee and helps lead Strada's deal sourcing efforts. Michael was the City of San Francisco's primary negotiator on many of the largest development projects over the last decade, including Naval Station Treasure Island, the Hunters Point Shipyard, and the Transbay Terminal. Michael serves as the chair of KIPP Northern California's Facilities Advisory Council.

Caretha Coleman

Getting her start at Hewlett Packard, Caretha has spent 40 years in the technology industry working with start-ups and early-stage ventures in the areas of organizational strategy development; and executive coaching and effectiveness. Her philanthropic interests center on work focused on underrepresented populations. Caretha is co-founder of the Black Directors Health Equity Agenda and member of the Board. She chairs the board of The Leverage Network (TLN), is a board member of Accion Opportunity Fund, KIPP Schools in Northern California, and member of the national board of Facing History and Ourselves. In addition, she serves on the advisory boards of the Black Economic Alliance and Culture Shift. She has been recognized as one of the Bay Area's most Influential Women by the San Francisco Business Times; and Outstanding Director by the Silicon Valley Business Journal, and was named a Visionary Leader by the SF Chronicle for her work in diversity.

D’Lonra Ellis

D’Lonra C. Ellis is the Chief Legal Officer of the Oakland Athletics. D’Lonra is an Adjunct Professor at UC Hastings College of Law and sits on the board of Bay Area Legal Aid, which provides direct legal services to low-income residents in seven Bay Area counties. D’Lonra is also on the board of Seven Stories Institute, which runs a non-profit bookstore collective in the Washington Heights neighborhood of New York City.

Laura Fisher

Laura Fisher is a therapist for youth and families in underserved populations. She had previously served on boards for health, education, and civic engagement such as Peer Health Exchange, Civil Society at Stanford University, and The San Francisco Day School.

Jessica García-Kohl

Jessica García-Kohl is the Executive Director of the Westly Foundation. For two decades, she has dedicated her career to nonprofit, government, and philanthropic sectors, strengthening communities and creating equitable opportunities for children, youth, and families. She serves as Vice President for the Board of MidPen Housing and is a Board of Director for Braven.

Heather Gardley

Heather has four students attending KIPP Schools, one student at KIPP King High School, and three students at KIPP Summit. Heather has 16 years of work experience in higher education and currently works as the Director, Student Conduct, Rights & Responsibilities at CSU East Bay. Heather is the former Board President and Treasurer of Tri-City Mothers of Multiples. Heather and her family reside in the East Bay.

Ron Gonzales

Ron Gonzales is the President and CEO of the Hispanic Foundation of Silicon Valley dedicated to improving the quality of life for Silicon Valley Latinx families and is President and CEO of Presencia, LLC, which provides marketing and sales consulting services. He served as Mayor of San José, California, and on the Santa Clara County Board of Supervisors, and the Sunnyvale City Council. He currently serves on the Silicon Valley Capital Club Board of Governors, and Board of Directors for SV@Home.

Gustavo Gonzalez

Gustavo has been a KIPP parent for nine years, with two children attending KIPP San Jose Collegiate, and KIPP Heartwood. Gustavo is a former Board of Trustee at Alum Rock School District, the former President of the Santa Clara Association of Realtors, and former Juvenile Justice Commissioner of Santa Clara County. Gustavo is a San Jose native and resides there with his family.

Haley Lopez

Haley Lopez is KIPP Northern California alum who works in the tech industry. She has been involved with a variety of local organizations; City Youth Now, Boys & Girls Clubs of San

Francisco, KIPP Foundation, and SMASH. Her passion stems from her own experience with community organizations and the support they provided her and her family.

Aubrey Merriman

Aubrey Merriman is the current CEO of LifeMoves. LifeMoves' mission to end homelessness by providing interim housing, supportive services, and building collaborative partnerships. Aubrey is the former CEO of Boys & Girls Club of North San Mateo County, Executive Director of Summer Search Silicon Valley, and Senior VP of Special Olympics Northern California. Aubrey's passion for KIPP's work is fueled by his lived experience with educational inequity.

Jenny Risk

Jenny Shimizu Risk is a community volunteer and philanthropist in education. She previously served as the co-Chair of the Nueva School's Innovative Learning Conference Planning Committee, as a KIPP board member in Nashville, and on the Nashville Advisory board for Stand For Children. She is on the Advisory Council of the Stanford Graduate School of Education and the Advisory Council for the Arts Division at University of California, Santa Cruz.

Jose Rodriguez

Jose Rodriguez is the CEO of El Concilio in Stockton, California. One of the largest community-based, nonprofit social service providers in the Central Valley, El Concilio is dedicated to empowering California's diverse low-income, minority, and marginalized communities by providing critically needed comprehensive and compassionate programs and services.

Emily Rummo

Emily Rummo is a founding Partner at Transcend, a nonprofit that leads innovation in school design in close partnership with schools across the country. Before joining Transcend, she was the founding Chief Operating Officer at KIPP Bay Area Schools and served in that role from 2008 – 2014.

Sohi Sohn Chien

Sohi Sohn Chien serves as Board Chair of the Community School of Music and Arts, bringing art and music education to over 29,500 Bay Area students. She is a founding member of Silicon Valley Community Foundation's Donor Circle for Safety Net: Housing. She previously did policy work at Google and was a founding board member of My New Red Shoes, bringing new clothing and shoes to children in underserved communities to help them start the new school year. Sohi currently serves as KIPP Northern California's Development Chair.

David Stinfil

David Stinfil serves as Managing Director at Siebert Williams Shank, an investment bank. He also currently serves as Chair of the Finance Committee for the Board of the Alameda Health System Foundation and as Chair of the Finance Council for the Board of KIPP Public Schools Northern California.

Sandi Thompson

Sandi Thompson is currently a volunteer immigration attorney practicing through Catholic Charities. She also serves on the Obama Foundation West Coast Advisory Board, the Center for Gender and Refugee Studies, WorkLife Law Center, and Lawyers for America. Thompson previously served as a Planning Commissioner for the Town of Woodside, a Board Member of the University of California Hastings College of the Law and Peninsula Open Space Trust.

Blake Grossman

Blake Grossman is a Managing Member at ThirdStream Partners, focusing on venture and strategic opportunities in financial services and financial technologies. Blake has a twenty-eight-year career in the financial industry, notably serving as the CEO of Barclays Global Investors and the Vice Chairman of BlackRock.

Octavio Sandoval

Octavio Sandoval, CFA, CAIA, is currently the Director of Investments at Illumen Capital. He genuinely seeks innovative solutions to address social and economic injustice facing historically disadvantaged and underrepresented communities. He believes structural problems require structural solutions.

Prior to Illumen Capital, Octavio was a leader at MassMutual Life Insurance Company in building the emerging fund manager program, which allocated \$50 million to a wide variety of BIPOC-led funds that invest in BIPOC-led startups. At MassMutual, Octavio also deployed over \$500 million in allocations to various alternative investment strategies, including private equity and private credit. Prior to MassMutual, Octavio held positions throughout traditional finance, including roles within investment banking, private wealth management, and capital markets.

Octavio earned a B.S. in Applied Economics & Management at Cornell University and holds an M.B.A. from MIT Sloan School of Management. Octavio is an active KIPP alum and serves as a board member of KIPP Northern California.

KIPP Northern California 2023-24 Board Members

Name
Laura Fisher
Caretha Coleman
Jenny Shimizu Risk
Ron Gonzales
Heather Gardley- KIPP Parent
Abe Friedman- Vice Chair
Sandi Thompson
Michael Cohen
Haley Lopez-KIPP Alumni
David Stinfil
Sohi Sohn Chien
Aubrey Merriman
D'Lonra Ellis
Octavio Sandoval-KIPP Alumni
Sumari Barnes-KIPP Alumni
Jessica Garcia-Kohl
Grace Voorhis- Board Chair
Gustavo Gonzalez- KIPP Parent
Jose Rodriguez
Blake Grossman
Emily Rummo

Appendix 17- KIPP Northern California Chief Executive Officer Job Description



Job Description: Chief Executive Officer, KIPP Public Schools Northern California

At KIPP Public Schools Northern California, we launch and operate joyful, academically excellent schools where all students learn, achieve and belong.

Who we are: KIPP Public Schools Northern California is a nonprofit network of 15 open-enrollment, high-performing, college-preparatory public charter schools. We educate over 6,000 students in grades TK-12 throughout the Bay Area and are expanding to Stockton. Additionally, we support approximately 3,000 alumni on their journey to and through high school and college.

Our Mission: KIPP Public Schools Northern California operates high achieving public schools in educationally underserved communities, developing in our students the knowledge, skills and character essential to thrive in college, shape their futures, and positively impact the world.

Our Theory of Action: By building a growing TK-12 network of inclusive, community-focused, college-preparatory schools that empower students and parents; supporting students through college and to career; and developing highly effective teachers and leaders -- KIPP Public Schools Northern California will disrupt racial and socio-economic inequities in educational access and outcomes, and achieve a catalytic impact on the broader public education system.

Our Vision for Diversity, Equity & Inclusion: Our mission and theory of action describe our belief in the transformative power of education to play a critical role in combating systemic racism and all forms of oppression. We know that we can't succeed -- and that any perceived successes will ring hollow -- without an active and explicit commitment to diversity, equity and inclusion. We will hold ourselves accountable to continuous learning and improvement as we work together to implement [our vision](#) with courage and humility.

Reporting Relationship: The Chief Executive Officer reports to the KIPP Public Schools Northern California Board of Directors and manages the Chief of Schools; Chief People Officer; Chief of External Affairs & Communications Officer; Chief of Growth, Real Estate & Community Engagement; Chief Equity & Inclusion Officer; Managing Director of Finance; Managing Director of Operations & Information; and Executive Affairs Manager.

Chief Executive Officer Overview:

The Chief Executive Officer (CEO) is the leader of KIPP Public Schools Northern California, with ultimate accountability for student success and organizational health. The CEO is responsible for developing high-quality strategies and plans ensuring their alignment with both short and long-term objectives; developing a highly effective Executive Leadership Team; and overseeing all operations and activities to ensure that they produce the desired results and are consistent with the overall vision, mission, values, and strategy of KIPP Public Schools Northern California. The ideal candidate

for this position deeply understands scaling systems and how to unlock the full potential of people in an entrepreneurial, mission-driven organization. The CEO is also the public face of the organization, playing a leadership role in fundraising, KIPP network and charter sector leadership, and community engagement.

Major Responsibilities of CEO:

Mission, Vision, Culture

- Ensure that the organization's strategies are aligned to the vision and mission for KIPP Bay Area and the KIPP network.
- Ensure that team members are supported and held accountable for modeling organizational values and contributing to a healthy culture that drives student success.

Strategy, Planning and Performance Management

- Develop and execute a multi-year strategic plan to drive improvement in student experiences and outcomes, define the organization's growth plan, and generate necessary resources to implement the plan.
- Oversee the development of a long-term and annual budget, priorities, goals, and initiatives in partnership with the Executive Team.
- Oversee the development and implementation of progress monitoring systems to assess all aspects of school and regional health (e.g., programmatic, operational, financial).

Fiduciary

- Act as primary liaison to the Board of Directors, engaging Board members in the current and future needs of the organization, and expanding the Board as appropriate. - Ensure compliance with all rules, regulations and provisions within each of KIPP Bay Area's charters and with all applicable laws.
- Act in the best interests of the organization and its students including avoiding conflicts of interest, understanding and evaluating day to day operations to mitigate risk, and informing the Board of Directors about major issues facing the organization.

Team Leadership and Talent Development

- Recruit, develop and retain members of the Executive Team; design a high-impact organizational structure to deploy their talents and drive student outcomes. - Ensure team members identify and develop successors for critical leadership positions and that we build a thriving school-based leadership pipeline.
- Ensure KIPP Bay Area's commitment to diversity, equity, and inclusiveness while effectively working with individuals of all genders, races, ethnicities, and backgrounds.

Community Building and External Relations

- Build coalitions, relationships, and partnerships with key stakeholders including families, community partners, authorizers, elected officials, and funders.
- Ensure the design and execution of a successful fundraising strategy.
- Oversee the implementation of a robust local and state advocacy strategy. - Demonstrate leadership as a member of KIPP's national network by fully engaging as a member of KIPP's Regional Leader community and participating in national advocacy. - Serve as the

key voice of KIPP Public Schools Northern California enhancing the organization's visibility, brand recognition and credibility.

Qualifications and Desired Characteristics:

The ideal candidate has proven executive leadership skills, has managed a large scale non-profit or school system, and has a track record leading successful change management initiatives. Specifically, this individual will have the following experience and capabilities:

- A history of successful leadership, teamwork, effective management, and extensive track record of achieving impressive results, both individually and through others. Experience working with large and growing teams.
- Ability to quickly and effectively build relationships across a multi-site model, engaging a diverse group of stakeholders. Approachability, strong listening skills, and the ability to diffuse and resolve high-tension situations.
- Continuous learner who
- Experience creating a vision and roadmap and successfully executing on a large scale change management initiative.
- Comfort and experience on topics of race, class and gender in building teams and improving performance.
- Savvy, polished communicator who brings a passion for the KIPP Public Schools Northern California's mission as its chief spokesperson.
- Familiarity and experience in working with large, complex multi-unit and multi-year budgets. Comfort with making difficult budgetary decisions that align with key priorities and financial sustainability.
- Familiarity and experience with large-scale fundraising, including cultivation, solicitations and stewardship.
- Ability to balance data, wisdom, experience, and judgment to make sound decisions aligned with the KIPP culture and values.
- Unquestioned integrity and commitment to KIPP Bay Area Public Schools mission, vision and values.

Salary & Benefits:

We offer a competitive salary and excellent benefits package, depending on experience and qualifications.

KIPP Public Schools Northern California is an equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, age, national origin, veteran status, disability, sexual orientation/gender identity, or any other characteristic protected by applicable law. KIPP Public Schools Northern California strives to ensure that our careers website is accessible to all, including individuals with disabilities. If you require reasonable accommodation for any part of the application or hiring process due to a disability, please contact us. You can find our contact information on our website, <http://www.kippnorcal.org/>. Information will be sent to a talent acquisition representative who will provide assistance to ensure appropriate consideration in the hiring process.

Appendix 18- KIPP Northern California Staff Handbook

KIPP:Public Schools

NORTHERN CALIFORNIA

Staff Member Handbook 2024



About This Handbook

This Staff Handbook is intended to help each staff member understand policies and procedures at KIPP Public Schools Northern California (“KIPP”). Staff members are expected to read this Handbook thoroughly and to know and abide by the policies outlined herein, as revised over time, throughout their employment. Our goal is for this Handbook to serve as a useful reference throughout the staff member’s employment at KIPP. This Handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Where appropriate and necessary, those in supervisory positions at KIPP will explain additional procedures and policies.

KIPP reserves the right to change, deviate from, eliminate, or revise the Handbook, except for the at-will provisions, at any time, without notice, whenever KIPP determines that such action is warranted. This Handbook supersedes and replaces all previous staff policies, practices and procedures.

If a staff member has any questions about any policies or procedures, whether or not they are referred to in this Handbook, they should contact KIPP’s Human Resources team.

Handbook Updates

This Handbook can be found in digital form in KIPP Northern California’s Human Resources Information System (HRIS)/Payroll System. Any updates or revisions to policies or procedures will be posted on the KIPP staff member Portal for staff members’ reference. We anticipate updating our policies routinely. Staff members are responsible for remaining up-to-date on all available policies.

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Staff Handbook Acknowledgement

Welcome!

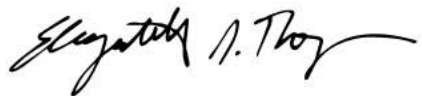
We are thrilled you have chosen to take part in the journey to realize the mission of KIPP Public Schools Northern California - together with families and communities, to create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose – college, career, and beyond – so they can lead fulfilling lives and build a more just world.

This Handbook is a reference guide for staff of KIPP. It provides general information regarding the policies and procedures of KIPP. We encourage you to read it carefully.

If you have any questions about anything in this Handbook or any policy or procedure of KIPP, please reach out to your supervisor or to the Human Resources team.

We look forward to working together to prove the possibility - that demography does not define destiny.

Sincerely,

A handwritten signature in black ink, appearing to read "Beth Thompson". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Beth Thompson
KIPP Public Schools Northern California

About KIPP Public Schools Northern California

KIPP Public Schools Northern California is a non-profit network of 19 TK–12th grade, free, public charter schools open to all students. Our schools work with nearly 6,800 students in East Palo Alto, Oakland, Redwood City, San Francisco, San Jose, San Lorenzo, and Stockton.

Our Vision

Every child grows up free to create the future they want for themselves and their communities.

Our Mission

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose —college, career, and beyond—so they can lead fulfilling lives and build a more just world.

KIPP Across the Nation

KIPP is a non-profit network of college-preparatory public charter elementary, middle, and high school schools. We have a twenty (20)-year track record of preparing our students in educationally underserved communities for success in college and life. The Knowledge is Power Program (KIPP) began in 1994 in Houston, Texas. Today, there are more than two hundred (200) KIPP schools in twenty (20) states and Washington, D.C. educating 88,000 students.

KIPP schools are organized into regions. The KIPP Northern California region is one of the largest. Other large KIPP Regions include Houston, New York, New Jersey, Los Angeles, New Orleans, and Washington, D.C. The KIPP Foundation is headquartered in San Francisco and provides services to all KIPP schools and regions such as professional development to KIPP staff nationwide, developing and implementing the national KIPP strategy, and advocating for KIPP on the national stage.

KIPP Health Benefits

In addition to providing the benefits described in this Handbook, KIPP provides other benefits as required by law. KIPP reserves the right to eliminate or modify its benefit policies at any time to the full extent legally permissible. If staff members have any questions regarding these policies and/or eligibility, they should contact the KIPP Human Resources team.

Healthcare Benefits

KIPP offers medical, dental and vision (collectively, “healthcare”) insurance plan benefits to staff members, and their eligible dependents including domestic partners, who are regularly scheduled to work twenty (20) or more hours per week and who otherwise meet the requirements of the health care plans offered by KIPP.

KIPP also offers health care benefits to temporary staff members working over twenty (20) hours per week and for periods longer than ninety (90) days, subject to the terms, conditions, and limitations of each plan.

The current KIPP benefits brochure, summary plan descriptions, and associated forms can be found on the KIPP Staff Member Portal via HRIS/Payroll System. Staff members are eligible for health care coverage on the first (1st) of the month following their date of hire.

Domestic Partnerships

KIPP's definition of a Domestic Partner is a person who meets the following eligibility requirements:

- Domestic partners are two (2) adults who have chosen to share one another's lives in an intimate and committed relationship of mutual caring
- Both persons have a common residence
- Neither person is married to someone else or is a member of another domestic partnership with someone else that has not been terminated, dissolved, or annulled
- Are responsible for each other's basic living expenses during the domestic partnership and share financial responsibility for any debts incurred as a direct result of an extension of benefits
- The two (2) persons are not related by blood in a way that would prevent them from being married to each other in this state
- Both persons are at least 18 years of age
- Both persons are capable of consenting to the domestic partnership at the time the domestic partnership is established
- May be of the same or opposite sex

Certain policies and plans require us to abide by the state definition of domestic partnership. The definition above applies whenever KIPP has the opportunity to define this type of relationship.

Cobra Benefits

When coverage under KIPP's health insurance plans ends, staff members or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, a staff member must pay the full cost of coverage – the staff member contribution and KIPP's previous contribution plus a possible administrative charge.

Medical coverage for a staff member, their spouse or domestic partner, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time staff member or part-time, making a staff member ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

A staff member's spouse or domestic partner and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The staff member dies while covered by the plan;
- The staff member and their spouse become divorced or legally separated;
- The staff member becomes eligible for Medicare coverage, but their spouse has not yet reached age sixty-five (65); or

- The staff member's dependent child reaches an age which makes them ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

KIPP will notify staff members or their dependents if coverage ends due to termination or a reduction in work hours. If a staff member becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the staff member or a family member are responsible for notifying KIPP within thirty (30) days of the event. KIPP will then notify the staff member or their dependents of the staff member's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The staff member (or their spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the staff member (or the staff member's spouse or child, as applicable) may have;
- KIPP stops providing group health benefits;
- The staff member (or the staff member's spouse or child) become entitled to Medicare; or
- The staff member extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the staff member is no longer disabled.

Retirement Plan

With the exception of eligible staff at KIPP Summit Academy, staff members are eligible to participate in KIPP's 401(k) plan starting on the first of the month following thirty (30) days of employment. Please visit the KIPP Staff Member Portal for the current KIPP Benefits Guide.

KIPP Summit Academy participates in the California State Teachers Retirement System ("CalSTRS") and all eligible staff members are generally required to participate upon their date of hire. Please see the KIPP Staff Member Portal for the current KIPP Benefits Guide.

Time Off and Leaves of Absence

Holidays and Paid Time Off

Full-time and part-time exempt staff members working twenty (20) or more than hours per week will receive time off with pay at their normal base rate for the holidays and/or school breaks detailed in their school site's Policies and Procedures Handbook or in the RSO Holiday Calendar for RSO staff.

Non-exempt staff members working twenty (20) or more than hours per week who are required to work on a federal holiday will be paid for the holiday and time worked at the staff member's regular rate of pay. Holiday pay is not counted as hours worked for purposes of calculating overtime. School scheduled breaks are not considered holidays.

Exempt staff members working a federal holiday, must notify HR/Payroll to be given a floating holiday to be used within 60 days.

Part-time and temporary staff members working less than twenty (20) hours per week, or working an assignment that is less than ninety (90) days are not eligible for paid holidays and/or school breaks. If a holiday and/or school break falls during a regularly scheduled work day, that staff member will not be paid for that day. The staff member may request to work an alternative schedule to maintain the same number of hours of work and compensation, which may be granted only at the manager's discretion. If approved, the manager will need to notify HR immediately in writing.

Holidays and school breaks are governed by a staff member's position and school site or RSO calendar.

Essential Work Days (School Staff Only)

In order to be eligible for holiday and/or school break pay, staff members must work the day before and the day after holidays and/or school breaks. School leaders and managers, at their discretion, reserve the right to establish additional blackout periods, such as during peak seasons, where staff members are not eligible to take "personal necessity" sick time. This does not apply to approved leave of absences or absences wherein supporting documentation is provided. Please note that the three (3) "personal necessity" sick days cannot be used immediately following or before Blackout dates. Blackout dates must be communicated in advance in writing.

Please consult your School leader or manager if you think you may need to request leave during this period.

Essential Work Days (RSO Staff Only)

In order to be eligible for holiday pay, staff members must work the day before and the day after holidays or be approved for use of available Paid Time Off. Managers, at their discretion, reserve the right to establish additional blackout periods, such as during peak seasons, where staff members are not eligible to take Paid Time Off. Blackout dates must be communicated in advance in writing.

Please consult your manager if you think you may need to request leave during this period.

Paid Sick Leave (School Staff Only)

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, KIPP offers paid sick leave to its staff members. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Staff members may also use sick leave to assist a family member (i.e., children, students' family members, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., one who is identified by the staff member at the time of the request) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Staff members may be limited to one (1) designated person per 12-month period. Staff members may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking, or bone marrow or organ donation by the staff member or the staff member's family member.

Paid sick leave is available to all school-based staff members. All eligible full-time, school-based staff shall be credited with forty-eight (48) hours, or six (6) days, of sick leave at the beginning of each academic year. An additional twenty-four (24) hours of sick leave will be accrued on a proportional basis throughout the school year in order to comply with local ordinance. Eligible staff members will have a total of seventy-two (72) hours of sick leave available for use throughout the school year. Full-time

school-based staff who are hired after the beginning of the academic school year, shall receive a prorated amount of sick leave based upon remaining time in the work year. Part-time employees shall accrue one (1) hour of sick leave for every thirty (30) hours worked.

Staff can use paid sick leave immediately following the staff member's start date.

Sick leave must be taken by eligible staff members in increments of one (1) hour. Accrued sick leave carries over from year to year up to a cap of seventy-two (72) hours. KIPP does not pay staff members in lieu of unused sick leave.

If a staff member is absent longer than three (3) days due to illness, medical evidence of the staff member's illness and/or medical certification of their fitness to return to work satisfactory to KIPP may be required. KIPP will not tolerate abuse or misuse of sick leave privileges. If KIPP suspects abuse of sick leave, KIPP may require a medical certification from a staff member verifying the staff member's absence or they may be subject to KIPP's disciplinary process.

Once a staff member has exhausted their sick leave, the staff member may continue on an unpaid medical leave depending upon the facts and circumstances of the staff member's basis for leave beyond accrued sick leave. Staff member requests for unpaid medical leave must be approved in advance by KIPP and may require medical certification.

Personal Necessity Leave (School Staff Only)

Staff members may use up to twenty-four (24) hours, or three (3) days, of their sick leave for personal necessity reasons annually, including appointments and other matters which cannot be handled outside regular work hours. Personal necessity leave is not vacation, and unused personal necessity leave is not paid out. Please note that personal necessity leave, outside of medical reasons, cannot be accessed during school blackout periods. Staff Members must request personal necessity leave at least two (2) weeks in advance unless an emergency situation occurs.

Process for Requesting Sick Leave (School Staff Only)

All requests for sick leave must be reported to the School Leader, Assistant Principal and/or Director of School Operations . Staff members must provide as much advance notice as possible. In emergency situations or unexpected illness, the staff member must notify their School Leader, Assistant Principal and/or Director of School Operations, by no later than 6:30 a.m. the day of the absence. Unless the situation is an emergency, teachers must submit lesson plans to their School Leader and/or Assistant Principal prior to the absence. To support instruction in the event of an unforeseen absence, all teachers must submit one emergency lesson plan to the School Leader/ Assistant Principal before September 15th of the current school year. This plan will be kept on file and must be replaced after each use.

Unless the staff member's School Leader instructs otherwise, the following process should be followed for requesting sick leave. To request sick leave, enter a Time-Off Request (Sick Leave) in the Staff Member Portal via HRIS/Payroll System. Staff members will be notified by a system email from our HRIS/Payroll System when their School Leader/immediate supervisor approves their request. Staff members are able to track their sick leave usage and balance in the Staff Member Portal via HRIS/Payroll System.

Understandably, some days will be approved retroactively if the staff member needs to call their School Leader/Assistant Principal/Director of School Operations in the event of an emergency or unexpected

illness. Retroactive time must be entered into the KIPP Staff Member Portal within twenty-four (24) hours of the staff member’s return from sick leave.

Paid Time Off (RSO Staff Only)

All full-time Regional Support Office (RSO) staff members will accrue a minimum total of eighteen (18) days of Paid Time Off (PTO), (a combination of vacation, sick time and personal holidays) per year. All part-time staff members working at least twenty (20) hours per week but less than forty (40) hours per week will accrue a prorated amount of PTO based on the scheduled hours worked per week. Staff members working under 20 hours per week are not eligible for PTO, and shall accrue paid sick leave consistent with part-time school staff members (at the rate of one (1) hour for every thirty (30) hours worked). PTO accrues on a per pay period basis, and is tracked based on the staff member’s date of hire, not the calendar year. PTO that is not used in a calendar year may be carried over into the next year, up to the maximum limit.

Accrual rates increase based on years of employment at the RSO. The rates correspond with the year of service. For example, staff members who have worked at the RSO and who have completed three (3) years will accrue PTO at 7.67 hours/pay period beginning in their fourth year of service. Years of service for PTO accrual calculations begin when a staff member starts working at the RSO; previous years of experience at a KIPP Northern CA schools or elsewhere do not factor into this calculation.

Years of Service at RSO	Per Pay Period Accrual	Accrued Days/Hours Per Year	Maximum Accrual
Years 0-3	6.00 hours	18 days/144 hours	216 hours
Years 4-5	7.67 hours	23 days/184 hours	276 hours
Years 6+	9.33 hours	28 days/224 hours	336 hours

PTO Accrual Limits (RSO STAFF Only)

If a staff member reaches the accrual limit, they will stop accruing additional PTO until some of the balance is used.

Accrual of PTO while on Leave (RSO STAFF Only)

Staff members at the RSO will not accrue paid time off during any unpaid leave of absence. Integrated parental leave pay does not count as paid leave. Paid time off will begin to accrue once the staff member returns to service of more than twenty (20) hours per week.

Separation from Employment (RSO Staff Only)

PTO vests at the time it is earned. Any staff member whose employment terminates will be paid for accrued, but unused PTO days.

Process for Taking PTO (RSO Staff Only)

Each staff member shall obtain their manager’s approval at least one (1) week prior to taking time off, unless the PTO is used for legitimate, unexpected illness or emergencies. Staff members wishing to take more than one (1) week of PTO shall obtain their manager’s approval at least six (6) weeks prior to the need for leave unless the PTO is used for legitimate, unexpected illness or emergencies. PTO requests

must be submitted to managers via the KIPP Staff Member Portal via HRIS/Payroll System in advance of scheduled time off and within twenty-four (24) hours of returning from unscheduled time off.

Leaves of Absence

KIPP understands that there may be times where a staff member may need to take extended time away from work due to medical, family care, pregnancy, or other personal reasons. As such, KIPP is pleased to offer the following types of leaves of absence.

Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA)

Under the Federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), eligible staff members are eligible for unpaid, job-protected leave for certain specified reasons. The maximum amount of leave a staff member may take is twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave, measured in a rolling 12-month period measured backwards.

Eligibility Criteria

To be eligible for FMLA/CFRA leave, the staff member must have:

1. Worked at least 12 months for KIPP Northern California. Time worked at other KIPP regions does not count towards the 12 months,
2. Worked at least 1,250 hours in the immediately preceding 12 months before the date your leave would begin,
3. Work at a location where KIPP employs at least fifty (50) staff members within seventy-five (75) miles of the work site, (except for purposes of CFRA where the School must only have at least five (5) staff members).

Trigger Events

FMLA/CFRA leave may be taken for the following reasons:

1. Birth of a child, or to care and/or bond with a newborn,
 - a. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. Documentation must be presented to determine eligibility.
 - b. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one staff member to the other.
2. The placement of a child with the staff member and/or domestic partner for adoption or foster care, or to bond with the child. Documentation must be presented to determine eligibility
3. To care for an immediate family member (defined as staff member’s spouse, domestic partner, child, domestic partner’s child, or parent) or designated person (for CFRA purposes) with a serious health condition,
 - a. A qualifying family member may also include a grandparent, grandchild, parent-in-law, or sibling for CFRA purposes.
 - b. A designated person is defined as any individual related by blood or whose association with the staff member is the equivalent of a family relationship.
 - i. a staff member can only designate one (1) “designated person” every twelve (12) months and must do so at the time of their request for leave of absence

4. Because of a staff member’s own serious health condition that makes a staff member unable to perform at least one of the essential functions of their job (other than disability caused by pregnancy, childbirth, or other related medical reasons, which is covered by a separate policy),
 - a. A *“serious health condition”* is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the staff member or a child, parent, or spouse of the staff member that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. *“Inpatient care”* means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. *“Incapacity”* means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. *“Continuing treatment”* means ongoing medical treatment or supervision by a health care provider.
5. To care for a covered service member with a serious injury or illness related to certain types of military service,
 - a. A *“Covered Servicemember”* is a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness.
 - b. The term *“serious injury or illness”* means an injury or illness incurred by the member in the line of duty while on active duty in the Armed Forces that may render the member medically unfit to perform the duties of the member’s office, grade, rank, or rating.
6. To handle certain qualifying exigencies resulting from a staff member’s spouse, child, or parent who are called to active duty in the US Armed Forces.
 - a. *“Qualifying exigencies”* include activities such as short-notice deployment, military events, arranging alternative childcare, making financial and legal arrangements related to the deployment, rest and recuperation, counseling, and post-deployment debriefings.

Using FMLA/CFRA Leave

Eligible staff members may use FMLA/CFRA in a single block of time, intermittently, or by reducing the normal work schedule when medically necessary for their own serious health condition or for the care of a family member or designated person (for purposes of CFRA) with a serious health condition. Leave may not exceed twelve (12) workweeks total for any one, or combination of the above-described reasons.

- *“Twelve workweeks”* is defined as the equivalent of twelve (12) of the staff member’s normally scheduled workweeks. For a full-time staff member who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) eight-hour working days.
- In addition to the twelve (12) work weeks of FMLA/CFRA leave that may be taken, a staff member who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) work weeks of FMLA leave during a twelve (12) month period to care for the servicemember.
- The “twelve month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

- If an observed holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave.
- If the School's or regional support office's business activity has temporarily ceased for some reason and staff members are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the activities have ceased do not count against the staff member's FMLA or CFRA leave entitlement.
- Similarly, if a staff member uses FMLA/CFRA leave intermittently, in increments of less than one (1) week, the fact that a holiday may occur within a week in which a staff member partially takes leave does not count against the staff member's leave entitlement unless the staff member was otherwise scheduled and expected to work during the holiday.

Pay While on Leave

Although leave under FMLA/CFRA is unpaid, staff members may be entitled to use their sick time, PTO, parental leave, and/or any state programs (such as State Disability Insurance (SDI) and/or Paid Family Leave (PFL)) for wage replacement. When eligible wage replacement options are exhausted, any portion of leave not covered will be unpaid. Staff members may not receive more than 100% of their regular wages while out on leave. The use of sick time, SDI, and PFL does not extend the length of FMLA and/or CFRA leave.

Sick time or PTO accrues during any pay period in which there was a minimum of one (1) worked day prior to the start or upon return from leave.

Health Benefits

Staff members on a job-protected FMLA/CFRA leave will maintain the same level of coverage of health insurance benefits for the duration of the eligible leave.

KIPP will continue to pay the employer portion of the staff member's health benefits, during FMLA/CFRA leave, at the same level and under the same conditions as coverage would have been provided if the staff member had been continuously employed during the leave period.

Staff members are required to pay benefit premiums for any part of their group health coverage or voluntary benefit elections. KIPP will provide the staff member with advance written notice of the terms and conditions under which premium payments must be made while on leave. KIPP may recover the health benefit costs paid on behalf of a staff member during his/her FMLA/CFRA leave if:

1. The staff member fails to return from leave after the period of leave to which the staff member is entitled has expired. A staff member is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA; and
2. The staff member's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the staff member to FMLA/CFRA leave, or other circumstances beyond the control of the staff member.

If the staff member fails to submit benefit premium payments, KIPP may recover the health benefit costs paid on behalf of the staff member during their FMLA/CFRA leave.

Years of Service

A staff member on FMLA/CFRA leave remains a staff member and the leave will not constitute a break in service. A staff member who returns from FMLA/CFRA leave will return with the same years of service they had when the leave commenced.

Medical Certifications

Upon being notified that a staff member requires an FMLA/CFRA qualifying leave, Human Resources will ask the staff member to submit a medical certification form completed and signed by their health care provider regarding the staff member's own serious health condition or the serious health condition of a family member or designated person. Absent extenuating circumstances, failure to provide the required certification within fifteen (15) days of the leave request date may result in denial of the leave request until such certification is provided, and may result in disciplinary action.

KIPP will notify the staff member in writing if the certification is incomplete or insufficient, and will advise the staff member what additional information is necessary in order to make the certification complete and sufficient. KIPP may contact the staff member's health care provider to authenticate a certification as needed.

If KIPP has reason to doubt the medical certification supporting a leave because of the staff member's own serious health condition, KIPP may request a second opinion by a health care provider of its choice (paid for by KIPP). If the second opinion differs from the first one, KIPP may pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Leave Request Procedures

Leave requests must be approved in advance by Human Resources, except in emergency situations where providing advance notice is not possible. If the need for leave is foreseeable, staff members must provide KIPP with at least 30 days advance notice. If the need is not foreseeable, and 30 days' notice is not possible, notice must be given as soon as practical.

1. A staff member should initiate a request for FMLA/CFRA leave by reaching out to the Human Resources Department. A staff member requesting a leave of absence, will be given a copy of the current FMLA/CFRA leave policy.
2. Staff members should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the staff member or their qualifying family member or designated person. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, staff members must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the operations of their worksite.
4. If FMLA/CFRA leave is taken because of the staff member's own serious health condition or the serious health condition of the staff member's qualifying family member or designated person, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA/CFRA leave is taken because of the birth of the staff member's child or the placement of a child with the staff member for adoption or foster care, the leave must be taken in increments of one (1) week.

6. If a staff member needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the staff member or a family member or designated person, the staff member may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the staff member's regular position.
7. KIPP will respond to a FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, KIPP will notify the staff member in writing that the leave will be counted against the staff member's FMLA/CFRA leave entitlement. This notice will explain the staff member's rights, responsibilities and the consequences of failing to satisfy them.

Return to Work

Upon timely return at the expiration of the FMLA/CFRA leave period, a staff member is entitled to the same or a comparable position with the same or similar duties and same pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the staff member's FMLA/CFRA leave.

When a request for FMLA/CFRA leave is granted to a staff member, KIPP will give the staff member a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

Before a staff member will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the staff member must obtain a certification from their health care provider that he/she is able to resume work.

If a staff member can return to work with limitations, KIPP will evaluate those limitations and, if possible and if undue hardship is not caused to the organization, will accommodate the staff member as required by law. If accommodation cannot be made, the staff member will be separated from employment.

Employment during Leave

No staff member, including staff members on FMLA/CFRA leave, may accept employment with any other employer without KIPP's written permission. A staff member who accepts such employment without KIPP's written permission will be deemed to have resigned from employment with KIPP.

Personal Leave of Absence: Unpaid Time- Off

An unpaid leave of absence may be granted, if two of the qualifying reasons are met:

1. If a staff member does not qualify for a protected leave (FMLA/CFRA) and the qualifying event falls under FMLA/CFRA reasons or
2. For an urgent personal need where the staff member has used all Sick/PTO days, but is asking for one-off unpaid days.

A request for a personal leave of absence must be submitted to the staff member's manager and to Human Resources. An unpaid personal leave is granted at the discretion of management, and all requests are evaluated on a case-by-case basis and shall not exceed four (4) weeks or twenty (20) working days in a rolling 12 month period, for unpaid leave that would otherwise fall under CFRA/FMLA but the staff member does not qualify for. For urgent personal need reasons, the unpaid leave should not

exceed three (3) working days or twenty-four (24) hours in the school year. Unpaid time for both reasons mentioned above are cumulative and do not need to be taken consecutively.

Human Resources will provide a determination notice to the staff member and staff member's manager. Proof of leave is required for all requests. Examples of proof include medical certifications, obituary, death certificate and/or funeral confirmation, among others.

Staff members must not accept other employment while they are on a personal leave of absence. Acceptance of other employment while on leave will be treated as a voluntary resignation from the staff member's at-will employment.

In an effort to ensure that staff members take the necessary leave time to be/get well, staff members shall not perform any work while on a leave of absence and shall surrender any KIPP laptops and cell phones prior to beginning a leave of absence.

Unless otherwise required by law, staff members must use all accrued sick leave and PTO before applying for and being granted an unpaid leave of absence. Use of sick leave or PTO time does not extend the time granted under an approved leave.

Unpaid Time-Off Request Procedures

Unpaid Time-Off requests must be approved in advance by the School Leader/Manager and Human Resources, except in emergency situations where providing advance notice is not possible. If the need for leave is foreseeable, staff members must provide KIPP with at least 30 days advance notice. If the need is not foreseeable, and 30 days' notice is not possible, notice must be given as soon as practical.

Approval decisions will take into account essential work days and staffing for the school or department. Requests may be denied on the basis of this, or other reasonable circumstances.

Staff members may be eligible to apply for State Disability Insurance ("SDI") and/or Paid Family Leave ("PFL") benefits during a personal leave of absence (see below). If benefits are granted by the Employment Development Department ("EDD"), they will run concurrently with an otherwise authorized personal leave of absence. In such circumstances, the use of SDI or PFL benefits and/or paid time off during the personal leave period will not extend the length of the leave beyond what may be granted by KIPP. The receipt of SDI or PFL does not create a right to benefits during a personal leave of absence and does not impact the rights to reinstatement set forth in this personal leave policy.

The number of staff members on a personal leave of absence at any one time shall be subject to the reasonable requirements of KIPP with respect to the efficient and orderly operation of KIPP.

For those staff members receiving group health benefits, staff members are eligible to continue on KIPP's health insurance plans for up to one month following the start of their leave of absence. Staff members are still responsible for their portion of health insurance premiums each month during leave.

If a staff member's coverage ends, they may be eligible to continue insurance coverage under COBRA.

Benefit/service credit will not be accrued towards PTO (RSO staff only) for the duration of the leave. Staff members returning from a leave of absence during the course of a calendar year will receive only a prorated portion of PTO benefits for the duration of that year.

Returning from Personal leave of Absence

Staff members cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

It should also be noted by the staff member that a return to work from a personal leave of absence is contingent upon an available opening at that time and should be verified with Human Resources before reporting back to work. When business considerations require, the job of a staff member on leave may be filled by a temporary or regular replacement.

A staff member should give the leave administrator and HR seven (7) days' notice before returning from leave. Any staff member who fails to report for work at the end of an approved leave may be deemed to have voluntarily resigned. Whenever KIPP is notified of a staff member's intent to return from a leave, KIPP will attempt to place the staff member in their former position or in a comparable position with regard to salary and other terms and conditions for which the staff member is qualified. However, re-employment cannot always be guaranteed.

If staff members need further information regarding Leaves of Absence, they should be sure to consult HR.

Pregnancy Disability Leave (PDL)

Any staff member who is disabled by pregnancy, childbirth, or a related medical condition is eligible for a Pregnancy Disability Leave of Absence (PDL). There is no length of service requirement.

For purposes of this policy, a staff member is disabled when, in the opinion of their healthcare provider, they cannot work at all or are unable to perform any one or more of the essential functions of their job or to perform them without undue risk to themselves, the successful completion of their pregnancy, or to other persons as determined by a healthcare provider. This term also applies to certain pregnancy-related conditions, such as severe morning sickness or if a staff member needs to take time off for prenatal or postnatal care, bed rest, postpartum depression, and the loss or end of pregnancy (among other pregnancy-related conditions that are considered to be disabling).

Reasonable Accommodation for Pregnancy-Related Disabilities

Any staff member who is affected by pregnancy may also be eligible for a temporary transfer or another accommodation. There is no length of service requirement. A staff member is affected by pregnancy if the staff member is pregnant or has a related medical condition, and because of pregnancy, their healthcare provider has certified that it is medically advisable for the staff member to temporarily transfer or to receive some other accommodation.

KIPP will provide a temporary transfer to a less strenuous or hazardous position or duties or other accommodation to a staff member affected by pregnancy if the staff member:

1. Requests a transfer or other accommodation;
2. The request is based upon the certification of their health care provider as "medically advisable;" and
3. The transfer or other requested accommodation can be reasonably accommodated pursuant to applicable law.

As part of this accommodation process, no additional position will be created and KIPP will not release another staff member, transfer another staff member, promote, or transfer any staff member who is not qualified to perform the new job.

Advance Notice

To be approved for a pregnancy disability leave of absence, a temporary transfer or other reasonable accommodation, the staff member must:

1. Provide thirty (30) days' advance notice before the leave of absence, transfer or reasonable accommodation is to begin, if the need is foreseeable;
2. Provide as much notice as is practicable before the leave, transfer or reasonable accommodation when thirty (30) days' notice is not foreseeable; and
3. Provide a signed medical certification from the staff member's health care provider that states that the staff member is disabled due to pregnancy or that it is medically advisable for the staff member to be temporarily transferred or to receive some other requested accommodation.
4. Where possible, staff members must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt KIPP's operations.
5. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the staff member's healthcare provider.
6. If a staff member needs intermittent leave or a reduced leave schedule that is foreseeable based on planned medical treatment, the staff member may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the staff member's regular position.
7. In most cases, KIPP will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, KIPP will notify the staff member in writing and leave will be counted against the staff member's pregnancy disability leave entitlement. This notice will explain the staff member's obligations and the consequences of failing to satisfy them.

KIPP may require staff members to provide a new certification if the staff member requests an extension of time for their leave, transfer or other requested accommodation.

Medical Certifications

- Staff members requesting a pregnancy disability leave must provide medical certification from their healthcare provider via our Leaves Administrator Platform. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Duration

Pregnancy disability leave may be taken in one or more periods, but not to exceed four (4) months total. "Four months" means the number of days the staff member would normally work within four months. For a full-time staff member who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave or approximately $17\frac{1}{3}$ weeks.

For staff members who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for a staff member who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times $17 \frac{1}{3}$ weeks). For a staff member who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times $17 \frac{1}{3}$ weeks).

Staff members shall not perform any work while on pregnancy disability leave and shall surrender any KIPP laptops and cell phones prior to beginning such leave.

At the end of a staff member’s pregnancy disability leave, a staff member who has a disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the staff member to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for KIPP. KIPP is not required to provide an indefinite leave of absence as a reasonable accommodation.

Any temporary transfer or other reasonable accommodation provided to a staff member affected by pregnancy will not reduce the amount of Pregnancy Disability Leave time the staff member has available to them unless the temporary transfer or other reasonable accommodation involves a reduced work schedule or intermittent absences from work.

Reinstatement

Upon timely return at the expiration of the pregnancy disability leave period, a staff member is entitled to the same position unless the staff member would not otherwise have been employed in the same position at the time reinstatement is requested. If the staff member is not reinstated to the same position, they must be reinstated to a comparable position unless one of the following is applicable:

1. The employer would not have offered a comparable position to the staff member if the staff member would have been continuously at work during the pregnancy disability leave.
2. There is no comparable position available, to which the staff member is either qualified or entitled, on the staff member’s scheduled date of reinstatement or within sixty (60) calendar days thereafter. KIPP will take reasonable steps to provide notice to the staff member if and when comparable positions become available during the sixty (60) day period.

A “comparable” position is a position that involves the same or similar duties and responsibilities and is virtually identical to the staff member’s original position in terms of pay, benefits, and working conditions.

When a request for pregnancy disability leave is granted to a staff member, KIPP will give the staff member a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

Before staff members will be allowed to return to work in their regular job following a pregnancy disability leave or absence of three (3) days or transfer, they must provide KIPP with a certification from their healthcare provider that they can safely perform all of the essential duties of the position, with or without reasonable accommodation. If a staff member does not provide such a release prior to or upon

reporting for work, the staff member will be sent home until a release is provided. Any time the staff member is not allowed to work due to not having provided the required release will be unpaid and is considered unapproved time off until we receive a fitness for duty form.

If the staff member can return to work with limitations, KIPP will evaluate those limitations and, if possible, will accommodate the staff member as required by law. If accommodation cannot be made, the staff member will be medically separated from KIPP.

Failure to return to work at the conclusion of the leave of absence may result in termination of employment, unless the staff member is taking additional leave provided by law or KIPP policy or KIPP has otherwise approved the staff member to take additional time off.

Integration with Other Benefits

Pregnancy Disability Leaves of Absence and accommodations that require staff members to work a reduced work schedule or to take time off from work intermittently are unpaid. Staff members may elect to use accrued sick leave during the pregnancy disability leave; RSO staff members may elect to use accrued PTO during the pregnancy disability leave. However, the use of paid time off will not extend the available leave of absence time. PTO and sick leave hours will not accrue during any unpaid portion of the leave of absence, and hourly staff members will not receive pay for official holidays that are observed during their leave of absence except during those periods when staff members are substituting PTO or sick leave for unpaid leave.

Staff members may apply for California State Disability Insurance (“SDI”) benefits. Staff members may apply for SDI benefits online at www.edd.ca.gov. Any SDI for which staff members are eligible will be integrated with accrued PTO, sick leave, or other paid time off benefits so that staff members do not receive more than 100% of their regular pay.

Benefits

KIPP will maintain a staff member’s health insurance benefits during a staff member’s Pregnancy Disability Leave for a period of up to four (4) months, as defined above, on the same terms as they were provided prior to the leave time. If a staff member takes additional time off following a Pregnancy Disability Leave that qualifies as California Family Rights Act (“California Family Rights Act”) leave, KIPP will continue the staff member’s health insurance benefits for up to a maximum of twelve (12) work weeks in a twelve (12)-month period.

EXAMPLE: a staff member takes 17.33 work weeks off due to a pregnancy disability. Assuming the staff member is eligible for FMLA and CFRA leave, their Pregnancy Disability Leave will also be concurrently covered by FMLA and the staff member’s group health insurance coverage would continue for the entire 17.33 work week period. If, after the staff member’s Pregnancy Disability Leave and FMLA, has been completed, the staff member wishes to take twelve (12) additional weeks off from work to bond with a new baby under CFRA, KIPP will continue health insurance benefits for the twelve (12) workweek period.

KIPP can recover premiums that it already paid on behalf of a staff member if both of the following conditions are met:

1. The staff member fails to return from leave after the designated leave period expires.
2. The staff member’s failure to return from leave is for a reason other than the following:
 - The staff member is taking leave under the CFRA

- There is a continuation, recurrence or onset of a health condition that entitles the staff member to pregnancy disability leave
- There is a non-pregnancy related medical condition requiring further leave
- Any other circumstance beyond the control of the staff member

Years of Service

A staff member on pregnancy disability leave remains a staff member of KIPP and a leave will not constitute a break in service. When a staff member returns from pregnancy disability leave, they will return with the same years of service they had when the leave commenced.

Employment During Leave

No staff member, including staff members on pregnancy disability leave, may accept employment with any other employer without KIPP’s written permission. A staff member who accepts such employment without written permission will be deemed to have resigned from employment.

KIPP Paid Parental Leave

Paid parental leave can be used to bond with a newborn child or child placed with the staff member for adoption or foster care. To be eligible for this paid leave, the time off must be taken within one (1) year of the birth or placement of the child.

KIPP will pay staff members an additional optional wage benefit for eight (8) weeks to supplement the wage replacement received through Paid Family Leave (“PFL”) program. The sum of all benefits at any time cannot exceed 100% of the staff member’s regular weekly gross earnings.

Eligibility

See table below for eligibility requirements. Any employer requirements for paid leave outside of this pay policy will be followed by KIPP. To receive the paid parental leave, staff members must apply for PFL through the California Employment Development Department (“EDD”).

Employment Time	Leave type	Pay
6-12 months ** (San Francisco based staff only)	Staff member not eligible for FMLA/CFRA job protection. May request KIPP Personal Leave (no job protection)	Eligible for KIPP Paid Parental Leave Pay if receiving PFL benefits
0-12 months ** (Non- San Francisco based staff)	Staff member not eligible for FMLA/CFRA Job Protection. May request KIPP Personal Leave (no job protection)	Not Eligible for KIPP Paid Parental Leave Pay
>1 year	Staff member eligible for FMLA/CFRA job protection if they meet the FMLA/CFRA requirements (refer to FMLA/CFRA section of the handbook)	Eligible for KIPP Paid Parental Leave Pay if receiving PFL benefits

Frequency

Staff members are eligible for pay under this policy once every twelve (12) months. The twelve (12)-month period is a “rolling” period measured backwards from the date a staff member takes any paid parental leave. Example: a staff member goes on leave on July 31st. KIPP looks back twelve (12) months (from July 31st back to the previous August 1) to see if any leave has been used.

Using Paid Time Off

Once payments from KIPP have ended and the staff member is still on leave, the staff member has the option to use any accrued paid time off in accordance with KIPP existing paid time off policies.

Both Caregivers Employed By KIPP

If both caregivers work for KIPP, each caregiver is eligible for the pay benefit based on this policy. Pay is not limited or prorated between the caregivers.

A staff member is not eligible for primary care and secondary care leave for the same child. The staff member is only eligible for one leave benefit.

Confirmation of EDD Payments

The staff member must provide the amount of paid benefits that will be received upon amount confirmation from the state. Due to the normal delay in the receipt of state benefits, it may take several weeks for written notification to be received by the staff member.

KIPP Holidays / Breaks / Vacations

Staff members on leave are subject to their specific school or office holiday schedule. When this holiday/vacation payment is applicable, it does not extend the duration of KIPP’s paid parental leave, but rather replaces the paid parental leave for that period of time. For example, if a staff member is eligible for six (6) weeks of paid parental leave and during week two (2) the school is closed, the staff member would receive five (5) weeks of paid parental leave and one (1) week of full pay during week two for a total of six (6) weeks. Full pay due to holidays and vacations replaces Parental Leave Pay.

San Francisco: Family Friendly Workplace Ordinance

In accordance with the San Francisco FFWO, staff members that have been employed with KIPP for more than six (6) months and who work at least eight (8) hours per week on a regular basis, may request a flexible or predictable working arrangement if needed to assist with caregiving responsibilities for:

1. A child or children under the age of eighteen (18);
2. A person or persons with a serious health condition in a family relationship with the staff member; or
3. A parent (age 65 or older) of the staff member.

To request this, the staff member may submit a written claim to the Human Resources Team (hr@kippnorcal.org). The staff member will receive a request to meet with the HR team within twenty-one (21) days to discuss the claim, and they will receive a written response.

Industrial Injury Leave (Workers' Compensation)

KIPP, in accordance with State law, provides insurance coverage for staff members in case of work-related injuries. The workers' compensation benefits provided to injured staff members may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured staff members return to suitable employment.

To ensure staff members receive any worker's compensation benefits to which they may be entitled, staff members will need to:

- Immediately report any work-related injury to their manager;
- Seek medical treatment and follow-up care if required;
- Complete a written staff member's Claim Form (DWC Form 1) and return it to their manager, their Director Of School Operations (if applicable) or HR; and
- Provide KIPP with a certification from their healthcare provider regarding the need for workers' compensation disability leave as well as their eventual ability to return to work from leave.

It is KIPP's policy that when there is a job-related injury, the first priority is to ensure that the injured staff member receives appropriate medical attention. KIPP, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to KIPP's operations.

- If a staff member is injured on the job, they are to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to their manager/School Leader, to the school's Director Of School Operations and/or to Human Resources. Failure by a staff member to report a work-related injury by the end of their shift could result in loss of insurance coverage for the staff member. Staff members may choose to be treated by their personal physician at their own expense, but are still required to go to KIPP's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in time away from work, the staff member must have a medical release from KIPP's approved medical facility before returning to work.
- Any time there is a job-related injury, KIPP's policy may require drug/alcohol testing along with any medical treatment provided to the staff member.

Military and Military Spousal Leave of Absence

KIPP shall grant a military leave of absence to any staff member who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All staff members requesting military leave must provide

advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, KIPP shall continue the staff member's health benefits. For service of more than thirty (30) days, the staff member shall be permitted to continue their health benefits at their option through COBRA. Staff members are entitled to use accrued PTO as wage replacement during time served, provided such PTO is accrued prior to the leave.

Except for staff members serving in the National Guard, KIPP will reinstate those staff members returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those staff members serving in the National Guard, if they left a full-time position, they must apply for reemployment within forty (40) days of being released from active duty, and if the staff member left part-time employment, they must apply for reemployment within five (5) days of being released from active duty.

Staff members who are absent from work while fulfilling their covered service obligation under the USERRA or California law shall be credited, upon their return to KIPP, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

KIPP shall grant up to ten (10) days of unpaid leave to staff members who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, a staff member must provide KIPP's with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the staff member's military spouse will be on leave from deployment, and (2) documentation certifying that the staff member's military spouse will be on leave from deployment during the time that the staff member requests leave.

Bereavement Leave

Staff members are eligible to receive paid bereavement leave if they have been employed for at least 30 days. There is no annual cap on the number of days a staff member is able to take Bereavement leave pursuant to the law, meaning a staff member can take up to five days of bereavement leave per occurrence. It will only be the first five (5) days or three (3) days in any twelve (12) month period that will be paid. Staff members may use Paid Time Off or Necessity leave in subsequent occurrences.

Full-time and part-time staff members may take up to five (5) days of paid bereavement leave for the death of an immediate family member. An immediate family member is defined as a spouse, domestic partner, child (biological, adopted, foster, step, legal ward, or child of a domestic partner), parent, parent-in-law, sibling, grandparent or grandchild.

Full-time and part-time staff members may take up to three (3) consecutive days of paid bereavement leave per rolling twelve (12) month period for the death of a non-immediate family member. For purposes of this policy, the following people qualify as a "non-immediate family member": aunts, uncles, cousins, nephews, nieces, and spouse's or domestic partner's siblings, aunts, uncles, cousins, nephews, and nieces.

Full-time and part-time staff members may take up to five (5) days of paid bereavement leave for the death of an immediate family member. An immediate family member is defined as a spouse, domestic

partner, child (biological, adopted, foster, step, legal ward, or child of a domestic partner), parent, parent-in-law, sibling, grandparent or grandchild.

Full-time and part-time staff members may take up to three (3) consecutive days of paid bereavement leave per rolling twelve (12) month period for the death of a non-immediate family member. For purposes of this policy, the following people qualify as a “non-immediate family member”: aunts, uncles, cousins, nephews, nieces, and spouse’s or domestic partner’s siblings, aunts, uncles, cousins, nephews, and nieces.

Staff members must submit proof of needing the leave by providing a copy of death certificate, published obituary or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency. The documentation must be provided within 30 days of the first day of bereavement leave. The leave may be taken intermittently, but must be completed within 3 months (90 days) of the family member’s death.

Jury Duty Leave

Full-time and part-time staff members will be granted paid time off for jury duty for up to ten (10) working days per rolling twelve (12) month period. Any time beyond ten (10) days necessary to complete jury duty will be without pay. Part-time staff members will be paid for those days they were regularly scheduled to work if they are required to serve jury duty. Temporary staff members are not eligible for paid jury duty leave and will receive time off without pay for the entire duration of the jury duty.

Exempt staff members that have used all ten (10) days of jury duty pay and are on jury duty for a partial week will be paid their full salary so long as they continue to perform work. KIPP may make salary deductions if an exempt staff member performs no work at all in the work week.

Staff members must inform their Supervisor and the Human Resources team of their need for jury duty leave as soon as they receive a summons or subpoena to appear. To request time off, please submit a copy of the court summons to the Human Resources team.

Witness Duty Leave

KIPP will provide staff members with time off to appear in court or other judicial proceedings as a witness to comply with a valid subpoena or other court order. This leave is unpaid, but staff members may use available sick time or PTO.

Staff members must inform their Manager and the HR team of their need for witness duty leave as soon as the staff member receives a subpoena or court order. To request time off, please submit a copy of the subpoena or court order to the Human Resources team.

Time-off to Vote

If a staff member does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the staff member may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, a staff member will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, a staff member requesting time off to vote shall give their manager/School Leader at least two (2) days’ notice.

Religious/Cultural Observances

KIPP will reasonably accommodate a staff member's known religious creed or cultural background. This may include an altered work schedule or time off, assuming such accommodations can be made in such a way as to not cause undue hardship to KIPP or any of its other staff members. Requests for accommodations should be made to the staff member's Manager and the HR Team (hr@kipnocal.org) with at least two (2) weeks' notice, and together they will determine how best to honor the request given work demands and job role. Staff members should request a religious observance leave from their employer in writing. The request should include details about the observance, such as the dates and times of the holiday and any other information that may be relevant to the request. It is also important for staff members to state how long they would like to be off work.

Recognized religious holidays may be taken off by a staff member whose religion requires observance of the particular day. Staff members are eligible for up to two (2) days off, per fiscal year, with pay to accommodate a religious or cultural observance after the request for accommodation has been approved. If additional time is granted, any available "personal necessity" or PTO (RSO) time must be used. If all time is exhausted, additional time will be unpaid under this policy. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent a need or undue hardship by the School.

Victims of Abuse Leave

KIPP provides reasonable and necessary unpaid leave and other reasonable accommodations to staff members who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the staff member's own health, safety or welfare, that of the staff member's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Staff members may also request unpaid leave for the following purposes:

1. Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
2. Obtain services from a domestic violence shelter, program, or rape crisis center.
3. Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
4. Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, a staff member should provide KIPP with as much advance notice as practicable under the circumstances. If advance notice is not possible, the staff member requesting leave under this policy should provide KIPP one (1) of the following certifications upon returning back to work:

5. A police report indicating that the staff member was a victim of domestic violence, sexual assault, or stalking.
6. A court order protecting the staff member from the perpetrator or other evidence from the court or prosecuting attorney that the staff member appeared in court.
7. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the staff member's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

8. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the staff member, or an individual acting on the staff member's behalf, certifying that the absence is for a purpose authorized under the law.

Staff members requesting leave under this policy may choose to use PTO/sick time. In addition, KIPP will provide reasonable accommodations to staff members who are victims of domestic violence, sexual assault or stalking for the staff members' safety while at work. Eligible staff members may access this leave effective date of hire. To request an accommodation under this policy, a staff member should contact Human Resources.

Bone Marrow and Organ Donation Leave

As provided by California law, KIPP will grant a paid leave of absence for organ or bone marrow donors. To be eligible for bone marrow or organ donation leave ("Donor Leave"), the staff member must have been employed by KIPP for at least ninety (90) days immediately preceding the Donor Leave.

Organ Donation

A leave not exceeding sixty (60) days to a staff member who is an organ donor in any one-year period, for the purpose of donating their organ to another person.

Bone Marrow Donation

A leave not exceeding five (5) days to a staff member who is a bone marrow donor in any one (1) year period, for the purpose of donating their bone marrow to another person.

A staff member requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

The leave of absence is not a break in service for the purpose of salary adjustments, or paid time off. KIPP will continue and pay for any coverage under a group health plan for the staff member during the entire leave of absence.

KIPP requires that the staff member taking leave for bone marrow donation first use up to five (5) days of sick leave or PTO. A staff member must first use two (2) weeks' worth of earned but unused sick leave or PTO for organ donation. Leave for the purpose of organ or bone marrow donation may be taken in one or more periods of time. If the staff member has an insufficient number of paid leave days available, the leave will otherwise be paid.

The law does not allow such leave to run concurrently with leave taken pursuant to either the Family and Medical Leave Act (FMLA) or the California Family Rights Act (CFRA).

Staff members returning from donor leave will be reinstated to the position held before the leave began, or a position with equivalent benefits, pay and other terms and conditions of employment. KIPP reserves the right to refuse to reinstate a staff member if the reason is unrelated to the exercise of rights under the donor leave.

School Appearance and Activities Leave

As required by law, KIPP will permit a staff member who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child

enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is a staff member of KIPP, the staff member that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the staff member(s) appearance.

The staff member requesting school leave must provide reasonable advance notice of the planned absence. The staff member must use accrued but unused paid leave (e.g., PTO or sick leave) to be paid during the absence.

When requesting time off for school activities, the staff member must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the staff member(s) must provide a copy of the notice from the child's school requesting the presence of the staff member.

The Workplace

Staff Member Classifications

All KIPP staff members are classified as either "exempt" or "non-exempt." A staff member's duties, responsibilities, and salary determine whether their position is exempt or non-exempt. Staff members who are classified as non-exempt complete time cards and are eligible for overtime pay according to applicable law. Staff members in exempt positions are not eligible for overtime pay.

In addition, staff will fall within one of the following categories:

Full-Time Staff

Full-time staff members are those who are regularly scheduled to work at least forty (40) hours per week. Generally, full-time staff members are eligible for the benefits and leaves of absence described in this Handbook, subject to the terms, conditions, and limitations of each benefit and leave program.

Part-Time Staff

Part-time staff members are those employed who are regularly scheduled to work thirty-nine (39) hours or less per week. Generally, part-time staff regularly scheduled to work twenty (20) or more hours per week are eligible for the benefits and leaves of absences described in this Handbook, subject to the terms, conditions, and limitations of each benefit and leave program. Staff regularly scheduled to work less than twenty (20) hours per week receive legally mandated benefits and leaves, but are ineligible for all of KIPP's other employment benefits and leave programs. A change from part-time to full-time status will be effective only if the staff member has been advised of the change by the staff member's supervisor and Human Resources.

Temporary Staff

Temporary staff members are those staff members who are hired to work for a limited period of time or for a specific project.

Temporary Employment - Without Benefits

Temporary staff members working less than twenty (20) hours per week or working less than ninety (90) days are not eligible for benefits or paid time off. Temporary school-based staff members who work less than thirty (30) days for KIPP in a year are not eligible to accrue paid sick leave except where required by applicable local ordinances.

Temporary Employment - With Benefits

Temporary staff members who work more than 30 days are eligible to accrue paid sick leave. Temporary staff members working over twenty (20) hours per week and for periods longer than ninety (90) days will be eligible for benefits subject to the terms, conditions, and limitations of each plan.

At-Will Employment

Except if stated expressly otherwise by an employment contract, all staff members are considered "at-will" staff members of KIPP. Accordingly, either KIPP or the staff member can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, KIPP memoranda or other materials provided to staff members in connection with their employment shall require KIPP to have “cause” to terminate a staff member or otherwise restrict KIPP’s right to release a staff member from their at-will employment with KIPP. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict KIPP’s right to terminate at-will. No KIPP representative, other than the Board of Directors or its designee, is authorized to modify this policy for any staff member or to make any representations to staff members or applicants concerning the terms or conditions of employment with KIPP that are not consistent with KIPP’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or staff member applications, KIPP memoranda, or any other materials provided to staff members in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Meal and Rest Periods

Non-exempt staff members working at least five (5) hours are provided with an unpaid thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. A staff member may waive this meal period if the day’s work will be completed in no more than six (6) hours, provided the staff member and their supervisor mutually consent to the waiver in writing. For instructions on this process reach out to HR@kippnorcal.org.

Non-exempt staff members are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Staff members are prohibited from combining meal and rest period time.

A staff member’s supervisor must be aware of and approve scheduled meal and rest periods. Staff members must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Staff members are expected to observe assigned working hours and the time allowed for meal and rest periods.

Attendance and Tardiness

All staff members are expected to arrive at work consistently and on time. Individual work schedules may vary for each site and/or team, and they are set forth by the manager/School Leader. Absenteeism and tardiness negatively affects KIPP’s ability to run its educational program, disrupts consistency in students’ learning, and the ability to run an effective operation.

If it is necessary to be absent or late, staff members are expected to contact the School Leader/supervisor as soon as possible but no later than one and half hours (1.5 hours) before the start of the workday. Staff members absent from work longer than one (1) day, are expected to keep the School Leader/supervisor sufficiently informed of the situation.

If a staff member must take a midday absence for an appointment, staff members are required to gain approval from their managers of their arrival and departure. Non-exempt employees must clock out and in for time off campus.

Excessive unpaid or unexcused absences and/or tardiness may result in disciplinary action up to and including release from employment with KIPP.

Absences for more than three (3) consecutive days without notifying the School Leader/supervisor will be considered a voluntary resignation from employment, and will be processed accordingly.

Time Cards/Records

By law, KIPP is obligated to keep accurate records of the time worked by non-exempt staff members. Such staff members shall be required to utilize KIPP's time card system.

Non-exempt staff members must accurately clock in and out of their shifts. The time card documents a staff member's arrival and departure time, as well as lunch and for absences like doctors or dentist's appointments. All staff members are required to keep their manager advised of their departures from and return to the school/regional office premises during the workday.

Non-exempt staff members are solely responsible for ensuring accurate information on their time cards and remembering to record time worked daily. If a staff member forgets to mark their time card or makes an error on the time card, the staff member must (1) enter the correction information in the Comments section of their electronic time card; and (2) contact their Director Of School Operations/supervisor to make the correction. In order for non-exempt staff members to be compensated accurately for time worked, they should not perform any off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running work related errands after logging out. This ensures that non-exempt staff members are only working during their work hours.

No one may record hours worked on another staff member's time card or clock in or out for another staff member with the exception of the staff member's direct supervisor who may need to correct time card entries on behalf of the staff member. Any staff member who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment.

Remote Work Policy (RSO Staff Only)

In an effort to best meet the educational needs of our students and families, school site staff members are not eligible for remote work. RSO staff members, however, follow a hybrid work policy.

KIPP's hybrid work policy requires that all RSO staff members work onsite* at least two days a week and may work the 3 other days remotely. When working remotely, all staff must always be working from California unless approved by Manager and HR. Staff that are attending a conference are approved for one week to work from that site.

*Onsite work means a staff member must be at one of the sites listed below:

1. The RSO Oakland or one of our RSO satellite offices (i.e. Stockton, San Jose, etc.)
2. at a school site or
3. at a designated site that makes sense for your job (i.e. on a college campus if working with students for KIPP Forward).

If an onsite day needs to be changed, it must be done so with the approval of your direct manager. This is to ensure consideration for office capacity as well as organizational need.

Personal Business

KIPP's facilities for handling mail and telephone calls are designed to accommodate KIPP business. Staff members should have their personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Any personal calls made on KIPP provided equipment should not be made outside the immediate dialing area. KIPP materials, time or equipment should not be used for personal projects.

Personal Appearance/ Standards of Dress

During the workday, personal appearance becomes a facet of how staff members represent KIPP. KIPP's stance on what constitutes professional and appropriate personal appearance may differ from the views of any individual staff member. The purpose of this policy is to clarify KIPP's expectations and requirements for staff members in regard to personal appearance, dress, and grooming. The supervisors of individual work sites may adopt more specific codes to govern personal appearance at that work site, such as requiring non-denim pants.

This policy is not intended to restrict a staff member's ability to groom or dress in accordance with religious or cultural customs, or in accordance with their gender identity. If staff members have concerns or questions about the impacts of the dress code on a protected aspect of their identity, such as their gender identity, religion, or medical condition, they should consult the Director of Human Resources.

Staff members are encouraged to wear clothing that will present an image consistent with and appropriate to their general job responsibilities, and will not interfere with learning. Accordingly, all staff members shall adhere to the following standards of dress:

1. Clothing and jewelry must be safe and appropriate to the environment.
2. No undergarments should be showing, or be able to show while performing any regular job responsibilities.
3. Crop tops are not permitted.
4. Gym attire and/ or sleepwear are not permitted.
5. Clothing or jewelry with logos that depict and/ or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity or obscenity are not permitted.
6. Shoes should be worn that are appropriate to a staff member's job responsibilities.

Security Protocols

Maintaining the security of our school campuses and sites is the responsibility of all KIPP staff members. KIPP has developed guidelines to help maintain a secure workplace. Staff members should be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Staff members should report any suspicious persons or activities to their manager or their school administration team. Staff members' desks and/or offices should be secured at the end of the day. Staff members should immediately notify their manager and/or school administration team when keys are missing, or if security access codes or passes have been breached.

Occupational Safety

KIPP is committed to the safety of its staff members, students, vendors, contractors and the public. The prevention of accidents is the responsibility of every KIPP supervisor. Staff members are expected to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If a staff member is ever in doubt how to perform a job or task safely,

staff member's should request clarification from their supervisor. Staff members must report unsafe conditions immediately to their manager.

KIPP's management is required to provide safe and healthy working conditions for all staff members and to establish and require the use of safe practices at all times. Failure to comply with or enforce KIPP safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/ Incident Reporting

It is the duty of every staff member to immediately or as soon as is practical report any accident or injury occurring during work or on KIPP premises to their manager so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Staff Member Wages

Work Hours and Overtime for Non-Exempt Staff

Staff members classified as non-exempt (hourly) are eligible for overtime pay according to applicable law. Overtime will be computed based on actual time worked, and does not include holiday or PTO/sick time.

According to applicable law, staff members in exempt (salary) positions are not eligible for overtime pay. Exempt staff members may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt staff members, nor are exempt staff members eligible for time off in lieu of overtime.

Overtime Pay

Whether a staff member is exempt from, or subject to overtime pay, will be determined on a case-by-case basis and will be indicated in the staff member's job description. Non-exempt staff members may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt staff members. KIPP will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the staff member's direct supervisor. KIPP provides compensation for all overtime hours worked by non-exempt staff members in accordance with state and federal law as follows:

For staff members subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the staff member's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Payroll Withholdings

As required by law, KIPP shall withhold Federal Income Tax, State Income Tax, Social Security (“FICA”) and State Disability Insurance from each staff member’s pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the staff member claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. FICA: The Federal Insurance Contribution Act requires that a certain percentage of staff member earnings be deducted and forwarded to the federal government, together with an equal amount contributed by KIPP.
4. State Disability Insurance (“SDI”): This state fund is used to provide benefits to those out of work because of illness or disability.

For explanations on staff member payroll withholdings, staff members should reach out to the HR department to discuss.

Staff members may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it via the Staff Member Portal in the HRIS/Payroll system.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. The federal Withholding Tax deduction is determined by the staff member’s W-4 form. The W-4 form is initially completed upon hire, and it is the staff member’s responsibility to report any changes in filing status and to fill out a new W-4 form via the staff member Self-Service Portal.

At the end of the calendar year, a “withholding statement” (“W-2”) will be prepared and forwarded to each staff member for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Staff members may also have deductions made to their paychecks when a wage overpayment occurs. The School may require the staff member to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the staff member’s payroll check, among other options. A staff member who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide staff members with advance written notice of the deduction prior to the pay period where it will go into effect.

Pay Periods

Staff members are paid on the 15th and last day of the month, except when those days fall on a holiday or a weekend, in which case staff members are paid on the prior work day. Staff members are paid via automatic payroll deposit (“Direct Deposit”) or through live check. All staff members are paid for the time that they work. If staff members believe an error has been made in their paycheck, please contact the KIPP Human Resources team as soon as possible. A staff member’s paycheck will not be released to another person without the written authorization from the staff member.

Wage Attachments and Garnishments

Under normal circumstances, KIPP will not assist creditors in the collection of personal debts from its staff members. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require KIPP, by law, to withhold part of a staff member's earnings in their favor.

Staff members are strongly encouraged to avoid such wage attachments and garnishments. If KIPP is presented with a second garnishment request concerning a staff member, Human Resources may reach out to discuss the situation with the staff member.

Health, Safety and Security

Equal Employment Opportunity Policy

KIPP is an equal opportunity employer. It is the policy of KIPP to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race or ethnicity (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the staff member is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("Family and Medical Leave Act"), Pregnancy Disability Leave ("Pregnancy Disability Leave ") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("California Family Rights Act"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Weight and height;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and staff members and to all aspects of the employment relationship, including the hiring of new staff members and the training, transfer, promotion, discipline, termination, compensation and benefits of existing staff members.

Accommodations for Individuals with Disabilities

KIPP Northern California is committed to ensuring an equal opportunity for qualified individuals with disabilities. To comply with applicable federal and state laws ensuring equal employment opportunities to qualified individuals with a disability, KIPP will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or a staff member unless undue hardship would result or be to direct threat to the safety of the staff member or others in the workplace. A reasonable accommodation is any change or adjustment to the workplace that permits a qualified applicant or staff member with a disability to participate in the job application process, to perform the essential functions of a job, or to enjoy the benefits and privileges of employment equal to those enjoyed by staff members with disabilities.

In general, it is an applicant or staff member's responsibility to notify KIPP Northern California if they require an accommodation. To request an accommodation, staff members should contact the Human Resources team and request such an accommodation at hr@kippnorcal.org. Staff members will be required to submit a medical certification form completed and signed by their health care provider with information about their condition. Such information will be kept confidential to the fullest extent permitted by the law. KIPP will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, KIPP will make the accommodation.

Accommodations for Religious Beliefs

KIPP is committed to providing reasonable accommodations for a staff member's bona fide religious beliefs, unless doing so would cause undue hardship to the school operations.

Accommodations for Nursing Mothers

KIPP accommodates lactating staff members by providing a reasonable amount of break time to any staff member who desires to express breast milk for an infant child, for up to one year after the birth of their child. The break time shall, if possible, run concurrently with any break time already provided to the staff member. Staff members who need break time provided to express breast milk outside of regularly scheduled time that does not run concurrently with breaks time already provided to the staff member should contact Human Resources at hr@kippnorcal.org to engage in an interactive process regarding lactation accommodations.

KIPP will make reasonable efforts to provide staff members who need a lactation accommodation with the use of a room or other private location that is located close to the staff member's work area. Such a room and/or location shall not be a bathroom. Staff members shall be given access to a sink with running water and a refrigerator. Staff members with private offices may be required to use their offices to express breast milk. Staff members who desire lactation accommodations should contact their supervisor to request accommodations.

Policy Against Unlawful Workplace Harassment, Discrimination and Retaliation

KIPP is committed to providing a work environment that is free of illicit harassment based on any protected characteristics. As a result, KIPP maintains a strict policy prohibiting sexual harassment and harassment against staff members, applicants for employment, individuals providing services in the

workplace pursuant to a contract, unpaid interns or volunteers based on any legally-recognized basis, including, but not limited to, their actual or perceived race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists), color; gender (including gender identity, gender expression, and transgender identity, whether or not the staff member is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; weight and height, military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

This policy applies to all persons involved in our operations, including co-workers, supervisors, managers, temporary or seasonal workers, agents, clients, vendors, customers, or any other third party interacting with KIPP ("third parties") and prohibits proscribed harassing conduct by any staff member or third party of KIPP, including nonsupervisory staff members, supervisors and managers. If such harassment occurs on KIPP's premises or is directed toward a staff member or a third party interacting with KIPP, the procedures in this policy should be followed.

Sexual Harassment Defined

Sexual harassment includes unwanted sexual advances, requests for sexual favors or visual, verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made a term or condition of employment; or
- Submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with a staff member's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment also includes various forms of offensive behavior based on sex and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list:

- Unwanted sexual advances
- Offering employment benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering; making sexual gestures; displaying sexually suggestive objects or pictures, cartoons, posters, websites, emails or text messages
- Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about a staff member's body or dress
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements
- Retaliation for reporting harassment or threatening to report sexual harassment

A staff member may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. A staff member who engages in unlawful harassment may be personally liable for harassment even if KIPP had no knowledge of such conduct.

Other Types of Harassment

Prohibited harassment on the basis of any legally protected classification, including, but not limited to: race, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including domestic partnership status), age (40 or over), sexual orientation, Civil Air Patrol status, military and veteran status, immigration status or any other consideration protected by federal, state or local law, includes behavior similar to the illustrations above pertaining to sexual harassment. This includes conduct such as:

- Verbal conduct including threats, epithets, derogatory comments or slurs based on an individual's protected classification;
- Visual conduct, including derogatory posters, photographs, cartoons, drawings or gestures based on protected classification; and
- Physical conduct, including assault, unwanted touching or blocking normal movement because of an individual's protected status.

Abusive Conduct Prevention/Training

As per law, all supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All other non-supervisory staff members will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every one (1) year thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that a staff member is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Complaint Procedure

KIPP's reporting procedure provides for a thorough and objective investigation of any harassment or discrimination claim, appropriate disciplinary action against one found to have engaged in prohibited harassment or discrimination, and appropriate remedies for any victim of harassment or discrimination, if warranted under the circumstances.

Any staff member who believes that they have been harassed, discriminated against, or subjected to retaliation or abusive conduct by a coworker, supervisor, agent, client, vendor, customer, or any other third party interacting with KIPP in violation of the foregoing policies, or who is aware of such behavior against others, should immediately provide a written or verbal report to any of the following: (1) their supervisor; (2) any other member of management; (3), Human Resources email at hr@kipppnorcal.org; or (4) Grace Voorhis, Board Chair at grace.voorhis@kipppnorcal.org.

Staff members are not required to make a complaint directly to their immediate supervisor. **Supervisors and managers who receive complaints of misconduct must immediately report such conduct to the HR Director and/or the Associate Director of HR.** When a report is received, KIPP will conduct a fair, timely,

thorough and objective investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. KIPP expects all staff members to fully cooperate with any investigation conducted by KIPP into a complaint of proscribed harassment, discrimination or retaliation, or regarding the alleged violation of any other KIPP policies. KIPP will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable federal and state law. Complaints which fall within the scope of Title IX will be handled in accordance with KIPP's Title IX Policy and Procedures.

Upon completion of the investigation, KIPP will communicate its conclusion as soon as practical. If KIPP determines that this policy has been violated, remedial action will be taken, commensurate with the severity of the offense, up to and including termination of employment. Appropriate action will also be taken to deter any such conduct in the future.

Protection Against Retaliation

Retaliation is prohibited against any person by another staff member or by KIPP for using KIPP's complaint procedure, reporting discrimination or harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by Human Resources or a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Staff members who believe that they have been retaliated against should promptly report the retaliation verbally or in writing to any of the following:

- (1) Any manager
- (2) Chief People Officer
- (3) Human Resources Director
- (4) Associate Director of Human Resources
- (4) via email at hr@kippnorcal.org

Any report of retaliatory conduct will be investigated in a fair, timely, thorough and objective manner in accordance with the investigation procedure.

If KIPP determines that unlawful retaliation has occurred, it will take remedial action, commensurate with the severity of the offense. KIPP will also take appropriate action to deter future retaliation. KIPP will not retaliate against any staff member for filing a complaint and will not knowingly permit retaliation by management staff members or co-workers.

Liability for Unlawful Harassment

Any person who is found to have engaged in unlawful harassment is subject to disciplinary action up to and including discharge from employment.

A person who engages in harassment may be held personally liable for monetary damages. KIPP does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, KIPP reserves the right not to provide a defense or pay damages assessed against a staff member or anyone providing services under contract for conduct in violation of this policy.

Additional Enforcement Information

In addition to KIPP's internal complaint procedure, staff members should also be aware that the United States Equal Employment Opportunity Commission ("EEOC"), the California Department of Fair Employment and Housing, and other state anti-discrimination agencies investigate and prosecute complaints of harassment or discrimination in employment. Staff members who believe that they have suffered unlawful discrimination, harassment, or retaliation may file a complaint with either of these agencies. These agencies serve as neutral fact finders and attempt to help the parties voluntarily resolve disputes.

Whistleblower Policy

KIPP requires its officers, staff members, interns, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within KIPP. As representatives of KIPP, all individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations.

It is the policy of KIPP to encourage its staff members to disclose policy violations, improper activities, and any conditions that are a significant threat to public health or safety, and to protect those who come forward to report such violations, activities, or conditions. As such, staff members shall have the right to disclose any: (1) violations of KIPP's policies, procedures, or rules; (2) activity by KIPP or by a KIPP staff member that violates state or federal law (including, but not limited to corruption, malfeasance, bribery, theft or misuse of KIPP property, fraudulent claims, fraud, coercion, conversion, malicious prosecution, or willful omission to perform a duty), is economically wasteful, or involves gross misconduct, incompetence, or inefficiency; or (3) condition that may significantly threaten the health or safety of staff members or the public. When the staff member has reasonable cause to believe that the information discloses a violation of state or federal statute, or a violation of or noncompliance with a local, state, or federal rule or regulation, he or she has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity.

No staff member shall use or attempt to use their official authority or influence to intimidate, threaten, coerce, or command another staff member for the purpose of interfering with that staff member's right to disclose the aforementioned protected information. No one who in good faith reports such protected information, or who, in good faith, cooperates in the investigation of the protected information, shall suffer harassment, retaliation, or adverse employment action. However, any report that the reporter has good reason to believe is false will be viewed as a serious disciplinary offense.

Any staff member who has disclosed protected information and believes that he or she has subsequently been subjected to harassment, retaliation, or adverse employment action shall file a complaint with their supervisor or Human Resources. All complaints will be investigated in a fair, timely, thorough and objective manner. If a report of harassment or retaliation is substantiated, remedial action will be taken, commensurate with the severity of the offense, up to and including discharge.

Workplace Violence

It is the policy of KIPP that violence or threats of violence in any form are unacceptable and will not be tolerated. This policy reaffirms KIPP's commitment that all staff members should be able to enjoy a work environment free from all forms of violence. In addition, KIPP believes that workplace violence should be

prevented to the extent reasonably possible. This policy sets forth KIPP's Workplace Violence Prevention Policy.

This policy covers all staff members, interns, and volunteers of KIPP. KIPP will not tolerate, condone or allow violence, whether engaged in by staff members, supervisors, managers, non-staff members (including students, students' family members, contract workers or vendors), visitors, or others who conduct business with KIPP. KIPP encourages the reporting of all incidents or threats of violence regardless of who the offender may be.

This policy prohibits all acts or threats of violence, inappropriate aggression, or intimidation in any form, including verbal, written, physical, or any conduct that may be construed as a racial, sexual, ethnic or religious slur, or a slur based upon based on actual or perceived characteristics of race or ethnicity, nationality, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, immigration status, or any other consideration made unlawful under federal, state or local laws.

This policy is intended to bring KIPP into compliance with existing legal provisions requiring employers to provide a safe workplace; it is not intended to create any obligations beyond those required by existing law.

Definitions

Workplace violence is any intentional conduct that is sufficiently severe, offensive, or intimidating to cause an individual to reasonably fear for their personal safety or the safety of their family, friends, and/or property such that employment conditions are altered or a hostile, abusive, or intimidating work environment is created for one or several KIPP staff members. Workplace violence may involve any threats or acts of violence occurring on KIPP's premises, regardless of the relationship between KIPP and the parties involved in the incident. It also includes threats or acts of violence that affect the business interests of KIPP or that may lead to an incident of violence on KIPP's premises. Threats or acts of violence occurring off KIPP's premises that involve staff members, students, students' family members, agents, or individuals acting as a representative of KIPP, whether as victims of, or active participants in the conduct, may also constitute workplace violence. Specific examples of conduct that may constitute threats or acts of violence under this policy include, but are not limited to, the following:

- Threats or acts of physical or otherwise aggressive conduct directed toward another individual;
- Threats or acts of physical harm directed toward an individual or their family, friends, associates, or property;
- The intentional destruction or threat of destruction of KIPP's property or the property of another individual;
- Harassing or threatening phone calls, texts, emails, social media posts, etc.;
- Surveillance;
- Stalking;
- Veiled threats of physical harm or similar intimidation; and
- Any conduct resulting in the conviction under any criminal code provision relating to violence or threats of violence that adversely affects KIPP's legitimate business interests.

Reporting Complaints

Any pattern of behavior that seems to indicate violence toward another individual must be reported to any member of management and/or Human Resources. Any staff member who is threatened with

violence, observes a threat, or otherwise becomes aware of a threat of violence must report this conduct promptly. If a staff member or other individual is in immediate danger or observes a violent action toward another individual, contact law enforcement as appropriate; report to Supervisor and Human Resources as soon as possible. Any report of an act of violence will be kept confidential to the extent possible.

Enforcement

Any person who engages in a threat or violent action on KIPP's property may be removed from the premises as quickly as safety permits and may be required, at KIPP's discretion, to remain off KIPP premises, pending the outcome of an investigation of the incident.

When threats are made or acts of violence are committed by a staff member(s), a judgment will be made by KIPP as to what actions are appropriate, including possible medical evaluation, law enforcement involvement, and/or possible disciplinary action.

Under this policy, decisions may be needed to prevent a threat from being carried out, a violent act from occurring, or a life-threatening situation from developing. No existing policy or procedure of KIPP should be interpreted in a manner that prevents the making of these necessary decisions.

Although KIPP's ability to control the actions of third parties is limited, KIPP will make a reasonable response to threats or actions of violence by third parties. The appropriate action will depend upon the particular facts and circumstances of the situation, as determined through the investigation of the complaint.

KIPP will make the sole determination of whether, and to what extent, threats or acts of violence will be acted upon by KIPP. In making this determination, KIPP will undertake a case-by-case analysis in order to ascertain whether there is a reasonable basis to believe that workplace violence has or will occur. No provision of this policy shall alter the at-will nature of employment at KIPP.

Investigation

KIPP will promptly investigate all allegations of workplace violence or threats thereof. The investigation will include obtaining documentation of the objectionable behavior or other misconduct and/or the interview of witnesses to the conduct.

No Retaliation

KIPP will not permit retaliation against any individual who reports workplace violence. Any staff member found to have engaged in retaliation against another individual for reporting violence will be subject to corrective action, up to and including termination of employment.

If, however, the investigation results in a finding that a staff member knowingly falsely accused another individual of violence or threats of violence or made such accusations in a malicious manner, the accusing staff member will be subject to corrective action, up to and including termination of employment.

Contact Information for Reports/Questions

Beth Thompson

Beth.Thompson@kippnorcal.org; 415-265-4250

David Ling, Chief People Officer

david.ling@kippnorcal.org; 510-926-0812

Jackie Lagomarsino, HR Director

jackie.lagomarsino@kippnorcal.org; 510-971-0486

Staff Internal Complaint Policy

KIPP has established the following internal complaint protocol, the intent of which is to resolve disputes or complaints in a fair and prompt manner. This policy applies to internal complaints not otherwise covered by this Handbook.

Most complaints can be resolved by informal discussions between the concerned party and the other individual(s) involved, or the other individual's supervisor; this is KIPP's preferred method for conflict resolution. However, staff members have multiple ways to reach out to express concerns and resolve an issue as outlined below.

Any staff member who wishes to lodge a complaint against another KIPP staff member or staff member practices can do so by contacting the HR Director, Chief People Officer, or CEO. If a complaint is against the CEO, a staff member may contact the Board. Because a staff member's failure to promptly file a complaint impedes KIPP's ability to investigate and resolve a complaint, staff members are encouraged to file all formal complaints no later than thirty (30) days after the incident. If the incident occurs at the end of the school year, staff members are encouraged to file all formal complaints by June 30 of the current school year.

The CEO or their designee (or the Board or designee, in the event a complaint is against the CEO), will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint. All complainants will be notified that information obtained from the complainants and thereafter will be maintained in a manner as confidential as possible, but in some circumstances confidentiality cannot be assured.

The HR Director will notify the person filing the complaint and the staff member charged, of the final determination in a timely manner.

If the complaint is not resolved, the HR Director will review the complaint and related material, interview parties, and submit findings and recommendations to the Chief People Officer and CEO for final review and resolution.

It is KIPP's expectation that all parties involved shall cooperate in resolving the complaint. In no case is there to be retaliation from any involved party.

Workplace Health and Safety

KIPP has an established policy of providing a safe workplace for all staff members consistent with current federal, state and local laws, as well as proven “common sense” safety practices.

It is only through the combined efforts and interest of all staff members that we can continue to make KIPP a safe place in which to work. Staff members are expected to work safely, observe safety regulations, and report unsafe conditions immediately to the Director Of School Operations at their school site or the Regional Operations team at the RSO.

In compliance with Proposition 65, KIPP will inform staff members of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Non-Smoking Policy

Smoking or vaping shall not be permitted anywhere on the grounds of a school site or the Regional Support Office. This policy applies to all KIPP staff members, students, alumni, contractors, consultants, temporary workers, volunteers, visitors, and community members.

Substance-Free Workplace

KIPP is committed to providing a drug-free, alcohol-free, healthful, and safe workplace. To promote this goal, staff members are required to report to work in appropriate mental and physical condition to perform their jobs.

No staff member may use, manufacture, distribute, dispense, possess, distribute, sell, or be under the influence of alcohol or illegal drugs while: (1) on KIPP property; (2) conducting or performing activities on behalf of KIPP (regardless of location); or (3) responsible for the safety of others in connection with, or while performing, KIPP-related business. An illegal drug is any drug or substance that is illegal under state or federal law. Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment, and/or required participation in a substance abuse rehabilitation or treatment program.

KIPP recognizes that there are times when the consumption of alcohol may be acceptable, for example, at a staff holiday party or work conference. Only the moderate and limited use of alcohol is acceptable on such occasions. Staff members are expected to remain responsible, professional, and sober at all times, and permission from their Supervisor or the CEO must be received before any alcohol comes on any non-school KIPP premises at any time during the day or year. Under California law, alcohol on school premises, even when students are not present, is strictly prohibited. Consumption of alcohol on a KIPP field trip/ lesson or at any time when students are present and/or under KIPP’s care is prohibited.

California Public Records Act (CPRA)

In 1968, the California Legislature enacted the [California Public Records Act](#) (CPRA) under Government Code (GC) sections 7920.530-7922.000. It requires that government records be disclosed to the public, upon request, unless there are privacy and/or public safety exemptions which would prevent doing so. As a California charter school organization, KIPP is legally required to comply with the CPRA. KIPP will comply with any public requests as long as it qualifies under the CPRA.

Media Relations

It is KIPP's goal to give the media a clear, consistent, and up-to-date message about our organization and its programs and services. Since information about our activities changes often, it is easy to provide the media with information that may be inaccurate or misleading.

Staff members are not permitted to make any statement or representation regarding matters of KIPP business to the media on the School's behalf without the prior written consent of their Supervisor and the CEO or designee. All calls from newspapers, magazines, radio and television reporters, or other media outlets must be immediately referred to the Regional Team at media@kipnocal.org.

Audio/Video Content Policy

Staff members must remember that they are role models for students and representatives of the School and Organization. To ensure a safe and productive environment in the workplace, staff members must refrain from playing music, podcasts, audio books, videos, or any other audio/video recording out loud in a way that is disruptive to the organization's operations. Audio/video content containing graphic, violent, sexual, racist, religious, or otherwise inappropriate lyrics language is inappropriate for a workplace environment are/is not permitted to be played where other staff members, students, or stakeholders are able to see and/or hear. If the lyrics and/or images can be questioned, it is best to assume they are inappropriate.

While staff members are permitted to listen to any music, podcasts, audio books, or audio/video recordings of their choice with headphones on during their breaks or during the workday, as long as it does not interfere with the Organization's operations or the performance of their job duties. However, staff members must refrain from listening to music, podcasts, audio books, or any other audio recordings containing inappropriate lyrics language as described above without headphones on during working hours as this is disruptive to the Organization's environment. Visual (i.e. videos) images that are graphic, violent, sexual, racist, religious, or otherwise inappropriate images and language are inappropriate for the workplace. Any staff member who violates this policy may be subject to disciplinary action.

Non-Fraternization Policy

KIPP wants to avoid misunderstandings, actual or potential conflicts of interest, complaints of favoritism, possible claims of sexual harassment and the staff member morale problems that can potentially result from romantic and/or intimate relationships involving managerial staff members and their subordinates, managers and other staff members within their sphere of influence at KIPP, and any staff members and recent KIPP alumni.

KIPP permits the employment of qualified family members, domestic partners, and significant others as long as employment does not create a conflict of interest or undermines KIPP's operations. In accordance with KIPP's employment policies, staff member hiring or promotion will be based on a candidates or staff member's job qualifications and performance. Relationships by family, marriage, domestic partnership, friendship, romantic involvement shall neither advantage or disadvantage a staff member's selection, promotion, salary or other conditions of employment.

To safe-guard against personal relationships interfering with, or appearing to interfere with, workplace operations, KIPP will not knowingly place family members, domestic partners, significant others, or individuals engaged in a romantic relationship in a supervisor-supervisee relationship. Furthermore, KIPP strongly discourages supervisors from engaging in romantic relationships with their director reports, and from hiring family members. KIPP also discourages KIPP staff from engaging in romantic relationships with students' family members and/or other family members of students. Lastly, KIPP strongly discourages staff members from becoming romantically involved with KIPP interns at any time of their internship, regardless if the staff member supervises the intern or not.

All KIPP staff members are prohibited from having romantic and/or intimate relationships with KIPP alumni that are receiving regular services with KIPP Forward. These relationships raise concerns regarding timing of consent, conflicts of interest, and the appearance of impropriety. They are problematic because of the recent unequal status of the parties, particularly when the staff member had supervisory, instructional, or other professional responsibility over the student. These relationships also damage the credibility or reputation of the staff member and KIPP, especially in the eyes of the families KIPP serves, and expose both the staff member and/or KIPP to liability.

If a supervisor becomes romantically involved with a supervisee (direct or indirect report), another staff member, intern, or a student's family member, staff members shall alert the Human Resources department as soon as possible to address the situation. If, in the opinion of KIPP, a personal relationship creates a conflict of interest, causes disruption, creates a negative or unprofessional work environment or presents concerns regarding supervision, safety, security, or morale, KIPP reserves the right to re-assign reporting relationships and/or roles. For the purposes of this policy, a supervisor is defined as anyone who has the ability to hire, fire, promote, demote, discipline, evaluate, or determine the compensation of their supervisee.

Safe School Environment

KIPP is committed to creating a safe learning and working environment for all students and staff members. KIPP recognizes the harmful effects of discrimination, harassment, intimidation, and bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm.

KIPP prohibits unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics of race or ethnicity, nationality, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, immigration status, or any other consideration made unlawful under federal, state or local laws. This policy applies to all acts related to school activity or school attendance under the jurisdiction of KIPP, including any acts occurring on KIPP property or during a KIPP event, regardless of the location.

Any staff member who witnesses an act of discrimination, harassment, intimidation, or bullying based on an actual or perceived characteristic must take immediate steps to intervene when safe to do so. Additionally, any staff member who observes or receives a report of unlawful discrimination, harassment, intimidation, or bullying must promptly report the conduct to the School Leader, whether or not the target of the conduct makes a report or files a complaint. Any staff member who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including termination.

Required Trainings

In our effort to ensure every staff member is equipped with the information required to keep students safe, and to foster a productive work environment, all KIPP Northern CA staff member's are expected to take a series of training sessions within 30 days of employment and yearly thereafter.

- Human Resources
 - Sexual Harassment: Staff to Staff
 - Sexual Harassment: Student Issues and Response
- Social and Behavioral
 - Mandated Reporting

Other training may be assigned based on a staff member's job responsibilities. Failure to complete required mandatory training in a timely manner, may be subject to disciplinary action and/or placement of unpaid administrative leave until training is completed.

Professional Boundaries: Staff/KIPPster Interaction Policy

For the purposes of this policy, the term "KIPPster" refers to any current KIPP Student, or alumni still enrolled in a KIPP program, including KIPP Forward which extends throughout their college career.

KIPP recognizes its responsibility to make and enforce all rules and regulations to bring about the safest environment possible for students, alumni enrolled in KIPP programs, and KIPP staff.

Corporal Punishment

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 this policy, corporal punishment does not include a staff member's use of force that is reasonable and necessary to protect the staff member, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of KIPP personnel:

Examples of PERMITTED actions (NOT corporal punishment)

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

*Examples of **PROHIBITED** actions (corporal punishment)*

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Professional Boundaries

This policy is intended to guide all faculty and staff in conducting themselves in a way that reflects the highest standards of behavior and professionalism required of school staff members and to specify the boundaries between students, alumni, and staff. Trespassing the boundaries of a staff member/KIPPster relationship is deemed an abuse of power and a betrayal of public trust.

All staff must carefully review this policy along with each of the examples given in the policy related to acceptable and unacceptable staff member behavior (see examples in section below). Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by students' family members, students, alumni, colleagues, or school leaders. One viable standard that can be quickly applied when the staff member is unsure if certain conduct is acceptable is to ask themselves, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation, sexual insinuation, or unprofessional from a student, alumni, or parent's point of view. The objective of providing examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct or generally unprofessional.

Staff members must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all staff members learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with KIPPsters certainly fosters learning, staff interactions with KIPPsters, including alumni receiving services through KIPP Forward, must respect professional boundaries surrounding potential activities, locations, and intentions.

Staff members are expressly prohibited from engaging in, soliciting, or encouraging a sexual relationship or sexual activity with a KIPPster, regardless of whether the KIPPster is an adult and the relationship or activity is consensual. Additionally, sexual relationships or sexual activities between staff members and former KIPPsters are prohibited if the staff member pursued an intimate or sexual relationship with the former KIPPster while the former KIPPster was enrolled as a KIPP student or in a KIPP program and while the staff member was employed by KIPP.

Duty to Report

All staff members play an integral role in keeping our KIPPsters safe, and it is a staff member's duty to report any concerns related to misconduct to the appropriate authority, both internal and external, even if they don't have full information or context. When any staff member reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must

immediately report the matter to a school administrator and/or to the Human Resources Department at hr@kipnocal.org. If necessary, a staff member must report the incident(s) to law enforcement, including Child Welfare Services (CWS). All reports shall be treated as confidential to the fullest extent possible under the circumstances. It is the duty of the school administration team, HR Director, and/or the Associate Director of HR to investigate and thoroughly report the situation to the CEO in a timely manner. Staff members must also report to the school administration team any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for physical and/or sexual abuse.

Examples of Unacceptable Behavior

This is not an exhaustive list.

- Any conduct that may constitute harassing or discriminatory behavior, as defined in KIPP's Policy Against Unlawful Workplace Harassment, Discrimination, and Retaliation and KIPP's Safe School Environment Policy
- Giving gifts to a KIPPster that are of a personal and intimate nature
- Kissing of any kind
- Any type of unnecessary physical contact with a KIPPster in a private situation
- Making or participating in sexually inappropriate comments
- Sexual jokes
- Seeking emotional involvement with a KIPPster for a staff member's benefit
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a KIPPster in an attempt to gain their support and understanding
- Becoming involved with a KIPPster so that a reasonable person may suspect inappropriate behavior
- Having/inviting one student into the staff member's home is unacceptable
- Providing any treatment that could be viewed as preferential or unprofessional (buying lunches, special privileges, etc.)
- Being alone in a room with a student at school with the door closed/locked

Cautionary Staff/Student Behavior

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages or letters to students if the content is not about school activities
- Having a group of KIPPsters over a staff member's house with school administration and parent/guardian permission

Examples of Acceptable Behavior

- Emails, text, phone calls and instant messages to KIPPsters that are professional and pertain to school activities or classes. Communication should be limited to school technology.
- Keeping the door open when alone with a KIPPster
- Keeping reasonable space between staff member and a KIPPster

- Stopping and correcting a KIPPster if they cross a staff member’s own personal boundaries
- Keeping students' family members informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional
- Recognizing the responsibility to stop unacceptable behavior of KIPPsters or coworkers
- Giving KIPPsters praise and recognition without touching them
- Pats on the back, high fives and handshakes are acceptable
- Hugging students is only appropriate if it is done in a public space where others are present, minimal bodily contact is involved (e.g. side or arm around the shoulder hug) and it does not make the student uncomfortable in any way (ask in advance; don’t assume). Please be aware of the positive reinforcement methods that are age-appropriate for students (e.g. elementary students may appreciate a quick hug while middle and high schoolers may not). When in doubt, do not hug a student
- Asking if staff members actions are worth their job and career

Required Safety Practices for the Protection of Staff and Students

- Obtaining signed parental consent and written approval from the school leader are required for any non-sponsored after school activity
- Obtaining formal approval to take KIPPsters off school property for activities such as field trips, athletic events or competitions
- Asking another staff member to be present if the staff member will be alone with any type of special needs student
- Asking another staff member to be present when the staff member must be alone with a student after regular school hours
- Asking for advice from fellow staff or administrators if found in a difficult situation related to boundaries
- Involving their supervisor if conflict arises with a KIPPster
- Informing their School Leader about situations that have the potential to become more severe
- Making detailed notes about an incident that could evolve into a more serious situation later
- Keeping their professional conduct a high priority

Use of Technology by Staff to Communicate with KIPPsters

Any communication by a KIPP staff member with KIPPsters -- including through the use of electronic media or technology -- should always be limited to KIPP business and maintain a strictly professional tone. KIPP staff should only use KIPP provided equipment and contact information to communicate with students and students' family members/guardians.

Child Abuse and Neglect: Identification and Reporting

All staff must follow state laws on reporting abuse. The California Child Abuse and Neglect Reporting Act (“CANRA”), codified at California Penal Code Sections 11164-11174.3, requires Mandated Reporters (as defined in the Act) to report suspected child abuse or neglect. KIPP considers all staff members Mandated Reporters. As such, all staff members are required to submit a report of any observed, actual knowledge of, or reasonably suspect child abuse or neglect at home, on KIPP property, during a school event, or by KIPP personnel to promptly report the concern to an appropriate law enforcement agency and to KIPP.

Definitions

“*Child*” means a person under the age of 18 years.

“*Child Abuse or Neglect*” includes: (1) physical injury or death inflicted by other than accidental means upon a child by another person; (2) sexual abuse, including sexual assault or sexual exploitation, as defined in Penal Code Section 11165.1; (3) neglect as defined in Penal Code Section 11165.2; (4) the willful harming or injuring of a child or the endangerment of the person or health of a child, as defined in Penal Code Section 11165.3; and (5) unlawful corporal punishment or injury as defined in Penal Code Section 11165.4. Child abuse or neglect does not include a mutual affray between minors or an injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of their employment.

“*Mandated Reporter*” includes all KIPP staff members for purposes of this policy. It includes all teachers, teachers’ assistants, classified staff members, administrators, and coaches.

“*Reasonable Suspicion*” means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Mandated Reporters

All staff members are considered to be mandated reporters, and they must sign a statement that he or she has knowledge of the Child Abuse and Neglect Reporting Act and will comply with those provisions. KIPP will provide annual training on the mandated reporting requirements. This training will include training in identification and reporting of child abuse and neglect, and information about the failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code Section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All staff members required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that staff member’s employment.

Reportable Incidents

A mandated reporter **must** make a report using the procedures provided below whenever, in their professional capacity or within the scope of their employment, they has knowledge of, or observes a child, whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage, or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Any other person who has knowledge of, or observes, a child whom they knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or

neglect to the appropriate agency. For purposes of this paragraph, “any other person” includes any person not identified as a mandated reporter, or any mandated reporter who acts in their private capacity and not in their professional capacity or within the scope of their employment.

Any KIPP staff member who reasonably believes that they have observed the commission of a murder, rape, lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child shall notify a peace officer.

Reporting Responsibilities

The reporting duties of mandated reporters are individual, and cannot be delegated to another person. However, when two (2) or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is an agreement among them, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. But any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

No supervisor or administrator may impede or inhibit a mandated reporter from making a report. Any KIPP staff member who prevents another KIPP staff member from submitting a report may be subject to disciplinary action, up to and including termination of employment.

Reporting Procedures

Please be aware that it is each mandated reporter’s duty to report the known or suspected instance of child abuse only. Staff members are not required to investigate or substantiate the suspected abuse; the law enforcement agencies are charged with investigating the matter. If a staff member believes a child is at immediate risk or if a crime is in progress, they should immediately call 911.

External Reports

Mandated reporters are legally required to externally report known or suspected child abuse or neglect as follows:

Step One: Initial Telephone Report

Immediately, or as soon as practicable, make an initial telephone report to one of the following:

- Any police department or sheriff’s department (Not including the school district police or security department);
- A county probation department, if designated by the county to receive mandated reports; or
- The county welfare department (Child Welfare Services)
 - Oakland: (510) 259-1800
 - San Francisco: (800) 856-5553
 - San Jose: (408) 299-2071, (408) 683-0601, (650) 493-1186
 - San Lorenzo and Oakland: (510) 259-1800
 - Redwood City: (650) 802-7922 or (800) 632-4615
 - Stockton: (209) 468-1333

Step Two: Written Report

Within thirty-six (36) hours of knowing or observing the information concerning the incident, the mandated reporter must prepare and send, fax, or electronically submit to the appropriate law enforcement agency a written follow-up report, which includes Form SS 8572, available at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf.

Internal Reports

Under this policy, anyone who is required to make an external report is encouraged, but not required, to make an internal report to their School Leader and/or director as soon as possible after the initial telephone report. Reporting the information to the School Leader or any other member of the KIPP community shall not be a substitute for making a mandated report to the appropriate agency.

Student Transportation Policy

The safe operation of motor vehicles is very important at KIPP. Only KIPP employees operating KIPP-Owned or rental vehicles are allowed to transport students. Prior to transporting students, all employees must be cleared to drive by Human Resources and the School Operation Team by demonstrating that they are over the age of 25, maintain a satisfactory DMV driving record, and have a valid California driver's license. DMV record checks will be requested annually for employees approved to transport students.

- Employees must maintain a clean driving record, and infractions may result in not being approved or the revocation of a driving privilege. Employees with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for KIPP business.
- Employees with one or more of the following citations on their record may NOT drive on behalf of the School: Driving under the influence of drugs or alcohol, failure to stop for an accident, homicide, manslaughter, or assault arising out of the operation of a motor vehicle, driving with a revoked or suspended license, possession of an opened container of alcohol in a vehicle, speed contest drag or highway racing, attempting to elude a police officer, hit and run, reckless driving, and car safety seat violations.
- Employees convicted of a felony shall not be permitted to transport KIPP students.

While transporting students, KIPP employees will:

- Obey all traffic laws, and at no time shall employees drive longer than eight (8) hours in a 24-hour period. Drivers are encouraged to take 15-minute breaks from driving once every two (2) hours.
- Use the safest and most direct routes of travel at all times during field trips or excursions.
- Only utilize cell phones in hands-free mode for the purpose of navigation while driving, and only if they can do so safely.
- Not exceeding the legal occupancy limit of ten (10) occupants (including the driver), and students will be seated with individual seat belts at all times.
- Not transport non-employee passengers either during or after normal business hours unless prior approval from the School Leader or School Operations Team is granted and the non-employee signs a waiver of liability
- Not transport students or recent alumni, college-age or younger, in the KIPP employees' personal vehicles. However, permissible exceptions may occur when:
 - the KIPP employee is also the parent of the student

- the KIPP employee (acting in their capacity as a parent), drives an activities carpool (not sponsored by the KIPP School) on the weekend and/or after school for their child and their child's friend and has obtained permission from that child's parent or guardian
- the KIPP employee is a parentally approved emergency contact for a colleague and drives their child, who is also a student at the KIPP School.
- Not ride in vehicles operated by students or recent alumni, college-age or younger.

KIPP-Owned Vehicles

KIPP-Owned vehicles are purchased and maintained by KIPP Schools and may only be operated by KIPP employees on authorized KIPP business.

Operation of KIPP-owned Vehicle on KIPP Business

All KIPP employees authorized to drive on KIPP business will exhibit safe and courteous driving practices and ensure that vehicles be maintained in safe working order. KIPP-Owned vehicles may not be used for personal errands or personal business (e.g., going to the bank, visiting relatives, etc.) Unauthorized use or negligent or wrongful acts or omissions while operating a KIPP-Owned vehicle is grounds for discipline, up to and including termination.

Employees approved to operate KIPP-Owned vehicles shall be responsible to:

1. Make reasonable inspections of the vehicle to ensure it is in safe working order, including confirming that the School has adhered to routine maintenance and servicing of the vehicle.
2. Ensure the vehicle is in a neat and clean condition.
3. Ensure that any equipment and tools are properly loaded and secured to minimize the likelihood of loads shifting and/or creating a hazard during transport.
4. Secure and lock the vehicle whenever it is not in use.
5. Not leaving valuables in plain sight, which could encourage a criminal to break and enter the vehicle.
6. Report any vehicle damage in writing immediately to the School Leader or the School's Operation Team.

Insurance for KIPP-Owned Vehicles

KIPP may be liable for damages incurred as a result of the negligent operation of its vehicles by its approved employees while engaged in authorized KIPP business. Employees who are involved in an accident while engaged in anything other than authorized KIPP business will not be covered by KIPP's insurance and will bear sole liability for any damages or injuries incurred as a result of their unauthorized use.

Non-Owned Vehicles

A Non-Owned vehicle is one that is not owned by KIPP, most commonly a rented vehicle, that may only be operated by KIPP employees on authorized KIPP business. Non-Owned vehicles rented by KIPP must be designed for carrying not more than ten (10) persons, including the driver.

Operation of Non-Owned Vehicle on KIPP Business

Non-Owned vehicles may only be used on KIPP business if their use is approved by the School Leader or the School's Operation Team. Use may only be approved if the employee renting the vehicle demonstrates that they possess a satisfactory DMV driving record and a valid California driver's license.

Insurance for Non-Owned Vehicles

If an employee is traveling on a KIPP-approved trip and requires the use of a rental vehicle, KIPP requires the purchase of the maximum insurance coverage available through the rental company. Insurance coverage must meet or exceed the minimum amounts required by law. A copy of the rental automobile insurance policy showing the named insured, vehicle description, policy number, and policy limits shall be provided to the School Leader or the School's Operation Teams in advance of the vehicle's use.

If the use of a rented vehicle is approved and damage or injuries result during the approved use, it is understood that any available KIPP insurance coverage will come into force if and only if the rental insurance is exhausted. KIPP liability coverage is available only in instances where a KIPP employee is performing approved KIPP business directly connected with their assignment. No KIPP coverage is available for damage or injuries resulting from non-approved use. Employees and their insurers are responsible for injuries or damages that result from the negligent or wrongful act or omission in the operation of a rental vehicle unless the laws of the state in which the vehicle is operated serve to change that rule.

Ridesharing Programs

If a student requires assistance with transportation of any sort, whether to go home or to a school-related event, follow these steps until the transportation is arranged:

- Contact the student's parent/guardian to request that he/she transport the student.
- Determine whether the student can take public transportation. Ask: How old is the student? Does the student typically take public transportation to/from school?
- Contact the student's emergency contacts to request that he/she transport the student.

If, and only if, all parents/guardians and emergency contacts are unable to transport the student and public transportation is not a viable option, contact your manager to determine an appropriate alternative transportation option.

Hop Skip Drive and Kango

- KIPP prioritizes (first) [Hop Skip Drive](#) and (second) [Kango](#) due to these vendors' rigorous standards for driver background checks and support for minor passengers without adult accompaniment.
- KIPP staff are not required to escort/ride with KIPP students being transported by these two vendors.
 - KIPP staff must confirm real-time dropoff and safe arrival of students via the app tracker **and** verbal confirmation from the parent guardian
- KIPP recommends that the parent/guardian download and use the rideshare app directly.

Uber and Lyft

- Uber and Lyft are not options for students in elementary school, grades TK - fourth
- Request permission from your manager to escort/ride with the student to their destination via Uber or Lyft and:
 - Make every effort to find a second school staff member to accompany you.
 - Log all relevant transportation details in your student information system as soon as possible.
 - Forward all receipts to the approving manager.

Loading and Unloading of School Bus or School Activity Bus

KIPP staff members should always be involved and active in the supervision of the loading and unloading of students at the School and on school activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, KIPP staff shall adhere to the following procedures:

- Before leaving the school site for a school activity, the KIPP teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
- Once the bus reaches the destination, a KIPP teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
- A KIPP staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are left on board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
- Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the KIPP teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
- The KIPP teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Confidentiality of Information

During employment, staff members may have access to and/or become aware of information of a confidential, proprietary, or private nature ("Confidential Information"). For purposes of this policy, "Confidential Information" includes but is not limited to: information and data relating to KIPP students; non-public information data relating to donors, donor prospects, and donations; non-public KIPP budget or financial information; and payroll and personnel information relating to current or former staff members. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files

At all times during and after employment with KIPP, staff members are required to hold all Confidential Information in trust and keep Confidential Information confidential. During employment with KIPP, staff members may use Confidential Information or disclose Confidential Information to a third party only: (1) as permitted with the prior written consent of KIPP; or (2) as may otherwise be required by law. Staff members should act responsibly with respect to materials containing Confidential Information, and, if disposing of materials containing Confidential Information, must do so properly and completely.

Staff members who are in doubt about whether information should be disclosed or used should discuss the situation with their Supervisor and/or the Human Resources Team before disclosing or using the information.

Staff members' obligations under this Confidentiality of Information policy remain in effect even after their employment relationships with KIPP ends. After separation of employment, staff members may not use or disclose Confidential Information to any third party unless required to do so by law. Upon separation of employment, staff members must immediately return to KIPP any and all computers, documents, computer or electronic files, cellular phones, printouts, copies, or other information containing Confidential Information in their possession, custody or control. If the staff members are requested to disclose Confidential Information to a third party in a subpoena or similar type of request, staff members shall give KIPP notice of such request as soon as is reasonably possible.

Direct any questions about confidentiality obligations to the Human Resources Team. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Please note: KIPP is required to comply with the Public Records Act (“PRA”). Any staff member asked to disclose information by an external party under the Public Records Act shall not respond to the request directly, but should report the request to their Supervisor. All such requests should be forwarded to the Associate Director of Growth, boardsecretary@kippnorcal.org, who can respond on behalf of the region.

Conflict of Interest Policy

KIPP expects staff members to conduct business according to the highest ethical standards of conduct. Staff members may not enter into transactions which benefit or appear to benefit their personal interests including family, friendships, financial, or social factors that may compromise their judgment, decisions, or actions in the workplace. A potential or actual conflict of interest occurs whenever a staff member is in a position to influence a decision that may result in a gain for the staff member, family member, or friend.

Additionally, some positions are subject to higher disclosure requirements and legal oversight. These include School Leaders and some regional leadership positions. These staff members should refer to the Conflict of Interest Code and contact the Board Secretary with questions.

Although it is not possible to specify every action that might create a conflict of interest, this policy sets forth the ones which most frequently present problems. If a staff member has any question whether an action or proposed course of conduct would create a conflict of interest, the staff member should immediately contact the Human Resources Department to obtain advice on the issue. The purpose of this policy is to protect KIPP and its staff members from any conflicts of interest that might arise.

A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Financial Interest in a Vendor

Staff members and their immediate family may not own or hold any significant financial interest in one of KIPP’s vendors, except where such ownership or interest consists of securities in a publicly owned company regularly traded on the open market. A KIPP staff member who attempts to contract with any KIPP entity for work supplied by a company they own and/or manage is in violation of this policy, and may be subject to disciplinary action up to, and including, termination of employment.

Acceptance of Gifts

No staff member may solicit or accept gifts of significant value (i.e., in excess of \$25), lavish entertainment, or other benefits from potential and actual vendors. Special care must be taken to avoid even the impression of a conflict of interest.

A staff member may entertain business partners if such entertainment is consistent with accepted business practices, does not violate any law or generally accepted ethical standards, and the public disclosure of facts will not embarrass KIPP. Any questions regarding this policy should be addressed to the Human Resources Department.

Reporting Potential Conflicts

Staff members must promptly disclose actual or potential conflicts of interest, in writing, to their supervisor and to the Human Resources department. Approval will not be given unless the relationship will not damage KIPP.

Staff Member Compliance Expectations

KIPP is committed to ensuring that we are compliant with federal and state laws. Staff members are expected to fully comply with requests for documentation, including but not limited to, work authorization, background clearance, TB clearance and Commission on Teacher Credentialing (“CTC”) documents. Failure to comply may result in disciplinary action, being placed on unpaid administrative leave, or termination of employment.

Place of Residence

It is the policy of KIPP that staff members must reside in California in order to remain in paid active status. KIPP shall not authorize staff members to reside outside of California while working on its behalf. This policy shall not restrict staff members who reside in California from making temporary school-related trips outside of California on KIPP’s behalf.

Employment Clearances

Every staff member (including interns) must obtain the below clearances to comply with state and federal labor law and education code regulations. Documentation associated with these clearances are confidential, unless there is a valid business reason for doing so. New or rehired staff members cannot report to work until all clearances are in place. HR will notify the staff member and their manager when the staff member is cleared to work.

Immigration Compliance

KIPP complies with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, KIPP will not check the employment authorization status of applicants who were not offered positions with KIPP, unless required to do so by law.

KIPP shall not discharge a staff member, or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of a staff member or a member of the staff member’s family), against any staff member or applicant for employment because the staff member or applicant exercised a right protected under applicable law. Further, KIPP shall not discriminate against any individual because they hold or present a driver’s license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain staff member records without a subpoena or judicial warrant. If a search of staff member records is authorized by a valid subpoena or judicial warrant, the School will give staff members notice of the inspection both before and after it has occurred as required by law.

If staff members have any questions or need more information on immigration compliance issues, they should contact their manager and/or Human Resources.

Tuberculosis Testing

All newly hired staff members of KIPP must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the staff member is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All staff members will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers are required to undergo a TB examination. The TB risk assessment and, if indicated, the examination is a condition of initial employment with KIPP and the cost of the exam will be borne by the applicant.

Documentation of staff member compliance with TB risk assessments and examinations are housed in KIPP's HRIS/Payroll System. Volunteer compliance will be kept on file in the office they work in. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to KIPP will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with KIPP students.

Criminal Background Checks

As required by law, all individuals working or volunteering at KIPP will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise KIPP's commitment to the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at KIPP include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should a staff member be arrested for, charged with, or convicted of any offense, the staff member must immediately report as much to their manager and Human Resources.

KIPP's clearance is independent of any previously-obtained clearance and cannot be used for credentialing purposes or future clearance with another employer or organization. *Also note that the background clearance can only be performed in California.* Staff members relocating from another state must wait until they are in California to initiate the background clearance. In some instances, rehired staff members will need to obtain a new background clearance.

If an adverse action appears on a candidate's background check, HR will review the information and may contact the candidate for additional information in order to determine whether or not employment can be extended.

Credentialing Compliance

California's state licensing body for teachers is the Commission on Teacher Credentialing ("CTC"). State credentialing guidelines require teachers in charter schools to hold a valid credential as would be expected of a teacher in a traditional public school.

KIPP expects teachers to obtain and maintain a valid credential or permit for the duration of their classroom assignment at all times. This may require additional exams and/or coursework. Failure to

make steady progress toward a clear credential, or failure to obtain/maintain the required credential, may result in being placed on unpaid administrative leave and/or termination of employment.

Teachers are expected to have their credentials in place by their start date. If not appropriately credentialed at time of hire, the teacher will be placed on a credential contract, which will provide a pathway for becoming appropriately credentialed.

Per Federal Funding Requirements, Paraeducator roles require a high school diploma or equivalent and either a passing score on a KIPP-approved assessment **OR** at least 48 semester units of college credit.

KIPP is aware that the credentialing process is challenging and HR will provide guidance through webinars, individual consultations, and email. Please note that expenses associated with credentialing are not covered by KIPP. We advise teachers to check with their tax consultant about writing off expenses as a deduction on personal income taxes.

Privacy

All staff members have the right to discuss personal information with co-workers, including their gender identity or expression, family history and makeup, religious and political affiliations, health history, and sexual orientation openly, or to keep that information private. Each staff member gets to decide when, with whom, and how much to share their personal information. However, if a staff member is seeking a medical leave, a reasonable accommodation, Pregnancy Disability Leave, FMLA and/or CFRA leave, the staff member may be required to disclose certain medical information, as required by law, in order for the staff member's request for leave/reasonable accommodation(s) to be approved. Management and Human Resources staff shall not disclose any other staff member's personal information to any unauthorized third parties.

Staff Information

It is important that each staff member's personal data such as address, telephone number, number of dependents, beneficiaries, and tax withholding information be accurate and up-to-date. Updating this information is the responsibility of individual staff members, and KIPP does not take responsibility for errors in staff member personal data. Staff members must log on to the KIPP Northern California's HRIS/Payroll System to change their personal information as soon as possible after the change.

Names/ Pronouns

A staff member has the right to be addressed by the name, pronoun, and formal prefix (ex. Mr./Ms./Mx. etc.) that correspond to their gender identity, upon request. A court-ordered name or gender change is not required. The intentional or persistent refusal to respect a staff member's gender identity (e.g., intentionally referring to the staff member by a name or pronoun that does not correspond to the staff member's gender identity) can constitute harassment and is a violation of this policy, and may result in disciplinary action. If a staff member is unsure what pronoun a coworker might prefer, they may politely ask their co-worker how they would like to be addressed.

Official Records

A staff member's official record is contained in KIPP Northern California's HRIS/Payroll System and the staff member's name or record in HRIS/Payroll System must match their Social Security Card as required by applicable law. Staff members have the ability to designate their preferred name and gender identity

in HRIS/Payroll System via custom fields, and have the right to be addressed as such verbally and on unofficial records. To the extent legally and procedurally possible, KIPP will change a staff member's records to reflect a change in name or gender upon request from the staff member. Certain types of official records, like those relating to payroll, insurance plans and retirement accounts, may require legal documentation before changes can be made. If a new or transitioning staff member has questions about KIPP records or ID documents, the staff member should contact Human Resources.

Expense Policy

At KIPP, we are all responsible for the prudent stewardship of public funds. In this section, we will review general spending guidelines, and the three (3) methods available to you for paying for goods and services— arranged from first to last in order of preference: (1) invoice, (2) staff member reimbursement, and (3) KIPP credit card.

General Spending Guidelines

All spending must be pre-approved by a staff member's manager and/or someone with spending authority. Our culture of thrift requires everyone to limit their spending to what is necessary for their work.

The following purchases are not allowed:

- Items for personal, non-work use
- Purchases without an itemized receipt or invoice (with the exception of bridge toll charges, public transportation, and parking up to the limits outlined below)
- Alcohol
- Tobacco and nicotine products
- Cannabis
- Goods purchased without sales tax (i.e., goods purchased and consumed in CA must be charged CA sales tax)
- Cash advances
- Personal care expenses (e.g., hotel gym/health club fees, laundry)
- Travel upgrade fees (e.g. early check-in fees for hotels or flights, travel insurance)
- Gifts or gift cards of any kind

Local / Ground Travel

- Every staff member is assigned a work base location by their manager. This location will either be a KIPP school in our region or the RSO. When a staff member is traveling locally for KIPP, they may be reimbursed for costs associated with that travel starting at their work base location. KIPP does not reimburse staff members for the normal cost of commuting to and from their home and work base location.
- Personal vehicles
 - Reimbursement is based on the mileage traveled using the IRS-determined rate.
 - Gasoline purchases for personal vehicles and insurance deductibles will not be reimbursed. These expenses are covered in the mileage reimbursement.
 - Parking tickets, traffic citations, toll violations, damage to your personal vehicle, and other similar costs are not reimbursable.
 - If a staff member does not have access to a car and needs to travel for work, their manager must approve the use of a Getaround, Zipcar, or rental car. These are expensive and should be used sparingly.
- Rideshare apps and Taxis

- staff members should use their best judgment regarding the usage of ridesharing apps (e.g., Lyft and Uber) for transportation incurred for KIPP. It should only be used if at the time it is the most feasible and reasonable option, and after having considered more cost-effective options, such as public transportation and carpooling.
- **Parking**
 - KIPP will reimburse staff members for parking while traveling for work purposes.
 - Parking within the Bay Area: \$30.00 reimbursement limit per day.
 - Parking tickets and traffic citations are not reimbursable.

Long-distance / Air travel

- In order to secure the lowest rates, staff members shall purchase tickets at least thirty (30) days in advance of any travel and shall choose the least expensive travel option available, balancing cost with travel time.
- Staff members who have less than thirty (30) days' notice of required travel shall purchase tickets within seven (7) days of learning of the need for the travel.
- Tickets that exceed pre-approved costs may only be purchased if authorized by a supervisor or individual with spending authority.
- KIPP will reimburse coach tickets as well as the following:
 - One checked bag
 - Wi-fi on flights, if used for work
- Other add-ons or amenities may be purchased with a staff member's own funds but are not reimbursable. Examples include upgrades/extra legroom charges, early check-in fees, and seat reservation fees.
- Flights purchased with miles or points do not have a cash value, and therefore are not reimbursable.
- Staff members may choose to use their personal vehicle for long distance travel. Mileage for a one-way trip over 150 miles may not be reimbursed without pre-approval.

Lodging

- In order to secure the lowest rates, staff members shall book lodging at least thirty (30) days in advance of any travel and shall choose the least expensive option available, balancing cost with other practical criteria (e.g., proximity to meeting locations).
- Staff members who have less than thirty (30) days' notice of required travel shall purchase lodging within seven (7) days of learning of the need for the travel.
- Lodging that exceeds pre-approved costs may only be purchased if authorized by a supervisor or individual with spending authority.
- Room upgrades or other amenities may be purchased with a staff member's own funds but are not reimbursable.
- Lodging purchased with points or other rewards do not have a cash value, and therefore are not reimbursable.

Meals and Alcohol

- Food and beverage purchases while traveling in the Bay Area are not reimbursable.
- Meals during travel outside the Bay Area: \$50.00 limit per person per day
- Managers must pre-approve any KIPP-related meals (e.g. a manager takes their direct report out to lunch).
- Up to 20% gratuity will be reimbursed. The tip amount must be itemized on the receipt.
- Alcohol purchases are not reimbursable. Under California law, alcohol on school premises, even when students are not present, is strictly prohibited. Consumption of alcohol on a KIPP field trip/ lesson or at any time when students are present and/or under KIPP's care is prohibited.

Payment Methods

Please refer to the Accounting Handbook Folder available on Google Drive for further information about the following payment methods. The three (3) methods available to staff members for paying for goods and service are listed from first to last in order of preference.

1. Invoice
 - a. When making a purchase, request an invoice for the services or products provided.
 - b. Typically, invoices are paid within 30 days of the completion of the service or delivery of the product.
 - c. Staff members must submit all invoices to their Director Of School Operations for the payment and approval process.
2. Reimbursement
 - a. Staff members may use their own personal funds for job-necessary expenses or to make purchases on behalf of KIPP, if the purchase is pre-approved by their manager or another budget manager.
3. KIPP Credit Card
 - a. KIPP issues credit cards to select staff members for pre-approved, job-necessary spending.

Discipline and Termination of Employment

Job Performance Guidelines (Code of Conduct)

Staff members are expected to observe certain standards of job performance and good conduct. The rules set forth below are intended to provide staff members with some guidelines regarding expected conduct and performance. The following list is intended to set out limited examples and is not intended to be exhaustive. Staff members should be aware that conduct not specifically listed below also might result in disciplinary action up to, and including, termination.

Staff members may be disciplined (including but not limited to receipt of verbal warnings, receipt of written warnings, or suspensions) and/or terminated for poor job performance or misconduct, including but not limited to the following:

1. Failure to meet performance standards;
2. Inability or failure to appropriately instruct, or associate with students;
3. Dishonesty;
4. Falsifying, tampering, or concealing information on an employment record (including a resume or time sheet) or other KIPP record;
5. Willfully, maliciously or negligently making false statements regarding any co-worker or KIPP, making threats or using abusive or otherwise inappropriate language toward fellow staff members, students, students' family members, or visitors;
6. Gossiping, Inappropriate tone or facial expressions;
7. Inappropriately grabbing, groping or touching a fellow co-worker;
8. Sharing of personal information without consent;
9. Theft or the deliberate or careless damage or destruction of KIPP property, or the property of KIPP's staff members, students or anyone on KIPP property; or unauthorized removal of KIPP property, records, or documents;
10. Unauthorized use, possession, alteration or transfer of KIPP supplies or resources;
11. Refusal/failure to comply with any federal or state regulation or law; refusal/failure to comply with any KIPP rule, policy or procedure, including but not limited to safety, health, and security

- policies and rules, KIPP's Policy Against Harassment, KIPP's Policy Concerning Violence In The Workplace and KIPP's Substance-Free Workplace Policy;
12. Failure to obtain or adequately maintain proper certifications, credentials and/or licenses for the position ;
 13. Behavior, conduct or inaction leading to the endangerment or harm of a child or children, whether physical, emotional, or mental; behavior, conduct or inaction which could have led to the endangerment or harm of a child or children, whether physical, emotional, or mental;
 14. Excessive absenteeism or tardiness, unreliable attendance or punctuality;
 15. Misrepresentation of information in connection with any leave of absence from work or application for or use of KIPP benefit;
 16. Knowingly permitting unauthorized persons to be in school facilities or on school property;
 17. Failure to return to work upon expiration of authorized leave;
 18. Engaging in any type of criminal conduct;
 19. Any act or acts which cause KIPP to be unable to invest the amount of trust or confidence required to continue employment;
 20. Fighting or instigating a fight on KIPP premises;
 21. Violations of the drug and alcohol policy;
 22. Using or possessing firearms, weapons or explosives of any kind on School premises;
 23. Gambling on KIPP premises;
 24. Use of profane, abusive or threatening language in conversations with other staff members and/or intimidating or interfering with other staff members;
 25. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls;
 26. Posting any notices on KIPP premises without prior written approval of management, unless posting is on a KIPP bulletin board designated for staff member postings;
 27. Immoral or indecent conduct;
 28. Engaging in sabotage or espionage (industrial or otherwise);
 29. Sleeping during work hours;
 30. Release of confidential information without authorization;
 31. Any other conduct detrimental to other staff members or KIPP's interests or its efficient operations;
 32. Refusal to speak to supervisors or other staff members;
 33. Acts of insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by a staff member's manager or other authority;
 34. Tampering with or falsifying any report or record including but not limited to, personnel, absentee, sickness, or production of records including applications for employment and time cards

Nothing in this Handbook is intended to alter the staff member's at-will status of employment with KIPP. In addition, no disciplinary procedure or progressive disciplinary process implemented by KIPP at any time is intended to alter the at-will status of employment with KIPP. Please refer to the At-Will Employment policy in this Handbook for more information.

Off-Duty Conduct

While KIPP does not seek to interfere with the off-duty and personal conduct of its staff members, certain types of off-duty conduct may interfere with KIPP's legitimate business interests. For this reason, staff members are expected to conduct their personal affairs in a manner that does not adversely affect KIPP or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by a staff member

that adversely affects KIPP’s legitimate business interests or the staff member’s ability to perform their work will not be tolerated.

While employed by KIPP, staff members are expected to devote their energies to their jobs with KIPP. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with a staff member’s work schedule, duties, and responsibilities at KIPP.
- Additional employment that creates a conflict of interest or is incompatible with the staff member’s position with KIPP.
- Additional employment that impairs or has a detrimental effect on the staff member’s work performance at KIPP.
- Additional employment that requires the staff member to conduct work or related activities on KIPP’s property during the employer’s working hours or using KIPP’s facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of KIPP.

Staff members who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to KIPP explaining the details of the additional employment. If the additional employment is authorized, KIPP assumes no responsibility for it. KIPP shall not provide workers’ compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Acceptable Use of KIPP Property and Technology Resources

Definitions

For purposes of this policy, “technology resources” refers to all KIPP electronic devices and systems, software, and means of electronic communication including, but not limited to, the following:

- All computers and workstations, including laptop computers, desktop computers, Chromebooks, iPads, tablets, and servers;
- Computer hardware and peripheral equipment such as disk drives, printers, projectors, document cameras, modems, scanners, fax machines, and copiers;
- Supported and designated computer software applications and associated system and user-created files and data;
- Standard and cellular telephones, voicemail systems, email systems, portable computer devices, digital cameras; and video recorders.

KIPP Property refers to objects owned and housed on KIPP premises, including but not limited to: desks, tables, workstations, cabinets, drawers, and shelves, as well as books, textbooks, maps, materials, instruments, tools, machines, and vehicles.

“Acceptable Use” of technology is defined as the collection of individual behavior, interaction, and utilization, with and of, all computing and peripheral equipment, software, and technology services that are procured, implemented, and supported by KIPP.

Acceptable Use of KIPP Property and Technology

KIPP will provide staff members with access to property and technology resources as necessary and appropriate to fulfill assigned responsibilities. If KIPP staff members choose to supply personal technology resources, KIPP is not responsible for support, modification, repair, integration, or performing work on personal technology resources. KIPP staff members will use only KIPP supported email and KIPP supported online document storage to communicate with other KIPP staff members. Students who are assigned work requiring the use of personal technology resources after-hours away from a KIPP campus are exempted from this requirement.

KIPP staff members are responsible for the physical safety of the technology resources provided to them. Staff members should keep these resources on their person or in a locked and secure location at all times. When using KIPP property, staff members are expected to exercise care, perform required maintenance where assigned, and follow all operating instructions, safety standards, and guidelines.

KIPP staff members are required to comply with all state and federal laws, the policies of KIPP, and with standards of professional and personal courtesy and conduct. KIPP staff members may not use any KIPP-issued technology resources to access, transmit, save, share, or print sexually-explicit images, messages, or any other medium containing such content. In addition, staff members may not access, transmit, save, share, or print materials that contain ethnic slurs, racial epithets, derogatory, defamatory, obscene or offensive statements or images, or any other content that may be construed as harassment based on someone's race, national origin, sex, gender identity, sexual orientation, physical or mental disability, religious beliefs or any other characteristic protected by federal, state or local laws.

KIPP's technology resources are to be used by the KIPP staff for the purpose of KIPP activities. This policy does not prohibit use of technology resources for reasons of a personal or social nature on the staff member's non-work time, providing such use does not violate any of KIPP's policies, break local, state, or federal law, result in any monetary cost to KIPP, impair intended use and functionality by the addition, removal, or alteration of equipment or software, or detract from the staff member's performance of job duties. KIPP does not provide support for the storage and installation of personal hardware or software and related data on KIPP technology resources. Therefore, KIPP will not repair or back up such data and software. This includes personal music, videos, pictures, and other documents. KIPP reserves the right to determine when personal use of technology resources or other KIPP property is excessive or improper, and may require reimbursement or other remediation.

The following activities are prohibited while using KIPP technology resources:

- Knowingly giving one's password to others;
- Attempting to gain unauthorized access to KIPP technology resources, attempts to disrupt it in any way, or attempts to destroy or alter data;
- Plagiarism;
- Using the organization's time and resources for personal gain;
- Sending or posting discriminatory, harassing, or threatening messages or images;
- Using abusive or otherwise objectionable language in either public or private messages;
- Stealing, using, or disclosing someone else's code or password without authorization;
- Attempting to break into the computer system of another organization or person;
- Accessing, saving, transmitting, or printing any pornographic materials;

- Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities; and
- Using the Internet for political causes or activities, religious activities, or any sort of gambling as a representative of KIPP.

Cellular Telephone Use Policy

KIPP provides cellular telephones for all instructional staff, school leadership, and RSO staff members. Managers can request KIPP cellular phones for other roles as needed. Cellular telephones are the property of KIPP.

The staff member understands that KIPP requires all teachers and staff members to have a cellular phone to fulfill their work duties, as determined by the School Leader or direct supervisor. The staff member therefore agrees to maintain a cellular phone provisioned through KIPP's cellular phone plan for required work purposes.

The staff member understands that this cellular telephone is intended for educational and professional purposes associated with the performance of employment and job duties at KIPP. Specifically, the purposes for which the staff member uses this phone are:

1. To communicate with other KIPP staff members, both during the school day and after working hours; and
2. To communicate with KIPP students and their families, both during the school day and after working hours. The provisioned cellular telephone is the only approved cellular telephone staff members may contact students and families from.
3. Staff members are prohibited from contacting KIPP students and their families from personal cellular telephone numbers.
4. For cellular phones provisioned on the KIPP plan, KIPP will pay the regular monthly fee.
5. The staff member agrees to maintain an outgoing voicemail message that is professional in tone, and which includes their name, position, the School's name, and instructions to call their supervisor's and/or School Leader's cell phone in case of emergency.
6. All text and voicemail messages on KIPP-issued cellular phones are the property of KIPP. All Internet traffic and all messages sent and received, including personal messages, photos, Internet browsing traffic, and all data and information stored on KIPP's email, voicemail system or cell phones are KIPP property, regardless of the content. Therefore, staff members should not assume that messages and files attached to messages are confidential. Back-up copies of texts and voicemails may be maintained and/or referenced for business or legal reasons. All passwords used to access technology resources must be available to KIPP upon request.

Use of KIPP Cell Phone While Driving

In the interest of the safety of our team members and other drivers, staff members are prohibited from using cell phones without a hands-free device while driving.

If a staff member's job requires that they keep their cell phone turned on while you are driving, staff members must use a hands-free device. Under no circumstances should staff members place phone calls while operating a motor vehicle. Violating this policy is a violation of law and KIPP policy.

Writing, sending, or reading text-based communication, including text messaging, instant messaging, and email, on a wireless device or cell phone while driving is prohibited. Violating this policy is a violation of law and KIPP policy.

Computer Agreement

1. KIPP agrees to provide one computer to a staff member identified to be in need of such a computer to fulfill work duties, as determined by the School Leader or direct supervisor.
2. The staff member is responsible for storing all materials in Google Drive as a reliable cloud backup; there is no external backup of staff member computers.
3. The staff member understands that the computer provided and all issued components are the property of KIPP, and that although the computer and components may be transported from school premises during the staff member's term of employment, they remain the property of KIPP. Staff members who are released from their employment for any reason must return their assigned computer and components no later than their final day of employment with KIPP.
4. KIPP staff members have local administrative rights for their computer, which means they can download and install the educational programs as they deem necessary.
5. All email messages and documents, including photos, associated with a staff member's KIPP account and computer files stored on their KIPP-issued computer are the property of KIPP. All Internet traffic and all messages sent and received, including personal messages, Internet browsing traffic, and all data and information stored on KIPP's email and computer systems are KIPP property, regardless of the content. Therefore, staff members should not assume that messages and files are confidential. Back-up copies of emails and computer files may be maintained and/or referenced for business or legal reasons. All passwords used to access technology resources must be available to KIPP upon request.

Damage and Safety of Technology

It is understood that accidents happen, but staff are encouraged to take the best possible care of all school property and technology resources. KIPP staff members are responsible for the physical safety of the technology resources provided to them. Staff members should keep these resources on their person or in a locked and secure location at all times.

- If equipment or items are lost, sustain physical damage or are stolen, staff members should notify their school supervisor immediately so that the problem can be addressed.
 - If a staff member fails to notify their supervisor in a timely manner, they may be held personally liable for the replacement.
- In the event that a staff member's equipment is lost or damaged, KIPP will provide a one-time refurbished replacement device.
- In the event that a staff member's equipment is lost or damaged any subsequent time, the staff member may be responsible for a refurbished replacement device.
- In the case of theft, the staff member is responsible for filing a police report and providing the school administration team with pertinent details.

Privacy

All technology resources are KIPP property. All Internet traffic and all messages sent and received, including personal messages, Internet browsing traffic, and all data and information stored on KIPP's email, voicemail system, cell phones, or computer systems are KIPP property, regardless of the content. KIPP reserves the right to access, monitor, and inspect all of its technology resources including its computers, cellular telephones, voicemail, email, and any other data storage communications systems,

at any time, at its sole discretion. KIPP staff members have no right of privacy with respect to any messages or information created, maintained, sent, received or stored on KIPP technology resources, even if those devices require a personal password to use or access, or if the information has been deleted. KIPP reserves the right to advise appropriate legal authorities of any incident involving technology resources where it reasonably believes a staff member may have violated the law. All passwords used to access technology resources must be available to KIPP upon request.

Return of KIPP Property and Technology Resources

KIPP staff members who are issued KIPP property or technology resources must return the items when requested by KIPP or upon separation from KIPP. Staff members may face disciplinary action, up to and including dismissal, if any KIPP property or technology resources issued to them are lost, damaged, misused or not returned to KIPP upon request. KIPP reserves its right to recover the value of its property or technology resources from a KIPP staff member to the full extent authorized by law.

Functionality and Accuracy

KIPP network and systems administrators will make a good faith effort to keep the system and its available information accurate; however, the KIPP community acknowledges that KIPP makes no warranty of any kind, either express or implied, regarding the accuracy, quality, or validity of any of the data or information available.

Repairs

KIPP purchases full warranties for all laptops and phones purchased for staff usage. If repairs are required on any KIPP purchased tech equipment, staff members are responsible for notifying the Tech Team immediately. If a staff member completes an unauthorized repair on KIPP equipment, KIPP reserves the right to recover the value of its property or technology resources from the staff member.

Violations of Policy

Any violation or abuse of this Policy is just cause for taking disciplinary action, up to and including termination, removal of all KIPP network privileges and accounts, and/or legal action. KIPP anticipates that such actions can be avoided since they cause problems for all concerned.

DonorsChoose.org Materials Ownership Policy

Materials funded through DonorsChoose.org are considered to be the property of the school. If a teacher leaves a school, any materials that have been delivered to the school by default should remain at the school.

Policy for Staff Use of Social Media

General

KIPP supports staff use of social media communication for personal and professional use, recognizing that staff members have a strong voice in representing the organization. All KIPP staff members engaged in personal or professional social media communications which reference KIPP -related content, shall do so in a manner consistent with the organization's mission and values, administrative policies and

procedures, safeguards to ensure the privacy and security of staff member and student information, as well as proprietary business information.

KIPP's media release covers official KIPP use only. KIPP staff members may not post media of students, staff, or students' family members, including but not limited to: photographs, videos, audio clips, and/or statements on personal or social media sites such as Facebook, without prior documented approval from their respective School Leader, or the Regional Support Office. Similarly, any personal mention of students' names should be with first names only.

If a staff member communicates on social media sites, blogs, wikis, videos, podcasts, social networks, or other forms of online communication regarding KIPP, the individual should disclose their connection/role within our organization. When doing so, a staff member should use good judgment along with proper, accurate business correspondence style.

Because communications to the public that undermine confidence in individual KIPP staff members or team members may make it more difficult to manage and motivate students, staff members should not use blogs, web pages or social networking sites to present information about themselves, colleagues or students that may undermine the reputation of KIPP or open anyone associated with KIPP to criticism. Pictures or descriptions of conduct that would subject a teacher to school discipline could be detrimental to that teacher's status as an educator and could negatively impact the academic process.

Staff members should also consider carefully the impact on KIPP of information presented on a personal blog, website, or social networking site. Although maintaining a personal blog/web site is private conduct, information connecting the writer with KIPP may affect the writer's status among colleagues, may be hurtful to colleagues, may be misconstrued by students' family members, and may become a subject of gossip among students. Blogging or use of a web site or social networking sites potentially impairs a staff member's ability to command respect among students and students' family members. Therefore, staff members should avoid blogging/creating social networking content that has the potential to be in contradiction with KIPP's educational mission.

The inappropriate use of social media communications by KIPP staff members, which conflicts with the organization's mission and values, violates administrative policies and procedures, and/or compromises the privacy and security of confidential information, shall be subject to corrective action, up to and including termination. In addition, breach of confidential business or student information may also be subject to investigation and/or legal proceedings.

Facebook, Instagram, Tik Tok, and Other Social Media Sites: KIPP Recommendation

If a staff member is on social media and wishes to connect with any KIPP students (current or alumni under the age of 18), their students' family members or families, we recommend the staff member create and maintain two distinct profiles: one personal and one professional. Invite any students (current or alumni), their students' family members and/or families to friend their professional profile only. Before connecting with a KIPP student or alumni under the age of 18, staff members must request approval from their students' family members and/or guardians.

Benefit: Professional and personal representations are completely separate. Personal postings and photos posted by staff members or others will not be visible to members on their professional Facebook profile. The professional page can incorporate discussions and other notes specifically related to a current class.

Internet Safety Policy

It is the policy of KIPP to:

- Prevent user access and transmission of inappropriate material via the Internet utilizing KIPP technology resources;
- Prevent unauthorized access and other unlawful online activity;
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- Comply with the Federal Communications Commission's Children's Internet Protection Act (CIPA).

This policy applies to all KIPP staff members, including students, teachers, staff, and contractual or temporary staff and/or volunteers.

Technology Protection Measure

KIPP shall filter all Internet traffic to ensure it is appropriate for minors and in compliance with all local, state and federal mandates. KIPP shall maintain the necessary licensing to ensure all applicable categories of harmful Internet content are blocked and inaccessible by staff members.

KIPP shall also provide for the day-to-day administration of this content filter, which includes, but is not limited to:

- Manual blocking and unblocking of sites based on requests with legitimate educational purpose;
- Application of appropriate licensing information;
- Selection/de-selection of website categories deemed appropriate or inappropriate by the KIPP leadership community;
- Review and analysis of usage and filtering logs;
- Communication with specific school leadership concerning data and reports generated through the content filtering system.

Monitoring and Supervision of Online Activities

It will be the responsibility of all members of KIPP staff responsible for allocating KIPP technology resources for student use to supervise and monitor appropriate usage of KIPP technology resources, especially Internet access, in accordance with the Children's Internet Protection Act. This includes, but is not limited to:

- Logging and reporting of KIPP technology resource usage, especially Internet access;
- In-classroom monitoring of student use of technology resources;
- Follow-up meetings with students and/or students' family members concerning student use of technology resources.

KIPP staff members are responsible for providing instruction to students concerning appropriate online behavior utilizing KIPP technology resources. Such instruction shall include review of specific inappropriate behavior, the consequences of such behavior, and an indication of how staff will assist students to be successful with the use of KIPP technology resources while avoiding inappropriate

content. Internet Safety education topics include, but are not limited to: online behavior and ethics, social networking safety, chat room safety, cyberbullying awareness and response and other online

Violation of Policy

Any violation or abuse of this policy by staff is just cause for taking disciplinary action, up to and including dismissal, removal of all KIPP network privileges and accounts, and/or legal action. To keep KIPP technology resources and property safe, viable, effective, and user friendly, all KIPP employees must work cooperatively and responsibly using this policy. KIPP reserves the right to update this policy and/or to change the technology protection measure at any time, with or without notice.

Family Education Rights and Privacy Act (FERPA)

The student education records contained in KIPP electronic and physical data sources are subject to the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g.

With few exceptions, FERPA prohibits schools from disclosing *personally identifiable information* contained in student education records without prior written parent consent. Violation of FERPA could subject KIPP to severe penalties, including the termination of eligibility to receive funding under any applicable federal program.

However, one exception, which permits disclosure without prior parent consent, is disclosure to *school officials with legitimate educational interests*.

As a staff member of KIPP, employees agree not to disclose any of the personally identifiable information they acquire in the course of their duties to other parties who are not school officials unless they have obtained prior written parental consent in accordance with FERPA guidelines for the disclosure.

State and federal law does allow directory information to be disclosed to requestors, except those who intend to use the information for commercial purposes. KIPP's policy is not to release directory information to requestors unless KIPP deems it to be in the interests of our students and families. The Team and Family handbook informs families of their right to opt-out of such disclosures by notifying us in writing by September 1 of the school year.

Definitions

Student Education Records

Are records directly related to students and maintained by the school or a party acting for the school.

Personally Identifiable Information

Includes, but is not limited to:

- Student names;
- Names of student's parents or other family members;
- Student or student's family addresses;
- Personal identifiers, such as student social security numbers or school-assigned student

numbers;

- o Lists of personal characteristics that would make student identity easily traceable; or
- o Other information that would make a student's identity easily traceable.

School Official with Legitimate Educational Interest

A person employed by KIPP as an administrator, supervisor, instructor, or support staff member (including health, medical, law enforcement, or technical personnel); a person serving on the school's board of directors; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, data analyst, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.

Directory information

Includes, but is not limited to:

- o Student names;
- o Parents'/guardians' names;
- o Address;
- o Electronic mail address;
- o Phone number;
- o Dates of attendance;
- o Participation in officially recognized activities and sports;
- o Weight and height of members of athletics teams;
- o Degrees, honors, and awards received; and
- o The most recent educational agency or institution attended

Any time student level information (even directory information) is shared externally, a data sharing agreement is required to be in place. Whenever possible, student names and identifiers should be removed. If an employee is asked to disclose student level information to an external organization, the employee should ask their Supervisor to ensure the disclosure is allowed under FERPA and that the appropriate agreements/protocols are in place.

Emergency Procedures

Each school and the regional support office has an emergency plan specific to that site. Drills, including fire, earthquake, and lockdown, are practiced regularly throughout the year. In the event of an emergency, please follow the emergency plan as practiced as well as any further instructions from either the administrative team and/or the local fire and police departments.

Below please find our emergency procedures at a glance. When in doubt, always dial 911 for help. For schools to communicate with the RSO, please dial KIPP's emergency line at (510) 543-1020.

FIRE

- Recognize bell tones indicating fire
- Evacuate students/staff from the classroom/office or immediate area
- If it's safe to do so, bring a radio and backpack from your classroom/office
- Turn off lights
- Close doors, and leave the doors unlocked

- Lead students/staff to the designated area
- If the designated area is inaccessible, use your judgment and radio to determine a safe alternative
- Conduct attendance swiftly, and assemble with your teams for a briefing

Earthquake

- Recognize ground shaking
- Instruct students/staff, and anyone in your area to drop, cover and hold until the shaking stops
- Evacuate students/staff from the classroom/office or immediate area
- If it's safe to do so, bring a radio and backpack from your classroom/office
- Turn off lights
- Close doors, and leave unlocked
- Lead students/staff to the designated area LineEgress to line up on point in the designated area
- If the designated area is inaccessible, use your judgment and radio to determine a safe alternative
- Conduct attendance swiftly, and assemble with your teams for a briefing

Lockdown

- Recognize a lockdown from the PA, text, or other mode of communication
- Close and lock the door
- Turn off lights
- Close and lock windows
- Close drapes/shades/curtains
- Silence your cell phone, and instruct others in your area to do so
- Instruct students/staff to lay down and remain silent
- Wait for instructions from the School Leader, Director of School Operations, or Police Department
- Upon authorized instruction:
 1. Evacuate students/staff from the classroom/office or immediate area
 2. If it's safe to do so, bring a radio and backpack from your classroom/office
 3. Turn off lights
 4. Close doors, and leave unlocked
 5. If the designated area is inaccessible, use your judgment and radio to determine a safe alternative
 6. Conduct attendance swiftly, and assemble with your teams for a briefing

Contact Information

Human Resources

To reach the Human Resources team, you can reach them at hr@kippnorcal.org

- Employees may visit the **KIPP Employee Portal** at www.paycom.com to review employment related documents such as pay statements, review/update benefit elections, and request time off.
- If you are unable to access your Paycom account, please reach out to the HR team at hr@kippnorcal.com

Benefits

For questions about our employee benefits (including medical, dental, vision, life and long-term disability, and flexible spending accounts and commuter benefits), eligibility, prescription/pharmacy problems, or claims issues, please reach out to the

Benefits Advocate Center,
Monday through Friday from 6:00 A.M. to 4:00 P.M. PST
P: (855) 897-7404 E: bac.kippnorcalbenefits@ajg.com
Visit our [benefits website](#) for additional information about our benefit offerings.

Retirement Accounts

For questions about our 401(k) plan, please contact [Empower Retirement Services](#) at (800) 338-4015

KIPP Summit Employees Only

For questions about **CalSTRS**, please contact member services at <http://www.calstrs.com/> or 800-228-5453 or 916-414-1099

Accounting

Expense Reimbursement Support

For support for KIPP's expense reimbursement system Concur, please contact the Accounting Team at accounting@kippnorcal.org

Technology

KIPP Technology Support

For technology support, please contact support@kippnorcal.org or call 510-858-6100.

Staff Member Handbook Acknowledgement

I acknowledge that I have received a copy of the KIPP Staff Member Handbook. I understand that I am responsible for reading the Handbook and for knowing and complying with the policies outlined in the Handbook during my employment with KIPP Public Schools Northern California (“KIPP”). I also understand that if I am ever unclear on any language or policies, and procedures in this Handbook, it is my responsibility to seek clarification from the organization. I understand that failure to comply with KIPP’s rules and regulations may result in disciplinary action, up to and including release from employment.

I understand and agree that I am employed by KIPP on an at-will basis, which means that my employment is for no definite period and may be terminated by me or by KIPP at any time and for any reason, with or without cause or advance notice. I also understand that KIPP may demote or discipline me or otherwise alter the terms of my employment at any time at its discretion, with or without cause or advance notice.

I understand that the policies contained in this Handbook are guidelines only and are not intended to create any contractual rights or obligations. I also understand that to retain the necessary flexibility in the administration of policies and procedures, except for the at-will policy, KIPP reserves the right to change, revise, supplement or rescind the provisions of this Handbook and the policies or procedures on which they were based. Any changes to this Handbook must be in writing and must be signed by a KIPP representative authorized to make such changes. Any changes will be posted on the KIPP Portal, as referenced in this Handbook, and staff members are responsible for remaining up-to-date on all available policies. No one other than the CEO of KIPP has the authority to enter into an agreement altering a staff member’s at-will employment. Any such agreement must be in writing, must be signed by the CEO of KIPP and by the affected staff member, and must express an unambiguous intent to alter the at-will nature of the employment relationship.

I understand that this Acknowledgment contains a full and complete statement of the agreements and understandings that it recites, and I agree that no one has made any promises or commitments to be contrary to the foregoing. I also understand that this Handbook supersedes all previous Handbooks and manuals.

Staff Member’s Signature: _____ Date: _____

Appendix 19- KIPP Bridge Family and Team Handbook



KIPP BRIDGE
ACADEMY

UPPER SCHOOL GRADES 5-8

Team and Family Handbook

2023-2024

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Section I: General Information

KIPP Bridge Academy - Upper School (Grades 5 - 8)

Contact Information

1700 Market Street (main entrance on 18th St & West St.)

Oakland, CA 94607

Phone: (510) 543 - 0078

Fax: (510) 874-6796



Website <http://www.kippbridge.org>

Facebook page: <fb.me/KIPPBridgeAcademy>

Instagram page: www.instagram.com/kippbridgeupperschool/

School Leadership:

Principal: Rosie Allen

Assistant Principal, ELA: Jasmine Wasiters

Assistant Principal, STEM: Jasmine Williams

Director of Operations: Daisy Padilla

Dean of Culture: Danilo Juarez

Afterschool Program Director: Sean Keelan

Regional Leadership:

Chief Operating Officer: Beth Thompson

Chief of Schools: Jenny Tan

Managing Director of Schools: Brandy Woodard

Main Office Hours

KBUS Front Main Office entrance is located at the intersection of 18th St. and West St.

Business Operations Manager: D'Voya Tatum

Main Office is open during the following hours:

- Monday-Friday, 8:00am - 3:50pm

KIPP Bridge Upper School Panther Purpose

At KBUS, our purpose is to empower students to joyfully pursue academic excellence and lead a choice filled life while also ensuring they become purposeful, courageous, curious, empathetic and loving leaders who transform their communities by way of college, career, and beyond.

Fulfilling this purpose requires us to collaborate with families and our community as we lean into our core values of Love, Purpose, Ujima, and Perseverance.

KBUS Core Values

Purpose – Having a sense of purpose means understanding the meaning or reason behind what we do. Students must have a sense of purpose behind their education. This purpose provides motivation and helps KIPPsters to develop their authentic selves as they strive for academic excellence.

Ujima – Means collective work and responsibility. Through Ujima we build and maintain our community together and make our brother's and sister's problems our problems and to solve them together

Love – When we lead our lives with love, we make compassion the guiding force behind all our actions and interactions. Love contributes to furthering the cause of the universe and thereby gives our action greater meaning.

“In speaking of love we are not referring to some sentimental emotion. It would be nonsense to urge men to love their oppressors in an affectionate sense [...] When we speak of loving those who oppose us [...] we speak of a love which is expressed in the Greek word Agape. Agape means nothing sentimental or basically affectionate; it means understanding, redeeming goodwill for all men, an overflowing love which seeks nothing in return.” (Dr. MLK Jr.) Agape is a willingness to go to any length to restore community.

Perseverance – Perseverance is the ability to push through challenges. Perseverance means that students and staff are able to wait and work through difficulties, whether they have to do with your mind, their bodies, or their emotions. The symbol we use for perseverance is an Oak tree, similar to the symbol of Oakland. That is because we are in Oakland that has a long history of people of color persevering. Also, an Oak starts from a tiny acorn and little by little becomes a mighty tree.

KBUS History

KIPP Bridge was founded as KIPP Oak in West Oakland during the summer of 2002 as a part of the Oakland Unified School District's New Small Autonomous Schools. In 2004, KIPP Bridge became a charter school. Under the leadership of Mr. David Ling, KIPP Bridge became known for having a safe and disciplined culture that fostered a college-going mindset. In 2009, Ms. Jackson became the principal and over the next several years KIPP Bridge solidified its standing in the community as a school of high expectations. In 2016 - 2017, the elementary school portion of KIPP Bridge Academy was added and at that time the school relocated to 1700 Market Street. KIPP Bridge Upper School is the 5th through 8th grade portion of KIPP Bridge Academy with Ms. Allen as principal. KIPP Bridge Upper School staff is committed to providing an excellent and equitable public school education to the children of Oakland. In January of 2018, Ms. Salome Portugal took over Bridge as the school leader of KIPP Bridge Upper School because the school began to struggle with both academics and culture during the expansion. Under her leadership, KBUS began to re-emerge as a leader in the Norcal KIPP region. In 2020, Dr. Haughton stepped in to lead the school through the COVID pandemic and supported students as they transitioned from virtual to in-person instruction. Ms. Allen joins the KIPP:Bridge team this year to continue to support the school legacy as a leader in the region.

Instructional Vision

At KIPP Bridge Academy students thrive in a rigorous learning environment focused on reading, critical thinking, and oratory skills. Teachers are specialists in their content area, they differentiate instruction using data, and support students to take ownership of their learning. Students and teachers prioritize social emotional learning, and students know how to effectively self-advocate to ensure they achieve their personalized learning goals.

Cultural Vision

At KIPP Bridge Academy, students approach being part of the KIPP Bridge Team and Family with positivity and enthusiasm. Bridge students will be known for being respectful, engaging, creative, and for honoring our own and one another's backgrounds. By living our values of ujima (collective responsibility), purpose, perseverance, and love we will create an inclusive learning environment where Panthers uplift one another as they climb the mountain to college, career and beyond.

Guiding Principles aka “We Believes”

We use these We Believes to help inform the decisions we make and the priorities that we set at KIPP Bridge.

Academic We Believes

- We believe that fostering a growth mindset and encouraging an intrinsic love of learning will develop KBUS students into lifelong learners and thinkers.
- We believe that all students are capable of learning, deserve opportunities for academic success, and learn best when the classroom is appropriately differentiated for individual needs.
- We believe that teaching is most effective when content is strategically planned and mapped out prior to instruction.
- We believe that student learning is most accurately described when it is based on mastery of content area standards. These standards are focused on preparing students to be on a college-going track.

Culture We Believes

- We believe that community and collective purpose is key to our success.¹
- We believe that high expectations and continuous learning are the responsibility of everyone in our school. We value growth mindset for children and adults.
- We believe that every teacher takes responsibility for every student, regardless of whether or not we teach him/her.
- We believe that the partnership between school staff, families and children is crucial to our success with students.
- We believe that when students belong to a safe and joyful community that honors their identities, they will work and behave in the best way possible.
- We believe that students learn best when there are clear, reasonable, and consistently upheld expectations and routines. (When expectations are not met, they are paired with logical consequences and addressed respectfully and promptly.)
- We believe students should have a chance to learn from their mistakes, and use them as opportunities to learn and grow as individuals and in relationship to others.
- We believe that the ongoing development of self-awareness and cultural competence is the responsibility of both children and adults of the KIPP Bridge community.

¹ “Ubuntu” - Southern African ethical concept meaning “I am because we are” and “In’La’Kech” a Mayan concept meaning “you are my other me”

KIPP Character Strengths

Success depends on both academics and character.

We help students practice the following character strengths, which is essential for student success and well-being.

Zest – An approach to life filled with excitement and energy.

Curiosity – The search for information for its own sake. Exploring a wide range of information when trying to draw a conclusion, including information that challenges our own initial assumptions.

Gratitude – Appreciation for the benefits we receive from others and the desire to reciprocate with our own positive actions.

Grit – Perseverance and passion for long-term goals.

Optimism – The expectation that the future holds positive possibilities and the confidence that, with effort, these possibilities become likelihoods

Self-control – The capacity to regulate thoughts, feelings, or behaviors when they conflict with valued goals.

Social-intelligence – Awareness of other people’s motives and feelings and using this understanding to navigate social situations appropriately.



KIPP Bridge Upper School Foundation (Bridge “Pillars”)

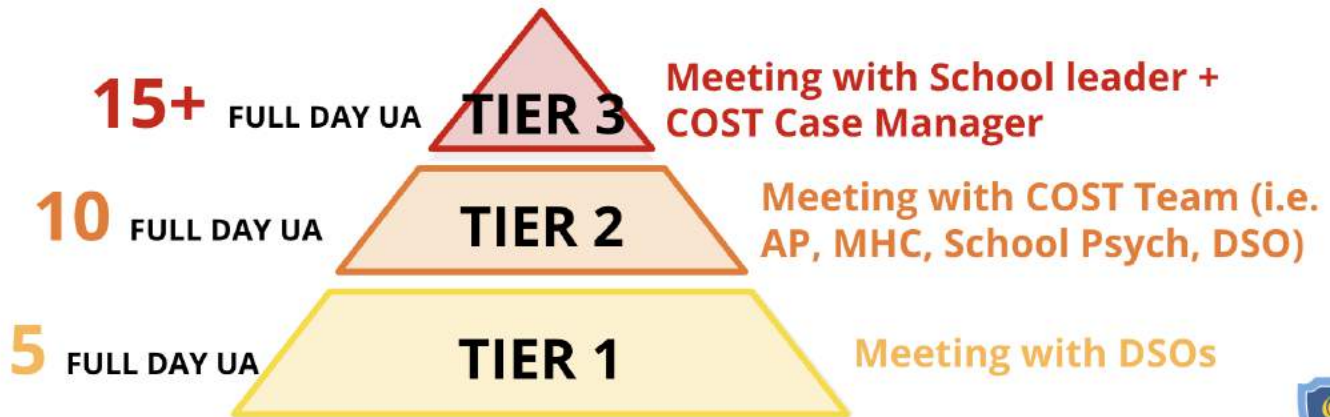
<p style="text-align: center;">Academic Rigor</p> <p style="text-align: center;">“Our students work with purpose”</p>	<ul style="list-style-type: none"> ★ Encourage an intrinsic love of learning ★ Differentiation for students who are both struggling with and exceeding in meeting the standards (guided reading, small group instruction, challenge problems) ★ Data-driven personalized instruction and learning programs with technology ★ Oratory skills - classroom activities that encourage academic discourse and public speaking
<p style="text-align: center;">Literacy</p> <p style="text-align: center;">“Once you learn to read, you will be forever free.” F. Douglass</p>	<ul style="list-style-type: none"> ★ Literacy - daily choice reading, classroom libraries, reading interventions ★ 100+ minutes of reading and writing instruction per day ★ Classroom libraries ★ Develop a love of reading
<p style="text-align: center;">College & Career Ready Mindset</p> <p style="text-align: center;">“We climb the mountain to college, career and beyond”(perseverance)</p>	<ul style="list-style-type: none"> ★ Homerooms with college names and grades labeled by high school graduation year (“Class of 2033”) ★ Growth mindset, student professionalism and scholarly habits are explicitly taught and referenced ★ College field trips ★ Financial Literacy Curriculum
<p style="text-align: center;">Team and Family</p> <p style="text-align: center;">Ujima - “To build and maintain our community together”</p>	<ul style="list-style-type: none"> ★ Weekly Team and Family (50 minutes per week set aside for socio-emotional learning lessons and community building) ★ Interweaving social-emotional learning, and teaching of the school’s values ★ Restorative justice practices ★ Parent engagement (KFA/SSC, family events) and communication on individual student progress (conferences, progress reports, calls/texts) ★ Funtastic Friday’s

Section II: Daily Student Life @ KBUS

Attendance Counts!

Attendance is a critical factor in your child’s success at KIPP Bridge. In KIPP, we believe that students deserve more time in school to become truly college-ready. It puts a strain on your student, other students, and teachers every time a Bridge child is absent. School staff, students and parents all make a commitment to avoid absences so that we can deliver on our Commitment to Excellence on behalf of your child and all of the students at KIPP Bridge. Our goal is to have all students in school everyday to maximize their learning time.

What happens if my child is frequently absent?



Absences and Missed School Work

Students are responsible for completing all of their classwork and homework, regardless of absence reason or length of absence. Students must speak with teachers to collect missed work and schedule re-teaching. Copies of homework are available in folders in each classroom.

If, due to an unforeseen circumstance, you think your child will be absent for more than two days (and it is not due to a medical problem documented by a doctor), **it is required that you schedule a meeting with the Assistant Principal or Principal as soon as possible.** Please note that it is against school policy to take vacation on school days.

Arrival and Dismissal

Students should arrive at school by 8:20am to line up and enter with their class. At that time we say morning affirmations, walk into class together, and listen to announcements. At 8:31 students are considered late. The impact of being tardy, is not being present for community building, homework not being given full credit (late homework is reduced value), missing announcements of important school-wide events, and possibly serving detention. Please avoid tardiness.

Students are dismissed at 3:15pm every day. We do not have sufficient staffing to provide daycare outside of the afterschool program. Families of students who are repeatedly picked up late may be charged hourly for the cost of an additional daycare provider for their child. Student safety is our primary concern at KIPP Bridge. On time, supervised, and orderly pick up can be achieved with staff and parents working together.

Transportation Flow

The following procedures have been agreed to with KIPP Bridge parents and neighbors for the safety of our children and for the good of the neighborhood.

Drop Off Traffic Policy

- Please drive your car to the pick-up/drop-off area on **Market or West street**. Students should exit your car curbside. You may not leave your vehicle if you are in a drop-off area.
- **Another option is to park your car legally**, making sure to not block driveways in the neighborhood and **walk your student** to the school.

Pick-up Traffic Policy

- Please drive your car to the **pick-up/drop-off area on Market or West street**. Students should enter your car curbside. You may not leave your vehicle if you are in a drop-off area.
- **Park the car legally**, in the neighborhood and/or walk, and meet your child at a school exit. Students may walk home or take the bus with a walking or bus pass.

Schedule

Block	Time	5th Grade		6th Grade	
		Howard	Hampton	Florida	Texas
HR					
Arrival	8:10 - 8:20	Arrival			
HR	8:20 - 8:30	AM HR	AM HR	AM HR	AM HR
1	8:30 - 10:00	ELA	Math	ELA	Math
2	10:00 - 11:05	Social Studies	Enrichment	Science	Enrichment
3	11:05 - 12:10	Enrichment	Social Studies	Enrichment	Science
4	12:10 - 12:50	Lunch & Recess			
5	12:50 - 2:20	Math	ELA	Math	ELA
6	2:20 - 3:10	Literacy Block	Literacy Block	Literacy Block	Literacy Block
HR	3:10 - 3:15	PM HR	PM HR	PM HR	PM HR
	3:15 - 3:25	Dismissal			

Block	Time	7th Grade		8th Grade	
		St Mary's	Stanford	Spelman	Morehouse
HR					
Arrival	8:10 - 8:20	Arrival			
HR	8:20 - 8:30	AM HR	AM HR	AM HR	AM HR
1	8:30 - 10:00	Math	ELA	ELA	Math
2	10:00 - 11:30	ELA	Math	Math	ELA
3	11:30 - 12:10	Lunch & Recess			
4	12:10 - 1:05	Literacy Block	Literacy Block	Literacy Block	Literacy Block
5	1:05 - 2:05	Science	Enrichment	Social Studies	Enrichment
6	2:05 - 3:10	Enrichment	Science	Enrichment	Social Studies
HR	3:10 - 3:15	PM HR	PM HR	PM HR	PM HR
	3:15 - 3:25	Dismissal			

Breakfast, Lunch & Snacks

Breakfast is offered to students from 8:10-8:20am in the multi-purpose room (MPR). Students who arrive on time for breakfast are welcome to come to the MPR and eat. Since breakfast ends promptly at 8:20, your child will not have the opportunity to eat if he or she arrives after 8:20.

Students eat lunch with their grade-level. Students are given approximately 20-25 minutes to eat and then go out for recess. (Sometimes recess is held before lunch depending on the grade-level.) Students can also eat a snack during their recess time. Furthermore, snacks are provided after school for all students in the afterschool program.

In an effort to provide students with a healthy environment, students may only bring healthy snacks to school. Children need healthy snacks to help them grow, learn, and stay healthy. Some healthy snacks foods:

- Cereal with Milk
- Low-fat cheese melted on whole -grain bread
- Fresh cut- up fruit with yogurt for dipping
- Baked tortilla chips and salsa
- Vegetables and low- fat dip

*Prohibited foods (p. 26) will be taken from the student and kept until the end of the day. Please do NOT bring McDonalds, KFC, or other prohibited food to your Panther at school.

Sports/Scholar Athletes

In addition to physical education, grades 6, 7 and 8 will have the opportunity to participate in a sports program. Students will be able to sign up for sports teams at the beginning of each season. In order to participate, students must maintain a minimum academic GPA of 2.0. Students who are absent from school are not permitted to attend practice or games on the same day of their school absence. Students who are suspended will be restricted from practice and games. Repeated suspensions will result in being removed from the team.

Clubs

In addition to dances and community events, there are clubs depending on staff interests and availability. Students must maintain a 2.0 GPA to participate in school sports and student government. While a staff member is required to run any club or sport, we welcome parent volunteers to help supervise these activities. Please reach out to Coach Porter (tiffany.porter@kipbridge.org) if you would like to offer your support.

Daily Routines and Student Organization to Build Scholarly Habits

We believe it is our responsibility to teach students scholarly habits that will set them up for success in middle school, high school and beyond. We will model, teach and insist that students develop and maintain these essential skills.

Daily Supplies Checklist

Students should come to school every day with the following items:

- Backpack with pens, pencils, paper, erasers, highlighters, and personal pencil sharpener (No Sharpies)
- Agenda with parent/guardian signature
- Completed homework in homework folder
- Class binders and any other required materials
- Proper uniform
- Just-right book(s) for independent reading
- Water bottle, lunch and/or healthy snack

Student materials and organization

- All students will be given a homework folder. This folder will go home each night with homework to be completed and returned each day with completed homework. Completed homework will then be transferred to their content binders.
- All students will be given binders. Students will be taught to organize their classwork, homework, and assessments in these binders. Binders could be checked by teachers during the year to ensure they are organized. You can help your scholar by looking through the binder with them at home.
- All students must come to school daily with a backpack, sharpened pencils, highlighters, lined paper, a just-right book for independent reading and a water bottle/healthy snack. They must also come with their own personal school supplies.

Homeroom

Each morning at 8:25 when the whistle blows, students line up by homeroom with their homeroom teacher. Students then walk silently to their homeroom class where they begin their day from 8:30 - 8:50 am in the homeroom. During homeroom, teachers check uniform compliance, homework completion and signed agendas. Teachers also take attendance and make announcements. Finally, teachers use this time to check in with students and set the tone for the day. During homeroom, students are expected to read independently.

Independent Reading and Just Right Books

At KBUS, we want to foster a lifelong love of learning and reading. As research shows that the more students read on their level, the greater their reading achievement, each day students will be given 20-25 minutes of independent choice reading time during the school day and 20 minutes of independent reading assigned for homework. While students are encouraged to bring books from their local library or home, all students will be supported to choose “just right” books from their classroom libraries. A “just right” book is a book that is at or just above a students’ reading level and which they are excited to read. Students will be required to complete independent reading logs to document their progress. Students will take Accelerated Reading quizzes to check their comprehension of the books they read. **This is an area where we absolutely need parent support. Parents, the single most important you can do for your child is read to them, have them see you reading, have them read to you, and just have them read in general.**

Contact Teachers For Help When Needed

Calling Teachers on their Cell Phones

- Students may call or text teachers on their cell phones from 5:00 pm to 7:00 pm Monday through Thursday evenings for questions on assignments and for 2 hours on Sundays (at teacher discretion)

- Parents should feel free to call teachers during regular work hours (8:00am – 4:30pm M-F). Teachers will return calls from adults within 24 hours.
- Emailing Teachers - For students or parents who have questions that are less urgent and can be responded to within 24 work hours, please use email. Professional language and format should be used at all times when emailing teachers. If communication is not consistently provided please reach out to school administrators:
 - Principal Ms. Allen (General Information, SPED) - Rosie.Allen@kipppbridge.org
 - Assistant Principal Ms. Waiters (ELA)- Jasmine.waiters@kipppbridge.org
 - Assistant Principal Ms. Williams (STEM) - Jasmine.Williams@kipppbridge.org
 - Director of School Operations Daisy Padilla - Daisy.Padilla@Kippbridge.org
 - Dean of Culture Danilo Juarez - danilo.juarez.gonzales@kipppbridge.org
 - Afterschool Director Sean Keelan - sean.keelan@kipppbridge.org
- For absences or lateness, students and/or parents should call the office (510-543-0078), not the teachers' cell phones.

KIPPisms

These are expressions used in most KIPPs, including KIPP Bridge Upper School

All of us will learn/lead	KIPP's motto in which KIPP has an inclusive education for principals, teachers, and more to collaborate to meet all student needs.
Assign yourself	Students are expected to assign themselves rather than wait for teachers to give them directions.
Be the constant	In reference to the mathematical terminology that a constant value cannot change. Therefore, students should not necessarily change themselves because outside influences tell them so.
Build a better tomorrow	Goal for students to build a better tomorrow for themselves amidst a competitive world.
Climbing the mountain to college	Expression used to illustrate the focus, determination, and grit it takes a KIPPster to get to (and through) college. Every decision a KIPPster makes can have an impact on their path to college.
Do the right thing when no one is looking	A saying that emphasizes integrity and ability to do what is right despite the lack of an authority figure
Find a way or make one	If a path or solution does not already exist, KIPPsters are encouraged to make one themselves
Holding each other accountable	Act of ensuring that all members of the community complete their duties in a timely and high-quality fashion.
Leave a place better than you found it	KIPPsters are encouraged to leave places better than they found it. This can be emphasized especially during field trips.
One team, one sound	Expression used to illustrate how the members of a community need to operate with unity.
Read Baby Read	A phrase from a chant created by Harriett Ball who trained the KIPP co-founders (see below)
Team always beats individual	By working as one team, we can learn from each other's successes and struggles, taking full advantage of the collective talent and innovation
To and Through	KIPP's mission to get students to and through college
KIPP Praise Claps	Various claps of appreciation that are expressed in unison in appreciation for a teammate. For example, a teacher will say, let's give three claps of praise for Mr. Smith, K I P P! (clap, clap, clap).

KIPP's Credo

If there is a problem, we look for a solution

If there is a better way, we find it.

If a teammate needs help, we give it.

If we need help, we ask.

Read, Baby, Read

"You gotta read, baby, read

You gotta read, baby, read

The more we read, the more we know

'Cause knowledge is power

And power is freedom

And we WANT it...

So read, baby, read.

KIPP" (clap + SLANT)

Morning affirmation

Adult whistles at 8:25am. All Unity Clap as they get to line.

Call: Good morning KIPPsters

Response: "Good morning 'x', Team, and Family."

Call: Purpose (clap)

Response: "Purpose. I will look to my past and forward to my future to find my focus and my purpose."

Call: Ujima (clap)

Response: "Ujima. We will build and maintain our community together. We will make our sister's and brother's problems our problems and solve them together."

Call: Love (clap)

Response: "Love. Love is an act of courage. I will love myself, my family, my people, and my community by being compassionate, kind, and respectful."

Call: Perseverance (clap)

Response: "Perseverance. I view challenge as an opportunity and mistakes as part of learning. I will keep trying, practicing, and growing."

Call: "K.I.P.P."

Response: clap, clap, clap

High Expectations & Structures

Respectful Communication and Professionalism

Mutual respect is necessary for a healthy school environment and therefore is our most important expectation. Everyone on KBUS campus, including students, are expected to treat one another with kindness and respect. Examples of politeness and professionalism expected by Team and Family members are speaking in kind tones, using positive body language (for example, looking at one another when speaking, never rolling eyes nor stomping one's feet), and greeting one another. Our school is a professional learning environment that should be welcoming and supportive of every person who is part of, or visiting, our KBUS Team and Family.

Student Communication and Manners

"Our language is a reflection of ourselves. A language is an exact reflection of the character and growth of its speakers." - Cesar Chavez

Responding to and asking questions of Adults

- Students should make eye contact with the adult.
- Students should always say the adult's title (Dr, Mr., Ms.) and last name.
- Students should speak loud and clear.
- Students should use a respectful tone.

Welcoming Visitors

- Students should make eye contact with the visitor.
- Students should speak loud and clear.
- Students should use a respectful tone.
- Students should smile and treat them as a member of our Team and Family.
- When a visitor is in the classroom, the ambassador student who is closest to the door, should make an effort to provide them with an overview of what the class is doing.
- Students should shake the person's hand and greet them by saying, *"Welcome to KIPP Bridge Academy. My name is (state full name) and this class is "xth grade (content - Social Studies, ELA, Math, or Science)"*.

Shaking Hands

- Students should look the person in the eye.
- The handshake should be firm.
- Students should introduce themselves to the person and show an interest in them by asking them a question. (i.e. How are you doing? May I help you?)
- Students should bring closure to a conversation with a firm handshake and a display of appreciation for their time. (i.e. It was nice meeting you. Thank you for your time.)

How Students Address the Team & Family during Advisory/Assemblies

- Students must stand.
- Students must speak loud and clear.
- Students must begin by saying "Team and Family" or "Fellow Panthers" followed by their question/concern or statement in complete sentences.

These forms of communication teaches our students good manners, proper etiquette, and prepares them for the real world success we expect in their future.

SLANTing/Tracking

Students are expected to SLANT in classrooms at any time someone is addressing the class, whether it be a teacher, another adult, or student. The reason that we use SLANT, especially tracking, at KIPP Bridge is because it shows respect to the speaker and helps us be better learners. When we move our sight and body position toward the speaker, it creates a supportive environment for Team and Family members by showing that you care about what the student is saying. Studies show that when we track, we are better able to focus on listening.

- Students will practice the habit of SLANTing:

Sitting respectfully,
Listening to teammates and teachers,
Asking and answering questions,
Nodding heads or using non-verbal signals to show “I’m following along”, and
Tracking the speaker.

- All eyes should be on whoever is speaking.
- If anyone comes to the door (another teacher, the principal, a parent, etc.) student eyes should remain on the speaker.

The classroom ambassador will greet any visitors.

SLANTing teaches students habits for good learning, ensures active listening, and helps with professionalism and focus.

Noise-level Expectations

Specifying appropriate noise levels for each activity helps keep a classroom orderly and also helps students learn appropriate volumes for different academic activities. Every classroom has a poster explaining the noise levels. Students are expected to follow the voice-level requested by teachers and staff.



Silent Signals

We use silent signals to support orderly and engaged classrooms. Common signals are:

- Yes - shake open hand on the side of one’s head
- No - flat palm down and wave side to side
- I agree - pink and thumb out waving back and forth

- May I go get water? - hold up three fingers
- May I go to the restroom? - hold up the letter R in sign language
- May I get a pencil - one finger up

Classroom Entry & Two-Minute Hustle

All classes start with the 2-minute hustle because this prep time supports students to set up for class, start off organized, and avoids distractions around needed supplies later. These are the steps for classroom entry.

- Students enter a classroom, walk directly to their seat, unpack their materials, and get ready for class at noise level: 0 (silent)
- All students are expected to have the following items on their desks at the end of the 2-minutes:
 - Agenda opened to the current day and writing down homework/announcements. Homework that is due that day.
 - IR book
 - Pencil
 - Other materials designated by classroom teacher
 - Students will begin reading their IR books or begin their “Get Down to Business” (GDTB) immediately after completing the 2-minute hustle unless otherwise directed by the classroom teacher.

Bathroom Use

We want to make sure students maximize learning time and do not miss out on key instruction.

- Students should use the restroom before school, during lunch/recess, and during elective classes.
- During core classes, students will be allowed to use the restroom during independent practice time only, except in the event of an emergency. They should be out of class no longer than 5 minutes.
- During the first and last 15 minutes of class, passes will not be issued for the bathroom.
- Students should use the hand signal (sign-language letter r) to signify that they need to use the bathroom.
- Students who need to use the bathroom more frequently should have a medical note on file.
- Students must have a pass from class when they are in the hallways.
- Students who use the restroom and leave class too frequently in a trimester (for example more than 30 times) may be asked to serve a 15 min detention for each extra bathroom time.
- Students who need an escort (adult or student) because of not meeting bathroom procedures previously (or being on in-school suspension) will be identified to all grade level staff including enrichment teachers and coverage staff.

Lunchroom Expectations

Eating School Lunch

- Students are expected to walk to the lunch line quietly when they enter the cafeteria.
- Students will not voice their food complaints to the cafeteria staff. However, if they have any suggestions they will direct them to the Operations Manager.

Etiquette in the Multi-purpose Room (MPR)/cafeteria

- Students will talk at an inside voice volume and monitor their noise level at their table throughout lunch.
- If students are too loud, they will be placed on silent lunch.
- If students are not actively eating, we encourage them to wear their masks.
- For safety reasons, students must raise their hand and ask permission to leave their seat. (hand signals should be used)
- Students must walk and never run in the MPR.
- Students will not throw food in the MPR.
- Leave the space better than you found it - clean.

Emptying trash

- Students will be dismissed to throw away trash as they finish eating.
- When their table is called for dismissal, students will look around and gather any trash left on the floor or tables and place it in the trash can even if it's not theirs.
- If any trash is left on the tables or floor by any class, students should return to clean the area.

Leaving the Cafeteria

- Students will exit the cafeteria quietly with all of their belongings to class/cooperative play/recess.
- Students will put their belongings in the designated place assigned to their grade level and choose a physical activity in which to participate unless transitioning to class.
- Students will not be allowed to re-enter the cafeteria before lunch is over, without a pass.

Cleanliness

At KIPP we practice the motto of “leave a space better than we found it.” This means that we clean areas even if we were not the mess makers and we contribute to the overall beautification of all areas that are part of the school. This includes facilities on and off campus and may include, but is not limited to pushing in chairs, picking up trash, or cleaning of tables. This is in line with our value of Ujima - collective work and responsibility.

Uniform Policy

Students wear uniforms at KBUS in order to provide a safe and equitable environment that is aligned with our mission statement. KBUS will provide the first two polo shirts at no cost. Additional polo shirts, sweatshirts, and jackets may be purchased.

REQUIRED UNIFORM ATTIRE

Uniform Polo Shirts

- Every grade level wears a unique polo color with our school logo that represents our school colors :
 - 5th Grade - Aqua
 - 6th Grade - Royal Blue
 - 7th Grade - Navy Blue
 - 8th Grade - Black or Gold
- No writing on the shirt or coloring of the KIPP logo.
- If a sweatshirt or jacket is worn, a KIPP polo must still be worn underneath.



Khaki/Black/Blue Pants

- Pants/Shorts/Skirts must look professional (no rips or sagging) in any of the following colors: khaki, navy blue, or black.
- Skirts must be at knee-level or lower
- Skirts must be worn with shorts under (built-in are fine)



P.E. Appropriate Shoes

- Shoes must be P.E. appropriate (athletic shoes with laces), even on "free dress" days



KIPP Jackets/Sweatshirts/Undershirts

- If wearing a jacket or sweatshirt, it must be KIPP gear AND you must still wear your uniform polo underneath.
- A long sleeve under the uniform polo is ok, but NO hoodies are allowed.

PROHIBITED ITEMS

Tops

- No non-KIPP jackets/sweaters to be worn over uniform shirts
- No hoodies over or under your polo



Bottoms

- No ripped pants or blue jeans
- No sagging pants
- No skirts with knee-high socks or shoes
- No sweatpants or basketball shorts
- No leggings



Shoes

- No uggs, crocs, or slides

Headwear

- No head scarves fully covering your head
- No bandanas of any color
- No hats or hoods
- No sunglasses



Uniform Policy

FRIDAY ATTIRE

On Fridays, students must follow the required uniform policy, BUT has the option to wear any of the following:

Tops

- KIPP Uniform Polo
- KIPP T-Shirt (Spirit, etc)
- College Gear

Bottoms

- Khaki/Blue/Black pants
- Jeans/Cargos (any non-ripped pants of any color)

FREE DRESS ATTIRE (SPECIAL OCCASIONS)

On special occasions, students might be given a “free dress” pass. Free dress means that students may be out of uniform. The expectation for free dress is that students should still wear school-appropriate clothing.

- No ripped pants or blue jeans
- No sagging pants
- No skirts with knee-high socks or shoes
- No sweatpants or basketball shorts
- No leggings
- No uggs, crocs, or slides
- No head scarves fully covering your head
- No bandanas of any color
- No hats or hoods
- No sunglasses

We strive to maintain a distraction-free and professional learning environment and would like student clothing to support this effort.

UNIFORM VIOLATIONS

Students who are in violation of the uniform policy **will be sent to the office to call home to request that a family member bring the student the proper uniform**. Students will not be allowed to return to class and will be required to wait in the school office until a parent/guardian provides the appropriate uniform attire. If there is an emergency (or other special circumstances), please send your child with a note and explanation of why your student is out of uniform and we may be able to lend them the proper uniform (based on availability). Students may also be asked to serve detention if they come to school out of uniform.

RELIGIOUS/MEDICAL EXEMPTIONS

Any student who requires an exemption from any part of the uniform policy must present their request in writing from parent/guardian for approval by the principal.

PURCHASING UNIFORMS

Every student receives 2 free uniform polo shirts at the beginning of the school year. You can purchase additional uniform polos at www.bancroft-uniforms.com. Be sure to create an account, if you don't already have one. For the school name enter: bridgeoakland

Am I allowed to bring this to school?

Prohibited Items for students - Students are not allowed to bring the following items to school:

- Excessive amounts of cash
- Very valuable items
- Sharpie or permanent markers
- Toys, video games, game systems
- Non-school related electronics
- Matches or lighters
- E-cigarettes, vape pens, etc.
- Illegal substances
- Weapons (or toy weapons)
- Fidget spinners
- Putty or slime (Homemade or store bought)
- Water balloons
- Water guns
- Candy
- Sports equipment (basketballs, hockey sticks, boxing gloves, etc) If they have to bring items it must be checked in with their Grade Level Chair. KBUS will not be responsible for lost or stolen items.

If these items are brought to school, they will be confiscated, and held by the administration. Parents may retrieve the items from administration. Students may be assigned a consequence like detention. In some circumstances, these items will be returned only to parents or guardians.

Electronic Devices

KBUS will not be responsible for any damaged, lost, or stolen electronic devices. Kindles may be used by students for reading purposes only. Any student using an electronic reading device for anything but reading will result in the same consequences and procedures followed for cell phones and other electronic devices.

Cell phones - Cell phones are allowed at KBUS but will be collected first thing in the morning and **must remain OFF** (not on silent or vibrate) during school hours. This is to avoid inappropriate use of cell phones in the bathrooms or in other areas of campus. KBUS is not responsible for lost or stolen cell phones. Students may use cell phones before and after school (**outside** of the school building only) to contact family members or for emergency purposes only.

Urgent calls: If students need to make a phone call during the day to a family member in order to address an illness or other emergency, they may ask permission to use the school phone **in the main office**.

If cell phones go off during the day or students are caught using a cell phone (calling, texting, playing games, etc.) during school hours, they will be confiscated and will be **kept by an assistant principal** and only released to a parent or guardian. If the problem persists, the student will not be allowed to carry a cell phone to school. ***KIPP Bridge Academy is not responsible for any lost, stolen, or damaged cell phones. Please do not send your student to school with very expensive cell phones.***

Disciplinary Hierarchy and Consequences

Ladder of Response

Teachers use a number of moves to ensure all scholars are learning, remembering that the goal is to restore relationships so that scholars are engaged in learning. We know that there are many ways to respond and that matching is important depending on the child and the situation. Below is an example of a ladder of actions that a teacher might take based on KIPPsters' choices in the classroom.

Level of Infraction	Consequence Options	Responsible Party
<p>Level 1</p> <p>Behaviors that cause mild disruptions in class such as inappropriate talking, getting out of the seat, etc.</p> <p>*Do Not log into DeansList*</p>	<p>Quick moves/Corrections</p> <ul style="list-style-type: none"> - General redirection - Warning/Redirection (verbal or written) - Proximity - Phone Call (might just be positive words) - Brief stop and wait - Name drop - Quick Check In - Reflection Time (5-10 minutes in Calm Down Corner with a restorative conversation of 1-5 minutes before returning to seat) <ul style="list-style-type: none"> - Spot needs to be separate from other classroom space <p>If multiple students are demonstrating level 1 behaviors, a whole class reset is needed (and discuss impact of the behaviors)</p>	<p>Teacher</p>
<p>Level 2</p> <p>Failure to participate a more disruptive behaviors such as name calling, cursing, hitting a peer; repeated Level 1 infractions</p> <p>*Log infraction into DeansList (Have</p>	<ul style="list-style-type: none"> - One-to-on side conversation - Longer Reflection Time (10-15 minutes in Calm Down Corner with a written reflection and restorative conversation of 1-5 minutes before 	<p>Teacher or Grade Team Leader</p>

<p>teacher's put behavior in via phone app and then narrative in later)</p>	<p>returning to seat)</p> <ul style="list-style-type: none"> - If sent to another room and disrupts, it becomes a Level 3 - Apology Letter - Parent/Guardian Contact - Lunch or Afterschool Detention with Teacher or GLC 	
<p>Level 3</p> <p>Larger scale infractions such as skipping class, fighting, sexual harassment, bullying, drug or weapons possessions, cyber bullying; repeated Level 2 infractions;</p> <p>*Teacher logs it as an infraction AND submits a referral via DeansList</p> <p>*Administrator handles consequence</p>	<ul style="list-style-type: none"> - Administrative Referral and removal from class - Restorative Conversation - Action oriented creative consequence (assisting a staff member, working on a group project, writing an apology letter, etc.) - Parent/Guardian Conference - Reverse Suspension - In School Suspension - Out of School Suspension 	<p>Coleman, Haughton, or Holt</p>

Consequences

Consequence	Owner	Description
Teacher or Grade Level Lunch Detention	Teachers and GTLs	Teacher discretion
Admin Lunch Detention	Coleman, Williams, and Allen	Daily in a corner of the MPR
Teacher or Grade Level Afterschool Detention	Teachers and GTLs	<p>4:10 to 5:00 (On days that teachers do not have meetings or reteach) .</p> <p>Will depend on the behavior, but examples are:</p> <ul style="list-style-type: none"> - Cleaning or organizing - Team building or group project - Tutoring for other students

		<ul style="list-style-type: none"> - Writing apology letters - Playing academic review game
Admin Afterschool Detention	Coleman, Allen, and Williams	<p>Monday, Tuesday, or Thursday: 4:00 - 5:00 Wednesday: 2:00 - 3:00</p> <p>Will depend on the behavior, but examples are:</p> <ul style="list-style-type: none"> - Restorative conversation <ul style="list-style-type: none"> - Create strategies to make better choices - Cleaning or organizing - Team building or group project - Tutoring for other students - Writing apology letters - Playing academic review game
In School Suspension (ISS)	Coleman, Allen, and Williams	<ol style="list-style-type: none"> 1. The student remains in a different Grade Team Leader’s classroom all day or 2. Student spends the day shadowing and assisting a member of the LEAD Team <p>Students are not allowed to participate in afterschool activities.</p>
Out of School Suspension (OSS)	Coleman, Allen, and Williams	<p>Students are not allowed on campus or at campus events, games, etc. for the duration of their 1-3 day suspension.</p>

Socio-Emotional Learning (SEL)

All learners need support in social and emotional development. As children grow from year-to-year, they experience new challenges, new emotions, and new situations. Navigating these various experiences is part of the challenge of adolescence and part of the process of growing and learning for all students. We infuse the bulk of our social emotional support into the general education curriculum through community circles and teaching children how to respond to situations that arise in class. In addition, we make time in our schedule weekly for Team and Family and use the program Second Step to supplement our SEL curriculum. The scope and sequence for SEL learning is as follows:

Social & Emotional Learning Core Competencies



Unit 1 - Growth mindset and Goal setting

Unit 2 - Connecting personal values to decision-making

Unit 3 - Thoughts, emotions, and decisions

- Handling emotions
- Responding to anger
- Calming strategies

Unit 4 - Resolving and avoiding peer conflicts

- Perspectives
- Challenging assumptions
- Avoiding conflicts
- Bullying and upstanders
- Gender harassment

Although across grades 5th through 8th, the overarching topics are the same, the approach to teaching them is focused on age-appropriate challenges and circumstances.

Other Student Supports and Safety

Emergency Drills

KBUS holds the following each year:

- 4 fire drills with evacuation;
- 3 earthquake drills/disaster;
- 2 shelter-in-place drills;
- 2 lockdown drills

The required evacuation map and protocol is posted in every room. Students are to remain silent and follow their teacher according to their map and to stay with their class. Students must go directly out of the building and stay as a class in the designated outdoor location until given further instructions. Students failing to appropriately practice will practice again during their recess. Any students that need any additional practice will be scheduled by KBUS staff.

Counseling/Mental Health Services

KIPP Bridge Upper School's Mental Health Counselor works closely with staff and families to create a strong support network for students who experience mental health challenges that impact their learning. Students who might benefit from working with a counselor will be referred by teachers, staff, or parents. At that time the counselor will assess the student to determine the best support moving forward. Students could either work with the school counselor or be referred to other outside agencies. Parents/guardians will be notified of any referrals made to outside agencies and will be kept informed of their child's progress, as deemed appropriate by the school counselor.

Academic Program

Core Subjects

At KIPP Bridge Academy, the core subjects are English Language Arts, Mathematics, Science and Social Studies. These core subject classes are grounded in the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS) and History-Social Science Framework (HSS).

Enrichment Classes

In the 2022-2023 school year, KIPP Bridge Academy will offer Physical Education and Financial Literacy to all students.. Please note that this year Enrichment classes will be graded similar to core classes. However, the grade will count as half of the value as a core class towards G.P.A.

Textbooks

Student textbooks, novels, and workbooks are considered school property. Students are issued books throughout the year. Teachers check the textbooks out to students using a book check out system. Students are responsible for the issued or borrowed textbooks or books; if lost, stolen, or damaged, the student and parent is responsible for payment to replace the book. Parents are required to cover the costs of any damage beyond regular wear and tear, or loss of textbooks/class books. Each student and guardian sign a form accepting responsibility if the book is lost. All books must be returned by January 30th and again on June 1st 2023 in good condition. In order for students to participate in end of year and extracurricular activities students must return all textbooks or pay for them by deadline. Additionally, reports cards withheld if school property has not been returned, paid for and/or replaced.

Assessments and Tracking

Gathering data on student performance is incredibly important to our instructional practice at KIPP Bridge Academy. As educators, we believe that we must continue to adjust our instruction until all of our students have mastered the content, and regular instruction and tracking of mastery helps us track their progress. To us, mastery is defined as the ability of a student to correctly answer at least 80% of questions on a topic or skill correctly. Below are the ways we continue to track the learning of our students:

Formative Assessments and Checking for Understanding

Assessment is a tool to understand, as a teacher, what the students know and do not know. It is also the best way to reflect on your teacher's teaching, and inevitably the learning that is taking place in the classroom.

At KIPP Bridge Academy, teachers constantly assess the learning that is taking place in the classroom through formative assessments and checks for understanding. Some examples of formative assessments that teachers use are: exit tickets, short quizzes, check-ins, conferences, class work assignments, journal entries, homework, etc. All of these tools (formative assessments) are used to assess student learning. Teachers then use this data to pull small groups, remediate individually, or re-teach the entire lesson. These formative assessments are counted only as a small portion of students' final grade as they are more about practicing the skill.

Summative Assessments and Tracking

Teachers conduct a more formal assessment at the middle and end of each unit/module to measure student mastery of standards. Mid and End of Unit/Module assessments might include tests, projects, performance tasks, written papers, etc. These are all examples of *summative assessments*. In every classroom, teachers actively use a tracking tool to show the students' progress toward mastering each standard. All summative assessments are sent home with students so parents are aware of student progress in class. We ask that parents sign the assessment to acknowledge receiving it, and have students return it to school the next day. We encourage parents to have conversations with students around their progress in class. Students who score below



Mastery/Approaching will have a chance to take a retake within two weeks of a summative assessment **if they attend a reteach session**. Please see the grading and retake section for more information on our retake policy

Other Assessments

As a school, we administer several other assessments to measure student academic progress. All students will complete a reading assessment at the beginning of the year. Students will take this on-line reading assessment throughout the year so that we can measure and celebrate their growth.

To better serve our students who are scoring below grade level, some students will also be assessed with the Fountas and Pinnell Reading Assessment to provide us with more in-depth information. This allows us to track student reading growth over the course of the year and better support our students.

To assess the Common Core State Standards, students will engage in several interdisciplinary performance tasks during the school year to measure their overall critical thinking and problem solving skills. These tasks integrate several standards and require students to apply their learning to new situations. In addition, students will take Regional Interim Assessments in ELA, Math, Science and Social Studies each trimester. Finally, all students are required to take the Smarter Balanced State Test in the Spring. 5th and 8th grade students will also take the California Science Test (CAST).

Communicating Grades & Progress

We believe that all stakeholders benefit from clear, consistent communication between teachers and parents about student progress. The following are the required reports/communication that must take place. Teachers are welcome to communicate student progress/grades more frequently.

School/Team-Created Reports

- *Weekly Growth Report* – communicates data from Dean’s List and is sent home weekly.
- *Academic Progress Report*: communicates student academic progress (focused primarily on mastery of standards) and is sent home 2 times per trimester.
- *Academic Report Card* - communicates student academic progress (focused primarily on mastery of standards) and is sent home at the end of each semester.

Pre-Arranged Conferences

- The school will set up parent-student-teacher conferences for any students currently failing (below Approaching/70%) at the time of Trimester 1 Report card, Trimester 2 Report Card. Parents or Teachers can schedule additional conferences regarding grades in between these dates. Parents, please reach out to your child’s teacher and make an appointment if you have concerns about your student’s academic progress.

Parents Sign Summative Assessments

- All summative assessment results must be communicated to parents. Graded summative assessments are sent home with students, signed by parents/guardians, and returned to school the next day.
- Formative assessments also represent an opportunity to communicate with parents about how their student is progressing toward mastery in the unit. Formative assessments should be tracked as data in Powerschool (at least 2 per week) so teachers can reference when meeting with parents, as needed.
- **NOTE: Extra credit is not allowed on summative assessments or in the gradebook.** For students to improve their grade, they must independently demonstrate mastery of the standard through a retake.

Parent/Family Involvement

Parental Involvement and Volunteering

Please reach out to your child's teacher or the operations associate (front office) to offer your time to volunteer. We request 10 volunteer hours per family. These can be accrued through helping teachers in a classroom, as a field trip chaperone, or through events. The KIPP Family Association is a great way to connect to volunteer opportunities. Also, families can reach out to the front desk for other opportunities.

Home-School Communication

A pre-recorded phone call will be sent to parents/guardians each week with updates and information regarding school events. Parents should check students' agendas and folder nightly for papers and communication from teachers.

Parent/Teacher Conferences

We schedule conferences to discuss academic or character-related issues during the school year. Both parent/guardian and student (if requested) must attend. Parents and guardians are encouraged to set up conferences with grade level chairs.

Agenda/Parent Signatures

Each night for 5th and 6th grade and weekly for 7th and 8th , parents/guardians are required to sign the student's agenda. By signing student agendas and homework, parents/guardians are communicating that they acknowledge the assignments and ensure that their child has given their best effort in completing them. Families are welcome and encouraged to contact the teachers regarding their child's academic progress.

KIPP Family Association - KFA

All parents/guardians are strongly encouraged to become members of our KIPP Bridge Family Association (KFA). KFA will hold monthly meetings to discuss school events and community issues, to plan fundraising events, to strategize around volunteering at the school, and to address any other important issues or concerns that may arise. Active membership is expected of every parent and can be fulfilled by meeting attendance, participation in events, coordinating or chairing events, and/or volunteering at the school. School-site Council representatives are voted in each year and support with family input to Bridge program and policies. SSC is a committee within KFA that includes teachers and administration. SSC meetings are on the same nights as KFA meetings.

PowerSchool

PowerSchool is Bridge's grading and attendance system. Students and families should access grading and attendance information online at URL: <https://kipnocal.powerschool.com/PUBLIC/home.html> (Powerschool App District Code: WKJP)

At the beginning of each school year, KBUS sends a letter home with further instructions for Power School's web-access, web identifications, and passwords. We will provide a lesson for students on how to check their grades and give them 5-10 minutes each week to do this.

Parent Surveys

KBUS will conduct a parent survey to determine parent needs, concerns, and assessment of the school. The results of this survey will be used to evaluate the progress of the school, and to suggest programmatic changes. We may also administer additional parent surveys throughout the year to gather feedback from parents.

ParentSquare

KIPP Bridge will be using a system called Parent Square to send messages to families. These messages may include information about upcoming school events, emergency notifications, attendance issues, or other things that the school feels are important for families to be aware of. The messages will be sent via text message, email, or phone calls using the contact information that you provide upon registration. We recommend that families install the Parent Square application!

[This FAQ](#) will help you with common questions parents have about using ParentSquare. If you still need support please fill out the [ParentSquare Help Request Form](#). Thank you.

KIPP Northern California Board Meetings

The duties of the Board include defining the organization's strategic direction, serving as a fiduciary and ensuring fiscal health, ensuring adequate resources to achieve organizational goals, establishing regional policy, and championing the organization in the community. Families may give public testimony to share their feedback with the Board.

For more information on dates and how to attend please click on the link below:

[KIPP NorCal: Board of Directors Meeting Schedule 2021- 2022](#)

Grievance Policy

KIPP takes parent and guardian concerns and complaints seriously. There are no negative consequences for filing a complaint, or asking for assistance in doing so. No reprisals or retaliation shall be invoked against any student, parent or guardian for processing, in good faith, a complaint, either on an informal or formal basis, or for participating in any way in these complaint procedures.

If an issue arises that you would like to resolve at the school, [please consult our official grievance policy](#), which outlines the appropriate steps.

You can also email your Family Engagement Contact: Charlie Mintz: charles.mintz@kippnorcal.org

Family Supports

[Our family engagement team is available to support any needs your family might have outside the classroom. If you would like to get help completing an application, learn about resources in your community, or receive a referral to an organization that can support your family's needs, you can reach out to your Family Engagement Contact Charlie Mintz at 510-914-7408](#)

Parent/Guardian Visitors

Parents or guardians at KIPP Bridge Academy are encouraged to visit the school. **ALL** visitors must check in at the front reception office upon their arrival so that they can sign in and obtain a visitor badge identifying themselves. We ask that all visitors respect the learning process by quietly observing classes, and by not distracting the students or teacher. Visitors may be asked to leave a classroom or the school grounds if their presence is a distraction to instruction and learning. The Principal reserves the right to require parents/guardians to schedule an observation of their student's classroom. If parents want to speak with a teacher directly, the best way to do this is to call and schedule a meeting. Teachers are not available to speak with parents while they are teaching, but they will return calls within 24 hours of receiving a message.

Non-Parent Visitors

All other visitors must have a specific purpose for their visit and contact the Principal beforehand to arrange a visit. During their visit, they must abide by the same requirements as parent visitors. Again, **all visitors** must check in at the front reception office upon their arrival so that they can sign in and obtain a visitor badge that identifies them. We ask that all visitors respect the learning process by quietly observing classes, and by not distracting the students or teacher. Visitors may be asked to leave a classroom or the school grounds if their presence is a distraction to learning or the educational environment.

For All Guests to KBUS ...

Welcome! We strive to create a culture of warmth and belonging at KBUS and respectfully request that everyone:

Support the Learning Environment

Visitors must have a pass and the front office will text the teacher to let him/her know the nature of your visit. Once in the classroom please observe silently. Do nothing that would disrupt student learning. Teachers cannot speak to other adults when they are teaching classes.

Communicate with Respect

Adults who raise their voice to another adult or child or use profanity on campus will be asked to leave. We model for our students expressing our concerns or making requests with respect. KBUS staff are all on the side of our students and therefore their families. Any adult on campus must interact with respect.

Keep Students Feeling Safe

Adults should never talk to children who are from other families about concerns they have. If you have a concern about a student's behavior, please address that student's parent/guardian or a staff member. When adults argue, children become afraid. Anyone who contributes to an unsafe climate will be asked to leave campus.

We want our school to be a place where everyone can gather and connect. First and foremost, this space is for our amazing KIPP students and all of the adults that support their learning. KBUS staff will do everything possible to ensure that students and adults on campus feel safe and supported.

KIPP Northern California Public Schools Team and Family Regional Policies

About KIPP

KIPP Across the Nation

KIPP schools are tuition-free, public charter schools open to all students. KIPP schools are united by a common mission, a commitment to excellence, and a belief that if we help children develop the academic and character strengths they need for college and choice filled lives, they will be able to build a better tomorrow for themselves, for their communities, for us all. Today, there are over 230 KIPP schools in 30 regions across the country educating over 100,000 students.

KIPP Bay Area Public Schools

KIPP Bay Area Public Schools (“KIPP” in this document) is a nonprofit organization that operates 15 schools and a Regional Support Office. In these elementary, middle, and high schools, 6,200 students are being prepared for success in college and the world beyond. These public charter schools are located in East Palo Alto, Oakland, San Jose, San Francisco, San Lorenzo, and Redwood City.

Our KIPP Bay Area Public Schools family includes:

- KIPP Bayview Elementary School (grades TK-3, growing to TK-4), San Francisco
- KIPP Valiant Community Prep (grades TK-3, 6-8, growing to TK-8), East Palo Alto
- KIPP Bridge Academy (Elementary TK-4 and Middle 5-8), Oakland
- KIPP Summit Academy (grades 5-8), San Lorenzo
- KIPP King Collegiate High School (grades 9-12), San Lorenzo
- KIPP Heartwood Academy (grades 5-8), San Jose
- KIPP Heritage Academy (grades 5-8), San Jose
- KIPP Prize Preparatory Academy (grades 5-8), San Jose
- KIPP San Jose Collegiate (grades 9-12), San Jose
- KIPP Navigate College Preparatory (grade 9-10, growing to 9-12), San Jose
- KIPP Bayview Academy (grades 5-8), San Francisco
- KIPP San Francisco Bay Academy (grades 5-8), San Francisco
- KIPP San Francisco College Preparatory (grades 9-12), San Francisco
- KIPP Excelencia Community Prep (grades TK-8), Redwood City
- Regional Support Office, Oakland

What Makes KIPP Different

At KIPP, teachers, students, and families are all united around the same goal—college graduation and choice-filled lives. Our success is driven by:

- **High Expectations:** We create a culture of support and achievement and personalize learning based on a student’s needs, skills, and interests.
- **Focus on Character:** We believe that our students need both a strong academic foundation and well-developed character strengths to succeed in college and the world beyond.
- **Highly Effective Teachers and Leaders:** We empower educators to lead school teams and invest in training to help them grow as professionals.
- **Safe, Structured, and Nurturing Environments:** Our schools provide a safe, structured, and nurturing environment so that our students thrive and maximize their learning.
- **KIPP Through College:** Counselors support students as they prepare for college and career, and navigate social, academic, and financial challenges while in college.

General Information

KIPP College Savings Program

At KIPP, we know that understanding the cost of college and having access to savings accounts are crucial to earning a college degree. KIPP Bay Area Public Schools is excited to help families open 529 college savings accounts to start planning for the cost of books, transportation, laptops, health insurance and other hidden costs of college. If you are interested in opening a 529 account for your KIPPster, you can enroll online at www.kippbayarea.org/programs-and-initiatives or email us at collegesavings@kippbayarea.org for more information.

Admissions and Enrollment Information

KIPP Bay Area Public Schools operates tuition-free, public charter schools open to all students residing in the State of California. KIPP schools are attended by students who have freely chosen to enroll. Students who choose to accept the academic program of a KIPP school agree to abide by the policies of the school. Parents/guardians whose children are in a structured English immersion program have the right to apply for a parental exception waiver. To apply for a waiver, parents/guardians should contact the main office. Students may also take a leave of absence by completing a Leave of Absence Form and obtaining approval from the school leader. The complete Admissions and Enrollment Policy is available online and from the school office or online.

Annual Notice: Nondiscrimination Statement

KIPP Schools do not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

KIPP Schools adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

KIPP Schools are committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). KIPP Schools also prohibit sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. KIPP Schools do not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which KIPP Schools do business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. KIPP Schools will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the KIPP Uniform Complaint Procedures (“UCP”) Compliance Officer:

Employee Uniform Complaints: Lupita Medina, Director of Human Resources | Phone: 510-465-5477 Email: lupita.medina@kippbayarea.org

Student Level Uniform Complaints: Marie Huxley, Chief Academic Officer | Phone: 510-465-5477 Email: marie.huxley@kippbayarea.org

Media Authorization Information

From time to time, the media (i.e., newspaper, radio, television) may visit KIPP school campuses to photograph, tape record, and/or videotape students or write stories of general public interest regarding KIPP schools, which may involve students. Additionally, KIPP Bay Area, KIPP Through College, and the KIPP Foundation (altogether referred to as “KIPP”) regularly take pictures and videos of students involved in various school and school-sponsored activities and publishes these images in its own newsletters and public

relations and professional development materials via print and online media.

By consenting to the media authorization form in your student's registration packet, parents/guardians understand that under California law, individuals have the legal right to control the use of their name, likeness and images. By consenting you also grant and assign KIPP, its officers, employees, and agents (including third-party photographers), the right to (1) photograph and record your student when he/she is engaged in any KIPP school event or activity; and (2) reproduce, distribute, display, create derivative works of and otherwise use your student's name, photograph, recording and likeness for and in connection with internal needs (including instruction and character development in classrooms), public relations, fundraising, activities, publicity, and promotional purposes of KIPP schools, including, but not limited to, yearbooks, newspapers, street banners, school related/sponsored websites, brochures, media, public awareness campaigns and displays by any media (print or electronic), and in online forums managed and maintained by KIPP staff for the purpose of learning and/or extra-curricular KIPP activities (including but not limited to Facebook, , blogs, Twitter, and Instagram), that are deemed appropriate. Your consent to media authorization remains in effect even if the student is no longer enrolled at KIPP unless you specifically revoke your authorization and request that KIPP remove your child from its publications.

By consenting to the media authorization form, you agree that you nor your student will receive any compensation for the aforementioned grant and assignment. You further agree that neither you nor your student shall have any right, title or interest, including copyrights, in any material created by KIPP or its agents pursuant to this agreement.

No Show Policy

When students are not in attendance on the first five (5) days of school, KIPP Schools will attempt to reach the parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this Policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this Policy. However, consistent with the process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the school roster, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll but have not attended by the third (3) day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5) day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth (6) day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. The KIPP Schools will use the contact information provided by the parent/guardian in the registration packet.
6. The KIPP Schools will send the Involuntary Removal Notice to the Parent/Guardian
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the KIPP Schools and the disenrollment within thirty (30) days of the disenrollment.

Academics

Attendance and Truancy Policy

Students are expected to be in class each day and on time so that they are ready to learn. It is the responsibility of the parents/guardians to see that their children attend school regularly and on-time. It is important that students be in class and ready to learn at the beginning of the school day.

Support outstanding school attendance at home by:

- Making sure your child gets enough sleep and a nutritious breakfast each day
- Helping your child develop a positive attitude toward school and learning and encouraging him/her to participate in school activities
- Teaching the benefits of good attendance and consequences of poor attendance
- Creating backup systems (alternative plans for getting to and from school)
- Creating morning and evening routines
- Posting school calendars, school attendance policy, and schedules in a visible place
- Making your school aware of any issues that may be affecting your child's attendance

- Making sure your child’s school has your accurate daytime contact information, including cell phone number and/or e-mail address
- Notifying school staff if your child suffers from a chronic health condition and how this condition is impacting school attendance

School sites shall administer school site-determined initial consequences, including but not limited to, meetings with students and parents/guardians, warnings, or loss of privileges for students who are tardy or absent. As discussed below under the “Procedures for Excessive Unexcused Absences and Tardies,” KIPP Schools has established procedures to address repeated absences or truanancies.

Tardies

Tardiness is disruptive to the learning process. It has a negative impact on the entire class, not just the child who is tardy. It is the policy of KIPP Schools that students arrive to class on time.

Students who arrive thirty (30) minutes after the tardy bell are considered tardy. Students who are tardy will be evaluated per the consequences listed in the procedures section, below. Students who arrive late to school must personally come to the main office to document their time of arrival. The student will then be given a tardy pass to admit him/her into the classroom and will not be allowed into the classroom without this pass.

When possible, parents/guardians should avoid scheduling appointments during school hours.

The following are excused tardies (with 24-hour advanced notice):

- Medical, dental, optometric or chiropractic appointments (documentation must be provided upon return to school)
- Funeral Service for an immediate family member

All other tardies will be considered an unexcused tardy, unless excused at the School Leader’s sole discretion.

Absences

Students are responsible for collecting and making up any work that was missed during their absence. Repeatedly submitting work late due to absence may have an impact on students' grades as determined by each school site.

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or this Attendance Policy (Parent/ Guardian must notify the School and provide requested documentation). A student's absence shall be excused for the following reasons:

- Medical, dental, optometric or chiropractic appointments*
 - Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student’s parent or guardian.
- Personal Illness- three (3) or more absences must be verified by a physician
- A Court Appearance (and, for students of age, jury duty)
- Attendance at funeral service for an immediate family member
 - Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
 - “Immediate family” shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student’s household.
- Participation in religious instruction or exercises in accordance with Charter School policy
 - The student shall be excused for this purpose on no more than four (4) school days per month.
- For the purpose of attending the pupil’s naturalization ceremony to become a United States citizen.
- Quarantine under the direction of a county or city health officer
- For the purposes of jury duty in the manner provide for by law.
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from the doctor.
- To permit the pupil to spend time with an immediate family who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of KIPP Schools.
- For purpose of serving as a member of a precinct board for an election pursuant to Election Code Section 12302.
- Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

- Appearance in court.
- Attendance at a funeral.
- Observation of a holiday or ceremony of his/her religion.
- Attendance at religious retreats for no more than four (4) hours during a semester.
- Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the School Leader or designee pursuant to uniform standards established by the Board.

*Note that absences due to medical appointments will not be excused for a full day unless accompanied by a doctor's note.

Student absences may also be excused for the following reasons if approved by a School Leader:

- Medical exclusion or exemption
- Revoked suspension through appeals procedure
- Pre-arranged mental health services (Mental Health Day Treatment)

To excuse an absence, the parent/guardian must call the school by 7:30 a.m. the day of the absence and where relevant, provide necessary documentation within 24 hours of the student's return to the School's main office.

Please note that if these steps are not followed, this may trigger a Truancy Letter and other forms of intervention in alignment with this Attendance Policy.

Examples of unexcused absences and tardies are:

- Transportation problems
- Vacations or trips
- Weather conditions
- Running errands for family
- Babysitting

Truancy

Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days, or if the student is tardy for more than any thirty (30) minute period during the school day without a valid excuse on three (3) occasions in one (1) school year, or any combination thereof. After three (3) truanies in one (1) school year, a student is considered habitually truant. Once a student becomes a truant, or shows early warning signs of habitual truancy, we will initiate various forms of intervention to help improve attendance and remove barriers to missing school. Please see the section on attendance interventions below.

Chronic Absenteeism

A student shall be classified as a chronic truant if the student is absent from school for ten percent (10%) or more of the school days at one school, from the date of enrollment to the current date. Chronic absenteeism is linked with poor student performance, low academic engagement, and increased risk of high school dropout. Many families are surprised to learn that missing just two (2) days of school per month can lead to a student becoming chronically absent. We are committed to partnering with families to prevent chronic absenteeism. When a student becomes, or is at risk of becoming chronically absent, we will initiate various forms of intervention to help improve attendance and remove barriers to missing school.

Procedures for Excessive Unexcused Absences and Tardies

If students struggle to meet our expectations of attendance, to embody our core values and to develop into responsible, college-bound community members, KIPP Schools implements logical consequences where there is a focus on accountability, repairing harm and reintegrating students into the school community.

The objective of our Attendance Policy is for students to attend school consistently so that they are advancing towards their academic goals and are contributing members of our school community. Like our tiered plan, we have increasing levels of interventions to support students and families in meeting this objective:

<p>Phone Call 1 UA/UT30</p>	<p>When a student obtains either one (1) unexcused absence (“UA”) or one (1) unexcused truant tardy (“UT30”), the parents/guardians will receive a phone call alerting them to their child’s absence or tardiness.</p>
<p>Written Notice 3 UAs/UT30s</p>	<p>When a student obtains either three (3) unexcused absences or three (3) unexcused truant tardies, or a combination thereof, the parents/guardians will receive a written notice alerting them of their child’s repeated absences and/or tardiness. This letter must be signed by the parent/guardian and returned to the School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.</p>
<p>Trigger 1: Formal Written Notice and Attendance Review Meeting 5 UAs/UT30s</p>	<p>When a student obtains either five (5) unexcused absences or five (5) unexcused truant tardies, or a combination thereof, the parents/guardians will receive a Formal Written Notice requesting their attendance at a mandatory meeting with school administrators.</p> <p>Both the student and a parent/guardian must attend this meeting. The goal for this Attendance Review Meeting (“ARM”) is for the student and family, working with school staff, to produce a plan of action to ensure that the student’s attendance is in accordance with school and state requirements. If the parent/guardian fails to attend the meeting, the matter will be escalated to KIPP’s Regional Administration Team who will work with the School Leader to determine an appropriate response on a case-by-case basis. Lack of response to either the School administration or regional administration may risk the student’s enrollment in the School.</p>
<p>Trigger 2: Formal Written Notice and Attendance Review Meeting 10 UAs/UT30s</p>	<p>When a student obtains either ten (10) unexcused absences or ten (10) unexcused truant tardies, or a combination thereof, the parents/guardians will be sent another Formal Written Notice requesting they attend a mandatory Attendance Review Meeting with the Assistant Principal and/or other School Administrators.</p> <p>The goal for this Attendance Review Meeting is for the student and family, working with School staff, to produce a plan of action to ensure that the student’s attendance is in accordance with school and state requirements. If the parent fails to attend the meeting the matter will be escalated to KIPP’s Regional Administration Team who will work with the School Leader to determine an appropriate response on a case-by-case basis. Lack of response to either the School administration or regional administration may risk the student’s enrollment in the School.</p>
<p>Trigger 3: Formal Written Notice, Attendance Review Contract 15 UAs/UT30s</p>	<p>When a student obtains either fifteen (15) unexcused absences or fifteen (15) unexcused truant tardies, or a combination thereof, the parents/guardians will be sent a Formal Written Notice inviting them to a mandatory meeting with the School Leader and other KIPP Bay Area Public Schools administrators.</p> <p>The Attendance Review Team, comprised of the student, parent(s)/guardian(s), School Leader and KIPP Bay Area Public School regional administrators, will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish an agreed upon contract to resolve the attendance issue.</p> <ul style="list-style-type: none"> ● The Attendance Review Team shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated. ● The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the Attendance Review Team shall have the authority to order consequences as necessary to improve the student’s attendance at school, including but not limited to one or more of the following for non-compliance with the terms of the contract: Parent/guardian to attend school with the child for one day; Student retention; After school detention program; Required school counseling; Loss of field trip privileges; Loss of school store privileges; Loss of school event privileges; Required remediation plan as set by the Attendance Review Team; Notification to the District Attorney or Child Protective Services.

	<ul style="list-style-type: none"> • The Attendance Review Team may discuss other school placement options. • Notice of action recommended by the Attendance Review Team will be provided in writing to the parent/guardian.
Potential Disenrollment Action	<p>If the conditions of the Attendance Review Team contract are not met, the student may incur additional administrative action up to and including disenrollment from the school, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, a notification will be sent within thirty (30) days to the student’s last known district of residence.</p> <p>For all communications set forth in this process, the school will use the contact information provided by the parent/guardian in the registration packet. It is the parent’s or guardian’s responsibility to update the school with any new contact information.</p> <p>If the student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the school’s communication attempts, as set forth above, the student will be in violation of the contract, and the Attendance Review Team will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below.</p>

Involuntary Removal Process

No student shall be involuntarily removed by KIPP Schools for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be led by KIPP Bay Area Regional Administrative Team. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until KIPP Schools issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the KIPP Schools’ suspension and expulsion policy.

Upon parent/guardian request for a hearing, KIPP Schools will provide notice of hearing, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder and shall include a copy of the KIPP Schools' expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student’s last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent KIPP Schools from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to Appropriate Agencies or County District Attorney

It is the school’s intent to identify and remove all barriers to the student’s success, and the school will explore every possible option to address student attendance issues with the family. For any unexcused absence, the school may refer the family to appropriate school-based and/or social service agencies.

If a child’s attendance does not improve after an Attendance Review Team contract has been developed according to the procedures above, or if the parents fail to attend a required Attendance Review Team meeting, the school shall notify the District’s Attorney’s office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Acceleration and Retention Policy

KIPP expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests, learning styles, and growth patterns of individual students and include strategies for addressing academic gaps when needed. Students shall progress through grade levels by demonstrating growth and mastery in learning and meeting grade-level standards of expected student achievement.

Acceleration

When a student's academic mastery vastly exceeds grade-level standards, the School Leader or designee (the "School Leader") may recommend a student for acceleration into a higher section of the particular course (e.g. 6th grade Language Arts instead of 5th grade Language Arts). The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

Retention

When a student's academic mastery is vastly below grade-level standards, the School Leader may recommend a student for retention into a content course section more appropriate for the student's level (e.g. 5th grade Language Arts instead of 6th grade Language Arts).

As early as possible in the school year and in students' school tenure, the School Leader shall identify students who should be retained for an entire grade level and who are at risk of being retained in accordance with law and Board policy.

The following indicators shall be used when making retention decisions: the student's grades, overall classroom progress and performance, and other indicators of academic achievement such as national, state, and KIPP placement assessments, and portfolios of student work. Additional factors to be considered shall be academic, physical, social, and emotional readiness for the next grade.

Decisions about retention of Special Education students will be based on the criteria of the student's IEP and performance level.

Students will not be retained more than 2 times during their KIPP tenure. Students can be retained up to 2 non-consecutive years throughout their K-12 experience.

When a student is recommended for retention or is identified as being at risk for retention, the School Leader shall ensure opportunities for instructional support to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer and school programs.

Identification of Students for Retention

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom/homeroom teacher or grade level teaching team determines that retention is not the appropriate intervention for the student's academic deficiencies. Students will not be retained two consecutive years.

Parent Notification of Risk of Retention

When a student is identified as being at risk of retention, the School Leader or designee shall notify the student's parent/guardian at the earliest time possible and provide a copy of the region's retention policy.

Appeals Process

The burden shall be on the appealing party to show why the School Leader's decision should be overruled. To appeal a School Leader's decision, the appealing party shall submit a written request to the Chief of Schools or designee (the "Chief of Schools") specifying the reasons why the School Leader's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The School Leader shall be provided an opportunity to state orally and/or in writing the criteria on which their decision was based.

Within 30 days of receiving the request, the Chief of Schools shall determine whether or not to overrule the School Leader's decision. Prior to making this determination, the Chief of Schools or designee may meet with the appealing party and the School Leader. If the

Chief of Schools determines that the appealing party has overwhelmingly proven that the School Leader’s decision should be overruled, the Chief of Schools shall overrule the School Leader’s decision.

Special Education Annual Notice and Policy

Special education is an individualized education program designed to meet the unique needs of any student with a disability who qualifies for special education. Special education services may include specialized instruction, related services such as speech or occupational therapy, equipment, assistive technology, and anything else identified by the IEP team to enable your child to make progress in his or her regular education program. These services are available to children and youth through age 21 (inclusive) determined to be eligible for special education.

The IEP team is the team that guides the special education process, from identification (eligibility) to monitoring student progress. The IEP team membership may vary, depending on the purpose; however, parental input is always essential. If your child requires special education and related services because of a disability, you will be involved in the decisions about identification, assessment, or educational placement of your child and other matters relating to your child’s FAPE (Free Appropriate Public Education). KIPP Schools provide special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEIA”), Education Code requirements, and applicable policies and procedures of the SELPA (SMCOE SELPA for KIPP Valiant and EDCOE SELPA for all other schools)

KIPP will ensure that your child’s special education services are provided in the least restrictive environment. This means your child will receive special education services in an educational setting with non-disabled students his or her own age, as long as your child’s specific needs can be met there. KIPP embraces inclusive education—that is, the participation of all students, including those with disabilities, limited English proficiency, identified gifts and talents, and other special needs—in the general education program, to the maximum extent appropriate in light of the child’s unique needs.

KIPP’s full policy regarding special education (Section 504 Policy) is available online or from the school office. For more information about special education at your school, please refer to the Parent Handbook for Special Education.

Child Find Annual Notice and Policy

Child Find is an ongoing process used by KIPP to identify children and youth who may be eligible to receive special education and related services because they have developmental delays or disabilities. KIPP is responsible for locating, identifying, assessing, and evaluating (with parental consent) students who may have a disability to ensure they receive needed special education and related services. Every child with a disability is entitled to a free appropriate public education (FAPE) designed to meet the child’s individual needs. KIPP will follow all applicable federal and state laws, including the Individuals with Disabilities Education Act (“IDEA”), 20 U.S.C. § 1400 (2004). If you have a concern about your child, contact your child’s KIPP School Leader to request complete information about Child Find. The Child Find process may lead to the formation of a Student Success Team to consider interventions and supports that would benefit your child, or to formal assessment for the identification of a disability. If the SST team recommends assessment for a possible disability, an Individualized Education Program (IEP) team, which always includes the child’s parents, will be formed to guide the process to determine if your child qualifies for special education and related services.

Sexual Health Education Annual Notice and Policy (Grade Levels 7-12)

A Parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. KIPP does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- a. Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- b. Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to KIPP.
- c. Be informed whether the comprehensive sexual health education or HIV/AIDS prevention education will be taught by KIPP personnel or outside consultants. When KIPP chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health education or HIV/AIDS prevention education, be informed of:
- d. The date of the instruction
- e. The name of the organization or affiliation of each guest speaker
- f. Request a copy of Education Codes 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks may be

administered to any student in grades seven (7) to twelve (12), inclusive. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey (“opt-out”). Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to KIPP.

A student may not attend any class in comprehensive sexual health education or HIV/AIDS prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the school has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Annual Notice: Statewide Testing

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

Smarter Balanced Assessment Consortium Assessments (SBAC)

The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

California Science Tests (CAST)

The computer-based CAST measures students’ achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

California Alternate Assessments (CAAs)

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2019.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students’ English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

Annual Notice: English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Annual Notice: Foster Youth

The Charter School has adopted a policy governing the education of foster youth, consistent with state and federal law. A copy of the complete Policy is available upon request at the main office.

Homeless Youth Annual Notice and Policy

The McKinney-Vento Act is designed to ensure that each homeless student has equal access to the same free, appropriate public education as other students. KIPP have an obligation to ensure that homeless children have access to the same free and appropriate public education provided to other children enrolled at a school within KIPP. Each school shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students.

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison. Please contact your School Leader for the contact information on the designated School Liaison for your school. The School Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at KIPP.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by KIPP, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, KIPP charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.

9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at a KIPP Bay Area Public Schools school, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

Homeless students shall not be segregated into a separate school or program based on their status as homeless, nor shall homeless students be stigmatized in any way. The School Leader shall ensure that placement decisions for homeless students are based on the student's best interest as defined by law and administrative regulations.

In the event that KIPP provides transportation services to all KIPP students, KIPP shall provide comparable transportation services to each homeless child or youth attending KIPP, as noted above. (42 U.S.C. § 11432(g)(4)). If KIPP does not otherwise provide transportation services to all KIPP students, KIPP shall ensure that transportation is provided for homeless students to and from the KIPP Bay Area School of attendance, at the request of the parent/guardian (or liaison). (42 U.S.C. § 11432(g)(1)(J)).

Parents/guardians with questions about the designation of a homeless status should contact the school.

Independent Study Information

The Board of Directors of KIPP Bay Area Public Schools (the "Board") authorizes independent study as an optional alternative instructional strategy for the purpose of allowing students to achieve curriculum objectives and fulfill graduation requirements during periods of extended absence (minimum of 5 consecutive days). Extended absences may include, but are not limited to, travel for personal/family matters, medical leave, and bereavement leave. Independent study is available for all students currently enrolled at KIPP, Transitional Kindergarten through 12th grade. Independent study requires a commitment from both parent/guardian and student at all grade levels. As a student gets older, he/she should assume a greater portion of the responsibility involved. For each independent study request, the School Leader shall determine that the prospective independent study student is prepared to meet KIPP's requirements for independent study. The School Leader has the right to deny requests should it be determined that independent study is not in the best academic interest of the student. The full Independent Study Policy is available on the KIPP website, or through the school office.

Mathematics Course Sequence and Placement Policy (Grades 6 - 10)

KIPP Bay Area Public Schools is committed to graduating 100% of students college-ready, which requires developing strong foundational mathematical knowledge and skills, offering a course sequence that satisfies the UC "a-g" subject requirement, "c" for mathematics, and providing opportunities for high achieving students to take an Advanced Placement mathematics course. KIPP has established a standard mathematics course sequence for all students in grades 6 through 10 with opportunities for acceleration in high school. Parents and guardians who have questions about mathematics placement and course sequencing can find more information on our website, or through the school office.

Course and Credit Transferability to and from a KIPP High School Information

Parents/guardians will be notified of the acceptability of credit for transferring into or out of KIPP High School through parent meetings, letters, and emails. The policy adheres to these principles:

Parent Notification: Course Eligibility for College

- KIPP's High School graduation requirements are based on the University of California A-G requirements, and all courses will be submitted for approval by the University of California.
- Using PowerSchool, or a similar student information system, the parents and students at KIPP High School will receive specific status updates each year, regarding course eligibility: when KIPP High School proposes courses, their prospective eligibility to the University of California, and when the courses are approved. This will occur via school materials and mailed letters. In addition, the charter authorizer will be provided copies of courses approved by the University of California.

Parent Notification: Credit Transferability

- Students seeking to transfer into a KIPP High School may be notified of their prospective credit transferability in person and via a detailed, mailed letter. KIPP proposes the following for credit transferability for all students transferring to a KIPP High School:

Course Transferability

Course at Former School	Credit Granted at KIPP High School
A grade of C- or higher in a UC-approved course at a previous high school.	Full credit at KIPP High School.
A grade of C- or higher in non-UC approved course at previous high school.	Full credit upon KIPP High School's review of the course description, and determination that the course is comparable with a like KIPP High School course.
A grade of D+ or lower in any course at previous school.	No credit granted.

- If a course from a student's previous school is accepted as full credit at a KIPP High School, students must still meet KIPP's High School graduation requirements, even if these requirements are higher than their previous school. Students may apply for waivers from a KIPP High School on a case-by-case basis.
- It is expected that local schools will give full course credit to all University of California approved courses, and will give due consideration to elective courses that are offered at a KIPP High School, but are not part of KIPP's High School graduation requirements or approved by the University of California. Parents may be notified of these matters via parent meetings, letters, and emails. In addition, information on credit transferability from a KIPP High School may be posted on the school's website.

Annual Notice: Animal Dissections (High School)

Students at the Charter School may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Annual Notice: Cal Grant Program (High School)

KIPP Bay Area High Schools are required by state law to submit the GPA of all high school seniors by Oct. 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the Student (or Parent, if the Student is under 18) has opted out by or before February 1 .

Student Behavior and Discipline

Student Discipline - Suspension and Expulsion

Vision Statement Regarding Discipline

We recognize that certain groups have been historically suspended and expelled at a disproportionately higher rate. We aspire to engage in a fair and equitable process in addressing student behavior, regardless of socio-economic status or any protected class status, including among other things, race, gender, ethnicity, sexual orientation, disability, national origin, and/or immigration status, in order to eliminate this disparity.

We Believe

- We Believe suspensions and expulsions should be used only when student and/or staff safety is a concern.
- We Believe that if a suspension is warranted, it should never be implemented in isolation, but with a combination of consequences and supports to reintegrate the student back into the school community.
- We Believe that in more severe situations, suspension length should be based on time needed by the school to address the issue fully and get the student back into the school community as soon as possible.
- We Believe expulsions should generally be used after all possible supports and consequences that the school can provide have been *exhausted*, except in the most egregious instances.

Pupil Suspension & Expulsion Policy

KIPP Bay Area Public Schools has established a Pupil Suspension and Expulsion Policy in order to promote learning and protect the safety and well-being of all students at our schools. In creating this policy, KIPP has reviewed Education Code Section 48900 et seq., which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq., but it is not intended that the Education Code be followed. KIPP is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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' 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.

Charter 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.

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 Charter School administration 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 this Policy and Procedures are available on request at the School Leader's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

We recognize that students in grades TK-4 are in the earliest stages of development. As a result, we do not suspend students in these grades, except in the most extreme circumstances, where safety is a concern. We believe that there are multiple approaches we can take to address situations with these students that does not involve suspending them from school.

Suspension should also be a last resort for grades 5-12 and is only considered when all other options have been exhausted. When suspension is necessary, however, KIPP requires all schools to have a reintegration process that successfully supports and reconnects the student(s) back into the school community.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") 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 general education students except when federal and state law mandates additional or different procedures. The Charter School will follow 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 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational

rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension or Expulsion

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 any time 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.

1. **Discretionary Suspension Offenses:** Students in grades 5-12 may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except in self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance (as defined in Health and Safety Code Sections 11053-11058), alcoholic beverage, or intoxicant of any kind.
 - d. 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.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. 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.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Health and Safety Code Section 11014.5.
 - k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l. 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.
 - m. 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.
 - n. 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.
 - o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “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 policy, “hazing” does not include athletic events or school-sanctioned events.
 - q. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases.
 - i. 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, which includes, but is not

limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r. 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.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1. A message, text, sound, video, or image.
 - 2. A post on a social network Internet Web site including, but not limited to:
 - 3. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (I) above.
 - 4. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (I) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - 5. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - 1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (I). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - 2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iv. Notwithstanding subparagraphs (I) and (II) above, an electronic act shall not constitute pervasive conduct

solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v. 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 pursuant to subdivision (1)(a)-(b).
 - w. 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 School Leader or designee's concurrence.
2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a. 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 School Leader or designee's concurrence.
- 3.
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. 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.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. 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.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l. 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.
 - m. 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.
 - n. 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.
 - o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p. 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.
 - q. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. 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, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r. 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.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1. A message, text, sound, video, or image.
 - 2. A post on a social network Internet Web site including, but not limited to:
 - 3. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (I) above.
 - 4. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (I) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - 5. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - 1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (I). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - 2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or

image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- iv. Notwithstanding subparagraphs (I) and (II) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v. 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 pursuant to subdivision (3)(a)-(b).
 - w. 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 School Leader or designee's concurrence.
4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a. 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 student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (a) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

A. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

I. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Leader or the School Leader's designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Leader or designee.

The conference may be omitted if the School Leader 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 Charter 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 or the central office 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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

II. 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 Charter 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.

III. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Leader or School Leader's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Leader or designee upon either of the following: 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.

B. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled following a hearing before a neutral and impartial Administrative Panel, to be assigned by the KIPP Bay Area Public Schools Board. The Administrative Panel shall consist of at least three (3) members who are school leaders, assistant principals, deans, teachers, or regional leaders in KIPP. Administrative Panel members shall not include the teacher of the pupil, staff who have been involved in the alleged incident or investigation, or a Board member of the KIPP Board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

C. 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 Chief of Schools or designee determines that the pupil has committed an expellable offense. The Chief of Schools will convene the Administrative Panel to conduct a hearing upon this determination.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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:

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

D. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

- a) KIPP 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 that shall be examined only by the Charter 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.
- b) 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 (5) 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.
- c) KIPP must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 - d) At the discretion of the entity conducting the expulsion 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.
 - e) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 - f) The entity 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.
 - g) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
 - h) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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.
 - i) 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.
 - j) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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.
 - k) 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.

E. 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.

F. 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. An order 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. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel 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. In addition, if any witness is a minor in any case, the hearing shall be closed for the minor's testimony.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written decision. The decision of the

Administrative Panel is final.

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

G. Written Notice to Expel

The Chief of Schools or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the 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;
 - a. 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 Charter School; and
 - b. Notice of the appeal grounds and procedures.

The School Leader or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

- a. The student's name; and
- b. The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, KIPP shall notify the superintendent of the authorizing 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.

H. Disciplinary Records

KIPP shall maintain records of all student suspensions and expulsions at each school. Such records shall be made available to the authorizer upon request.

I. Right to Appeal

If a pupil is expelled from KIPP, the pupil or parent/guardian, within 30 days of the Administrative Panel's decision, may file an appeal with the Grievance Committee of the Board. The Grievance Committee shall hold a hearing within 30 school days following the formal request under this section. The Pupil shall remain expelled during any appeal proceeding, and shall enroll in another educational program pursuant to compulsory education laws, pending the outcome of the appeal process.

The period within which an appeal is to be filed shall be determined from the date an Administrative Panel votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed in an interim alternative educational setting. A pupil who fails to appeal the original action of the Board within the prescribed time may not subsequently appeal a decision of the Administrative Panel.

The review by the Grievance Committee of the decision of the Administrative Panel shall be limited to the following questions:

1. Whether the Administrative Panel acted without or in excess of its jurisdiction
2. Whether there was a fair hearing before the Administrative Panel.
3. Whether there was a prejudicial abuse of discretion in the hearing.
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

If the Grievance Committee finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel, it may do either of the following:

1. Remand the matter to the Administrative Panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.
2. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the Administrative Panel.

If the Grievance Committee determines that the decision of the Administrative Panel is not supported by the written findings, but evidence supporting the required findings exists in the record of the proceedings, the Grievance Committee may remand the matter to the Administrative Panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing.

In all other cases, the Grievance Committee shall enter an order either affirming or reversing the decision of the Administrative

Panel. The decision of the Grievance Committee shall be final and binding upon the pupil and upon the Charter School. The pupil and the Charter School shall be notified in writing of the final order of the Grievance Committee.

The Grievance Committee (“Committee”) may act on behalf of the Board in determining student expulsion appeals. The Committee is a Board Committee established under Section 5.10 of the KIPP 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 appeal.

The Board may remove a Committee member from the Committee at any time, with or without cause.

J. Expelled Pupils/Alternative Education

Parents/guardians of 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. Charter school will work together with parent and District to help the student identify a suitable placement.

K. Rehabilitation Plans

Students who are expelled from KIPP shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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 KIPP for readmission.

L. 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 Chief of Schools or designee following a meeting with the School Leader and the pupil and parent/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 School Leader shall make a recommendation to the Chief of Schools following the meeting regarding his or her determination. The Chief of Schools shall then make a final decision regarding readmission. The pupil’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission.

M. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. 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 (which could constitute a change of placement and the student’s IEP would reflect this change), and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment 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.

2. 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, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, 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, the parent/guardian, 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, the parent/guardian, 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:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that KIPP had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) 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
- c) Return the child to the placement from which the child was removed, unless the parent and KIPP agree to a change of placement as part of the modification of the behavioral intervention plan.

If KIPP, the parent/guardian, 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 direct result of the failure to implement the IEP/504 Plan, then KIPP 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.

3. Due Process Appeals:

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or KIPP 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 or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or KIPP, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and KIPP agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if KIPP believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or KIPP may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

4. Special Circumstances:

KIPP 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 School Leader or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school 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 U.S.C. Section 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 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting:

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated KIPP' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if KIPP had knowledge that the student was disabled before the behavior occurred.

KIPP 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 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/guardian has requested an evaluation of the child.
- c. The child's teacher, or other KIPP 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 supervisory personnel.

If KIPP 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 IDEA-eligible children with disabilities, including the right to stay-put. If KIPP had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. KIPP shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by KIPP pending the results of the evaluation.

KIPP shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Anti-Bullying Policy

Bullying is a disruptive behavior which interfere with students' ability to learn and negatively affects student engagement, diminishes school safety, and contributes to a hostile school environment. As such, KIPP Schools prohibit any acts of bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, bullying is described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

"Bullying" means any severe, pervasive, or persistent act or conduct, whether physical, electronic or verbal, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following

- Place a reasonable student* or students in fear of harm to his or her person or property;
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health;
- Causing a reasonable student to experience a substantial interference with the student's academic performance or attendance; or
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from school activities, services, or privileges; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

* "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Bullying also occurs when a student or group of students organize a campaign against another student or when a student or group of students maliciously spread rumors about another student.

Cyberbullying is an electronic act that includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Preventing Bullying

KIPP Schools employ restorative practices to build healthy school communities. Restorative practices allow for a shift in practice from punitive traditional discipline policies to a culture that is inclusive, build fair processes into decision-making practices, and facilitate students' learning to address the impact of their behavior on others, including the impact of bullying. Restorative practices allow for true accountability, skill building, cooperation, mutual understanding, and respect.

All KIPP Schools students will participate in restorative practices and social-emotional learning curriculum integrated into the school day, which ensures students have the opportunity to be heard, helps them to understand the impact of their actions, teaches them to take responsibility and repair the harms their actions may have caused, and encourages them to see themselves as positive contributing members of a safe and social school community. KIPP Schools believe the benefits of this approach will include a decrease in bullying, and an increase in the number of students who feel comfortable reporting when they are being bullied or suspect another student is being bullied.

Intervening in and Reporting Bullying

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being bullied. In addition, KIPP Schools shall develop means for students to report threats or incidents confidentially and anonymously.

Parents/guardians who believe their student is being bullied, may be bullying others, or who otherwise become aware of acts of bullying should report the incident to school staff.

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

When appropriate based on the severity or pervasiveness of the bullying, the School Leader or designee shall notify the parents/guardians of students involved. When a report of bullying is submitted, the School Leader shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Uniform Complaint Procedures.

Investigation and Resolution

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and KIPP Schools' disciplinary and uniform complaint procedures. Depending on the severity of the conduct in question (such as when it includes threats of violence, child pornography or sexually explicit materials, and stalking or hate crimes) school personnel, students, or parents/guardians, should consider involving law enforcement.

If during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the School Leader or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Any students involved in the alleged episode of bullying shall be given an opportunity to describe the incident from their perspective and begin steps to address the harm, using restorative practices. Staff shall address any reports of bullying according to KIPP Schools' specified restorative practices procedures.

The school leader or school leader's designee may refer any students affected by, witness to, found to have committed, or otherwise involved in an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in restorative justice programming as appropriate.

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with KIPP Schools' policies [See KIPP Bay Area Public Schools Suspension & Expulsion Policy].

****Please see the Uniform Corresponding Title IX, Harassment, and Bullying Complaint Form within the Appendix ****

Technology: Internet and Computer Usage Policy

The Internet and other online resources are provided by KIPP to support instructional programs and appropriate student learning. While the Internet can be a powerful educational tool, it is also an unregulated space that contains materials unsuited to the school setting. For this reason, KIPP will make every reasonable effort to ensure that the resources are used responsibly, and will further require that every student and his/her parent/guardian sign the accompanying **Acceptable Internet Use Agreements** before Internet access is granted. In that agreement, the student and his/her parent/guardian shall agree not to hold KIPP or any KIPP staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless KIPP and KIPP personnel for any damages or costs incurred.

Student and Parent Agreement

It is important to understand that student use of the Internet at KIPP is a privilege. If used properly, this resource can greatly enhance a student's learning experience and provide students with countless hours of exploration. However, anyone who uses the Internet improperly or for purposes inconsistent with the educational program at KIPP may lose all network privileges.

Acceptable and Unacceptable Uses

The intent of KIPP in providing Internet connectivity is to support learning consistent with our academic programs. We expect students to use the Internet to pursue intellectual activities, to access libraries and other resources, and to further their education at KIPP that is consistent with expectations set by the instruction or program. A student's online conduct is ALWAYS subject to the general code of student conduct at KIPP.

Some parts of the Internet contain material that is not suited for students and is not supportive of KIPP' educational activities. Students are not allowed to use the Internet at KIPP to access such materials, including sites containing inappropriate or obscene content. It is likewise improper to use the Internet in any manner that supports any illegal or unethical activity, or for commercial or

for-profit purposes, or for any purpose that conflicts with the mission of KIPP or its status as a California Public School.

To the extent practical, technology protection measures shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any materials deemed harmful to minors. KIPP utilizes robust technology to filter and monitor Internet activity and prevent student exposure to inappropriate materials. However, while KIPP is able to exercise reasonable control over content created and purchased by KIPP, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither KIPP nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold KIPP or any KIPP staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless KIPP and KIPP' personnel for any damages or costs incurred.

KIPP' technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the KIPP technology primarily for educational purposes. Students shall not use KIPP technology or equipment for personal activities or for activities that violate school policy or local law. Although the following list is not intended to be comprehensive, it provides a sampling of some of the unacceptable uses of the Internet that could result in the suspension or revocation of a student's online privileges:

- Using the Internet for any illegal activity, including violation of copyright or other laws
- Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights;
- Revealing any personally identifiable information about yourself or any other student or staff member on a social networking website or chat room;
- Engaging in any activity that is harmful to other student(s) or staff, including the use of technology to harass, intimidate, bully, cyber-bully or otherwise disrupt the educational process;
- Sending or displaying offensive pictures or graphics, using obscene language, or harassing, insulting, threatening or abusing others;
- Any online activity that encourages the use of drugs, alcohol or tobacco, or that promotes unethical practices or any activity prohibited by law or KIPP policy;
- Posting, sending or displaying any personally identifiable information of any minor without parental consent;
- Using the Internet for financial or commercial gain;
- Degrading, vandalizing or disrupting equipment, software or system performance or the data of another;
- Accessing or attempting to access resources or systems on the network that the student is not authorized to access;
- Invading the privacy of others or using an account owned by another user;
- Posting anonymous messages or messages with a false identity;
- Downloading, viewing, sharing, storing or printing files or messages, including pornographic, defamatory or otherwise offensive material, that use language that offends or degrades others;
- Playing unauthorized games on the Internet;
- Computer piracy, hacking, or any tampering with hardware or software;
- Using hacking tools on the network or intentionally introducing malicious code or viruses into KIPP' network;
- Using any software or proxy service to obscure either the student's IP address or the sites that the student visits;
- Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures;
- Downloading applications or programs without approval from teachers or administrators;
- Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.

Google Apps for EDU: As part of our mission to ensure all KIPP students will succeed in college, KIPP utilizes Google Apps for Education to promote collaboration and communication between our students and teachers. As a KIPP student, your child may receive a Google Apps user account in the KIPPBAYAREA.ORG Google Apps for EDU domain and have access to Gmail and other Google Apps for EDU.

Google Mail (Gmail): KIPP students may receive an account with an email address @kippbastudent.org

Google Apps: Google Apps provides word processing, spreadsheet, drawing, and presentation software similar to Microsoft's Office suite. However, Google's applications are completely online, allowing access from any location with Internet connectivity. Google Apps also allows students to collaborate with other students and teachers in real-time as well as electronically submit homework items to their teachers.

Google Accounts Access Restriction: If there is reason to believe that violations of the law or of KIPP policies have occurred, a student may be prevented from any computer and account access until such time as an investigation can be completed.

Security: KIPP cannot and does not guarantee the security of electronic files located on the Google Apps system or servers. Although Google does have a powerful content filter, redundancy and backup solutions in place, KIPP cannot assure that students will not be exposed to unsolicited information nor that student work saved within the Google Apps system will always be available. Neither KIPP nor its staff shall be responsible in the event that student work becomes irretrievable or inaccessible. The student and parent/guardian agree not to hold KIPP or any KIPP staff responsible in the event that student work becomes irretrievable or inaccessible. They also agree to indemnify and hold harmless KIPP and KIPP’ personnel for any damages or costs incurred.

Regarding student information held in its systems of record, KIPP appropriately secures this information from unauthorized access, loss or damage while supporting the open, information-sharing needs of our academic culture. KIPP carefully selects vendors that meet our data security requirements and requires compliance with its data security policies in its contracts with third parties.

Privacy: KIPP reserves the right to access any student account content (email, documents, etc.) without consent from the student or parent/guardian at any time for any reason. If parents/guardians have reason to believe their child is being threatened or bullied in any way, KIPP staff will review the student’s email and respond to any findings according to school policies.

Use of Equipment: All members of the KIPP community, including students, faculty, staff and volunteers are expected to respect our technology resources and use them with care. KIPP will repair or replace damaged equipment resulting from normal use. However, all other replacements and repairs will be the responsibility of the students and/or family.

****Please see the corresponding Technology Use Agreement Form within the Appendix ****

Public Displays of Affection Policy

We generally do not allow public displays of affection (PDA) within our school environments. Students are expected to exercise self-control and respect for the personal space of others. We recognize that these displays of affection vary dependent on student age and developmental level, and we will manage behaviors and our responses accordingly. Regardless, PDA and/or inappropriate sexual physical contact, whether affectionate (i.e., hand-holding, kissing) or aggressive (i.e., pushing, grabbing) are not in accordance with policies at KIPP and may result in disciplinary action against the student/s.

Student Health

KIPP Bay Area Public Schools enforce health and safety requirements that ensure that all children are healthy and ready to learn. Our policies also help to manage a safe and healthy school environment for teachers, staff and visitors. All campuses are non-smoking and substance free.

Immunizations Requirements and Information

Per the California Department of Education, all children under eighteen years of age entering a California public or private elementary or secondary school for the first time, or transferring between schools, must present a written immunization record, including at least the month and year of receipt of each dose of required vaccines. All students need to submit an immunization record upon enrollment. In accordance with SB 277, these requirements can be waived only if a properly signed medical exemption is filed with the school. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of KIPP Schools.

To meet California’s school entry requirements, **all students entering TK/kindergarten** and newly admitted students entering grades 1 - 12, who are not exempt from the immunization requirements must show proof of the following immunizations:

Immunization	Dosage
Diphtheria, Tetanus, and Acellular Pertussis(DTaP)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses

Hepatitis B	Three (3) doses
Varicella (chicken pox)	Two (2) doses

NOTE: Four (4) doses of DTaP are allowed if one (1) was given on or after the fourth birthday. Three (3) doses of Polio are allowed if one (1) was given on or after fourth birthday. MMR doses must be given on or after the first birthday.

State law also requires each child’s family to provide, within ninety (90) days of entrance into the **first grade**, a certificate documenting that the child has received a health checkup within the previous eighteen (18) months. Parents may waive the health checkup requirement because they do not want to or are unable to obtain a health screening for their child. Please request a copy of this waiver from the School: [https://www.dhcs.ca.gov/formsandpubs/forms/Forms/ChildMedSvcForms/pm171b\(bi\).pdf](https://www.dhcs.ca.gov/formsandpubs/forms/Forms/ChildMedSvcForms/pm171b(bi).pdf)

To meet California’s school entry requirements, **all students entering** seventh grade who are not exempt from the immunization requirements must show proof of the following immunizations:

Immunization	Dosage
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose
Varicella (chicken pox)	Two (2) doses

NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap and two (2) doses of Varicella.

Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with KIPP Schools’ record-keeping policy. KIPP Schools will file a written report on the immunization status of all new entrants to KIPP Schools with the California Department of Public Health as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention (“CDC”) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) **MUST** contact the County Tuberculosis Clinic for a TB Screening upon return.

All students from out of state must show proof of varicella (chicken pox) immunization. KIPP shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, whose immunization records are not available or are missing. However, this does not alter KIPP’s obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If KIPP Schools discovers that an admitted student who is not exempt from the immunization requirements has not received all required immunizations and does not meet the conditional admission requirements set forth below, KIPP Schools will notify his/her parent/guardian. If, within ten (10) school days of the notice, the child does not provide documentation of having received all required immunizations, KIPP Schools shall exclude this student from attendance. The student shall remain excluded from KIPP Schools’ campuses until he/she is fully immunized. The student shall also be reported to the School Leader.

The School Leader, or designee, may arrange for qualified medical personnel to administer immunizations at KIPP Schools to any Student whose parent/guardian has consented in writing.

Whenever there is good cause to believe that a student has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the campuses until the local health officer is satisfied that the person is no

longer at risk of developing the disease.

Conditional Admittance

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The School Leader or designee shall notify the student's parents/guardians of the date(s) by which the student must complete all the remaining doses. The School Leader or designee shall review the immunization record of each student admitted conditionally every thirty (30) days until that student has received all the required immunizations. If a student conditionally admitted fails to fulfill the conditions of admission, KIPP Schools will prohibit the student from further attendance until that student has been fully immunized as required by law.

Documentary Proof

The School shall maintain the Student's immunization information in the Student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

Exemptions from Immunization Requirements:

All students must be fully immunized in accordance with the California Health and Safety Code and the California Code of Regulations with the following exceptions:

- o Students who show proof of a medical exemption pursuant to Health and Safety Code Section 120370; If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from the school or institution until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.
- o Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction; and
- o Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provide said letter or affidavit to KIPP Schools, shall be allowed to enroll at KIPP Schools without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g);
 - "Grade span" means each of the following:
 - Birth to Preschool.
 - Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - Grades 7 to 12, inclusive.

This Policy does not prohibit a pupil who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by his or her individualized education program.

Annual Notice: Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. Failure to obtain an examination for your child or a waiver may result in your child being denied enrollment consistent with the Charter School's enrollment practices. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

Annual Notice: Oral Health Requirement (KG and/or first grade)

All kindergarten or first grade students enrolled for the first time in public school must have documentation of a dental assessment performed by a licensed dental professional. Documentation must be submitted no later than May 31st of the year of entrance to public school. The dental assessment must have been performed no earlier than 12 months before the date of the initial enrollment of the student.

Administration of Medicine Policy

1. Any student who is required to take, during the regular school day, medication prescribed for him or her by a physician, must submit to the school (1) a written and signed statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken and (2) a written and signed statement from the parent or guardian of the student indicating the desire that the school assist the student in the matters set forth in the physician's statement. This can be fulfilled with the completion of the "School Medication Authorization Form." The administration of medicine, during the school day, is the responsibility of the student or parent/guardian. On a limited basis, the School Leader may appoint a designated employee to assist with the administration of medication. Medication will not be dispensed to a student without this documentation present in his or her files. Students are not permitted to carry any medication with them during the school day, unless it is a prescription inhaled asthma medication or auto-injectable epinephrine and authorized in writing by their parent/guardian and specially arranged by a doctor's note. The required form for these services can be requested from the school. Students found carrying any medication (unless consistent with the above requirements) will have the medication confiscated and a parent/guardian will have to retrieve the medication from the school office. Students are never permitted to share medication (even over-the-counter) and the office/school staff are not allowed to administer any medication (including over-the-counter) without express written parent/guardian consent. Prior to the administration of medication the following procedures must be in place.
 - a. School Medication Authorization Form (one per medication)
 - i. Completed and signed by medical provider.
 - ii. Completed and signed by parent/guardian.
 - iii. Completed annually or when there is a change in the medication order.
 - b. Medication is supplied by parent/guardian.
 - i. In a pharmacy labeled container/dispenser, clearly marked with the child's first and last name.
 - ii. Any medical equipment needed to dispense medication is supplied by the parent/guardian.

Illness during School Hours Policy

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case the parent/guardian cannot be contacted. In case of emergencies, the school will also call 911. All students must have an "authorization to treat" form on file in order for medical personnel to provide medical care to students in emergencies. The required form can be requested from the school.

Suicide Prevention and Intervention Policy (High School)

Supporting the health and well-being of all students is of utmost importance to KIPP. In accordance with California AB 2246, the Board of Directors has adopted a suicide prevention policy to help prevent, intervene, and support students who may be experiencing suicidal thoughts, planning for, or who may have attempted suicide through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in themselves and peers; learning and utilizing positive coping skills; developing and seeking supportive adult relationships and resources for mental wellness; and assisting their peers in need of supports. Teachers and school staff will also receive training to recognize and respond to the warning signs of suicide, suicide attempts, and re-integration of a student after a suicide attempt.
- Each school has designated a suicide prevention coordinator to serve as a point of contact for students in crisis who will either provide or refer students to appropriate mental health resources. This will be the Mental Health Counselor, School Psychologist, or the School Leader or Assistant Principal in conjunction with the Associate Director of Mental Health or a local community-based crisis response organization.
- When a student is identified as being at risk of suicide, they will be assessed by on their school site by a mental health professional, School Psychologist, or School Leader or other Administrator in conjunction with the Associate Director of Mental Health or a local community based crisis response organization to work with the student and help connect the student to appropriate local resources.
- Students and families can contact your school's mental health professional for additional resources, or can access the resources below for support:
 - The Trevor Project: www.thetrevorproject.org; Trevor Lifeline: 1-866-488-7386 (24/7 and specifically for LGBTQ-identified youth)
 - National Suicide Prevention Hotline: 1-800-273-8255 (24/7)

- o Text: EASE to 741-741
- o Download the MY3 Suicide prevention app (www.my3app.org) on your child(ren)'s and/or their friend(s)' cell phone(s)
- Staff will assist students in helping to create a school culture of respect, support, and safety in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
- Students should be aware that in cases of suicidal thoughts, plans, or attempts, confidentiality may be broken in order that the staff or mental health professional can seek help for the student in crisis.
- For a more detailed review of policy changes, please see the KIPP full suicide prevention policy, which can be found in the main office and on the KIPP website.

Annual Notice: Counseling Services

KIPP Schools is committed to ensuring that our students and families are informed about available mental health services on campus and in the community, and how to initiate access to these services. We understand that there may be times when students may benefit from additional emotional support. At KIPP Schools we believe strongly in the value of holistic wellness. We believe that it is important to ensure that the whole child is well so that they can then be successful in their goals.

KIPP Schools offers the following services on its campuses:

1. School-based counseling services – your student is encouraged to directly contact a school counselor to make an appointment to speak with the Mental Health Counselor. Our Mental Health Counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our school or by an outside provider listed below, are voluntary.
2. If you would like to pursue local agencies that offer counseling, KIPP Schools can provide local recommendations for mental health services.

If you would like to explore the supports offered by national organizations, here are three renowned organizations:

1. National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
2. The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.
3. Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Vision and Hearing Screening Information

Vision and hearing screenings will be conducted in accordance with state mandates. You will be notified when your child is scheduled to be screened for vision and hearing. This screening is a general assessment of your child's vision and hearing. It may indicate possible difficulties your child may have with vision or hearing; it will not provide a confirmed diagnosis. This screening **is not a substitute for regular medical visits to your child's doctor and optometrist.**

You will be notified of your child's screening results only if he or she does not pass the test. At that time, your child will receive a referral for further evaluation by a qualified medical professional. If you choose for your child to not have screening at this time, please submit a signed written request to your site administrator.

Annual Notice: Free and Reduced Price Meals

The School participates in the National School Lunch Program. Applications for free or reduced-price meals are distributed to all families and can also be obtained on the School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

Annual Notice: Connecting Families to Health Coverage

California schools are required to provide information to families about healthcare coverage options. You will be receiving a flyer about healthcare coverage options with this school handbook. If you need a new copy of the flyer, please contact your school office.

Annual Notice: Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals (“DACA”) status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

The Charter School shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil’s health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil’s family.

Annual Notice: Sudden Cardiac Arrest Prevention

KIPP is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at KIPP must review the information sheet on sudden cardiac arrest via the link below:

<http://cifstate.org/sports-medicine/sca/SCAInformationSheet2017.pdf> (English)

<http://cifstate.org/sports-medicine/sca/SCAParentStudentReviewFormSpanish.pdf> (Spanish)

Because KIPP has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity a pupil who passes out or faints while participating in or immediately following an athletic activity, or who is known to have passed out or fainted while participating in or immediately following an athletic activity. The athlete may not return to that activity until he or she is evaluated and cleared to return to participate in writing by a physician, surgeon, nurse practitioner or physician assistant. On a yearly basis, an acknowledgement of receipt of the information on sudden cardiac arrest symptoms and warning signs must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete participates in an athletic activity not governed by the California Interscholastic Federation (“CIF”). This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Annual Notice: Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Those wishing to participate in athletics at KIPP must review the information sheet on concussions via the link below:

http://www.cifstate.org/sports-medicine/concussions/CIF_Concussion_Info_Sheet.pdf (English)

http://www.cifstate.org/sports-medicine/concussions/CIF_Concussion_Info_Sheet_SP.pdf (Spanish)

Because KIPP has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Annual Notice: Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil’s physician, which the pupil may

take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. The Charter School will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the pupil to be able to complete any graduation requirements, unless the Charter School determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Marie Huxley
Chief Academic Officer
1000 Broadway, Suite 460
Oakland, CA 94607
510-465-5477

A copy of the UCP is available within the KIPP Regional Policies Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the School Leader.

Annual Notice: Diabetes

The school will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Please contact the Office if you need a copy of this information sheet or if you have any questions about this information sheet.

Tobacco Free Schools Policy

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. KIPP provides instructional programs designed to discourage students from using tobacco products. The KIPP Bay Area Public Schools Governing Board ("Board") recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of all KIPP to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on KIPP property and in KIPP vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from KIPP.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The School Leader or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on KIPP premises share in the responsibility of adhering to this policy. Additionally, KIPP will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Appropriate school officials will monitor KIPP property and facilities for compliance with the Board Policy. The School Leader shall develop and maintain procedures to resolve grievances that may result from alleged non-compliance.

Student Safety

Emergency Preparedness Plan and Emergency Contacts Information

KIPP routinely participates in fire, earthquake, shelter-in-place, and lockdown drills as part of its ongoing commitment to safety and security on campus. Each school has a developed and tested emergency plan specific to the building layout and surrounding community facilities. Plans are updated annually to ensure that emergency response procedures and resources meet industry best practice standards. Each school will communicate the plan to students and families and each school's plan can be reviewed upon request at the main office.

The school will request emergency contact information regularly to ensure that communication during an emergency is consistent. It is imperative that the school have up-to-date emergency contact information on file for all students, and that parents/guardians provide multiple contacts for their child.

With that, throughout the year parents/guardians may receive test and real emergency communication through our Emergency Notification Provider. These messages are sent to inform parents/guardians and maintain an open line of communication throughout an emergency. Generally, these messages will include specific directions on what parents'/guardians' actions should be. In an emergency, it's imperative that parents/guardians follow these directions in order to keep everyone on campus and in the neighborhood safe.

School Visitor Policy

The School Leader has the authority to determine which visits are to be permitted as well as the discretion to set any appropriate conditions on the nature and extent of such visits. In exercising the School Leader's discretion, the School shall consider the purpose of the visit, the impact of the visitor's presence and the relationship of any visitor to the students. School personnel shall seek to assure that parents and other visitors are courteously received and that sincere efforts are made to provide them with information as may be needed to foster a cooperative relationship between home, school and community.

A "visitor" is defined as any person seeking to enter the school building who is not an employee of the School or a student currently enrolled in that building. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit and contact the School Leader or appropriate staff member beforehand to arrange a visit. The School Leader may refuse to register a visitor if it is believed that the presence of the visitor would cause a threat of disruption or physical injury to teachers, other employees, or students.

ALL visitors, including parents and guardians, must check in at the office upon their arrival so that they can sign in and obtain a visitor badge identifying themselves. When registering, the visitor is required to provide his/her name, ~~address, age (if under 21),~~ his/her purpose for entering school grounds, and proof of identity. Visitor badges must be worn at all times while on School premises.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. KIPP shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by KIPP, consistent with the law. The KIPP Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

Access to classrooms and other instructional areas might be restricted and is at the discretion of the School Leader. We ask that all visitors respect the learning environment by quietly observing classes, and by not distracting the students or teachers. Visitors may be asked to leave a classroom or the school grounds if their presence is a distraction to learning or the school environment. Because classrooms and other instructional areas are the most vulnerable to disruption, specific conditions may be imposed upon visitors, including but not limited to:

- A. Requiring that the visitor be chaperoned
- B. Limiting the duration of the visit to particular times or length of time

- C. Limiting the activities of the visitor to a particular purpose(s)
- D. Designating particular routes of travel in the building or upon the school grounds.

Visitors must sign out at the end of their visit and return the visitor badge. Visitors may be on school grounds only during open school hours, unless given permission from School Leadership and/or for specific before - or after-school events open to the public.

Removal from Campus

The School Leader may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt KIPP's orderly operation. If consent is withdrawn by someone other than the School Leader, the School Leader may reinstate consent for the visitor if the School Leader believes that the person's presence will not constitute a disruption or substantial and material threat to KIPP's orderly operation. Consent can be withdrawn for up to fourteen (14) days.

The School Leader may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the School Leader shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

Any visitor that is denied registration or has his/her registration revoked may request a conference with the School Leader. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the School Leader with fourteen (14) days of the denial or revocation of consent. The School Leader shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the School Leader shall be held within seven (7) days after the School Leader receives the request. If no resolution can be agreed upon, the School Leader shall forward notice of the complaint to the KIPP Board of Directors. The KIPP Board of Directors shall address the Complaint at the next regular Board meeting and make a final determination.

Penalties

Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified, which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction, by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.

Disruptive conduct may lead to KIPP's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Bad Weather or Other Conditions and School Closing Information

In the event of bad weather or other conditions that may result in a school closure, seek out information about closures applicable to your local school district. KIPP will normally follow the instructions for the local district. If the district schools are closed or school opening is delayed, KIPP will normally also be closed or delayed. In some cases, KIPP may elect to close or remain open independent of the district. The school will make every attempt to communicate this decision in a timely manner through an automated phone call to families. In the event that weather or other conditions make traveling to school hazardous and unsafe, it is recommended that parents/guardians use their discretion in bringing their child to school.. In case of a mid-day school cancellation, parents/guardians will be contacted to pick up their child.

Annual Notice: School Bus and Passenger Safety

Upon registration, KIPP is required to provide safety regulations to all kindergarten through sixth (6th) grade new students and students who have not previously been transported by school bus. Additionally, if applicable, KIPP must provide safety instruction to all students in kindergarten through eight (8th) grade who receive home-to-school transportation. Currently, KIPP provides transportation for field trips and provides transportation to and from two (2) KIPP schools. A copy of the complete policy is available upon request at the main office.

Student Transportation Policy

The safe operation of motor vehicles is very important at KIPP. All employees and volunteers must be cleared to drive by Human Resources and Operations before they can transport students. In addition, employees must have parent/guardian and School administration permission before transporting students.

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seat belts at all times.

The following shall apply to all persons operating school vehicles or operating their own vehicles to transport students for any reason or for school business:

1. KIPP participates in the California Department of Motor Vehicles employer pull notice program. Through this program, KIPP will be able to review employee Motor Vehicle Records periodically and upon notice of new violations. Volunteers are also responsible for providing their own Motor Vehicle Records to KIPP.
2. Employees or volunteers must have a valid driver's license at all times when operating a school vehicle or their own personal vehicle when used for student transportation or school business. Volunteers must also have completed the following before they can transport students.
 - Volunteer application
 - TB (tuberculosis clearance)
 - Fingerprinting background clearance
 - Chaperone agreement (if for a field trip)
3. For employees or volunteers who drive their personal vehicles for student transportation or school business purposes, KIPP requires that the employee or volunteer carry insurance with the following coverage:
 - Liability
 - Bodily Injury - \$100,000 per person; \$300,000 per occurrence
 - Property Damage - \$50,000 per occurrence
 - Alternatively: \$300,000 combined single limit
 - Medical Payments - \$5,000 per person
 - Uninsured Motorist Coverage - Mirrors Liability
 - In the event of an accident, the employee's or volunteer's insurance coverage will act as the primary insurance coverage for damages. Evidence of this insurance as well as a copy of the employee's or volunteer's current motor vehicle report (MVR), a copy of their driver's license, and a copy of their vehicle registration, and a written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion must be kept on file. KIPP is not liable for collision damage on an employee's or volunteer's vehicle.
4. Employees and volunteers must maintain a clean driving record and infractions may result in not being approved or the revocation of a driving privilege. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions
5. Anyone with one or more of the following citations on their record may NOT drive on behalf of the school: Driving under the influence of drugs or alcohol, failure to stop for an accident, homicide, manslaughter or assault arising out of the operation of a motor vehicle, driving with a revoked or suspended license, possession of an opened container of alcohol in a vehicle, speed contest drag or highway racing, attempting to elude a police officer, hit and run, reckless driving, and car safety seat violations. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
6. Seat belts and child safety seats (when applicable) are an essential element of our driver safety policy/procedures. All employees and volunteers must wear seat belts while transporting students and must make sure that students are wearing seatbelts or are properly secured in a child safety seat (if applicable).
 - Children under age 8 and under 57" must be properly secured in a child restraint system. All other children age 8 to 16 or over 57" must be secured in a properly fitted seat belt.
 - Children under age 8 must be restrained in a child passenger restraint system in the rear seat.
 - California law specifically requires children to be properly restrained, meaning the lap belt is low on the hips, touching the upper thighs, and the shoulder belt is crossing the center of the chest.
 - Children in rear-facing car seats may not ride in front if there is an active passenger airbag.

7. Driving non-employee passengers in school vehicles either during or after normal business hours can be a major liability to KIPP. Therefore, no KIPP employee is allowed to transport non-employees in any KIPP vehicle unless prior approval by management is granted and a waiver of liability is signed by the non-employee.
8. Only authorized employees are allowed to operate the school vehicles and they are for school business use only.
9. Under no circumstances shall students transport other students.

Search and Seizure Policy

The California Constitution requires that all students and staff of public schools have the right to attend campuses which are safe, secure, and peaceful. Incidents which jeopardize the health, safety and welfare of students and KIPP employees may necessitate the search of students and their property, student use areas, student lockers and/or student automobiles located on school property, and may necessitate the seizure of any illegal, unauthorized or contraband materials in the search. Personal belongings, including those which are normally authorized, may be temporarily seized by school officials or legal authorities to serve as evidence in ongoing investigation.

A student's person and/or personal effects (e.g. backpack, purse, etc.) including personal student electronic devices, may be searched if a school official has reasonable suspicion based on articulable facts for suspecting that the student has violated or is violating either the law or KIPP's rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

Any search of a student and/or their personal effects shall be conducted in the presence of another adult witness whenever possible. The scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction.

In no case shall a strip search be conducted by school officials, including asking a student to remove or arrange some or all of their underclothing, and/or inspecting of parts of the student's underclothing or body.

Student use areas, including, but not limited to, instructional space, recreational space, and lockers, are school property and remain at all times under the control of KIPP. Periodic general inspections of school property may be conducted by school officials for any reason at any time without notice.

Student vehicles may not be used to store illegal, unauthorized, or contraband materials. The use of the parking facilities for privately owned vehicles on school campus by any student shall constitute consent by the student to the search of such vehicles by authorized school personnel and/or law enforcement if a school official has reasonable suspicion based on articulable facts for suspecting that the student has violated or is violating either the law or KIPP's rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. (*High school students*)

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition. School officials may impose discipline upon the responsible student(s) (including suspension and/or expulsion) in accordance with KIPP's discipline policies and procedures.

Violence and Weapons Policy

It is the policy of KIPP that violence or threats of violence in any form are unacceptable and will not be tolerated. KIPP will not tolerate, condone or allow violence, whether engaged in by employees, supervisors, managers, non-employees (including contract workers or vendors), visitors, students, family members or others who interact KIPP. KIPP encourages the reporting of all incidents or threats of violence regardless of who the offender may be. This policy prohibits all acts or threats of violence, inappropriate aggression, or intimidation in any form, including verbal, written, physical, or any conduct that may be construed as a racial, sexual, ethnic or religious slur, or a slur based upon any Protected Status.

Specific examples of conduct that may constitute threats or acts of violence under this policy include, but are not limited to, the following:

- Threats or acts of physical or aggressive contact directed toward another individual;
- Threats or acts of physical harm directed toward an individual or their family, friends, associates, or property;
- The intentional destruction or threat of destruction of KIPP's property or another student's property;
- Harassing or threatening phone calls;
- Harassing or threatening social media conduct;

- Surveillance;
- Stalking;
- Veiled threats of physical harm or similar intimidation

Any pattern of behavior that seems to indicate violence toward another individual, student to student or staff to student, must be reported to School Administration. No weapons may be brought to school under any circumstances. In addition, nothing that looks like or could be construed as a weapon should be on or around a school campus. We strongly recommend the safe storage and proper security around weapons in the home - especially if one is inviting another child into the home for a party, play date, or other social activities. If a child is feeling unsafe at school, or in their method of transportation to and from school, we encourage a conversation with the School Leadership team to consider options.

Confidential disclosure

In order to have a safe community of trust, students are expected to take responsibility for disclosing any and all knowledge of any weapons, drugs, tobacco, or alcohol on campus or at any school function. Such confidential disclosure should not be considered a betrayal of any other student, or avoided due to fear of reprisal. Instead, the confidential disclosure would be an honest commitment to the health and well-being of every member of the community.

Police on Campus Policy Information

The purpose of our law enforcement on campus policies is two-fold: First, to support a safe school environment by empowering leadership to coordinate with law enforcement in response to imminent threats to the community. Second, to limit students' exposure to law enforcement and the juvenile justice system when alternative and more restorative practices are available. Please request a full copy of this policy from the school office.

Annual Notice: Guidelines for Safe Staff/KIPPster Interactions

For the purposes of this policy, the term "KIPPster" refers to any current KIPP Student, or alumni still enrolled in a KIPP program, including KIPP Through College (KTC) which extends throughout their college career. KIPP ("KIPP") recognizes its responsibility to make and enforce all rules and regulations to bring about the safest environment possible for students, alumni enrolled in KIPP programs, and KIPP Staff.

Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of KIPP personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 1. Stopping a student from fighting with another student;
 2. Preventing a pupil from committing an act of vandalism;
 3. Defending yourself from physical injury or assault by a student;
 4. Forcing a pupil to give up a weapon or dangerous object;
 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

- B. Examples of PROHIBITED actions (corporal punishment)
 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 2. Making students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Professional Boundaries

This policy is intended to guide all faculty and staff in conducting themselves in a way that reflects the highest standards of behavior and professionalism required of school employees and to specify the boundaries between students, alumni, and staff. Trespassing the boundaries of an Employee/KIPPster relationship is deemed an abuse of power and a betrayal of public trust.

All staff must carefully review this policy along with each of the examples given in the policy related to acceptable and unacceptable employee behavior (see examples section below). Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, alumni, colleagues, or school leaders. One viable standard that can be quickly applied when the employee is unsure if certain conduct is acceptable is to ask themselves, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation, sexual insinuation, or unprofessional from a student, alumni, or parent's point of view. The objective of providing the examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct or generally unprofessional.

Staff members must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with KIPPsters certainly fosters learning, staff interactions with KIPPsters, including alumni receiving services through KIPP Through College (KTC), must respect professional boundaries surrounding potential activities, locations, and intentions.

Duty to Report

All staff members play an integral role in keeping our KIPPsters safe, and it is an employee's duty to report any concerns related to misconduct to the appropriate authority, even if they don't have full information or context. When any employee becomes aware of another staff member or adult on campus having engaged in unacceptable behaviors as specified in this policy, or behaviors regarding professional boundaries otherwise causing suspicion, they must immediately report the matter to the school administrator and/or to the Human Resources Department at hr@kippbayarea.org. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator or HR Director to investigate and thoroughly report the situation to the CEO. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list.

Examples of Unacceptable Behaviors (Violations of This Policy):

- Giving gifts to a KIPPster that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a KIPPster in a private situation.
- Making or participating in sexually inappropriate comments.
- Sexual jokes.
- Seeking emotional involvement with a KIPPster for the employee's benefit.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a KIPPster in an attempt to gain their support and understanding.
- Becoming involved with a KIPPster so that a reasonable person may suspect inappropriate behavior.
- Having/inviting one student into the employee's home is unacceptable.
- Providing any treatment that could be viewed as preferential or unprofessional (buying lunches, special privileges, etc.)

Unacceptable Staff/Student Behaviors if conducted without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities.
- Being alone in a room with a student at school with the door closed.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.
- Sending emails, text messages or letters to students if the content is not about school activities.
- Having a group of KIPPsters over to your house with school administration and parent/guardian permission.

Examples of Acceptable Behaviors:

- Emails, text, phone calls and instant messages to KIPPsters that are professional and pertain to school activities or classes. (Communication should be limited to school technology).
- Keeping the door open when alone with a KIPPster.
- Keeping reasonable space between you and a KIPPster.
- Stopping and correcting a KIPPster if they cross an employee's own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional.
- Recognizing the responsibility to stop unacceptable behavior of KIPPsters or coworkers.
- Giving KIPPsters praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Hugging students is only appropriate if it is done in a public space where others are present, minimal bodily contact is involved (e.g. side or arm around the shoulder hug) and it does not make the student uncomfortable in any way (ask in advance; don't assume). Please be aware of the positive reinforcement methods that are age-appropriate for your students (e.g. elementary students may appreciate a quick hug while middle and high schoolers may not). When in doubt, do not hug a student.
- Asking yourself if your actions are worth your job and career.

Required safety practices for the protection of staff and students:

- Obtaining signed parental consent and written approval from the school leader are required for any non-sponsored after school activity.
- Obtaining formal approval to take KIPPsters off school property for activities such as field trips, athletic events or competitions.
- Asking another staff member to be present if the employee will be alone with any type of special needs student.
- Asking another staff member to be present when the employee must be alone with a student after regular school hours.
- Asking for advice from fellow staff or administrators if an employee finds themselves in a difficult situation related to boundaries.
- Involving the employee's supervisor if conflict arises with a KIPPster.
- Informing the employee's School Leader about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Keeping your professional conduct a high priority.

Mandated Reporting Policy

California Penal Code section 11166 requires child care custodians who have knowledge of, or observe, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspect has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Please be aware that it is each employee's duty to report the suspicion of child abuse and neglect only. Employees are not required to investigate or substantiate the suspected abuse. CPS and/or law enforcement agencies will be charged with investigating the matter.

- If an employee believes a child's safety is in immediate danger, they must call 911.
- Call CPS to make an initial verbal report
 - Oakland: (510) 259-1800
 - San Francisco: (800) 856-5553

- o San Jose: (408) 299-2071, (408) 683-0601, (650) 493-1186
- o San Lorenzo and Oakland:(510) 259-1800
- o Redwood City: (650) 802-7922 or (800) 632-4615
- The employee must complete a written report and any evidence relating to the incident within thirty-six (36) hours of becoming aware of the information concerning the incident and fax it or mail it in to the name of the Social Worker who took the verbal report. (link written report: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?)

Employees must also report to their School Leader any suspicions of child abuse and neglect in order to enable KIPP to timely intervene, investigate, and remediate as appropriate.

Child abuse does not include:

- A mutual altercation between minors
- Self-defense
- Injury caused by reasonable force used by a peace officer acting within the scope of employment
- Use of reasonable force from a certificated/classified employee to maintain order, protect property and protect the health and safety of pupils

Please see the School Leader if you have any questions or concerns.

Regional Volunteer Policy

Our parent volunteers give our students the opportunity to have individual attention that is vital to their education and their journey to college. The safety of our students and staff is of the utmost importance at KIPP. It is our policy to approve volunteers prior to having them work with and/or drive our students. There are administrative procedures that have been established with this policy. Parents, guardians or other community members who are interested in volunteering (and have not been cleared within the current school year) must request a *Volunteer Handbook* from the school in which they wish to volunteer. The KIPP school will communicate any additional documentation requests, notices of clearances and scheduled volunteer opportunities. Please note that it may take several weeks for all clearances to be met. We recommend interested volunteers reach out to their school as soon as possible to begin the process.

Child Custody Agreements Information

KIPP asks that families with an active child custody agreement in place provide a copy to the School Leader at the start of the school year and any revisions to the agreement as they become available. KIPP will not get involved in family disputes as it is not KIPP's intention or responsibility to enforce the terms of a child custody order. Rather our expectation is that all custodial parties (1) comply with the terms of the Order and work to resolve any such disputes without involving KIPP and (2) remain focused on the student(s)' education and working cooperatively to resolve any familial disputes without negatively impacting the student(s)' ability to learn and attend School. KIPP will comply with all terms of a custody order or agreement that has been provided to KIPP.

Student and Family Rights

Safe School Zones and Immigrant Student Rights

KIPP is committed to providing a safe, welcoming, and inclusive learning environment for all students, including immigrant students and their families. KIPP is also committed to protecting the rights of immigrant students and their families through policies that prohibit information-sharing with local law enforcement and federal immigration authority to the fullest extent possible under the law. KIPP shall not adopt or implement policies, practices, or procedures that exclude students from school based on their or their parents' or guardians' actual or perceived immigration status. Furthermore, KIPP personnel shall treat all students equitably in the receipt of all school services, including but, not limited to, the free and reduced lunch program, transportation, and educational instruction.

Resources and Trainings

KIPP trains all teachers, administrators and other staff on how to respond to federal immigration authorities who are requesting information about students and families and/or are attempting to enter school property. Additionally, KIPP maintains an online resource for students and families, and collaborates with local organizations to provide legal education workshops. Please visit www.kippbayarea.org/family-preparedness/ for general resources, as well as the full version of policies KIPP has adopted related to

the rights of immigrant students and their families. Please speak to your school office if you would like to know about upcoming trainings.

Information Collection and Security

KIPP staff shall not require information that relates to a student's or their families' immigration status, such as a social security number, passport, a birth certificate, or other citizenship-related documents. KIPP personnel shall not inquire into a student's or a family member's immigration status. While documents that relate to immigration status may be submitted to meet various requirements of the enrollment process (such as a birth certificate for documenting proof of age), these documents are not required, and families are allowed to use other methods to prove residency and age-eligibility, such as a baptismal certificate or parent affidavit. KIPP will not initiate communication with federal immigration authority or local, state, or federal law enforcement regarding a student's or their family member's personal information; nor shall they disclose personally identifying information found in a student's education records without parental authorization or a judicial order mandating the disclosure. KIPP personnel who learn of information related to a student's or their family member's actual or perceived immigration status must keep that information confidential and shall not record or distribute that information.

Campus Security

KIPP shall not enter into agreements with state or local law enforcement agencies, federal immigration authority, or any other federal agency for immigration enforcement activities. Absent a judicial warrant or other court order, state or local law enforcement agencies, federal immigration authority, or any other federal agency for immigration enforcement activities will not be permitted access to school sites, to interview a student, or to student records. Any formal requests from state or local law enforcement agencies, federal immigration authority, or any other federal agency for immigration enforcement activities shall be forwarded to the Chief Executive Officer and Legal Counsel for review.

If state or local law enforcement agencies, federal immigration authority, or any other federal agency for immigration enforcement activities request or gain access to a student or their records held by the school or KIPP, KIPP staff must immediately notify the student's parent/guardian that the federal immigration authorities sought access to the student. KIPP shall remind the parent/guardian that they have the right to authorize and send a designee to pick up their child on the parent's/guardian's behalf.

Efforts to contact parents/guardians by the School Leader or designee must include calling all numbers listed on the student's emergency card, including work numbers, cell phone numbers, and all numbers supplied by the student.

Freedom of Speech

The KIPP Bay Area Public Schools Board of Directors (the "Board") believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of KIPP. The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents an actual danger that can cause a breach of the peace. In accordance with these beliefs, the Board adopts the following policies regarding on-campus and off-campus expression.

On-Campus Expression

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications.

Student expression on school Internet web sites and online media shall generally be afforded the same protections as in print media.

Off-Campus Expression

A student shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

The Chief Executive Officer, School Leader, or designee shall document the impact the expression had or could be expected to have on the school program.

Publications

Official school publications include material produced by students in journalism, newspaper, yearbook, or writing classes and distributed to the student body either for a fee or for free.

Each School Leader or designee shall develop a school publications code outlining the responsibility of student journalists, editors, and publication advisors.

All student submissions shall be held to professional standards of English and journalism.

If the School Leader or designee considers material submitted for publication to violate Education Code 48907, he/she shall notify the student, without undue delay, and give specific reasons why the submitted material may not be published. Absent extraordinary circumstances, such notice should be given in sufficient time to allow the student time to either modify the material or to seek review of the School Leader's determination from the Chief Executive Officer or designee. Prior to any restriction of student speech, school officials shall consider any feasible alternative options to restricting the speech.

To the extent that the School Leader or designee believes that the school and KIPP should be disassociated from a particular idea or opinion, the School Leader or designee may require student articles to include disclaimers.

Distribution of Printed Materials and Petitions by Students

The School Leader or designee may provide bulletin boards on which students and student organizations may post materials of general interest. Students may also post or distribute handbills, leaflets, and other printed material, whether produced within or outside of the school. Students may also collect signatures on petitions concerning school or non-school issues.

All written material and petitions distributed, circulated or posted on school property (including School websites, email, etc.) shall bear the name and the address or contact information of the sponsoring organization or individual. Leaflets, pictorial and any other printed/written material to be distributed shall be submitted to the School Leader or designee at least one school day prior to distribution.

Printed materials or petitions may be distributed only:

1. Before or after school or during lunch time
2. In locations that do not obstruct the normal flow of traffic within the school or at entrances.

The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the School Leader or designee). No funds shall be collected for any material distributed.

Student Conduct

Conduct by a student, whether during class or outside of class, which for any reason materially disrupts classwork or involves substantial disorder or invasion of the rights of others, is not immunized by the constitutional guarantee of free speech.

Appeals

The following procedures shall be used to address general disputes regarding student freedom of expression. When applied to school-sponsored publications, these procedures are to be supplemental to those outlined within that section:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the School Leader or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. If the School Leader or designee is unable to resolve the dispute, or if the student and/or faculty member disagree with the School Leader or designee's decision, the student and/or faculty member may bring the matter to the Chief of Schools or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible. The Chief of Schools or designee's decision shall be final.

Controversial Issues Policy

KIPP believes that students should have opportunities to discuss controversial issues which have political, social or economic significance, and which the students are mature enough to investigate and address. These topics may include, but are not limited to: federal, state and local politics; race; religion; gay, lesbian, and transgender issues; discrimination against protected classes; suicide; war; and local, state, national and/or international current and/or past events in the news, including but not limited to, statements made by political leaders about those events. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions, and respect the opinions of others.

School management works with teachers to ensure they exercise caution and discretion when deciding whether or not a particular issue is suitable for study and discussion, and to ensure all sides of a controversial issue are impartially presented, with adequate and appropriate factual information. Teachers shall not suppress any student's views on any issue so long as its expression is not obscene, libelous, slanderous, malicious or abusive towards others. If students, parents, or guardians have questions about this policy, or the study or discussion of a particular controversial issue, they may reach out to the teacher and/or School Leader. Teachers will endeavor to notify parents/ guardians in advance of controversial topics being discussed when they are part of the school's curriculum or a teacher's lesson plan so that parents can also share their personal views at home. However, since students often make statements or ask questions about these sorts of topics, or bring in materials and discuss or share them spontaneously, we cannot always notify parents/ guardians in advance of such classroom discussions. Where advance notice is not possible, teachers will endeavor to notify parents/guardians via email or verbally after the fact. It must be noted that since every parent has a different definition of what would constitute a controversial and/or sensitive topic, the school cannot always guarantee notice to parents / guardians because a teacher might not recognize a topic as generally controversial or sensitive even though it might be controversial and/or sensitive to an individual.

As teachers notify parent(s) regarding controversial and/or sensitive topics being addressed at school, in accordance with the right to privacy contained in the California State Constitution, parent(s) will not be notified of any issues involving individual students without the consent of that student's family. For example, if a student is undergoing cancer treatments and a discussion of this comes up in class, you will not be notified that a student in your child's class has cancer or is undergoing medical treatments. Such information shall not be disclosed without consent of that student's parent(s) and/or legal guardian(s) in order to protect the privacy rights of the student as afforded by the California State Constitution. As a result of student privacy rights, parent(s) may not be notified of all circumstances that led KIPP to choose a particular piece of supplemental instructional material. For example, if KIPP determines that it is necessary to prevent racial harassment or bullying, it might choose to expose students to material on racial discrimination to sensitize students about the need to teach others with respect.

Gender Identity Inclusion and Nondiscrimination Policy

PURPOSE:

California law and KIPP Bay Area Public Schools ("KIPP") require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed to comply with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs, activities, and facilities.

This policy sets out guidelines for KIPP and KIPP staff to address the needs of transgender, gender nonconforming, and queer students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students.

This policy does not anticipate every situation that might occur with respect to transgender or gender nonconforming students, and the needs of each transgender, gender nonconforming, or queer student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender, gender nonconforming, or queer student while maximizing the student's social integration and minimizing stigmatization of the student.

DEFINITIONS:

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of KIPP staff. Although these are commonly used terms, students may or may not choose to use these terms to describe their gender identity, appearance, or behavior. We encourage students and staff to refrain from sharing information about someone's gender identity, gender expression, or orientation, or using a specific term to describe someone's identity, orientation, or expression,

unless that person has used the term themselves and given permission for others to use it to describe them.

- **“Gender expression”** or **“Gender Presentation”** is an individual’s characteristics and behaviors that are perceived as gendered, such as appearance, dress, mannerisms, speech patterns, and social interactions. Under California law, “gender expression” is defined as person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.
- **“Gender Fluid”** refers to persons who does not identify as, or who do not express themselves as, solely one gender.
- **“Gender identity”** is a person’s internal, deeply felt sense knowledge of their own gender, regardless of the gender they were assigned at birth. Everyone has a gender identity.
- **“Gender nonconforming”** is a term used to describe a person who is or is perceived to have gender characteristics or behaviors that do not conform to traditional or societal expectations. Gender non-conforming people may or may not identify as LGBTQ.
- **“LGBTQ”** is an umbrella term that stands for "lesbian, gay, bisexual, transgender, and questioning." The category "questioning" is included to incorporate those that are not yet certain of their sexual orientation and/or gender identity.
- **“Queer,”** refers to a member of the LGBT and/or gender nonconforming community. This term may be used by someone who identifies as a member of the LGBT community, but who does not specifically consider themselves to be lesbian, gay, bisexual, or transgender. This term is also sometimes associated with sexual orientation.
- **“Sex”** refers to the biological condition or quality of being a female or male human being.
- **“Sexual Orientation”** is a person's emotional and sexual attraction to other people based on the gender of the other person. While KIPP recognizes that people may not identify their sexual orientation with the following terms, sexual orientation as a protected class under California law is defined as heterosexuality, homosexuality, or bisexuality.
- **“Sexualized Bullying”** refers to unwanted or demeaning conduct or comments directed at or about an individual on the basis of actual or perceived gender, gender identity and expression, sex, sexual behavior, sexual orientation, or other related personal characteristics with the intention to humiliate. Anti-gay and sexist epithets are common forms of sexualized bullying.
- **“Transgender”** is an umbrella term used to describe people whose gender identity, characteristics, or expression does not conform to the identity, characteristics, or expression traditionally associated with their biological sex.
- **“Transition”** is the process by which a person goes from living and identifying as one gender to living and identifying as another. Transitions may include physical, social, and/or medical processes. The exact steps involved in transition vary from person to person. Transitions are private, and personal information about a transition should not be discussed unless the conversation is initiated and led by the transgender or gender nonconforming student.

Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one’s transgender status or gender nonconforming presentation at school.

Information about a student’s transgender status, legal name, or sex assigned at birth also may constitute confidential medical information. KIPP personnel should not disclose information that may reveal a student’s transgender status or gender nonconforming presentation to others, including parents and other school personnel, unless

- legally required to do so by a court order,
- there is a significant threat to the health or safety of a student or other individuals, and/or
- the student has authorized such disclosure.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender nonconforming student, school personnel *should use the student’s legal name and the pronoun corresponding to the student’s sex assigned at birth unless the student, parent, or guardian has specified otherwise*. Additionally, KIPP will take measures to ensure that disclosures under the permitted circumstances outlined above are made in a way that reduces or eliminates the risk of re-disclosure and protects the transgender student from harassment and discrimination. Those measures may include providing counseling to the student and the student’s family to facilitate the family’s acceptance and support of the student’s transgender status.

Official Records

KIPP **is required** to maintain a mandatory permanent pupil record (“official record”) that includes a student’s legal name and legal gender. However, KIPP **is not required** to use a student’s legal name and gender on other unofficial school records or documents (e.g.

school IDs, announcements, yearbooks, certificates, etc.). To the extent that the school is not legally required to use a student's legal name and gender on other school records or documents, every effort should be made to update student records with the student's chosen name and not circulate records with the student's birth name.

KIPP will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information. This may include keeping records that reflect a transgender student's birth name and assigned sex (e.g., a copy of the birth certificate) apart from the student's school records.

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records. The student's age is not a factor. If KIPP personnel are unsure how a student wants to be addressed, they may privately ask the student. KIPP personnel should prioritize the safety, confidentiality, and respect of the student in a manner that affirms the law

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy and may constitute as sex discrimination.

Gender-Specific Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity. Examples of such activities may include gym classes, health classes, or intramural activities. Transgender or gender nonconforming students shall not be denied the opportunity to participate in such activities, nor shall they be forced to participate in these activities outside of the assigned time. Activities that may involve the need for accommodations to address student privacy concerns, such as overnight field trips, will be addressed on a case-by-case basis. In such circumstances, staff shall make a reasonable effort to provide an available accommodation that can address any such concerns.

Restroom Accessibility

Students shall have access to the restroom that corresponds to their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a reasonable, safe, and adequate alternative, such as a single "unisex" restroom or staff restroom. Any alternative arrangement should be provided in a way that protects the student's ability to keep their transgender status confidential. However, transgender students shall not be forced to use a separate, single-stall facility.

Locker Room Accessibility

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. Transgender students will have access to the locker room that corresponds to their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, will be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep their transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

Physical Education Classes & Intramural Sports

Transgender and gender nonconforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic Competitive Sports Team

Transgender and gender nonconforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.

Dress Codes

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender. School staff must not enforce the dress code more strictly against transgender and gender nonconforming students than other students.

Addressing Instances of Discomfort

KIPP recognizes that non-staff members of the KIPP community, such as students or parents/guardians, may express discomfort with the guidance and accommodations outlined in this policy, such as restroom or locker room access. This discomfort is not a valid reason to deny or limit the rights of access and expression outlined in this policy. School administrators, teachers, and mental health professionals will work with students to address the discomfort, foster understanding, and create a school culture that respects and values all students.

Discrimination, Harassment, & Bullying

It is the responsibility of each KIPP Bay Area School and KIPP staff to ensure that transgender and gender nonconforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints. (See the "Related Resources" and the "Assistance" sections of this policy for further information regarding the filing of discrimination or harassment complaints.)

RELATED RESOURCES

Please refer to the "Policy Regarding Gender Identity Equality and Nondiscrimination Guidance" document for resources, related policies, and FAQs.

Complaints about violations of this policy should be handled through the Uniform Complaint Procedures. Cal. Code Regs. tit. 5, §§ 4600-4687. You can access KIPP' "Uniform Complaint Policy" in the main office and in this Manual.

SUPPORTING EDUCATION CODE PROVISIONS:

The California Education Code states that "all pupils have the right to participate fully in the educational process, free from discrimination and harassment." Cal. Ed. Code Section 201(a). Additionally, it provides that no person shall be subject to discrimination on the basis of gender, gender identity, or gender expression in any program or activity conducted by an educational institution that receives or benefits from state financial assistance. Cal. Ed. Code Section 220. The Education Code further provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide equal educational opportunity to all pupils. Cal. Ed. Code Section 201(b).

The California Code of Regulations similarly provides that "[n]o person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an 'educational institution' or any other 'local agency'. . .that receives or benefits from any state financial assistance." 5 CCR Section 4900(a).

The California Code of Regulations defines "gender" as: "sex and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth." 5 CCR Section 4910(k).

Annual Notice: Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family

Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

Annual Notice: Parents / Guardians Rights to Know

KIPP receive Title I funding that supports many important strategies for student's success. A provision of Federal Title I requires that all schools receiving Title I funding must notify the parents/guardians that they have the right to request and receive timely information on the professional qualifications of classroom teachers and paraprofessionals. This includes state qualifications, licensing for the grade level or subject taught, any waivers for qualifications, emergency provisions, college major, graduate degrees and subject.

Parent and Guardian Grievance Policy

KIPP has established the following grievance protocol, the intent of which is to fairly and promptly resolve any concern, dispute, or complaint brought by parents or guardians against any KIPP policy, practice, procedure, or employee. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the KIPP Anti-Discrimination, Sexual Harassment, Harassment, Discrimination and Bullying Policy and/or the KIPP Uniform Complaint Procedures.

KIPP takes parent and guardian concerns and complaints seriously. There are no negative consequences for filing a complaint, or asking for assistance in doing so. No reprisals or retaliation shall be invoked against any student, parent or guardian for processing, in good faith, a complaint, either on an informal or formal basis, or for participating in any way in these complaint procedures.

If parents and guardians have questions about the formal process outlined below, or would like assistance with the process, they should contact the office of the Chief of Schools. Requests for assistance can include but are not limited to requests for translation or transcription services, and assistance contacting and scheduling with the appropriate parties.

Every attempt is made to resolve complaints informally and through direct dialogue with the affected parties. In the instances when that is not possible, a formal process is in place.

Parent and Guardian Complaints

1. **Informal Resolution:** Schedule a conference with the immediately-involved teacher, school leader, or administrator to discuss and informally resolve the issue.
2. **School Site Conference:** If parent(s) or guardian(s) concludes that the initial response/course of action was insufficient:
 - a. If the School Leader is immediately involved in the complaint, move to Regional Management Review.
 - b. Submit a written Grievance Letter to the School Leader that identifies: (a) the issue / concern / complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. If a parent or guardian is unable to put a complaint in writing due to conditions such as a disability or illiteracy, or requires translation services to put a complaint into writing, KIPP staff shall assist him or her in the filing of the complaint.
 - c. Within 10 business days of the receipt of a Grievance Letter, the School Leader will reach out to arrange a conference, to take place as soon as possible.
3. **Regional Management Review:** If a resolution cannot be reached with the School Leader, repeat Steps 2B and 2C with the School Leader's manager (Managing Director of Schools and/or Chief of Schools).
4. **Chief Executive Officer's Review:** If a resolution cannot be reached with the Chief of Schools, repeat Steps 2B & 2C with Chief Executive Officer.
5. **Grievance Committee Review:** If a resolution cannot be reached with the Chief Executive Officer, parent(s) may submit a formal Grievance Packet to the Grievance Committee of the Board of Directors. The contents of the packet and process for submission are outlined below.

Board of Directors' Grievance Committee Resolution Procedures

KIPP Bay Area Public Schools' Board of Directors shall annually appoint a Grievance Committee comprised of three (3) Directors and the Chief Executive Officer (the Chief Executive Officer 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 Grievance Committee within 30 days of the last meeting with staff. If a parent or guardian is unable to complete a Grievance Packet in writing due to conditions such as a disability or illiteracy, or requires translation services to put a complaint into writing, KIPP staff shall assist him or her in the filing of the Grievance Packet.

The Grievance Packet should contain:

- 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) or guardian(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
- Render a final ruling on the grievance.

The decision of the Grievance Committee shall be final. The Board of Directors shall, at its next regularly scheduled meeting, be informed of all decisions made by the Grievance Committee.

General Requirements

1. **Confidentiality:** All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. **Non-Retaliation:** All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. **Resolution:** KIPP will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

****Please see the corresponding General Complaint Form within the Appendix ****

Harassment Policy

KIPP is committed to providing a work and educational environment that is free of harassment based on any protected characteristics. As a result, KIPP maintains a strict policy prohibiting harassment of any kind against students, families, employees, individuals providing services in the workplace pursuant to a contract and unpaid interns or volunteers based on any legally-recognized basis, including, but not limited to, their actual or perceived race or ethnicity, religion, religious affiliation, religious creed, color, national origin, ancestry, physical or mental disability, medical condition (including pregnancy, childbirth, lactation and related medical conditions), genetic information, marital status (including registered domestic partnership status), gender (including gender identity and expression), age (40 or over), sexual orientation, Civil Air Patrol status, military and veteran status, immigration and citizenship status or any other consideration protected by federal, state or local law. For purposes of this policy, harassment on the basis of "national origin" also includes harassment against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States. All such harassment is prohibited.

Harassment is any form of uninvited and unwanted physical or verbal behavior that creates an intimidating, hostile, or demeaning environment for education including but not limited to:

- Verbal conduct including threats, epithets, derogatory comments or slurs based on an individual's protected classification;
- Visual conduct, including derogatory posters, photographs, cartoons, drawings or gestures based on protected classification;
- Physical conduct, including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; and
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq.*; 34 C.F.R. § 106.1 *et. seq.*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by KIPP Schools. KIPP Schools is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational

environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution. It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual. Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Suspensions and expulsion may be the result and consequence for any physical or verbal harassment.

Harassment Complaint Procedure

KIPP Schools' reporting procedure provides for a thorough and objective investigation of any harassment or discrimination claim, appropriate disciplinary action against one found to have engaged in prohibited harassment or discrimination, and appropriate remedies for any victim of harassment or discrimination, if warranted under the circumstances.

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the School Leader.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

The School Leader will notify the authorities, if necessary, and Regional Human Resources. When a report is received, KIPP Schools will conduct a fair, timely, thorough and objective investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

KIPP Schools acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of KIPP, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will

take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

Upon completion of the investigation, KIPP Schools will communicate its conclusion as soon as practical directly to the parties involved. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees. All records related to any investigation of complaints under this Policy are maintained in a secure location.

If KIPP Schools determines that this Policy has been violated, remedial action will be taken, commensurate with the severity of the offense, up to and including termination of employment or student expulsion. Appropriate action will also be taken to deter any such conduct in the future.

Uniform Complaint Procedures

The complainant will be referred to the Uniform Complaint Procedures located in this Manual, when harassment or bullying is based upon one of the protected characteristics set forth in this Policy.

Right of Appeal

Should the Complainant find the School Leader's resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Chief of Schools. In such cases, the Chief of Schools will conduct a confidential review of the Complainant's appeal and render a final decision.

Protection Against Retaliation

Retaliation is prohibited against any person by an employee, student or by KIPP Schools for using KIPP Schools' complaint procedure, reporting proscribed discrimination or harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency.

Employees should reference the Policy Against Workplace Harassment and Discrimination in the KIPP Bay Area Staff Handbook and follow the Complaint Procedure contained therein.

****Please see the corresponding Title IX, Harassment, and Bullying Complaint Form within the Appendix ****

Uniform Complaint Policy and Procedures

KIPP's policy is to comply with applicable federal and state laws and regulations. KIPP is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, immigration status, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any KIPP program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), and Special Education Programs.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not

limited to, curricular and extracurricular activities.

- b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If KIPP finds merit in a pupil fees complaint, the school shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, include reasonable efforts by the school to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

KIPP acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. KIPP cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, KIPP will attempt to do so as appropriate. KIPP may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the investigator on a case-by-case basis.

KIPP prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant’s filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The following compliance officer(s) have been designated to receive and assign investigators to complaints and to ensure KIPP’ compliance with law:

Complaints Concerning or Involving KIPP Staff

Lupita Medina
Director of Human Resources
1000 Broadway, Suite 460
Oakland, CA 94607
510-465-5477

The Director of Human Resources or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director of Human Resources or designee. Should a complaint be filed against the investigator, the compliance officer for that case shall be the Chief People Officer.

Complaints Concerning or Involving KIPP Students

Marie Huxley
Chief Academic Officer
1000 Broadway, Suite 460
Oakland, CA 94607
510-465-5477

Notifications

KIPP shall annually provide written notification of the uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in KIPP speak a single primary language other than English.

KIPP shall make available copies of the uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that KIPP is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal KIPP' decision to the CDE by filing a written appeal within 15 days of receiving the KIPP' Decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that KIPP has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by KIPP. A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, and intimidation or bullying.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, KIPP staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer

shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend KIPP' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide KIPP' investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

KIPP' refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of KIPP' investigation and decision, as described in Step #5 below, within sixty (60) days of KIPP' receipt of the complaint.

Step 5: Final Written Decision

KIPP' decision shall be in writing and sent to the complainant. KIPP' decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal KIPP' decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of KIPP' expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the KIPP' decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving KIPP' decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of KIPP' decision.

Upon notification by the CDE that the complainant has appealed KIPP' decision, the following documents shall be forwarded to the

CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by KIPP, if not covered by the decision.
4. A copy of the investigation files, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of KIPP' complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by KIPP when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which KIPP has not taken action within sixty (60) days of the date the complaint was filed with KIPP.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of KIPP' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if KIPP has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

****Please see the corresponding Complaint UCP Form within the Appendix ****

Education Records, Student Information and Retention Policy (Including FERPA)

DEFINITION:

A "student record" is defined as any item of information directed related to an individual pupil, other than directory information, that is maintained by KIPP Bay Area Schools ("KIPP, the "School, "Charter School") or required to be maintained an employee in the performance of his/her duties whether recorded by handwriting, print, tapes, film, microfilm, or other means.

Such information includes, but is not limited to:

- A. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
- B. Grades, test scores, courses taken, academic specializations and school activities;
- C. Special education records;
- D. Disciplinary records;
- E. Medical and health records;
- F. Attendance records and records of past schools attended; and/or
- G. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- A. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- B. Records maintained by a law enforcement unit of KIPP that were created by that law enforcement unit for the purpose of law enforcement;
- C. In the case of a person who is employed by KIPP but not in attendance at KIPP, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;

- D. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at KIPP;
- E. Records that only contain information about an individual after he or she is no longer a student at KIPP; or
- F. Grades on peer-graded papers before they are collected and recorded by a teacher.

“Personally identifiable information” includes, but is not limited to, (a) the student’s name, (b) the name of the student’s parent/guardian or other family member, (c) the address of the student or student’s family, (d) a personal identifier such as the student’s social security number, biometric record, or student number, (e) other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name, (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty, and/or (g) information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

- “Directory Information” – KIPP may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of the annual notice provided by KIPP pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) (“FERPA”). KIPP has designated the following information as directory information:
 - Student’s name
 - Student’s address
 - Parent/guardian’s address
 - Telephone listing
 - Parent/guardian’s electronic mail address
 - Date and place of birth
 - Dates of attendance
 - Grade level
 - The most recent educational agency or institution attended
 - Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.)
- “School Official” is a person employed by KIPP as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of KIPP. A school official also may include a volunteer for KIPP or an independent contractor of KIPP or other party who performs an institutional service or function for which KIPP would otherwise use its own employees and who is under the direct control of KIPP with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.
- “Legitimate Educational Interest” a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

All folders, documents, and items created by KIPP Bay Area Schools and received from previous schools which are directed related to an individual pupil are all considered to be part of the student’s record and will be maintained as follows:

Cumulative Folder:

The cumulative file must contain at a minimum, the following:

- Enrollment Paperwork and Application
- Emergency Contact Information
- Report Cards

- Transcripts
- Standardized Test Scores
- Disciplinary Records (Suspensions and Expulsions)
- Immunization Card
- Health Records

The cumulative file may also contain items regarding student’s health such as:

- Record of Doctor Visit
- Record of Dentist Visit
- Results of any School Based Screenings (Vision, Hearing, Scoliosis)

Confidential Folder

The “Confidential Folder” is kept separate from the cumulative student record to provide additional protection for student privacy and is established when a student is referred for special education screening, a 504 plan has been established, an individual educational program (“IEP”) has been established, or for information that is personal or supplemental to student data.

Schools must contact the Education Specialist at their school site or the Director of Special Education for KIPP Bay Area Schools for clarity of processes around maintenance, location, and access regarding Special Education Student Records within the confidential folder and/or the cumulative records folder. The School’s Special Education department should work with the Operations team to manage these confidential files.

Record Classification:

All student records are classified as “Mandatory Permanent Pupil Records,” “Mandatory Interim Pupil Records,” or “Permitted Pupil Records.” Regulations governing access, transfer, and destruction of records vary according to their classification (*See Retention and Access and Transfer sections for more information.*)

- Mandatory Permanent Pupil Records: are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation or authorized administrative directive.
- Mandatory Interim Pupil Records: are those records, which the schools are directed to compile and maintain for stipulated periods of time (3 years) and are then destroyed in accordance with state law, regulation or authorized administrative directive.
- Permitted Pupil Records: are those records having clear importance only to the current educational process of the student (6 months).

(See Classification of Records Table on next page)

Mandatory Permanent Pupil Records (Maintain Permanently)	Mandatory Interim Pupil Records (Maintain 3 years after usefulness has ceased)	Permitted Pupil Records (Maintain 6 months after usefulness has ceased)
<p>The following Permanent Records shall be kept indefinitely:</p> <ol style="list-style-type: none"> 1. Legal name of student. 2. Date and place of birth. 3. Method of verification of birth date. Sex of the student. 4. Name and address of parent/guardian of minor student, or address of minor student if different from the above with annual verification of address. 	<p>Unless forwarded to another district or school, Interim Records shall be maintained subject to destruction during the third school year following a determination that their usefulness has ceased. These records include:</p> <ol style="list-style-type: none"> 1. A log identifying persons or agencies who request or receive information from the record. 2. Health records and information, including Child Health and 	<p>Permitted Record may be destroyed six months after the student completes or withdraws from the educational program, including:</p> <ol style="list-style-type: none"> 1. Objective counselor/teacher ratings (e.g. Student success documents). 2. Standardized test results older than three years. 3. Routine disciplinary data (e.g. KIPP Paychecks). 4. Verified reports of relevant

<ol style="list-style-type: none"> 5. Enrollment start and end date of each school year and for any summer session or other extra session. 6. Subjects taken during each year, half-year, summer session or quarter/trimester, and marks, credits, or grades given. 7. Verification of or exemption from required immunizations. 8. Date of high school graduation or Equivalent (<i>if applicable</i>). 	<ol style="list-style-type: none"> 3. Information on participation in Special Education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge. 4. Language training records 5. Progress slips/notices for student academic evaluation required by Ed. Code 49066 & 49067. 6. Parental restrictions/stipulations regarding access to directory information. 7. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action. 8. Parent/guardian authorization or denial of student participation in specific programs. 9. Results of standardized tests administered within the past three years. 10. Attendance verification documentation needed to fiscal audit 11. Work permits/Permits to Employ (<i>if applicable</i>) 	<p>behavioral patterns.</p> <ol style="list-style-type: none"> 5. All disciplinary notices. 6. Attendance records not covered in the Administrative Code Section 400.
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PARENT RIGHTS & DEFINITION:

Annual Notification to Parents/Guardians

Upon students’ initial enrollment and at the beginning of each school year thereafter, KIPP Bay Area Schools shall notify parents/guardians and eligible students currently in attendance, in writing, of their rights related to student records. Insofar as practicable, KIPP Bay Area Schools shall provide these notices in the student’s home language and shall effectively notify parents, guardians or eligible students who are disabled.

The notification shall include information about:

- The types of student records and the information contained therein which are directly related to students and maintained by KIPP Bay Area Schools.
- The titles of the official(s) responsible for maintaining each type of record.
- The location of the log identifying those who request information from the records.
- KIPP Bay Area Schools criteria for defining “school officials and employees” and for determining “legitimate educational interest.”
- KIPP Bay Area Schools policies for reviewing and expunging student records.
- The right/procedures of the parent to inspect and review student records.
- The right/procedures to challenge/amend the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights.
- The cost, if any, charged for duplicating copies of records.
- The categories of information defined as directory information.
- The right to consent to disclosures of personally identifiable information contained in the student’s records except when disclosure without consent is authorized by law.
- Any other rights and requirements set in Education Code sections 49060 - 49078 and the rights of parents/guardians to file a complaint with the United States Department of Education concerning an alleged failure

by KIPP Bay Area Schools to comply with this section of the law.

- The availability of the prospectus.
- A statement that KIPP Bay Area Schools forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.
- Request that KIPP not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

Disclosure of Directory Information

At the beginning of each school year, KIPP shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to require that KIPP not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student must notify KIPP in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. KIPP will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

Parent Definition

Anyone who meets one of the definition of Parent included below may serve as a parent in relation to Schools records.

- 1) A biological or adoptive parent of a child;²
- 2) A foster parent;³
- 3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, including a responsible adult appointed for the child by court order;
- 4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; and/or
- 5) A surrogate parent who has been appointed.⁴

Non-Custodial Parents

Both natural and adoptive parents of any student may access their child's student records, participate in School activities, visit the student at School and pick up the student after school. These rights shall be respected even if legal custody is vested in only one named parent, unless a court order restricts the right of the non-custodial parent. Parent/guardians may be asked to provide evidence of any completed or pending legal action, which curtails the non-custodial parent's rights. School staff shall always abide by the most recent court order on the matter.

Adult Students

An "adult student" or "eligible student" is a person who is or was enrolled in School and who is 18 years of age. Educational rights transfer from the parents to a student who is 18 years old under State law. As such, an adult will have the ability to request his or her own student records, challenge student records, etc.

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by KIPP to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-5920

² The biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified as a parent, must be presumed to be the parent for purposes of this section unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

³ Only if the authority of the biological or adoptive parents to make educational decisions on the child's behalf specifically has been limited by court order

⁴ If a judicial decree or order identifies a specific person or persons under paragraphs (a)(1) through (4) of this section to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the "parent" for purposes of this section.

MAINTENANCE AND RETENTION

Regional Roles & Responsibilities:

KIPP Bay Area Schools recognizes the importance of keeping accurate, comprehensive student records as required by law. KIPP Bay Area Schools' regional office will be responsible for developing and providing to schools a description of the policies and procedures for proper maintenance and transfer of student records.

This procedures and regulations in this Policy will also apply if a School within KIPP Bay Area Schools closes. In addition, KIPP Bay Area Schools' regional office will ensure a final audit of the School to determine the disposition of all assets and liabilities of the School, as well as the compliant process for disposition, and the maintenance and transfer of student records.

At each school, a designee shall act as custodian of records for students enrolled at that school. Each school site is held responsible to adhering all the procedures and regulations stated in this Policy regarding all files and documentation identified as a student record. All student records, electronic and physical, will be managed and kept at each appropriate school site where the student's current enrollment is held. Each school site shall be responsible for the coordination of information security for student data and records. KIPP Bay Area Schools will designate an employee to serve as custodian of records, with responsibility for student records at the regional level.

Security & Confidentiality:

Safe Location

Records for each individual student shall be maintained and stored in a central file at the school site attended by the student. When records are maintained in different locations, a notation in the central file as to where such other records may be found is required. The location of the central file must be a secure location.

Other student records for students that have left the school or been promoted must be retained for the required period of time, must also be maintained and stored in a central file at the appropriate school site. These records must also be stored in a secure location, as well as labeled appropriately up until the scheduled date for destruction (*see Retention section for more information.*)

Procedures for Confidentiality

The custodian of record is the administrator/school official of the site in which the documents are held. The following guidelines must be enforced at each school site where student records are held:

1. Maintain all records in a locked filing cabinet or room.
2. Records should not be left out unattended. The public should not be able to view any student information including student's names on files, binders, or documents.
3. Individual files are to be checked out using an insert that identifies the student, the date, and employee accessing the files.
4. Records sent to other school sites and/or other public or private schools need to be clearly marked confidential and tracked as to when they were sent, by whom, and when received.
5. Files kept by authorized educators with confidential information also need to be treated with the same process to protect student information.

The staff designee at each School site shall be responsible for the security of student records and shall assure that access is limited to authorized persons. The designee shall prevent the alteration, damage, or loss of original records during inspection of a parent or authorized third party. Each school site shall ensure the confidentiality of records as required by law and shall establish additional regulations if necessary to safeguard data against damage or loss. Parents may request copies of their student's record by submitting the required documentation.

Sensitive Records Defined

Documentation within a student record can be considered "sensitive" and may be stored in either electronic or printed format within the central file. Records shall be defined as "sensitive" if they contain an individual's first name or first initial

and last name in combination with any one of the following data elements, when either the name or the elements are not encrypted or redacted:

- Social security number
- Driver's license number
- Home address*
- Salary information
- Student attendance or grade data*
- Medical information
- Bank account or credit card account number
- Date of birth*
- Home phone number*
- Maiden name

Student "directory information" shall not be defined as "sensitive records." Any document that is part of a student record marked "Confidential," "Sensitive," or otherwise similarly labeled shall be treated as a "sensitive record".

Amendments:

Grounds

A parent/guardian or adult student can submit a written request to correct or remove information from a student's record. The parent/guardian or adult student must establish that specific grounds exist and provide any information concerning the student that may include any of the following grounds.

- Inaccurate.
- An unsubstantiated personal conclusion or inference.
- A conclusion or inference outside of the observer's area of competence.
- Not based on the personal observation of a named person with the time and place of the observation noted.
- Misleading.
- In violation of the privacy or other rights of the student.

Process

Within 30 days of receiving a request to correct or remove information from a student record, the School leader shall attempt to meet with the parent/guardian and with the certificated employee (if still employed) who recorded the information in question.

The Charter School's response will be in writing, and if the request for amendment is denied, the School leader will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the School leader sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The School leader or designee must then inform the parent or eligible student of the amendment in writing.

Hearing to Challenge the Education Record

If the School leader denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within 30 days of the denial, request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is: inaccurate, misleading, in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference; a conclusion or inference outside of the observer's area of competence; or not based on the personal observation of a named person with the time and place of the observation noted.

The Chief of Schools or designee ("Chief of Schools") or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

1. The school leader of a public school other than the public school at which the record is on file;

2. A certificated employee; and
3. A parent appointed by the Chief of Schools or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by KIPP to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Chief of Schools or his/her designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Chief of Schools or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, KIPP's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the KIPP decides that the information is inaccurate, misleading, in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, or otherwise not based on the personal observation of a named person with the time and place of the observation noted, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, KIPP decides that the information in the education record is not inaccurate, misleading in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, or otherwise not based on the personal observation of a named person with the time and place of the observation noted, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of KIPP, or both. If KIPP places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Grades

When a student's grade is challenged, the teacher who gave the grade shall be given an opportunity to state orally, in writing, or both, the reasons for which the grade was given. Insofar as practicable, he/she shall be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith or incompetency, the student's grade as determined by the teacher shall be final.

Additions

No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student.

Yearly Parent Notification

At the beginning of each school year, parents/guardians shall be notified of the availability of the above procedures for challenging student records.

Retention:

Guidelines

Records retention is the holding (period) of records and/or documents for further use. The retention periods indicated are to assist school sites in both the retention of records and the timely destruction of documents. Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. No original student record that is required for auditing purposes shall be destroyed prior to the second month of July succeeding the completion of the audit. School sites should use due diligence in handling and protecting confidential files and written documents included in student records prior to or during the process of disposing.

Schedule of Disposition

Materials (such as miscellaneous notes, duplicate report cards, obsolete tests, etc.) that may not fall into any classification of

records and no longer serve an educational purpose shall be destroyed at the end of the school year or if the student withdraws for any reason prior to transfer of student record (*see the sections on Classification of Records*).

SCHEDULE OF DISPOSITION	
Record Classification or Type	Retention Time Period
Mandatory Permanent Pupil Records	In perpetuity
Mandatory Interim Pupil Records	3 years after ceased usefulness
Permitted Pupil Records	Six months after ceased usefulness
Additional Materials	End of school year or withdrawal

Electronic Copies

The original of any records of which a photographic, microfilm, or electronic copy has been made may be destroyed according to the regulations in this Policy. At that time, provision must also be made for adhering to the regulations of permanently maintaining such photographic, microfilm, or electronic copies for the required time period according to the schedule of disposition.

If created photographic, microfilm, or electronic copies will be disposed of after required retention time period, care shall be taken to properly erase these records from electronic files when they are no longer needed or when computer hardware containing such records is discarded.

TRANSFERS:

New Parent Notification

If a student transfers from any other school, district or private school and is enrolled, the School site shall provide to the parent/guardian the rights regarding student records, including the right to review, challenge and receive a copy of student records.

Transfer Requests Received (From KIPP to another school)

When a request for a student record is received, the KIPP custodian of records shall forward the appropriate student records to the requesting school, district, or private school within ten (10) school days. The school site shall require a written request on an official letterhead and send the student records in a secure packaging to the requesting school's address.

The custodian of records at each school site shall forward student *mandatory permanent records* as requested by the other school, district, or private school. The original mandatory permanent records, or a paper or electronic copy, shall be retained permanently by the school Site. If the transfer is to another California public school, the student's entire *mandatory interim record* shall be forwarded and *permitted records* may be forwarded. If the transfer is out of state or to a private school, the *mandatory interim record* may be forwarded.

Materials (such as miscellaneous notes, duplicate report cards, obsolete tests, etc.) that may not fall into any classification of records, shall be removed from the student record prior to transferring of student record. The school site is responsible for ensuring that all student records are updated before they are transferred.

Transfer Requests Sent (From another school to KIPP)

When sending a request for student records, the KIPP custodian of records shall contact the prior school of enrollment directly. If the prior school is closed, KIPP shall contact the local school district, county office of education, or governing body of the school for assistance.

Log of Transfers

All transfers of student records must be recorded in a record or log of requests for information. The log or record must be open to the inspection of a parent and the school officials and kept separate from student records. The log or record must contain the following information:

- The name and address of the requesting school or agency
- Date of request
- First and last name of student
- Student DOB

Record Holds

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian.

Transcripts and grades may be withheld from students who willfully fail to return school property which they have been lent. If the school is withholding grades, diploma, or transcripts from the student because of willful damage or loss of school property, this information shall be sent to the requesting school or district or private school along with the student's records.

Court and Law Enforcement Orders

Prior to disclosing a record pursuant to a court order, the School leader or designee shall, unless otherwise instructed by the order, give the parent/guardian or adult student at least three (3) days' notice of the name of the requesting agency and the specific record requested if lawfully possible within the requirements of the judicial order.

When authorized by law to assist law enforcement in investigations of suspected kidnapping, the custodian of records and School leader shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another district or private school within the state. The information shall be released only to designated peace officers, federal criminal investigators and federal law enforcement officers whose names have been submitted by their law enforcement agency in writing.

Health Institutions

The School leader or designee may release a student's immunization record information to local health departments operating countywide immunization information and reminder systems and the State Department of Health Services. The following information may be released:

- Name of the student
- Name of student's parent/guardian
- Types and dates of immunizations received by the student
- Manufacturer and lot number of the immunization received
- Adverse reaction to the immunization
- Other non-medical information necessary to establish the student's unique identity and record
- Current address and telephone number for the student and parent/guardian
- Student's gender
- Student's place of birth

ACCESS:

Definition

"Access" means a personal inspection and review of a record, an accurate copy of a record or receipt of an accurate copy of a record, an oral description or communication of a record, and a request to release a copy of any record.

"Disclosure" means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records, to any party, by any means including oral, written or electronic means.

Parental Request to Review Records

Parents can submit a written request to review their student's records. The written request should specify the specific records to be disclosed. KIPP will provide copies of requested documents within five (5) business days of a written request for copies.

Log of Access

A log shall be maintained in each student's record, which lists all persons, agencies or organizations requesting or receiving information from the records and the legitimate educational interest of the requester.

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records at the School site shall make an entry in the log indicating the record inspected, the name of the person granted access, the

reason access was granted, and the time and circumstances of inspection.

The log does not need to include the following persons accessing student records:

- Parents/guardians or adult students
- Parties obtaining directory information.
- Parties who provide written parental consent, in which case the consent notice shall be filed with the record.
- School officials or employees who have legitimate educational interest.
- A party seeking or receiving the records as directed by a court order or subpoena.

The log shall be accessible only to the parent/guardian, adult student, or school official or designee, responsible for the maintenance of pupil records, and to the Comptroller General of the United States, the Secretary of Health, Education, and Welfare, and administrative head of an education agency, and state educational authorities as a means of auditing the operation of the system.

Student cumulative records may not be removed from the premises of the KIPP, unless the individual removing the record has a legitimate educational interest, and is authorized by the School leader, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the KIPP premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

Duplications

To provide copies of any student record, the School site can charge a reasonable fee not to exceed the actual cost of furnishing the copies. The School designee or administrative staff shall set a fee and update the amount annually if actual costs change.

No charge shall be made for providing up to two (2) transcripts or up two (2) verifications of various records for any former student. No charge shall be made to locate or retrieve any student record.

Personally Indefinable Information

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of KIPP in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of KIPP and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, KIPP officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of KIPP.

KIPP must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and KIPP shall provide him or her with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

KIPP will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. KIPP must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or

directory information or to parents or eligible students, the KIPP will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that KIPP will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

KIPP will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, KIPP will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days of following the KIPP will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, KIPP will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the KIPP in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by KIPP for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by KIPP; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by KIPP with respect to that alleged crime or offense. KIPP may disclose the final results of the disciplinary proceeding, regardless of whether KIPP concluded a violation was committed.

Appendix:

- I. General Complaint Form
- II. Uniform Complaint Procedures Form
- III. Team and Family Handbook Acknowledgement Form
- IV. Student and Family Technology Use Agreement



KIPP Bridge Academy (Upper School)

General Complaint Form

Your Name: _____ Today's Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize KIPP Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Date: _____

Signature of Complainant

Printed Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____



Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize KIPP Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Printed Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

KIPP Bridge Academy (Upper School)

Uniform Complaint Procedures Form

Last Name: _____

First Name: _____

Student (if applicable): _____

Grade: _____

Date of Birth: _____

Full Address: _____

Home Phone: _____

Cell Phone: _____

Work Phone: _____

Date of Alleged Violation: _____

School of Alleged Violation : _____

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|--|--|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Local Control Funding Formula |
| <input type="checkbox"/> Career/Technical Education & Training | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> Migrant Education |
| <input type="checkbox"/> Child Care & Development | <input type="checkbox"/> Foster/Homeless Youth Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Lactating Pupil | <input type="checkbox"/> Pupil Fees |

For allegations of TITLE IX discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student and third party-to-student), please check the protected classes (actual or perceived), upon which the alleged conduct was based, listed below:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender, Gender Expression/Identity | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sex (actual or perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Sexual Orientation (actual or perceived) |
| <input type="checkbox"/> Disability (mental or physical) | <input type="checkbox"/> Nationality/National Origin | |
| <input type="checkbox"/> Ethnic Group | <input type="checkbox"/> Race/Ethnicity | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?



Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

Yes

No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Marie Huxley
1000 Broadway, Suite 460
Oakland, CA 94607
510-465-5477

Team and Family Handbook Acknowledgement Form 2022-2023

Please initial the following statements, complete and sign the information below *in pen*, and return this entire page to your student's homeroom teacher.

- _____ I have read the 2019-2020 Team & Family Handbook. I understand that KIPP is a public charter school, and therefore, a school of choice. Choosing to send my student to KIPP means that I am also choosing to adhere to the policies outlined in the handbook, with the understanding that they are rooted in the identity and philosophy of our school.
- _____ I understand that consistent daily attendance at this school is mandatory. Because I understand the importance of consistent daily attendance, I will also use the calendar as a reference when planning appointments and/or vacations. If my child has to miss school for any reason, I will call or write the office within 48 hours to excuse the absence.
- _____ I will support the teachers and staff of KIPP and will do whatever it takes for my child to succeed both academically and behaviorally. This means that I will make myself available by phone, in person, and will sit with my child during class, if necessary.
- _____ I realize that the administration reserves the right to interpret, revise, amend, or withdraw policies and procedures at its discretion.

Student Name (print): _____

Student Signature: _____ Date: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Student and Family Technology Use Agreement

[PARENT SECTION]

I, _____, the parent / guardian of _____, agree to allow my child to have access to the Internet through KIPP Bay Area Schools and access to a Google Apps for EDU account within the KIPPBAYAREA.ORG domain.

I have read the KIPP Bay Area Public Schools Internet and Computer Usage Policy and agree to the KIPP Bay Area Public Schools Acceptable Internet & Technology Use Agreement. I understand that KIPP Bay Area Schools cannot guarantee the appropriateness of information or material that my child may encounter on the Internet. I shall not hold KIPP Bay Area Public Schools responsible for materials acquired or viewed on-line by my child, for violations of copyright restrictions, or any costs incurred by my child.

[STUDENT SECTION – REVIEW WITH PARENT]

I, _____, have read and agree to the above KIPP Bay Area Public Schools Acceptable Internet & Technology Use Agreement and will strive to act with honesty, integrity and respect. Whenever I use the Internet on KIPP computers, I promise to: (please initial each box as you review it with your student)

I promise to...	Student Initials	Parent Initials
Be aware of what I post online. Website and social media venues are public. What I post leaves a digital footprint for all to see. I will not post anything that I wouldn't want my peers, parents, teachers, future colleges, or employers to see.		
Follow the school's code of conduct when writing online. It is acceptable to disagree with other people's opinions; however, I will do so in a respectful way. I will make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.		
Be safe online. I will never give out my, or anyone else's, personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates or pictures. I will not share my password with anyone besides my teachers and parents.		
Always tell a parent or teacher if someone makes me feel pressured or uncomfortable, or acts inappropriately toward me online. I will talk to a parent or teacher about anything that happens online that makes me feel upset, sad or not safe.		
Model kind behavior online. I will not bully, humiliate, or upset anyone online and I will stand up to those who do.		
Read and review an entire website prior to linking to it to ensure that all the information is appropriate for a school setting. I know that not everything I read, hear, or see online is true. I will consider whether a source or author is credible.		
Do my own work! I will not use other people's intellectual property without their permission. I am aware that it is a violation of copyright law to copy and paste other people's thoughts.		
Be aware that pictures may be protected under copyright laws. I will verify that I have permission to use the image or that it is under Creative Commons attribution.		

Not to download any programs or applications onto KIPP Bay Area Schools' machines without teacher or administrator approval.		
Treat school computers with care and protect them from damage to the best of my ability.		

Parent / Guardian Signature: _____
____, 20__

Dated: _____

Student Signature: _____
____, 20__

Dated: _____

Appendix 20- Leadership Excellence Rubric

2021-22 Leadership Excellence Rubric

A tool to support leader growth and development

Why was the Leadership Excellence Rubric created?

The Leadership Excellence Rubric (LER) was created to support leader growth and development. We believe establishing a rigorous and shared vision for what leadership excellence looks like at KIPP NorCal will help us accelerate leader growth, develop leadership pipelines, align leadership development activities and ultimately, drive stronger and more consistent outcomes for our students.

What are the components of the rubric?

There are 4 components of the rubric:

1. **Leadership Categories:** The LER focuses on seven categories of school practices. Among them are two primary drivers of student achievement: rigorous, goal and data-driven teaching and learning and restorative school-wide culture. Two additional categories of a school leader's work are essential to supporting these drivers: building and managing a high-quality aligned staff to the school's vision and instituting operations and systems to put the vision into place. Undergirding all of these categories is the diversity, equity and inclusion leadership, team and family leadership, and personal leadership modeled by the school leader who sets the tone for all student and adult relationships and practices in the school.
2. **Essential Question:** The essential questions are the core questions to answer about the particular leadership category. For an effective leader, the answer to each essential question is "yes."
3. **Descriptor Language:** Descriptions of each leadership category are used to differentiate four levels of performance: Distinguished, Proficient, Approaching and Emerging.
4. **Examples of Outcomes** - The LER uses descriptors that focus both on observable leader actions and school outcomes that may result from these actions. The examples of school outcomes are intended to help facilitate reflection on leadership proficiency in each leadership category but is not meant to be a fully comprehensive list of all possible outcomes.

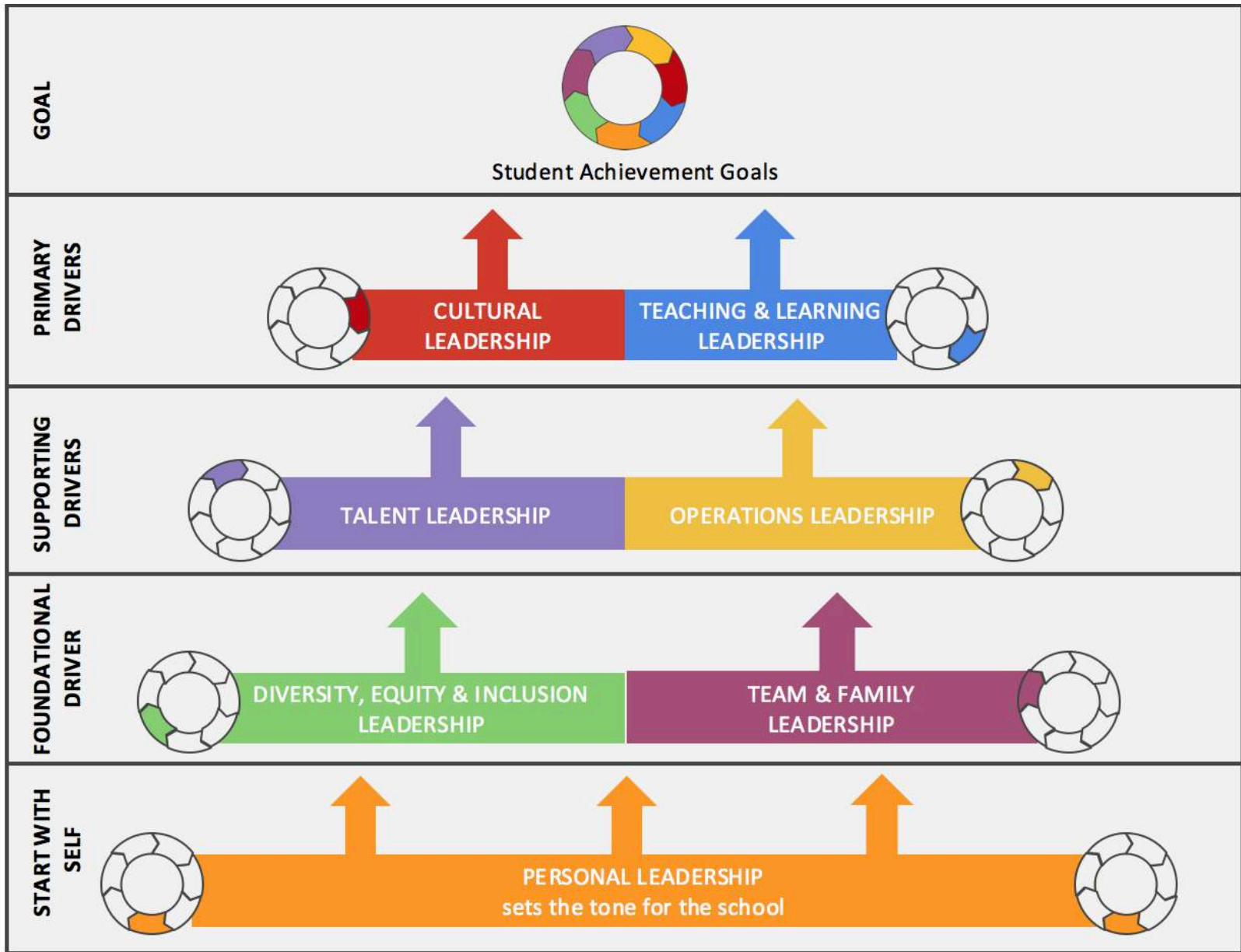
How was the rubric created?

- After reviewing several research-based leadership rubrics from high-performing CMOs, districts and other sources, New Leaders for New School's leadership development framework was selected as a foundation based on its clear progression and alignment of leadership categories. Denver Public School's leadership framework was also integrated due to its clear linkage between observable leader actions AND school outputs,
- A guiding team of RSO staff and school leaders researched and prioritized leadership indicators that are predictive of excellent school outcomes, drawing from a variety of sources including the KIPP Foundation's Leadership Competency Model and Leading For Learning actions, the National Equity Project's Leading for Equity Rubric and New Leaders for New School's evaluation rubric.
- School leaders and assistant principals provided detailed feedback on the rubric to ensure it aligned with KIPP NorCal priorities and values.

How will the rubric be used?

- **Performance Management** - The LER will be the foundational tool for our leader performance management system, used by our assistant principals, school leaders, and managing directors of schools.
- **Coaching** - The LER will be the foundation for coaching and developing APs and school leaders. A team of KIPP NorCal leaders have created "leadership development arcs" that prioritize specific leadership skills from the leadership excellence rubric to help focus coaching and development efforts. These prioritized skills represent foundational skills that we believe assistant principals and school leaders need to master in sequence from onboarding through their first and second year in the role. Leadership development arcs are meant to be a starting point for managers to determine *what* to coach APs and school leaders on, *when* to coach on each foundational skill and *how* to develop these skills in their teaches (via accompanying 70/20/10 plans). Not all leaders are expected to follow development arcs exactly and we encourage managers to modify the arcs for each of their leaders as needed. Leadership development arcs can be found here: [Leadership Development Arcs](#)
- **RSO Support** - The LER will inform how the RSO structures professional development, communities of practice and other supports for KIPP NorCal leaders.
- **Leadership bench building** - The LER will be used to attract and identify talent, as well as determine readiness for leadership roles.

Category Relationships



1. Personal Leadership

Does the leader have a vision that is grounded in excellence and centered around what is best for students? Does the leader rally others towards this vision through building authentic relationships, effectively leading change and continuously learning and improving?

	1. EMERGING	2. APPROACHING	3. PROFICIENT	4. DISTINGUISHED	EXAMPLES OF OUTCOMES
Develops school-wide goals and plans that lead school towards an ambitious vision for students outcomes					<ul style="list-style-type: none"> Students and families can share what the school vision is and how it is impacting their education and lives Relationships with staff, students and families are deep, long lasting and built on strong communication and trust Leader brings their best self to work, continually drives her/his personal development and maintains their personal passions Staff strongly agree/agree on the TNTP Insight survey that: <i>My school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school (Teachers)</i>
1.1 -School vision	Sets a limited school vision that does not position students to be on a path to and through college and/or conflicts with organizational core values, student data and our shared commitment to diversity, equity and inclusion	Sets and communicates a school vision for all students; vision is based on a limited analysis of organizational core values, student data and our shared commitment to diversity, equity and inclusion	Sets and communicates an ambitious school vision that leads all students on a path to and through college; vision is based on an analysis of organizational core values, student data and our shared commitment to diversity, equity and inclusion; engages and invests students, staff and families in the school vision	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Develops secondary leaders to own and invest other stakeholders in the school vision Infuses the school vision into all aspects of the school so that the vision is lived out on a daily basis 	
1.2 - Planning & Execution	Develops and implements school-wide plans that do not identify and lead the school towards high impact goals and priorities; does not implement the plan effectively due to challenges with contingency planning, aligning time and resources and/or holding herself and others accountable for achieving intended outcomes identified in the plan	Develops and implements school-wide plans that inconsistently identify and lead the school towards high impact goals and priorities; inconsistently implements the plan due to challenges with contingency planning, aligning time and resources or holding herself and others accountable for achieving intended outcomes identified in the plan	Engages and invests staff in developing school-wide plans that identify and lead the school towards high impact goals and priorities; consistently implements the plan through contingency planning, aligning time and resources and holding her/himself and others accountable for achieving intended outcomes	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Planning and execution is delegated beyond the school's leadership team 	
1.3 - Decision Making	Rarely applies critical thinking to make difficult decisions and take smart risks; struggles to make decisions in the face of ambiguity	Inconsistently applies critical thinking to make difficult decisions and take smart risks; at times makes timely decisions in the face of ambiguity ; inconsistently considers long term and unintended consequences of decisions	Consistently applies critical thinking to make difficult decisions and take smart risks by gathering information from multiple sources, breaking down information, considering consequences and effectively weighing pros and cons; makes timely decisions in the face of ambiguity; considers longer term and unintended consequences of decisions; willingly makes and stands by controversial decisions that benefit students	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Uses intuition to make the most effective decisions in the face of ambiguity Decisions are made for the long-term health and sustainability of the school Anticipates and mitigates unintended consequences 	
Builds authentic relationships, communicates effectively and positively supports others through change in pursuit of the school's vision and goals					
1.4 -Relationship Building & Communication	Rarely builds authentic relationships and trust with key stakeholders; rarely demonstrates effective communication skills (e.g., active listening, seeking multiple perspectives, etc...); has a minimal leadership presence on campus	Inconsistently builds authentic relationships and trust with key stakeholders; inconsistently demonstrates effective communication skills (e.g., active listening, seeking multiple perspectives, etc...); has a leadership presence on campus	Consistently builds authentic relationships and trust with key stakeholders; demonstrates effective communication skills (e.g., active listening, seeking multiple perspectives, etc...); has a strong leadership presence on campus	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Develops a presence that leaves a positive legacy within the school community 	

1.5 – Adaptive Leadership	Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change	Provides minimal time for staff, students and families to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff	Effectively supports staff, students and families as they raise questions, doubts and feelings about change and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward moving momentum. Adapts leadership style as needed based on staff members unique professional and cultural backgrounds and learning/processing styles	<i>In addition to “Proficient”:</i> <ul style="list-style-type: none"> Proactively facilitates opportunities for others to process change Leverages emotional intelligence to support staff to move through stages of change
Demonstrates a high level of self-awareness, desire for continuous learning and ability to sustain her/himself and others				
1.6 – Self Awareness & Continuous Learning	Rarely recognizes his/her strengths and areas for growth and how s/he is perceived by others; unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities or accepting responsibility for mistakes	Inconsistently recognizes his/her strengths and areas for growth and how s/he is perceived by others; demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes	Consistently recognizes his/her strengths and areas for growth and how s/he is perceived by others; proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities; seeks out learning opportunities aligned with student needs; builds a school culture that fosters a growth mindset	<i>In addition to “Proficient”:</i> <ul style="list-style-type: none"> Models and builds the capacity of staff to seek feedback on their own practice, self-reflect, and adapt their leadership practice At the forefront of best practices and research
1.7 – Renew to get stronger	Does not prioritize sustaining self; lack of self-care is apparent to others and has a negative impact on others; does not promote a culture of self-care with staff	Inconsistently sustains self through using well-being strategies; attempts to model renewal and self-care for staff	Consistently sustains self through skillfully using several well-being strategies; models and promotes renewal and self-care for staff; establishes a healthy work-life balance and sets appropriate boundaries	<i>In addition to “Proficient”:</i> <ul style="list-style-type: none"> Establishes systems and structures that promote self-care for entire school community Develops systems to ensure staff has a healthy work-life balance.

2. Diversity, Equity and Inclusion Leadership Does the leader identify, examine and disrupt inequitable systems?

Does the leader model and facilitate courageous conversations to promote diversity, equity and inclusion?

	1. EMERGING	2. APPROACHING	3. PROFICIENT	4. DISTINGUISHED	EXAMPLES OF OUTCOMES
Develops a school-wide vision for diversity, equity and inclusion grounded in a deep analysis of the causes of systemic inequity and exclusion					<ul style="list-style-type: none"> Leader and staff reflect on their personal biases and engage in courageous conversation across lines of difference Staff strongly agree/agree on the TNTIP Insight survey that: <ol style="list-style-type: none"> My school's leaders make promoting diversity and inclusion a high priority (Teachers) My school has an inclusive culture, where staff from diverse backgrounds and perspectives can excel (Teachers) At this school, my point-of-view and my experiences are respected (Leaders) People with diverse backgrounds and perspectives have fair access to leadership roles at my school (Teachers)
2.1 – Diversity, Equity and Inclusion Vision	Does not set an equity agenda that ensures equitable results for students, staff and families	Sets and communicates an equity agenda that ensures equitable results for some students, staff and families based on limited input from stakeholders and/or a limited analysis of community needs, power, privilege and inequity	Sets and communicates an equity agenda that ensures inclusion and equitable results for all students, staff and families based on input from stakeholders and an analysis of community needs, power, privilege and inequity	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Engages and invests students, staff and families in collectively developing and executing the equity agenda Sets, clearly communicates and invests all stakeholders in equity agenda and aligned equity goals Vision is integrated with other domains 	
2.2 – Begins with self	Does not ground diversity, equity and inclusion leadership in an examination of her/his own beliefs, race, power and privilege	Grounds diversity, equity and inclusion leadership in a limited examination of her/his own beliefs, race, power and privilege	Grounds diversity, equity and inclusion leadership in an examination of her/his own beliefs, race, power and privilege	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Receives, examines and responds to feedback from stakeholders as it relates to beliefs, race, power and privilege 	
Interrupts patterns of inequity and exclusion through courageous conversations and revising school systems, policies and practices					
2.3 – Leader's interactions with others	Avoids or does not respectfully interrupt conversations and behaviors laden with unconscious, implicit, or explicit bias; exhibits basic cultural competence and abilities to effectively lead across differences in identify (race, ethnicity, class, age, etc...)	Reactively responds to conversations and behaviors laden with unconscious, implicit, or explicit bias; exhibits emerging cultural competence and ability to effectively lead across differences in identify (race, ethnicity, class, age, etc...)	Has the courage and skill to respectfully interrupt conversations and behaviors laden with unconscious, implicit, or explicit bias; exhibits cultural competence and the ability to effectively lead across differences in identify (race, ethnicity, class, age, etc...)	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Creates a safe environment and builds capacity in all community members (students, staff, and families) to engage in courageous conversations and actions that respectfully interrupt conversations and behaviors laden with unconscious, implicit, and/or explicit bias 	
2.4 – Equitable systems, policies, and practices	Does not examine current systems, policies and practices and/or does not identify root causes behind institutionalized racism, inequity and exclusion; does not build new systems that lead to equitable results for students	Examines current systems, policies and practices and identifies surface level causes behind institutionalized racism, inequity and exclusion; builds new systems as a result of examination that lead to equitable results for some students	Examines current systems, policies and practices to determine root causes behind institutionalized racism, inequity and exclusion; builds and sustains systems as a result of examination that lead to equitable results for most students	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Builds coalitions to develop and sustain systems that lead to equitable results for all students DEI policies, structures, and cultural conditions are in place to sustain progress 	

3. Team & Family Leadership Does the leader model the way and positively contribute to our team & family culture?

	1. EMERGING	2. APPROACHING	3. PROFICIENT	4. DISTINGUISHED	EXAMPLES OF OUTCOMES
Models a high level of collaboration, team spirit, responsiveness and professionalism					<ul style="list-style-type: none"> Leader creates a strong spirit of collaboration and team & family at the school and regional level All school and regional responsibilities are completed in a professional, timely and high-quality manner Staff strongly agree/agree on the TNTP Insight survey that: <ol style="list-style-type: none"> My school leaders model the behavior they hope to see across the school community (Teachers)
3.1 - Collaboration & team spirit	Rarely interacts, collaborates and participates in school and region-wide activities (e.g., staff meetings, communities of practice, etc...) with all colleagues in a manner that contributes to creating a positive school and regional environment for students and school/regional staff	Inconsistently interacts, collaborates and participates in school and region-wide activities (e.g., staff meetings, communities of practice, etc...) with colleagues in a manner that contributes to creating a positive school and regional environment for students and school/regional staff	Consistently interacts, collaborates and participates in school and region-wide activities (e.g., staff meetings, communities of practice, etc...) with all colleagues, across diverse identities and backgrounds, in a manner that contributes to creating a positive school and regional environment for students and school/regional staff	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Actively seeks out leadership opportunities to strengthen school and regional culture 	
3.2 - Responsiveness & follow through	Rarely completes all responsibilities (e.g., goal setting, performance management, school/parent communications, etc...) in a timely and high-quality manner. Rarely interacts with stakeholders (students, parents, school/regional staff) in a professional and proactive manner that builds positive rapport and trust	Inconsistently completes all responsibilities (e.g., goal setting, performance management, school/parent communications, etc...) in a timely and high-quality manner. Inconsistently interacts with stakeholders (students, parents, school/regional staff) in a professional and proactive manner that builds positive rapport and trust	Consistently completes all responsibilities (e.g., goal setting, performance management, school/parent communications, etc...) in a timely and high-quality manner. Consistently interacts with stakeholders (students, parents, school/regional staff) in a professional and proactive manner that builds positive rapport and trust	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Effectively interacts with stakeholders (students, parents, school/regional staff) in a professional and proactive manner that builds positive rapport and trust in self and others 	
3.3- Professionalism	Rarely lives up to the professional expectations established by the school and region (e.g., attendance, absences, dress, etc...). Rarely maintains optimism even in the face of obstacles and challenges	Inconsistently lives up to the professional expectations established by the school and region (e.g., attendance, absences, dress, etc...). Inconsistently maintains optimism even in the face of obstacles and challenges	Consistently lives up to the professional expectations established by the school and region (e.g., attendance, absences, dress, etc...). Consistently maintains optimism even in the face of obstacles and challenges	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Serves as a regional role model for professionalism 	

4. Talent Leadership

Has a highly diverse and effective staff been hired, appropriately developed, managed and retained to ensure long-term school success and continuity? Are leadership team members empowered and held accountable to being true owners of the work?

	1. EMERGING	2. APPROACHING	3. PROFICIENT	4. DISTINGUISHED	EXAMPLES OF OUTCOMES
Develops a comprehensive talent vision and aligns all recruitment, development and retention practices to this vision					<ul style="list-style-type: none"> Consistently high, year over year retention of staff Able to attract high-quality talent to fill vacancies Consistently high interview-to-offer rate and acceptance rate Teachers and leaders are observed and coached at least bi-weekly Clear systems are in place to develop successors for key school and regional roles Staff strongly agree/agree on the TNTP Insight survey that: <ol style="list-style-type: none"> My school is a good place to teach and learn (Teachers)
4.1 – Talent Vision	Sets a limited vision for talent that does not clarify the bar of excellence for staff and how staff will be hired, developed and retained to achieve this bar of excellence; vision is not based in a analysis of the school's vision, goals teacher retention and performance data	Sets and communicates a talent vision that partially clarifies the bar of excellence for staff and how staff will be hired, developed and retained to achieve this bar of excellence; vision is based in a limited analysis of the school's vision, goals and teacher retention and performance data	Sets and communicates a talent vision that clarifies the bar of excellence for all staff and for how staff will be hired, developed and retained to achieve this bar of excellence; vision is based in an analysis of the school's vision, goals and teacher retention and performance data	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Engages and invests staff in developing and executing the talent vision 	
4.2 – Recruits, hires and onboards highly-effective and diverse school staff	Develops recruitment processes, selection criteria and hiring processes that do not result in attracting and hiring diverse staff that meet or exceed performance expectations; develops onboarding processes that rarely prepare staff to succeed in their first year	Develops recruitment processes, selection criteria and hiring processes that inconsistently result in attracting and hiring diverse staff that meet or exceed performance expectations; develops onboarding processes that inconsistently prepare staff to succeed in their first year	Develops recruitment processes, data-driven and equitable selection criteria and hiring processes that consistently result in attracting and hiring diverse staff that meet or exceed performance expectations; develops onboarding processes that consistently prepare staff to succeed in their first year	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Strategically projects teachers vacancies to ensure positions are filled early and identifies multiple staffing models to ensure the best candidates are matched with the right roles 	
4.3 – Performance management	Rarely drives results of other adults due to ineffective accountability and performance management processes	Inconsistently drives results of other adults due to inconsistently setting individual and team performance goals, maintaining a high degree of accountability to achieving goals , providing honest and ongoing feedback, holding effective O3s and/or executing performance management processes	Consistently drives results of other adults through setting individual and team performance goals and maintaining a high degree of accountability to achieving goals through providing honest and ongoing feedback, holding effective O3s and executing performance management processes	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Regularly reflects on impact of performance management systems on school outcomes and revises systems as needed 	
4.4 – Retains effective teachers and leaders	Does not retain effective teachers and leaders and/or retains ineffective teachers and leaders; infrequently collects and monitors staff data (E.g., satisfaction, exit interview, performance) to meet staff retention goals	Retains some effective teachers and leaders through individualized retention strategies (E.g.,improving school culture, individual and school-wide recognition, career opportunities, etc...); sometimes collects and monitors staff data (E.g., satisfaction, exit interview, performance) to meet staff retention goals	Retains most effective teachers and leaders through individualized retention strategies (E.g.,improving school culture, individual and school-wide recognition, career opportunities, etc...); regularly collects and monitors staff data (E.g., satisfaction, exit interview, performance) to meet staff retention goals	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Consistently retains effective teachers and leaders and exceeds staff retention goals for 3+ years Effective in coaching up and coaching out 	
Develops high-performing leaders, teams and staff culture					

4.5 -Develops other leaders	Does not build a pipeline of leaders for the school through inconsistent leadership development practices; inconsistently cultivates a successor for her/his role and other key roles in the school	Inconsistently builds a pipeline of leaders for the school through inconsistent delegation, feedback and execution of leadership development plans; inconsistently cultivates a successor for her/his role and other key roles in the school	Builds a pipeline of leaders for the school through insisting that leaders are true owners of the work, providing intentional feedback and drives progress on leadership development plans; explicitly identifies and cultivates a successor for her/his role and other key roles in the school	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Promotes leaders based on demonstrated performance and potential Tailors development plans to provide high-impact growth opportunities Develops a visible leadership pipeline that positions future leaders to lead 2-4 years out from leadership vacancies 	
4.6 - Staff culture	Does not develop staff and leadership teams due to minimal team building practices; does not encourage productive conflicts and disagreement; rarely monitors staff culture and responds appropriately	Inconsistently develops staff and leadership teams due to inconsistent team building practices; inconsistently encourages productive conflicts and disagreement; inconsistently monitors staff culture and responds appropriately	Consistently develops strong and diverse staff and leadership teams through cultivating and modeling staff culture, expectations, collaboration and a "lead learner" mindset; encourages productive conflicts and disagreement; monitors staff culture and responds appropriately	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Invests and empowers staff members to take ownership of staff culture by holding self and others accountable to norms and expectations 	

5. Operations Leadership Are school operations running effectively and efficiently in service of teaching and learning?

	1. EMERGING	2. APPROACHING	3. PROFICIENT	4. DISTINGUISHED	EXAMPLES OF OUTCOMES
Develops a comprehensive operations vision and positions a senior operations leader to effectively execute this vision					<ul style="list-style-type: none"> School consistently breaks even on budget and/or is on track to break even on public funding once fully grown Consistently high, year over year enrollment Seamless integration between school and community services (E.g., after school programming, mental health services, law enforcement and safety, etc...) Staff strongly agree/agree on the TNTP Insight survey that: <i>Day-to-day operations at my school run smoothly</i>
5.1 - Operations vision	Sets a limited school operations vision that does not clarify the bar of excellence for all school operations; vision is not aligned with the school's teaching and learning vision and goals	Sets and communicates school operations vision that partially clarifies the bar of excellence for school operations; vision is somewhat aligned to the school's teaching and learning vision and goals	Sets and communicates a school operations vision that clarifies the bar of excellence for all school operations; vision is aligned to the school's teaching and learning vision and goals; engages and invests staff in developing and executing the operations vision	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Vision is seamlessly integrated and directly in support of teaching and learning 	
5.2 - Budget and resource management	Does not allocate resources (financial, community partnerships, staffing, technology, etc...) in alignment with school priorities	Allocates and appropriately manages some resources in alignment with school priorities	Allocates and appropriately manages all or almost all financial and school resources in alignment with school priorities	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Proactively seeks additional resources and innovatively leverages existing resources to maximize impact on school Operations policies, structures, and cultural conditions are in place to sustain progress 	
5.3 - Delegating to operations leader	Does not/rarely hires, empowers and/or holds a senior operations leader accountable for executing the operations vision with excellence, resulting in ineffective and/or inefficient school operations	Inconsistently hires, empowers and/or holds a senior operations leader accountable for executing the operations vision with excellence, resulting in inconsistent school operations	Consistently hires, empowers and holds a senior operations leader accountable for executing the operations vision with excellence, resulting in school operations consistently running effectively and efficiently	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Develops operations leader in their management skills and grows them to be a senior leader on campus 	
5.4 - Community partnerships	Rarely engages community organizations to support vision and mission of the school	Engagement of community partnerships is limited and lacks impact	Implements best practice in forming community partnerships to support the vision and mission of the school	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Develops community partnerships that reflect the community, understand the mission of the school and actively support its vision 	

6. Cultural Leadership

How effectively are leaders fostering a restorative approach, building healthy school cultures and establishing a relationship-centered school environment?

	1. EMERGING	2. APPROACHING	3. PROFICIENT	4. DISTINGUISHED	EXAMPLES OF OUTCOMES
Develops a comprehensive cultural vision and builds the capacity of APs and teacher-leaders to achieve this vision					<ul style="list-style-type: none"> The cultural vision is reflected in all school systems and structures, including academics, coaching, curriculum decisions, school documents (E.g., Faculty, team and family handbooks), etc... Staff demonstrate proficiency leading elements of school culture (E.g., proactive and reactive circles) School is a safe and productive learning environment Consistently high, year over year attendance, student retention, teacher retention and low suspension rates Staff strongly agree/agree on the TNTP Insight survey that: <ol style="list-style-type: none"> <i>Interactions between students and adults at my school are respectful (Teachers)</i> <i>Across my school, there are consistent expectations and consequences for student behavior (Teachers)</i>
6.1 - Cultural vision	Sets the vision and tone for cultural expectations with teachers, students and families through leading with a restorative approach; vision does not integrate character development, social emotional learning and restorative practices into all aspects of the school	Sets and communicates the vision and tone for cultural expectations through leading with a restorative approach; vision partially integrates character development, social emotional learning and restorative practices into all aspects of the school	Sets and communicates an ambitious vision for cultural expectations and models restorative behavior; vision integrates character development, social emotional learning and restorative practices into all aspects of the school, including but not limited to systems, policy, curriculum and communication; engages and invests staff, students and families in developing and executing the cultural vision	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Vision fully integrates character development, social emotional learning, restorative practices and into all aspects of the school while meeting the needs of all underserved subgroups The cultural vision is seamlessly integrated with the vision for instruction and they mutually reinforce each other 	
6.2 - Builds cultural expertise	Rarely builds others' knowledge, skills and mindsets to realize the vision of culture (E.g., unpacking SEL curriculum, building knowledge of trauma-informed care, supporting teachers in approaching student discipline with a restorative lens, etc..)	Inconsistently builds others' knowledge, skills and mindsets to realize the vision of culture (E.g., unpacking SEL curriculum, building knowledge of trauma-informed care, supporting teachers in approaching student discipline with a restorative lens, etc..)	Consistently builds others' knowledge, skills and mindsets to realize the vision of culture (E.g., unpacking SEL curriculum, building knowledge of trauma-informed care, supporting teachers in approaching student discipline with a restorative lens, etc..)	<i>In addition to "Proficient"</i> <ul style="list-style-type: none"> Vision of culture is maintained through the leadership/toolkits of others, beyond current leader 	
6.3 - Supports excellence in cultural enabling systems	Rarely facilitates and drives the continuous improvement of the school's cultural enabling systems and structures (E.g., SEL classes, proactive circles, CARE team, restorative conferences, etc...)	Inconsistently facilitates and drives the continuous improvement of the school's cultural enabling systems and structures (E.g., SEL classes, proactive circles, CARE team, restorative conferences, etc...)	Consistently facilitates and drives the continuous improvement of the school's cultural enabling systems and structures (E.g., SEL classes, proactive circles, CARE team, restorative conferences, etc...)	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Innovates /creates new enabling systems to further the vision of culture for the school and community Enabling systems operate consistently and effectively without direct management by the leader Leadership team aligns, reviews, and assesses effectiveness of the systems in a systematic way 	
Actively uses data to track progress towards cultural student outcomes and adjust strategies as needed					
6.4 - Uses data to monitor progress and adjust support	Rarely uses data to monitor instructional and cultural student outcome trends, and prioritize needs; does not create effective system for data monitoring and/or does not use data to inform continuous improvement	Inconsistently uses data to monitor instructional and cultural student outcome trends, and prioritize needs; creates moderately effective system for data monitoring and uses data to inform continuous improvement and accountability; identifies the	Consistently uses multiple sources of data to monitor instructional and cultural student outcome trends and prioritize needs; creates effective system for data monitoring and uses data to inform continuous improvement and accountability; invests and builds capacity in others to use data to monitor	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Uses data to drive all the systems, policies, and decision making in long and short term Creates processes to analyze and identify the right data that enables others to use data to drive decision making 	

	and accountability; identifies the wrong data to monitor	right to data to monitor with support from RSO or others	progress and make adjustments; identifies the right data to monitor independently and consistently	<ul style="list-style-type: none"> Incorporates instructional data seamlessly into conversations about culture (when appropriate) resulting in the two systems mutually reinforce each other 	
6.5 - Culture of learning	Very few students <u>or</u> staff take the initiative to ensure well-established systems and routines run smoothly and behavioral expectations and norms are rarely followed; Significant instructional time is wasted and very few students work with genuine curiosity, interest, joy and a love for learning	Establishes a school culture where some students and staff take the initiative to ensure well-established systems and routines run smoothly and behavioral expectations and norms are inconsistently followed; Some instructional time is wasted and some students work with genuine curiosity, interest, joy and a love for learning	Establishes a school culture where most students and staff take the initiative to ensure well-established systems and routines run smoothly and behavioral expectations and norms are consistently followed; in the majority of classrooms little instructional time is wasted and most students work with genuine curiosity, interest, joy and a love for learning	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> School leader has instilled accountability among teachers such that teachers hold each other accountable for maintaining a culture of learning School leaders have instilled strong systems and accountability such that students hold each other accountable for maintaining a culture of learning Students are intrinsically motivated to learn and achieve without explicit rewards and explicit punitive systems 	

7. Teaching & Learning Leadership

Has an ambitious vision for academic excellence been established? Have leadership team members and enabling systems been developed to achieve this vision?

	1. EMERGING	2. APPROACHING	3. PROFICIENT	4. DISTINGUISHED	EXAMPLES OF OUTCOMES
Develops a comprehensive instructional vision and builds the capacity of APs, content leads and teachers to achieve this vision					
7.1 - Instructional Vision	Sets a limited vision and goals that do not position students to be on a path to and through college and fulfill our shared commitment to equity	Sets and communicates an instructional vision for academic achievement for all students; vision is based on a limited analysis of school vision, student data and our shared commitment to equity	Sets and communicates an ambitious school-wide instructional vision that leads all students on a path to live choice filled lives and realize their potential; vision is based on an analysis of the schoolwide culture, teacher performance, and academic data and a shared commitment to equity Engages and invests all staff, students and families in developing and executing the instructional vision Staff can articulate instructional vision and relationship to mission	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> The Instructional vision is seamlessly integrated with the vision for culture and they mutually reinforce each other Instructional vision includes specific vision/plans that address the needs of underserved subgroups 	<ul style="list-style-type: none"> Teachers are on track to meet all end of year student achievement and growth goals Clear systems for progress monitoring student achievement that result in teacher and student growth (E.g., exit tickets, APM meetings, etc.) are consistently implemented Staff strongly agree/agree on the TNTP Insight survey that: <ol style="list-style-type: none"> <i>Teachers at my school share a common vision of what effective teaching looks like (Teachers)</i> <i>My school is committed to improving my instructional practice</i> <i>The expectations for effective teaching are clearly defined at my school</i> <i>My content team collaborates effectively to advance student learning</i>
7.2 - Builds Instructional Knowledge and Expertise	Rarely builds the instructional knowledge and expertise in others (E.g., unpacking standards to develop staff's conceptual understanding, building knowledge of how standards map to curriculum and assessment, supporting teachers in how to effectively execute key instructional methods)	Inconsistently builds the instructional knowledge and expertise in others (E.g., unpacking standards to develop staff's conceptual understanding, building knowledge of how standards map to curriculum and assessment, supporting teachers in how to effectively execute key instructional methods)	Consistently and proactively builds the instructional knowledge and expertise in others and self (E.g., unpacking standards to develop staff's conceptual understanding, building knowledge of how standards map to curriculum and assessment, supporting teachers in how to effectively execute key instructional methods)	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Creates systems and structures to ensure the ongoing development of staff and self 	
7.3 - Curriculum Implementation	Rarely engages the leadership team and other key stakeholders in developing, adapting, and implementing curriculum aligned to Common Core, NGSS and CCRS standards; curriculum rarely meets student learning needs	Inconsistently engages the leadership team and other key stakeholders in developing, adapting, and implementing curriculum aligned to Common Core, NGSS and CCRS standards; curriculum inconsistently meets student learning needs	Consistently engages the leadership team and other key stakeholders in developing, adapting, and implementing curriculum aligned to Common Core, NGSS, CCRS and/or AP standards; curriculum consistently meets student learning needs	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Leadership team aligns, reviews and assesses curriculum effectiveness, including using protocols to review/assess scope and sequences, unit plans and/or lesson plans 	
7.4 - Supports excellence in enabling systems	Rarely creates, facilitates and drives the continuous improvement and alignment of the school's enabling systems to achieve school goals, including instructional coaching, content teams, RTI and PD	Inconsistently creates, facilitates and drives the continuous improvement and alignment of the school's enabling systems to achieve school goals, including instructional coaching, content teams, RTI and PD	Consistently creates, facilitates and drives the continuous improvement and alignment of the school's enabling systems to achieve school goals, including instructional coaching, content teams, RTI and PD	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> Leadership team aligns, reviews and assesses enabling systems in a systematic way Innovates /creates new enabling systems to further the vision of instruction for the school and community Enabling systems operate consistently and effectively 	

				without direct management by the leader	
Actively uses data to track progress towards student outcomes and adjust instructional strategies as needed					
7.5 - Uses Data to Monitor and Adjust Instructional Strategy	Rarely engages the leadership team to collect and analyze student and school data to drive continuous improvement (E.g., conducting weekly walkthroughs of content areas, re-teaching, leading weekly academic progress monitoring meetings)	Inconsistently engages the leadership team to collect and analyze student and school data to drive continuous improvement (E.g., conducting weekly walkthroughs of content areas, re-teaching, leading weekly academic progress monitoring meetings)	Consistently engages the leadership team to collect and analyze student and school data to drive continuous improvement (E.g., conducting weekly walkthroughs of content areas, re-teaching, leading weekly academic progress monitoring meetings)	<i>In addition to "Proficient":</i> <ul style="list-style-type: none"> • Incorporates culture data seamlessly into conversations about instruction (when appropriate) resulting in the two systems mutually reinforcing each other • Uses data to drive all the systems, policies and decision making in the long and short term • Creates processes that enable staff to analyze and use data to drive decision making 	

Appendix 21- KIPP Northern California's FY23 Audit

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA**

**CONSOLIDATED FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

**YEAR ENDED JUNE 30, 2023
(WITH SUMMARIZED FINANCIAL INFORMATION FOR
THE YEAR ENDED JUNE 30, 2022)**

OPERATING:

**REGIONAL SUPPORT OFFICE
KBARE**

Charter Schools:

**KIPP BAYVIEW ACADEMY - #0549
KIPP BAYVIEW ELEMENTARY - #1954
KIPP BRIDGE ACADEMY - #0938
KIPP ESPERANZA HIGH - #2085
KIPP EXCELENCIA COMMUNITY PREPARATORY - #1735
KIPP HEARTWOOD ACADEMY - #0628
KIPP HERITAGE ACADEMY - #1608
KIPP KING COLLEGIATE - #0880
KIPP NAVIGATE COLLEGE PREP - #1955
KIPP PRIZE PREPARATORY ACADEMY - #1609
KIPP SAN FRANCISCO BAY ACADEMY - #0551
KIPP SAN FRANCISCO COLLEGE PREPARATORY - #1502
KIPP SAN JOSE COLLEGIATE - #0976
KIPP STOCKTON KINDERGARTEN-12 - #2109
KIPP SUMMIT ACADEMY - #0524
KIPP VALIANT COMMUNITY PREP - #1868
KIPP STOCKTON KINDERGARTEN-8 - #2124**



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KIPP BAY AREA SCHOOLS
 DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
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INDEPENDENT AUDITORS' REPORT

Board of Directors
KIPP Bay Area Schools
dba KIPP: Public Schools Northern California
Oakland, California

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California, a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2023, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Principle

As discussed in Note 1 to the consolidated financial statements, in 2023 KIPP Bay Area Schools dba: KIPP: Public Schools Northern California adopted new accounting guidance for leases. The guidance requires lessees to recognize a right-of-use asset and corresponding liability for all operating and finance leases with lease terms greater than one year. Our opinion is not modified with response to this matter.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's ability to continue as a going concern for one year after the date the consolidated financial statements are available to be issued.

Auditors' Responsibility for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's 2022 consolidated financial statements, and expressed an unmodified opinion on those statements in our report dated December 13, 2022. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022 is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's consolidated financial statements as a whole. The KBAS, KBARE, and Eliminations columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents) accompanying supplementary schedules, and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information is the responsibility of management and, except for the portion marked "unaudited," was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated 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 consolidated financial statements as a whole. The Local Education Agency Organization Structure, which is marked "unaudited," has not been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 11, 2023 on our consideration of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's 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 solely 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 effectiveness of 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* in considering KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Glendora, California
December 11, 2023

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2023
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2022)

ASSETS	KBAS	KBARE	Eliminations	2023	2022
CURRENT ASSETS					
Cash and Cash Equivalents	\$ 51,157,524	\$ 9,166,365	\$ -	\$ 60,323,889	\$ 62,950,900
Accounts Receivable - Federal and State	30,514,284	-	-	30,514,284	25,199,191
Accounts Receivable - Other	1,547,373	649,124	-	2,196,497	794,911
Contributions Receivable, Current	3,068,000	-	-	3,068,000	4,037,012
Restricted Cash Equivalents	6,312,933	14,110,511	-	20,423,444	39,526,255
Investments	68,688,325	-	-	68,688,325	62,450,362
Intracompany Receivables	28,010,584	775,623	(28,786,207)	-	-
Deposits and Prepaid Expenses	2,042,889	27,320	(483,529)	1,586,680	1,495,023
Total Current Assets	<u>191,341,912</u>	<u>24,728,943</u>	<u>(29,269,736)</u>	<u>186,801,119</u>	<u>196,453,654</u>
NONCURRENT ASSETS					
Contributions Receivable, Net of Current	3,423,713	-	-	3,423,713	2,652,586
Total Noncurrent Assets	<u>3,423,713</u>	<u>-</u>	<u>-</u>	<u>3,423,713</u>	<u>2,652,586</u>
PROPERTY, PLANT, AND EQUIPMENT					
Building and Improvements	24,973,493	42,238,882	-	67,212,375	58,816,014
Leasehold Improvements	607,641	-	-	607,641	638,553
Furniture and Equipment	999,016	-	-	999,016	886,766
Work in Progress	473,508	39,555,221	-	40,028,729	10,049,989
Less: Accumulated Depreciation	(6,626,347)	(4,102,267)	-	(10,728,614)	(7,839,248)
Property, Plant, and Equipment, Net	<u>20,427,311</u>	<u>77,691,836</u>	<u>-</u>	<u>98,119,147</u>	<u>62,552,074</u>
RIGHT-OF-USE ASSET					
	99,542,785	6,176,534	(91,087,307)	14,632,012	-
Total Assets	<u>\$ 314,735,721</u>	<u>\$ 108,597,313</u>	<u>\$ (120,357,043)</u>	<u>\$ 302,975,991</u>	<u>\$ 261,658,314</u>
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts Payable	\$ 19,389,312	\$ 11,074,896	\$ -	\$ 30,464,208	\$ 12,454,224
Accrued Liability	1,552,265	26,433	-	1,578,698	2,363,251
Intracompany Payables	445,850	28,340,357	(28,786,207)	-	-
Deferred Revenue	14,938,592	-	-	14,938,592	3,170,465
Net Notes Payable, Current Portion	139,740	722,360	-	862,100	908,647
Lease Liability, Current Portion	6,473,916	116,858	(2,033,212)	4,557,562	-
Total Current Liabilities	<u>42,939,675</u>	<u>40,280,904</u>	<u>(30,819,419)</u>	<u>52,401,160</u>	<u>18,896,587</u>
LONG-TERM LIABILITIES					
Deposits Held	-	483,529	(483,529)	-	-
Notes Payable, Net	3,234,288	59,371,129	-	62,605,417	63,589,259
Lease Liability, Net	93,582,047	6,103,386	(89,577,076)	10,108,357	-
Total Long-Term Liabilities	<u>96,816,335</u>	<u>65,958,044</u>	<u>(90,060,605)</u>	<u>72,713,774</u>	<u>63,589,259</u>
NET ASSETS					
Without Donor Restrictions	162,656,371	2,358,365	522,981	165,537,717	167,064,636
With Donor Restrictions:					
Time or Purpose Restricted	6,923,820	-	-	6,923,820	7,107,832
Endowment Fund	5,399,520	-	-	5,399,520	5,000,000
Total With Donor Restrictions	<u>12,323,340</u>	<u>-</u>	<u>-</u>	<u>12,323,340</u>	<u>12,107,832</u>
Total Net Assets	<u>174,979,711</u>	<u>2,358,365</u>	<u>522,981</u>	<u>177,861,057</u>	<u>179,172,468</u>
Total Liabilities and Net Assets	<u>\$ 314,735,721</u>	<u>\$ 108,597,313</u>	<u>\$ (120,357,043)</u>	<u>\$ 302,975,991</u>	<u>\$ 261,658,314</u>

See accompanying Notes to Consolidated Financial Statements.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2023
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2022)

	KBAS			KBARE		Total 2023	Total 2022
	Without Donor Restriction	With Donor Restriction	Total	Without Donor Restriction	Eliminations		
REVENUES							
State Revenue:							
State Aid	\$ 51,384,568	\$ -	\$ 51,384,568	\$ -	\$ -	\$ 51,384,568	\$ 54,698,186
Other State Revenue	22,546,516	-	22,546,516	-	-	22,546,516	12,862,966
Federal Revenue	15,993,102	-	15,993,102	-	-	15,993,102	21,240,657
Local Revenue:							
In-Lieu Property Tax Revenue	27,468,459	-	27,468,459	-	-	27,468,459	21,055,608
Contributions	4,901,425	4,517,000	9,418,425	-	-	9,418,425	20,990,208
In-Kind Contribution	206,340	-	206,340	-	-	206,340	-
Other Revenue	1,712,678	-	1,712,678	4,320,744	(4,320,744)	1,712,678	3,158,669
Net Assets Released from Restriction	<u>4,901,012</u>	<u>(4,901,012)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Revenues	<u>129,114,100</u>	<u>(384,012)</u>	<u>128,730,088</u>	<u>4,320,744</u>	<u>(4,320,744)</u>	<u>128,730,088</u>	<u>134,006,294</u>
EXPENSES							
Program Services Expense:							
Educational Programs	118,787,038	-	118,787,038	-	(4,843,725)	113,943,313	95,026,527
Facilities Programs	-	-	-	4,288,797	-	4,288,797	2,409,352
Total Program Services Expense	<u>118,787,038</u>	<u>-</u>	<u>118,787,038</u>	<u>4,288,797</u>	<u>(4,843,725)</u>	<u>118,232,110</u>	<u>97,435,879</u>
Support Services Expense:							
General and Administrative	14,834,424	-	14,834,424	-	-	14,834,424	12,283,696
Fundraising	1,178,191	-	1,178,191	-	-	1,178,191	1,083,470
Total Supporting Services Expense	<u>16,012,615</u>	<u>-</u>	<u>16,012,615</u>	<u>-</u>	<u>-</u>	<u>16,012,615</u>	<u>13,367,166</u>
Total Expenses	<u>134,799,653</u>	<u>-</u>	<u>134,799,653</u>	<u>4,288,797</u>	<u>(4,843,725)</u>	<u>134,244,725</u>	<u>110,803,045</u>
CHANGE IN OPERATING NET ASSETS	(5,685,553)	(384,012)	(6,069,565)	31,947	522,981	(5,514,637)	23,203,249
NONOPERATING REVENUE							
Interest Income on Cash in County	83,508	-	83,508	-	-	83,508	-
Investment Income (Loss)	<u>2,443,730</u>	<u>599,520</u>	<u>3,043,250</u>	<u>1,076,468</u>	<u>-</u>	<u>4,119,718</u>	<u>(3,925,454)</u>
Total Nonoperating Revenues	<u>2,527,238</u>	<u>599,520</u>	<u>3,126,758</u>	<u>1,076,468</u>	<u>-</u>	<u>4,203,226</u>	<u>(3,925,454)</u>
CHANGE IN NET ASSETS	(3,158,315)	215,508	(2,942,807)	1,108,415	522,981	(1,311,411)	19,277,795
Net Assets - Beginning of Year	<u>165,814,686</u>	<u>12,107,832</u>	<u>177,922,518</u>	<u>1,249,950</u>	<u>-</u>	<u>179,172,468</u>	<u>159,894,673</u>
NET ASSETS - END OF YEAR	<u>\$ 162,656,371</u>	<u>\$ 12,323,340</u>	<u>\$ 174,979,711</u>	<u>\$ 2,358,365</u>	<u>\$ 522,981</u>	<u>\$ 177,861,057</u>	<u>\$ 179,172,468</u>

See accompanying Notes to Consolidated Financial Statements.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2023
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2022)

	KBAS	KBARE	Eliminations	Total 2023	Total 2022
CASH FLOWS FROM OPERATING ACTIVITIES					
Change in Net Assets	\$ (2,942,807)	\$ 1,108,415	\$ -	\$ (1,834,392)	\$ 19,277,795
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:					
Depreciation	1,871,011	1,168,527	-	3,039,538	2,103,444
Loan Premium/Issue Cost Amortization	-	-	-	-	(23,907)
Net Investment Loss	(420,311)	-	-	(420,311)	5,531,146
Noncash Lease Expense	513,178	43,710	-	556,888	-
(Increase) Decrease in Assets:					
Accounts Receivable - Federal and State	(5,315,093)	-	-	(5,315,093)	(1,594,825)
Accounts Receivable - Other	(1,032,849)	(368,737)	-	(1,401,586)	(412,428)
Intercompany Receivables	(10,773,844)	28,303,460	(17,529,616)	-	-
Contributions Receivable	197,885	-	-	197,885	1,646,793
Deposits and Prepaid Expenses	(334,924)	(19,820)	263,087	(91,657)	(671,778)
Increase (Decrease) in Liabilities:					
Accounts Payable	8,732,767	9,277,217	-	18,009,984	5,579,046
Accrued Liabilities	(642,635)	(141,918)	-	(784,553)	154,871
Intercompany Payables	(64,812)	(17,464,804)	17,529,616	-	-
Deferred Rent Liability	411,821	-	-	411,821	43,548
Deferred Revenue	11,356,306	-	-	11,356,306	1,630,740
Deposits Held	-	263,087	(263,087)	-	-
Net Cash Provided by Operating Activities	<u>1,555,693</u>	<u>22,169,137</u>	<u>-</u>	<u>23,724,830</u>	<u>33,264,445</u>
CASH FLOWS FROM INVESTING ACTIVITIES					
Transfer of Cash to Investments	5,652,744	-	-	5,652,744	7,166,095
Purchases of Investments	(29,112,983)	-	-	(29,112,983)	(9,076,820)
Proceeds from Investments	17,642,587	-	-	17,642,587	985
Purchases of Property, Plant, and Equipment	(3,662,956)	(34,943,655)	-	(38,606,611)	(10,386,212)
Net Cash Used by Investing Activities	<u>(9,480,608)</u>	<u>(34,943,655)</u>	<u>-</u>	<u>(44,424,263)</u>	<u>(12,295,952)</u>
CASH FLOWS FROM FINANCING ACTIVITIES					
Debt Issuance Costs and Premium	-	(121,676)	-	(121,676)	1,373,746
Proceeds from Debt	-	-	-	-	32,226,266
Repayments of Debt	(136,977)	(771,736)	-	(908,713)	(579,067)
Net Cash (Used) Provided by Financing Activities	<u>(136,977)</u>	<u>(893,412)</u>	<u>-</u>	<u>(1,030,389)</u>	<u>33,020,945</u>
NET INCREASE (DECREASE) IN CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS	<u>(8,061,892)</u>	<u>(13,667,930)</u>	<u>-</u>	<u>(21,729,822)</u>	<u>53,989,438</u>
Cash, Cash Equivalents, and Restricted Cash Equivalents - Beginning of Year	<u>65,532,349</u>	<u>36,944,806</u>	<u>-</u>	<u>102,477,155</u>	<u>48,487,717</u>
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS - END OF YEAR	<u>\$ 57,470,457</u>	<u>\$ 23,276,876</u>	<u>\$ -</u>	<u>\$ 80,747,333</u>	<u>\$ 102,477,155</u>

See accompanying Notes to Consolidated Financial Statements.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATED STATEMENT OF CASH FLOWS (CONTINUED)
YEAR ENDED JUNE 30, 2023
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2022)

	<u>KBAS</u>	<u>KBARE</u>	<u>Eliminations</u>	<u>Total 2023</u>	<u>Total 2022</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION					
Cash Paid for Interest	<u>\$ 69,217</u>	<u>\$ 2,713,273</u>	<u>\$ -</u>	<u>\$ 2,782,490</u>	<u>\$ 1,290,537</u>
RECONCILIATION OF CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS REPORTED WITHIN THE STATEMENT OF FINANCIAL POSITION					
Cash and Cash Equivalents	\$ 51,157,524	\$ 9,166,365	\$ -	\$ 60,323,889	\$ 62,950,900
Restricted Cash and Cash Equivalents	<u>6,312,933</u>	<u>14,110,511</u>	<u>-</u>	<u>20,423,444</u>	<u>39,526,255</u>
Total Cash, Cash Equivalents, and Restricted Cash Equivalents Shown in the Statement of Cash Flows	<u>\$ 57,470,457</u>	<u>\$ 23,276,876</u>	<u>\$ -</u>	<u>\$ 80,747,333</u>	<u>\$ 102,477,155</u>
Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	<u>\$ 105,782,196</u>	<u>\$ 6,322,429</u>	<u>\$ (91,087,307)</u>	<u>\$ 21,017,318</u>	<u>\$ -</u>
Total	<u>\$ 105,782,196</u>	<u>\$ 6,322,429</u>	<u>\$ (91,087,307)</u>	<u>\$ 21,017,318</u>	<u>\$ -</u>

See accompanying Notes to Consolidated Financial Statements.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2023
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2022)

	Program Expenses			Supporting Expenses			2023 Total Expenses	2022 Total Expenses
	KBAS: Educational Programs	KBARE: Facilities Programs	Total Program Expenses	Management and General	Fundraising	Eliminations		
Salaries and Wages	\$ 63,574,929	\$ -	\$ 63,574,929	\$ 9,287,707	\$ 881,696	\$ -	\$ 73,744,332	\$ 64,224,094
Pension Expense	2,704,115	-	2,704,115	378,337	-	-	3,082,452	2,474,132
Other Employee Benefits	7,270,289	-	7,270,289	1,238,031	-	-	8,508,320	7,067,398
Payroll Taxes	4,851,746	-	4,851,746	781,507	-	-	5,633,253	4,796,356
Management Fee	22,398,064	-	22,398,064	-	-	(21,397,042)	1,001,022	777,158
Legal Expenses	252,471	-	252,471	168,315	-	-	420,786	222,296
Accounting Expenses	226,069	3,389	229,458	56,800	-	-	286,258	235,091
Instructional Materials	6,220,540	-	6,220,540	79,426	-	-	6,299,966	5,276,693
Other Fees for Services	13,340,765	-	13,340,765	1,572,803	253,704	(7,251,857)	7,915,415	3,946,627
Advertising and Promotion Expenses	645,468	-	645,468	217,725	4,075	-	867,268	703,301
Office Expenses	1,769,950	-	1,769,950	55,614	-	-	1,825,564	2,116,910
Printing and Postage Expenses	350,564	-	350,564	13,303	-	-	363,867	356,128
Information Technology Expenses	3,909,772	-	3,909,772	163,838	36,952	-	4,110,562	3,240,773
Occupancy Expenses	13,652,178	403,608	14,055,786	356,723	-	(4,843,725)	9,568,784	7,620,019
Travel Expenses	333,556	-	333,556	65,636	-	-	399,192	335,129
Conference and Meeting Expenses	1,025,360	-	1,025,360	121,811	1,764	-	1,148,935	883,523
Interest Expense	69,217	2,713,273	2,782,490	-	-	-	2,782,490	1,290,537
Depreciation Expense	1,862,546	1,168,527	3,031,073	8,465	-	-	3,039,538	2,103,444
Insurance Expense	420,084	-	420,084	36,529	-	-	456,613	406,770
Other Expenses	2,558,254	-	2,558,254	231,854	-	-	2,790,108	2,726,666
Subtotal	147,435,937	4,288,797	151,724,734	14,834,424	1,178,191	(33,492,624)	134,244,725	
Eliminations	(33,492,624)	-	(33,492,624)	-	-	33,492,624	-	-
2023 Total Functional Expenses	<u>\$ 113,943,313</u>	<u>\$ 4,288,797</u>	<u>\$ 118,232,110</u>	<u>\$ 14,834,424</u>	<u>\$ 1,178,191</u>	<u>\$ -</u>	<u>\$ 134,244,725</u>	
2022 Total Functional Expenses	<u>\$ 95,026,527</u>	<u>\$ 2,409,352</u>	<u>\$ 97,435,879</u>	<u>\$ 12,283,696</u>	<u>\$ 1,083,470</u>	<u>\$ -</u>		<u>\$ 110,803,045</u>

See accompanying Notes to Consolidated Financial Statements.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California is a network of public charter schools educating elementary, middle, and high school students in grades TK-12. KIPP schools are free, public, and open to all students. Together with families and communities, KIPP creates joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose – college, career, and beyond – so they can lead fulfilling lives and create a more just world.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California operates high-performing, college-preparatory schools in the San Francisco Bay area. These campuses serve students with the goal of preparing them for success in college and in life.

- KIPP Bayview Academy
- KIPP Bayview Elementary
- KIPP Bridge Academy
- KIPP Excelencia Community Preparatory
- KIPP Esperanza High
- KIPP Heartwood Academy
- KIPP Heritage Academy
- KIPP King Collegiate
- KIPP Navigate College Prep
- KIPP Prize Preparatory Academy
- KIPP San Francisco Bay Academy
- KIPP San Francisco College Preparatory
- KIPP San Jose Collegiate
- KIPP Stockton Kindergarten-12
- KIPP Summit Academy
- KIPP Valiant Community Prep
- KIPP Stockton Kindergarten-8

KBARE is a nonprofit corporation which was formed to finance, develop, lease, and maintain certain school facilities for the exclusive support of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California.

Principles of Consolidation

The accompanying consolidated financial statements include the accounts of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California and KBARE, a California nonprofit public benefit corporation formed exclusively to support KIPP Bay Area Schools dba: KIPP: Public Schools Northern California, and its single member limited liability company subsidiaries, Seven Trees, LLC, 1700 Market School, LLC, 1039 Garden Street, LLC, Houston Avenue, LLC, 820 North American, LLC, and 1060 Key, LLC. All material intercompany transactions have been eliminated.

Cash, Cash Equivalents, and Restricted Cash Equivalents

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California 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. Restricted cash equivalents includes certain with liquid investments with original maturities of three months or less that are maintained according to bond reserve requirements.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Basis of Accounting

The consolidated financial statements have been prepared on the accrual method of accounting, and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's programs and other activities have been allocated on a functional basis in the consolidated statement of activities. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, and payroll taxes, which are allocated on the basis of estimates of time and effort.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Gifts of long-lived assets and gifts of cash restricted for the acquisition of long-lived assets are recognized as restricted revenue when received and released from restrictions when the assets are placed in service. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2023. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions Receivable

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California recognizes unconditional promises to give expected to be received in one year or less are reported as contributions receivable at net realizable value, which approximates fair value. Unconditional promises to give expected to be received after one year are reported as contributions receivable at fair value using estimated future cash flows discounted by rates ranging from 1.44% to 8.36%.

Pledges receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. The allowance for uncollectible pledge is \$246,287 for the year ended June 30, 2023.

Investments

Investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values in the consolidated statement of financial position. Unrealized and realized gains and losses, investment income, and investment expense are reported in the consolidated statement of activities according to the existence of donor restrictions. Investment income and gains restricted by a donor are reported as increases in net assets without donor restrictions if the restrictions are met (either by the passage of time or by use) in the reporting period in which the income and gains are recognized.

Property, Plant, and Equipment

Property, plant, and equipment purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair 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 a straight-line basis over the various estimated useful lives of the assets which range from 3 to 7 years for equipment, 5 to 15 years for leasehold improvements, and 30 to 40 years for new facility construction.

Debt Issue Costs

Costs incurred in connection with acquiring long-term debt financing are netted against the related note payable in the accompanying consolidated statements of financial position. These are amortized to interest expense over the term of the associated long-term debt on a straight-line basis, which approximates the effective interest method.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by KIPP Bay Area Schools dba: KIPP: Public Schools Northern California based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

In-Kind Contributions

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California receives donated professional legal services as in-kind contribution at the respective fair values of the services. Services received during the year ended June 30, 2023 is \$206,340.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the consolidated statement of financial position. As of June 30, 2023, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has conditional grants of \$18,939,775 of which \$14,677,230 is recognized as deferred revenue in the consolidated statement of financial position.

Other Revenue

Other revenues consist primarily of uniform fees and other student charges. The performance obligation for providing these services is simultaneously received and consumed by the students; therefore, the revenue is recognized ratably the course of the academic year.

Income Taxes

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California and KBARE are nonprofit entities exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California and KBARE file informational returns and any applicable unrelated business income tax return in the U.S. federal jurisdiction, and the state of California.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes (Continued)

Seven Trees, LLC and 1700 Market School, LLC, 1039 Garden Street, LLC, Houston Avenue, LLC, 820 North American, LLC, and 1060 Key, LLC, are considered disregarded and therefore exempt from the payment of income taxes. Additionally, the LLCs have been granted exemption from the California state LLC fee under California Revenue and Taxation Code.

Comparative Totals

The consolidated financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's consolidated financial statements for the year ended June 30, 2022, from which the summarized information was derived.

Leases

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California leases school facilities, office facilities, and equipment. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the consolidated statement of financial position.

ROU assets represent KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's right to use an underlying asset for the lease term and lease liabilities represent KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that KIPP Bay Area Schools dba: KIPP: Public Schools Northern California will exercise that option. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the consolidated statement of financial position.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California considers factors such as if it has obtained substantially all of the rights to the underlying asset through exclusivity, if KIPP Bay Area Schools dba: KIPP: Public Schools Northern California can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

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JUNE 30, 2023

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has elected to use a risk-free rate determined using a period comparable with that of the lease term for computing the present value of lease liabilities.

Adoption of New Accounting Standards

In February 2016, the FASB issued Accounting Standards Update 2016-02, *Leases* (ASC 842). The new standard increases transparency and comparability among organizations by requiring the recognition of ROU assets and lease liabilities on the consolidated statement of financial position. Most prominent of the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases. Under the standard, disclosures are required to meet the objective of enabling users of consolidated financial statements to assess the amount, timing, and uncertainty of cash flows arising from leases.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California adopted the requirements of the guidance effective July 1, 2022 and has elected to apply the provisions of this standard to the beginning of the period of adoption with certain practical expedients available. Lease disclosures for the year ended June 30, 2022 are made under prior lease guidance in FASB ASC 840.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has elected to adopt the package of practical expedients available in the year of adoption. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has elected to adopt the available practical expedient to use hindsight in determining the lease term and in assessing impairment of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's ROU assets.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California elected the available practical expedients to account for existing capital leases and operating leases as operating leases, respectively, under the new guidance, without reassessing (a) whether the contracts contain leases under the new standard, (b) whether classification of capital leases or operating leases would be different in accordance with the new guidance, or (c) whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in the new guidance at lease commencement.

In addition, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California elected the hindsight practical expedient to determine the lease term for existing leases. The election of the hindsight practical expedient resulted in the shortening of the lease term for the existing lease and the useful life of the corresponding leasehold improvements.

The standard had a material impact on the consolidated statement of financial position but did not have an impact on the consolidated statement of activities, nor the consolidated statement of cash flows. The most significant impact was the recognition of ROU assets and lease liabilities for operating leases.

Evaluation of Subsequent Events

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has evaluated subsequent events through December 11, 2023, the date these consolidated financial statements were available to be issued.

**KIPP BAY AREA SCHOOLS
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NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions less with donor restricted net assets:

Cash and Cash Equivalents	\$ 60,323,889
Accounts Receivable - Federal and State	30,514,284
Accounts Receivable - Other	2,196,497
Contributions Receivable, Current	3,068,000
Restricted Cash Equivalents	20,423,444
Investments	68,688,325
Contributions Receivable, Net of Current	3,423,713
Less: Net Assets with Donor Restrictions	<u>(12,323,340)</u>
Total	<u>\$ 176,314,812</u>

As part of our liquidity management plan, we invest cash in excess of daily requirements in short-term investments and money market funds.

NOTE 3 CONCENTRATION OF CREDIT RISK

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California maintains its cash in bank deposit accounts at two financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has a need to maintain cash balances with a single financial institution in excess of the \$250,000 FDIC-insured limit. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash and cash equivalents.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California invests excess cash in various types of investments. Balances in the KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's investment accounts exceed the Securities Investors Protection Corporation insured limit. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has established guidelines relative to diversification and maturities that maximize safety and liquidity. These guidelines are periodically reviewed and modified to take advantage of trends in yields and interest rates. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has not experienced any losses in these accounts.

NOTE 4 CONTRIBUTIONS RECEIVABLE

Unconditional promises to give are expected to be realized in the following periods as follows:

In One Year or Less	\$ 3,068,000
Between Two and Five Years	<u>3,670,000</u>
Total Gross Contributions Receivable	6,738,000
Less: Discount on Pledges Receivable	(112,148)
Less: Allowance for Uncollectible	<u>(134,139)</u>
Net Contributions Receivable	<u>\$ 6,491,713</u>

KIPP BAY AREA SCHOOLS
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NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 5 FAIR VALUE MEASUREMENTS AND INVESTMENTS

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California follows accounting standards relating to fair value measurements which define fair value, establishes a framework for measuring fair value in accordance with accounting principles generally accepted in the United States of America, and expands disclosures about fair value measurements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. The accounting standards relating to fair value measurements establish a three-level valuation hierarchy for disclosure of fair value measurements. The valuation hierarchy is based upon the transparency of inputs to the valuation of an asset or liability as of the measurement date. The hierarchy gives the highest priority to unadjusted quoted prices in active markets (Level 1) for identical assets or liabilities and the lowest priority to unobservable inputs (Level 3).

The three-level valuation hierarchy on inputs is summarized as follows:

Level 1 – Quoted prices for identical assets or liabilities in active markets at the measurement date.

Level 2 – Observable inputs other than quoted prices as described in Level 1 for the asset or liability through corroboration with market data at the measurement date.

Level 3 – Unobservable inputs that reflect management’s best estimate of what market participants would use in pricing the asset or liability at the measurement date.

As of June 30, 2023, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California’s financial instruments consist of cash and cash equivalents, investments, accounts receivable, contributions receivables, prepaid expenses, accounts payable and accrued liability, deferred revenue, and long-term debt. The fair values of the KIPP Bay Area Schools dba: KIPP: Public Schools Northern California’s financial instruments excluding investments and long-term debt approximate their fair values because of the short-term nature of these instruments. Long-term debt at fixed rates is not materially different from fair value based upon maturities and similar credit risk comparisons available to the KIPP Bay Area Schools dba: KIPP: Public Schools Northern California at June 30, 2023.

The fair market value for the KIPP Bay Area Schools dba: KIPP: Public Schools Northern California’s investments is based upon Level 1 inputs. Investments were comprised of the following on June 30, 2023:

	Level 1	Fair Value
Bond Exchange-Trade Fund (ETF)	\$ 58,877,978	\$ 58,877,978
Bond Mutual Funds	9,810,347	9,810,347
Total	<u>\$ 68,688,325</u>	<u>\$ 68,688,325</u>

Investment income for the year ended June 30, 2023 consists of:

Interest and Dividends From Investments	\$ 2,002,341
Realized Gains From Investments	21,078
Unrealized Gains From Investments	420,311
Total	<u>\$ 2,443,730</u>

KIPP BAY AREA SCHOOLS
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NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 6 PROPERTY, PLANT, AND EQUIPMENT

A summary of changes in property, plant, and equipment is as follows:

	Beginning Balance	Additions	Disposals	Transfers	Ending Balance
Building and Improvements	\$ 58,816,017	\$ 274,741	\$ (72,150)	\$ 8,193,770	\$ 67,212,378
Leasehold Improvements	638,553	-	(30,912)		607,641
Furniture and Equipment	877,229	159,362	(47,112)		989,479
Work in Progress	10,049,988	38,295,594	(113,549)	(8,193,770)	40,038,263
Total	70,381,787	38,729,697	(263,723)	-	108,847,761
Less: Accumulated Depreciation	(7,839,250)	(3,039,538)	150,174	-	(10,728,614)
Property, Plant, and Equipment, Net	<u>\$ 62,542,537</u>	<u>\$ 35,690,159</u>	<u>\$ (113,549)</u>	<u>\$ -</u>	<u>\$ 98,119,147</u>

NOTE 7 NOTES PAYABLE

Through Proposition 1D, KIPP King Collegiate has a note payable of \$4,141,422, maturing in 2043 and bearing interest at a rate of 2%. During the year ended June 30, 2023, principal payments of \$125,616 and interest of \$61,881 were made. The total balance as of June 30, 2023 was \$3,014,498.

A second loan was obtained in September 2017 for \$411,349, maturing in 2047 and bearing an interest rate of 2%. During the year ended June 30, 2023, principal payments of \$11,136 and interest of \$7,336 were made. The total balance as of June 30, 2023 was \$359,530.

Estimated future maturities of the notes are as follows:

Year Ending June 30,	Amount
2024	\$ 139,740
2025	142,559
2026	145,435
2027	148,369
2028	151,362
Thereafter	2,646,563
Total	<u>\$ 3,374,028</u>

KBARE entered into a loan agreement with Charter Impact Fund, Inc. for \$16,000,000 on March 14, 2019. The note bears interest at 4.25% and matures on April 1, 2049. During the year ended June 30, 2023, principal payments of \$310,237 and interest of \$634,288 were made. The balance as of June 30, 2023 was \$14,755,259.

KBARE entered into a loan agreement with Equitable Facilities Fund, Inc. for \$11,733,266 on April 28, 2021. The note bears interest at 4.00% and matures on March 1, 2056. During the year ended June 30, 2023, principal payments of \$163,875 and interest of \$459,049 were made. The balance as of June 30, 2023 was \$11,399,887.

KBARE entered into a loan agreement with Equitable Facilities Fund, Inc. for \$32,226,266 on June 2, 2022. The note bears interest at 5% and matures on May 1, 2057. During the year ended June 30, 2023, principal payments of \$297,624 and interest of \$1,603,957 were made. The balance as of June 30, 2023 was \$31,928,642.

KIPP BAY AREA SCHOOLS
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NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 7 NOTES PAYABLE (CONTINUED)

Estimated future maturities of the KBARE notes are as follows:

<u>Year Ending June 30.</u>	<u>Charter Impact Fund</u>	<u>Equitable Facilities Fund</u>	<u>Conway</u>	<u>Total</u>
2024	\$ 321,447	\$ 174,790	\$ 368,576	\$ 864,813
2025	336,519	179,749	447,433	963,701
2026	351,103	187,073	407,255	945,431
2027	366,319	194,694	428,091	989,104
2028	382,194	202,626	449,992	1,034,812
Thereafter	12,997,677	10,460,955	29,827,295	53,285,927
Total	14,755,259	11,399,887	31,928,642	58,083,788
Unamortized Bond Discount, Net	-	1,251,402	1,718,832	2,970,234
Debt Issue Costs	(316,957)	(205,741)	(437,835)	(960,533)
Total, Net of Issue Costs	<u>\$ 14,438,302</u>	<u>\$ 12,445,548</u>	<u>\$ 33,209,639</u>	<u>\$ 60,093,489</u>

NOTE 8 ENDOWMENT AND NET ASSETS CLASSIFICATION

The Board of Directors of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has interpreted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California classifies as restricted net assets in perpetuity (a) the original value of gifts donated to the endowment in perpetuity, (b) the original value of subsequent gifts to the endowment in perpetuity, and (c) accumulations to the endowment in perpetuity made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund.

The remaining portion of the donor-restricted endowment fund that is not classified in donor restricted net assets in perpetuity is classified as donor restricted net assets for purpose until those amounts are appropriated for expenditure by KIPP Bay Area Schools dba: KIPP: Public Schools Northern California in a manner consistent with the standard of prudence prescribed by UPMIFA.

The purpose of the Endowment Fund is to provide funds for the current and future support of KIPP Forward, based on a donor-restricted contribution. The objective of the financial goal is to preserve and enhance the endowment fund's inflation-adjusting purchase power, and withdrawal no more than 4% of the value of the endowment fund without withdrawing from the corpus. The spend rate is targeted at 4% of the value of the fund as of March 31 of the preceding budget year.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has adopted policies for return on investments to achieve a moderate rate of return and risk for initial investments. Appropriations of expenditures, after the minimum disbursement value is achieved, are made by approval of the Board of Directors.

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NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
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NOTE 8 ENDOWMENT AND NET ASSETS CLASSIFICATION (CONTINUED)

In accordance with UPMIFA, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- (1) The duration and preservation of the various funds
- (2) The purposes of the donor-restricted endowment funds
- (3) General economic conditions
- (4) The possible effect of inflation and deflation
- (5) The expected total return from income and the appreciation of investments
- (6) Other resources
- (7) The investment policies

From time to time, the fair value of assets associated with donor-restricted endowment funds may fall below the level that the donor or the UPMIFA requires KIPP Bay Area Schools dba: KIPP: Public Schools Northern California to retain as a fund of perpetual duration. Subsequent gains that restore the fair value of the endowment fund to the required level are classified as an increase in net assets without donor restrictions and net assets with donor restrictions, as appropriate. There were no deficiencies of this nature as of June 30, 2023. Changes in endowment net assets for the year ended June 30, 2023 are as follows:

	June 30, 2022	Additions	Releases	June 30, 2023
Regional Support Office:				
Restricted Due to Time	\$ 6,168,586	\$ 4,283,500	\$ (4,701,012)	\$ 5,751,074
Restricted Giving for a Specific School	939,246	233,500	-	1,172,746
Endowment Fund	5,000,000	599,520	(200,000)	5,399,520
Total	<u>\$ 12,107,832</u>	<u>\$ 5,116,520</u>	<u>\$ (4,901,012)</u>	<u>\$ 12,323,340</u>

NOTE 9 NET ASSETS WITH DONOR RESTRICTION

For the year ended June 30, 2023, net assets with donor restriction, which were received and released within the year, is as follows:

	June 30, 2022	Additions	Releases	June 30, 2023
Regional Support Office:				
Restricted Due to Time	\$ 6,168,586	\$ 4,283,500	\$ (4,701,012)	\$ 5,751,074
Restricted Giving for a Specific School	939,246	233,500	-	1,172,746
Endowment Fund	5,000,000	599,520	(200,000)	5,399,520
Total	<u>\$ 12,107,832</u>	<u>\$ 5,116,520</u>	<u>\$ (4,901,012)</u>	<u>\$ 12,323,340</u>

**KIPP BAY AREA SCHOOLS
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NOTE 10 EMPLOYEE RETIREMENT

401(k) Plan

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has a 401(k) defined contribution plan for those employees who meet the eligibility criteria set forth in the plan. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California 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, 2023 totaled \$2,581,571.

State Teachers' Retirement System (STRS)

Qualified employees of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California (KIPP Summit Academy and the Regional Support Office) are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California. Certificated employees are members of the State Teachers' Retirement System (STRS). The risks of participating in this multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law, and (c) if KIPP Bay Area Schools dba: KIPP: Public Schools Northern California chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has no plans to withdraw from this multiemployer plan.

Plan Description

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California contributes to the State Teachers' Retirement System (STRS), a cost-sharing, multiemployer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. 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. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2022 total STRS plan net assets are \$300 billion, the total actuarial present value of accumulated plan benefits is \$434 billion, contributions from all employers totaled \$6.513 billion, and the plan is 74.4% funded. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California 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 year ended June 30, 2023 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

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JUNE 30, 2023

NOTE 10 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

Funding Policy (Continued)

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's (KIPP Summit Academy and the Regional Support Office) contributions to STRS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2021	\$ 400,543	100%
2022	\$ 294,599	100%
2023	\$ 500,881	100%

NOTE 11 OPERATING LEASES – ASC 842

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California leases equipment as well as certain operating and office facilities for various terms under long-term, non-cancelable lease agreements. The leases expire at various dates through December 31, 2053. In the normal course of business, it is expected that these leases will be renewed or replaced by similar leases. Certain facility leases provide for increases in future minimum annual rental payments based on defined increases in the Consumer Price Index, subject to certain minimum increases. Additionally, the agreements generally require KIPP Bay Area Schools dba: KIPP: Public Schools Northern California to pay real estate taxes, insurance, and repairs. Some lease agreements also require KIPP Bay Area Schools dba: KIPP: Public Schools Northern California to comply with certain covenants and to maintain certain financial ratios. As of June 30, 2023, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California believes it was in compliance with all ratios and covenants.

The following table provides quantitative information concerning KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's lease for the year ended June 30, 2023:

	<u>2023</u>
Lease Costs (Income)	
Operating Lease Costs:	\$ 9,720,114
Sublease Income	<u>(4,843,725)</u>
Total Lease Costs	<u><u>\$ 4,876,389</u></u>
Other Information:	
Cash Paid for Amounts Included in the Measurement of Lease Liabilities:	
Operating Cash Flows from Operating Leases	\$ 9,163,226
Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	\$ 112,104,625
Weighted-Average Remaining Lease Term - Operating Leases	28.12 Years
Weighted-Average Discount Rate - Operating	3.23%

KIPP Bridge Academy (Bridge) has a conditional future rent credit with its lessor in the amount of \$8.13 million as of June 30, 2023. The barrier for the condition is that Bridge is required to make leasehold improvements up in exchange for rent credit up to \$8.13 million. As of June 30, 2023, Bridge has not recorded the future rent credit as the condition has not been fulfilled.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 11 OPERATING LEASES – ASC 842 (CONTINUED)

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2023, is as follows:

<u>Year Ending June 30,</u>	Related Operating Leases	Unrelated Operating Leases
2024	\$ 4,960,986	\$ 4,911,754
2025	4,960,986	2,922,099
2026	4,960,986	1,048,907
2027	4,960,986	766,802
2028	4,960,986	625,032
Thereafter	119,595,398	8,292,487
Total Lease Payments	144,400,328	18,567,080
Less: Interest	(52,790,040)	(3,901,161)
Present Value of Lease Liabilities	<u>\$ 91,610,288</u>	<u>\$ 14,665,919</u>

NOTE 12 RELATED PARTY TRANSACTIONS

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California received contributions of \$228,100 from the KIPP Foundation, a related party, during the year ended June 30, 2023. The amount was fully collected during the year and there was no outstanding contributions receivables from the related party at year end.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California expense licensing fees of \$411,103 to the KIPP Foundation during the year ended June 30, 2023. On June 30, 2023, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California recorded \$350,718 in accounts payable due to the KIPP Foundation for licensing fees and other expenses.

NOTE 13 COMMITMENTS

As of June 30, 2023, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has construction projects in progress with approximately \$40,028,729 left to complete.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 14 CONTINGENCIES, RISKS, AND UNCERTAINTIES

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has a commercial card line of credit with a financial institution for up to \$800,000. This line of credit is associated with KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's credit cards and is settled monthly. The line of credit expires in March 2026.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California obtained a line of credit with a financial institution for \$15,000,000 starting from October 2022, with an annual interest rate of the greater of prime rate less 75 basis points or 2.5%. The line of credit expires in October 2024. There are no withdrawals from the line of credit during the year ended June 30, 2023.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

Litigation

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California is subject to asserted and unasserted claims encountered in the normal course of business. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's management and legal counsel assess such contingent liabilities and such assessment inherently involves an exercise of judgment. In assessing loss contingencies related to legal proceedings that are pending against KIPP Bay Area Schools dba: KIPP: Public Schools Northern California or unasserted claims that may result in such proceedings, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's legal counsel evaluates the perceived merits of any legal proceedings or unasserted claims as well as the perceived merits of the amount of relief sought or expected to be sought therein. These claims are covered by insurance, and no range of loss is estimated. In the opinion of management, disposition of these matters will not have a material effect on KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's financial condition or results of operations.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2023
(SEE INDEPENDENT AUDITORS' REPORT)
UNAUDITED**

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California is a tax exempt, nonprofit, public benefit corporation that was established in 2008. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California manages 16 charter schools. The charter school sponsors and charter school numbers are as follows:

- KIPP Bayview Academy (Bayview) – Charter Number: 0549
Sponsor: San Francisco Unified School District, established July 2003
- KIPP Bridge Academy (Bridge) – Charter Number: 0938
Sponsor: Oakland Unified School District, established July 2007
- KIPP Esperanza High (Esperanza) – Charter Number: 2085
Sponsor: Sequoia Union High District, established July 2020
- KIPP Excelencia Community Preparatory (Excelencia) – Charter Number: 1735
Sponsor: Redwood City School District, established July 2014
- KIPP Heartwood Academy (Heartwood) – Charter Number: 0628
Sponsor: Alum Rock Union Elementary School District, established July 2004
- KIPP King Collegiate (King) – Charter Number: 0880
Sponsor: San Lorenzo Unified School District, established July 2007
- KIPP San Francisco Bay Academy (SF Bay) – Charter Number: 0551
Sponsor: San Francisco Unified School District, established July 2003
- KIPP San Francisco College Preparatory (SF College Prep) – Charter Number: 1502
Sponsor: San Francisco Unified School District, established July 2013
- KIPP San Jose Collegiate (San Jose) – Charter Number: 0976
Sponsor: East Side Union High School District, established July 2007
- KIPP Summit Academy (Summit) – Charter Number: 0524
Sponsor: San Lorenzo Unified School District, established July 2003
- KIPP Heritage Academy (Heritage) – Charter Number: 1608
Sponsor: Franklin-McKinley Elementary School District, established July 2014
- KIPP Prize Preparatory Academy (Prize) – Charter Number: 1609
Sponsor: Alum Rock Union Elementary School District, established July 2014
- KIPP Valiant Community Prep (Valiant) – Charter Number: 1868
Sponsor: Ravenswood City Elementary, established July 2017
- KIPP Navigate College Prep (Navigate) – Charter Number: 1955
Sponsor: East Side Union High School District, established July 2018
- KIPP Bayview Elementary (Bayview Elm)– Charter Number: 1954
Sponsor: San Francisco Unified School District, established July 2018
- KIPP Stockton Kindergarten-12 (Stockton K-12) – Charter Number: 2109
Sponsor: Stockton Unified School District, established July 2021
- KIPP Stockton Kindergarten-8 (University Park Middle) – Charter Number: 2124
Sponsor: Stockton Unified School District, established July 2022

**KIPP BAY AREA SCHOOLS
 DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (CONTINUED)
 YEAR ENDED JUNE 30, 2023
 (SEE INDEPENDENT AUDITORS' REPORT)
 UNAUDITED**

The Board of Directors and the Administrators as of the year ended June 30, 2023 were as follows:

BOARD OF DIRECTORS

Member	Office	Current Term Expires
Grace Voorhis	Board Chair	June 2024
Abe Friedman	Vice Chair	June 2024
Michael Cohen	Member	June 2023
Caretha Coleman	Member	June 2025
D'Lonra Ellis	Member	June 2024
Laura Fisher	Member	June 2023
Cheryl Frank	Member	June 2023
Ron Gonzales	Member	June 2025
Sumari Barnes	Member	June 2024
Jessica Garcia-Kohl	Member	June 2024
Jenny Risk	Member	June 2024
Emily Rummo	Member	June 2025
Haley Lopez	Member	June 2024
Lisa Sonsini	Member	June 2023
David Stinfil	Member	June 2023
Sandra Thompson	Member	June 2024
Jose Rodriguez	Member	June 2024
Sohi Sohn	Member	June 2024
Octavio Sandoval	Member	June 2025
Blake Grossman	Member	June 2025
Heather Gardley	Member	June 2025
Gustavo Gonzalez	Member	June 2025
Aubrey Merriman	Member	June 2025

ADMINISTRATORS

Cherese Brauer	Chief Executive Officer (Until February 2023)
Beth Thompson	Interim Chief Executive Officer (Since February 2023)
David Ling	Chief People Officer
Cory Harris	Chief Financial Officer
Ruchi Thiru	Chief Operating Officer

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2023

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Bayview Academy:				
Grades 4-6	72.26	72.26	71.49	71.49
Grades 7-8	98.32	98.32	96.63	96.63
ADA Totals	<u>170.58</u>	<u>170.58</u>	<u>168.12</u>	<u>168.12</u>
Bridge:				
Grades TK-3	176.95	176.95	172.91	172.91
Grades 4-6	153.04	153.04	151.46	151.46
Grades 7-8	106.36	106.36	106.83	106.83
ADA Totals	<u>436.35</u>	<u>436.35</u>	<u>431.20</u>	<u>431.20</u>
Excelencia:				
Grades TK-3	255.52	255.52	255.50	255.50
Grades 4-6	234.83	234.83	235.28	235.28
Grades 7-8	153.70	153.70	152.89	152.89
ADA Totals	<u>644.05</u>	<u>644.05</u>	<u>643.67</u>	<u>643.67</u>
Heartwood:				
Grades 4-6	207.03	207.03	206.47	206.47
Grades 7-8	186.05	186.05	185.76	185.76
ADA Totals	<u>393.08</u>	<u>393.08</u>	<u>392.23</u>	<u>392.23</u>
Heritage:				
Grades 4-6	224.21	224.21	224.12	224.12
Grades 7-8	199.51	199.51	199.50	199.50
ADA Totals	<u>423.72</u>	<u>423.72</u>	<u>423.62</u>	<u>423.62</u>
King:				
Grades 9-12	608.61	608.61	605.30	605.30
ADA Totals	<u>608.61</u>	<u>608.61</u>	<u>605.30</u>	<u>605.30</u>
Prize:				
Grades 4-6	188.96	188.96	188.32	188.32
Grades 7-8	178.59	178.59	177.73	177.73
ADA Totals	<u>367.55</u>	<u>367.55</u>	<u>366.05</u>	<u>366.05</u>
SF Bay:				
Grades 4-6	100.76	100.76	99.35	99.35
Grades 7-8	152.13	152.13	150.98	150.98
ADA Totals	<u>252.89</u>	<u>252.89</u>	<u>250.33</u>	<u>250.33</u>
SF College Prep:				
Grades 9-12	280.16	280.16	278.09	278.09
ADA Totals	<u>280.16</u>	<u>280.16</u>	<u>278.09</u>	<u>278.09</u>
San Jose:				
Grades 9-12	491.53	491.53	490.70	490.70
ADA Totals	<u>491.53</u>	<u>491.53</u>	<u>490.70</u>	<u>490.70</u>
Summit:				
Grades 4-6	203.29	203.29	203.33	203.33
Grades 7-8	198.09	198.09	198.31	198.31
ADA Totals	<u>401.38</u>	<u>401.38</u>	<u>401.64</u>	<u>401.64</u>

See accompanying Auditors' Report and the Notes to Supplementary Information.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2023**

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Valiant:				
Grades TK-3	205.57	205.57	205.06	205.06
Grades 4-6	209.61	209.61	209.77	209.77
Grades 7-8	142.12	142.12	140.99	140.99
ADA Totals	<u>557.30</u>	<u>557.30</u>	<u>555.82</u>	<u>555.82</u>
Navigate:				
Grades 9-11	314.33	314.33	312.88	312.88
ADA Totals	<u>314.33</u>	<u>314.33</u>	<u>312.88</u>	<u>312.88</u>
Bayview Elementary:				
Grades TK-1	98.23	98.23	96.85	96.85
Grades 4-6	33.85	33.85	33.44	33.44
ADA Totals	<u>132.08</u>	<u>132.08</u>	<u>130.29</u>	<u>130.29</u>
Esperanza:				
Grades 9-11	204.37	204.37	204.27	204.27
ADA Totals	<u>204.37</u>	<u>204.37</u>	<u>204.27</u>	<u>204.27</u>
Stockton K-12:				
Grades 4-6	69.50	69.50	69.01	69.01
ADA Totals	<u>69.50</u>	<u>69.50</u>	<u>69.01</u>	<u>69.01</u>
Stockton K-8:				
Grades 4-6	29.19	29.19	29.15	29.15
ADA Totals	<u>29.19</u>	<u>29.19</u>	<u>29.15</u>	<u>29.15</u>
ADA Totals	<u>5,776.67</u>	<u>5,776.67</u>	<u>5,683.36</u>	<u>5,683.36</u>

See accompanying Auditors' Report and the Notes to Supplementary Information.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2023**

	Instructional Minutes		Total Calendar Days	Status
	Requirement	Actual		
Transitional Kindergarten:				
Bayview Elementary	36,000	66,345	176	In compliance
Bridge	36,000	46,035	175	In compliance
Excelencia	36,000	52,040	176	In compliance
Valiant	36,000	60,120	175	In compliance
Kindergarten:				
Bayview Elementary	36,000	65,875	176	In compliance
Bridge	36,000	61,740	175	In compliance
Excelencia	36,000	61,010	176	In compliance
Valiant	36,000	64,620	175	In compliance
Grade 1:				
Bayview Elementary	50,400	58,720	176	In compliance
Bridge	50,400	61,650	175	In compliance
Excelencia	50,400	56,990	176	In compliance
Valiant	50,400	62,975	175	In compliance
Grade 2:				
Bayview Elementary	50,400	59,365	176	In compliance
Bridge	50,400	61,650	175	In compliance
Excelencia	50,400	56,990	176	In compliance
Valiant	50,400	62,975	175	In compliance
Grade 3:				
Bayview Elementary	50,400	58,485	176	In compliance
Bridge	50,400	61,650	175	In compliance
Excelencia	50,400	58,060	176	In compliance
Valiant	50,400	62,975	175	In compliance
Grade 4:				
Bayview Elementary	54,000	61,945	176	In compliance
Bridge	54,000	60,865	175	In compliance
Excelencia	54,000	58,750	176	In compliance
Valiant	54,000	62,155	175	In compliance
Grade 5:				
Bayview Academy	54,000	65,024	176	In compliance
Bridge	54,000	60,865	175	In compliance
Excelencia	54,000	61,010	176	In compliance
Heartwood	54,000	70,805	176	In compliance
Heritage	54,000	68,912	176	In compliance
Prize	54,000	70,669	176	In compliance
SF Bay	54,000	62,245	179	In compliance
Summit	54,000	65,530	176	In compliance
Valiant	54,000	62,155	175	In compliance
Stockton K-12	54,000	66,318	175	In compliance

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF INSTRUCTIONAL TIME (CONTINUED)
YEAR ENDED JUNE 30, 2023

	Instructional Minutes		Total Calendar Days	Status
	Requirement	Actual		
Grade 6:				
Bayview Academy	54,000	65,024	176	In compliance
Bridge	54,000	60,865	175	In compliance
Excelencia	54,000	61,010	176	In compliance
Heartwood	54,000	70,805	176	In compliance
Heritage	54,000	68,912	176	In compliance
Prize	54,000	70,669	176	In compliance
SF Bay	54,000	62,245	179	In compliance
Summit	54,000	65,530	176	In compliance
Valiant	54,000	62,155	175	In compliance
Stockton K-12	54,000	66,318	175	In compliance
Stockton K-8	54,000	64,610	175	In compliance
Grade 7:				
Bayview Academy	54,000	65,304	176	In compliance
Bridge	54,000	62,600	175	In compliance
Excelencia	54,000	61,010	176	In compliance
Heartwood	54,000	70,805	176	In compliance
Heritage	54,000	68,912	176	In compliance
Prize	54,000	70,400	176	In compliance
SF Bay	54,000	64,175	179	In compliance
Summit	54,000	65,250	176	In compliance
Valiant	54,000	67,182	175	In compliance
Grade 8:				
Bayview Academy	54,000	65,304	176	In compliance
Bridge	54,000	62,600	175	In compliance
Excelencia	54,000	62,390	176	In compliance
Heartwood	54,000	70,805	176	In compliance
Heritage	54,000	68,912	176	In compliance
Prize	54,000	70,400	176	In compliance
SF Bay	54,000	64,175	179	In compliance
Summit	54,000	65,250	176	In compliance
Valiant	54,000	68,595	175	In compliance
Grade 9:				
Esperanza	64,800	67,310	175	In compliance
King	64,800	67,565	177	In compliance
Navigate	64,800	67,870	176	In compliance
SF College Prep	64,800	66,570	178	In compliance
San Jose	64,800	67,355	176	In compliance

See accompanying Auditors' Report and the Notes to Supplementary Information.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF INSTRUCTIONAL TIME (CONTINUED)
YEAR ENDED JUNE 30, 2023**

	Instructional Minutes		Total Calendar Days	Status
	Requirement	Actual		
Grade 10:				
Esperanza	64,800	67,310	175	In compliance
King	64,800	67,565	177	In compliance
Navigate	64,800	67,870	176	In compliance
SF College Prep	64,800	66,570	178	In compliance
San Jose	64,800	67,355	176	In compliance
Grade 11:				
Esperanza	64,800	67,310	175	In compliance
King	64,800	67,565	177	In compliance
Navigate	64,800	67,870	176	In compliance
SF College Prep	64,800	66,570	178	In compliance
San Jose	64,800	67,355	176	In compliance
Grade 12:				
King	64,800	67,565	177	In compliance
Navigate	64,800	67,870	176	In compliance
SF College Prep	64,800	66,570	178	In compliance
San Jose	64,800	67,355	176	In compliance

See accompanying Auditors' Report and the Notes to Supplementary Information.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023**

	<u>Bayview</u>	<u>Bridge</u>	<u>Heartwood</u>	<u>SF Bay</u>	<u>Summit</u>	<u>King</u>	<u>San Jose</u>	<u>SF College Prep</u>	<u>Heritage</u>
June 30, 2023 Annual Financial Report Fund Balances (Net Assets)	\$ 2,484,592	\$ 3,244,323	\$ 5,211,332	\$ 3,366,412	\$ 4,613,833	\$ 9,109,358	\$ 6,063,385	\$ 1,778,174	\$ 4,614,770
Adjustments and Reclassifications:									
Increase (Decrease) of Fund Balance (Net Assets):									
Cash and Cash Equivalents	(1,001,403)	(1,014,921)	(1,542,253)	(1,350,875)	(1,773,842)	(2,823,647)	(2,322,022)	(1,493,433)	(1,838,657)
Accounts Receivable - Federal and State	824,208	724,949	754,124	549,412	737,500	702,367	1,720,805	(97,864)	318,664
Accounts Receivable - Other	(181,200)	(398,725)	29,920	16,594	-	23,248	-	27,177	2,949
Intracompany Receivables	-	-	-	-	-	-	-	-	-
Prepaid Assets	-	(8,024)	3,162	-	-	-	699	-	(39,707)
Capital Assets	(38,016)	(147,343)	(35,505)	104,123	(111,938)	(414,399)	(292,294)	(88,963)	(27,133)
Right-of-Use Asset	464,404	7,318,274	135,727	580,348	581,625	1,009,078	675,936	364,461	14,485,508
Accounts Payable	601,909	1,108,336	907,932	1,279,378	506,807	5,506,402	924,585	1,951,250	1,596,031
Accrued Liabilities	-	-	-	-	-	-	-	-	-
Intracompany Payables	(140,277)	-	(3,162)	-	-	-	-	-	-
Deferred Revenue	(404,382)	(1,341,322)	(1,072,906)	(727,090)	(712,663)	(1,349,661)	(1,073,396)	(676,147)	(710,490)
Lease Liability	(463,425)	(7,363,578)	(135,726)	(579,329)	(580,084)	(1,009,079)	(679,128)	(351,319)	(14,547,238)
Notes Payable	289,997	1,099,446	942,871	400,746	876,614	(1,987,618)	1,066,434	478,566	916,591
Net Adjustments and Reclassifications	<u>(48,185)</u>	<u>(22,908)</u>	<u>(15,816)</u>	<u>273,307</u>	<u>(475,981)</u>	<u>(343,309)</u>	<u>21,619</u>	<u>113,728</u>	<u>156,518</u>
June 30, 2023 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 2,436,407</u>	<u>\$ 3,221,415</u>	<u>\$ 5,195,516</u>	<u>\$ 3,639,719</u>	<u>\$ 4,137,852</u>	<u>\$ 8,766,049</u>	<u>\$ 6,085,004</u>	<u>\$ 1,891,902</u>	<u>\$ 4,771,288</u>

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS (CONTINUED)
YEAR ENDED JUNE 30, 2023

	Prize	Excelencia	Valiant	Navigate	Bayview Elementary	Esperanza	Stockton K-12	Stockton K-8
June 30, 2023 Annual Financial Report Fund Balances (Net Assets)	\$ 2,704,378	\$ 5,665,951	\$ 4,746,203	\$ 4,738,631	\$ 817,430	\$ 2,153,185	\$ 1,488,326	\$ 1,500,000
Adjustments and Reclassifications:								
Increase (Decrease) of Fund Balance (Net Assets):								
Cash and Cash Equivalents	(1,661,383)	(3,213,511)	(2,476,925)	349,353	(388,999)	758,027	914,106	1,327,651
Accounts Receivable - Federal and State	252,562	929,490	4,351,759	151,528	(202,356)	(295,894)	(11,931)	254,363
Accounts Receivable - Other	29,458	31,942	(2,349,646)	(859,385)	8,598	-	(986,112)	(1,626,461)
Intracompany Receivables	-	-	-	-	-	-	-	42,689
Prepaid Assets	2,184	-	-	-	-	(2,958)	1,114	192,142
Capital Assets	(31,980)	(115,808)	(64,769)	(463,636)	(35,286)	(3,726)	(31,649)	(1,164)
Right-of-Use Asset	234,112	454,138	947,680	1,353,940	37,035	17,267,638	14,495,661	37,814,092
Accounts Payable	1,326,887	3,287,330	2,046,180	132,040	595,022	(551,738)	70,849	(204,733)
Accrued Liabilities	-	-	-	-	-	-	-	-
Intracompany Payables	(3,162)	(643,250)	(558,421)	-	-	-	(5,058)	-
Deferred Revenue	(827,872)	(2,269,762)	(2,250,768)	(572,183)	(371,801)	(403,170)	(74,979)	-
Lease Liability	(219,633)	(463,177)	(947,142)	(1,356,917)	(30,982)	(17,329,684)	(14,710,904)	(37,947,050)
Notes Payable	881,068	1,754,985	1,508,187	734,746	200,760	455,414	106,956	5,632
Net Adjustments and Reclassifications	<u>(17,759)</u>	<u>(247,623)</u>	<u>206,135</u>	<u>(530,514)</u>	<u>(188,009)</u>	<u>(106,091)</u>	<u>(231,947)</u>	<u>(142,839)</u>
June 30, 2023 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 2,686,619</u>	<u>\$ 5,418,328</u>	<u>\$ 4,952,338</u>	<u>\$ 4,208,117</u>	<u>\$ 629,421</u>	<u>\$ 2,047,094</u>	<u>\$ 1,256,379</u>	<u>\$ 1,357,161</u>

See accompanying Auditors' Report and the Notes to Supplementary Information.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2023**

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Information	Bayview	Bridge	Heartwood	SF Bay	Summit	King	San Jose	SF College Prep	Heritage
U.S. Department of Education												
Passed Through: California Department of Education:												
Every Student Succeeds Act												
Title I, Part A, Basic Grants:												
	84.010	14329		\$ 111,208	\$ 204,890	\$ 148,433	\$ 143,931	\$ 138,820	\$ 188,298	\$ 159,157	\$ 153,087	\$ 131,105
ESSA: School Improvement Funding for LEAs	84.010	15438		-	207,483	-	-	-	-	-	-	-
Title II - Improving Teacher Quality	84.367	14341		12,277	24,610	18,665	15,624	17,212	25,936	21,055	17,745	17,221
Title III - Limited English Proficiency	84.365	14346		9,844	16,762	20,487	18,358	20,353	12,106	9,578	10,775	16,097
Title IV - Student Support and Academic Enrichment	84.424	15391		10,000	16,069	11,661	11,288	10,887	14,768	12,482	12,004	10,282
Special Education Cluster: IDEA Basic Local Assistance Entitlement												
Part B, Section 611												
Mental Health Assistance	84.027	13379		-	-	-	-	-	-	-	-	-
Total Special Education Cluster	84.027	13379		-	-	-	-	-	-	-	-	-
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):												
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	COVID-19	136,381	213,144	172,756	193,305	49,169	84,337	65,841	256,086	131,415
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425D	15559	COVID-19	263,634	493,934	351,120	479,923	625,734	390,478	647,794	437,191	595,294
Total CARES Act				<u>400,015</u>	<u>707,078</u>	<u>523,876</u>	<u>673,228</u>	<u>674,903</u>	<u>474,815</u>	<u>713,635</u>	<u>693,277</u>	<u>726,709</u>
Total U.S. Department of Education				543,344	1,176,892	723,122	862,429	862,175	715,923	915,907	886,888	901,414
Federal Communications Commission												
Passed Through: California Department of Education:												
Emergency Connectivity Funds (ECF)												
Total Federal Communications Commission	32.009	N/A	COVID-19	15,492	64,962	61,078	33,374	33,756	30,604	61,700	25,203	46,196
				<u>15,492</u>	<u>64,962</u>	<u>61,078</u>	<u>33,374</u>	<u>33,756</u>	<u>30,604</u>	<u>61,700</u>	<u>25,203</u>	<u>46,196</u>
U.S. Department of Homeland Security												
Passed Through: California Department of Education:												
Federal Emergency Management Agency												
Disaster Grants - Public Assistance (FEMA)	97.778	N/A	COVID-19	-	-	-	-	-	-	-	-	-
Total U.S. Department of Homeland Security				<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
U.S. Department of Health and Human Services												
Passed Through: California Department of Education:												
Medicaid Cluster												
Total U.S. Department of Health and Human Services	93.778	N/A		-	-	-	-	-	-	-	-	-
Total Federal Expenditure				<u>\$ 558,836</u>	<u>\$ 1,241,854</u>	<u>\$ 784,200</u>	<u>\$ 895,803</u>	<u>\$ 895,931</u>	<u>\$ 746,527</u>	<u>\$ 977,607</u>	<u>\$ 912,091</u>	<u>\$ 947,610</u>

N/A - Pass-through entity number not readily available or not applicable.

See accompanying Auditors' Report and the Notes to Supplementary Information.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)
YEAR ENDED JUNE 30, 2023**

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Information	Prize	Excelencia	Valiant	Navigate	Bayview Elementary	Esperanza	Stockton K-12	Stockton K-8	RSO	Total
U.S. Department of Education													
Passed Through: California Department of Education:													
Every Student Succeeds Act													
Title I, Part A, Basic Grants:	84.010	14329		\$ 139,860	\$ 293,406	\$ 260,959	\$ 96,667	\$ 66,396	\$ 81,431	\$ 28,668	\$ -	\$ -	\$ 2,346,316
ESSA: School Improvement Funding for LEAs	84.010	15438		-	-	207,483	-	-	-	-	-	-	414,966
Title II - Improving Teacher Quality	84.367	14341		17,676	38,624	32,900	13,912	8,780	10,100	3,871	1,628	-	297,836
Title III - Limited English Proficiency	84.365	14346		22,216	53,611	50,152	12,771	3,858	11,307	1,596	1,064	-	290,935
Title IV - Student Support and Academic Enrichment	84.424	15391		11,163	21,551	20,466	10,000	10,000	10,000	10,000	-	-	202,621
Special Education Cluster: IDEA Basic Local Assistance Entitlement													
Part B, Section 611	84.027	13379		-	-	-	-	-	-	-	-	1,097,701	1,097,701
Mental Health Assistance	84.027	13379		-	-	-	-	-	-	-	-	383,819	383,819
Total Special Education Cluster				-	-	-	-	-	-	-	-	1,481,520	1,481,520
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):													
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	COVID-19	168,677	315,547	219,620	49,396	32,686	114,134	-	-	-	2,202,494
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	15559	COVID-19	391,824	554,721	515,074	348,705	359,286	299,367	23,756	-	-	6,777,835
Total CARES Act				560,501	870,268	734,694	398,101	391,972	413,501	23,756	-	-	8,980,329
Total U.S. Department of Education				751,416	1,277,460	1,306,654	531,451	481,006	526,339	67,891	2,692	1,481,520	14,014,523
Federal Communications Commission													
Passed Through: California Department of Education:													
Emergency Connectivity Funds (ECF)													
Total Federal Communications Commission	32.009	N/A	COVID-19	42,368	-	44,291	42,025	12,061	38,877	-	2	133	552,122
				42,368	-	44,291	42,025	12,061	38,877	-	2	133	552,122
U.S. Department of Homeland Security													
Passed Through: California Department of Education:													
Federal Emergency Management Agency													
Disaster Grants - Public Assistance (FEMA)	97.778	N/A	COVID-19	-	-	-	-	-	-	-	-	113,043	113,043
Total U.S. Department of Homeland Security				-	-	-	-	-	-	-	-	113,043	113,043
U.S. Department of Health and Human Services													
Passed Through: California Department of Education:													
Medicaid Cluster													
Total U.S. Department of Health and Human Services	93.778	N/A		-	-	-	-	-	-	-	-	1,313,414	1,313,414
				-	-	-	-	-	-	-	-	1,313,414	1,313,414
Total Federal Expenditure				\$ 793,784	\$ 1,277,460	\$ 1,350,945	\$ 573,476	\$ 493,067	\$ 565,216	\$ 67,891	\$ 2,694	\$ 2,908,110	\$ 15,993,102

N/A - Pass-through entity number not readily available or not applicable.

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF FINANCIAL POSITION BY LOCATION
JUNE 30, 2023

	Bayview	Bridge	Heartwood	SF Bay	Summit	King	San Jose	SF College Prep	Heritage	Prize	Subtotal
ASSETS											
CURRENT ASSETS											
Cash and Cash Equivalents	\$ 1,960,636	\$ 3,671,000	\$ 5,496,021	\$ 3,897,891	\$ 2,121,911	\$ 1,433,676	\$ 4,393,150	\$ 2,183,454	\$ 4,552,377	\$ 2,868,112	\$ 32,578,228
Accounts Receivable - Federal and State	890,097	1,861,104	1,465,779	1,135,851	3,100,532	4,525,565	2,314,692	964,087	1,248,337	735,827	18,241,871
Accounts Receivable - Other	39,040	78,072	29,920	16,594	-	23,248	-	27,177	2,949	29,458	246,458
Contributions Receivable, Net	-	-	-	-	-	-	-	-	-	-	-
Restricted Cash Equivalents	-	-	-	-	-	-	-	-	-	-	-
Investments	-	-	-	-	-	-	-	-	-	-	-
Intracompany Receivables	-	54,793	-	-	-	-	-	-	-	-	54,793
Deposits and Prepaid Expenses	42,881	(8,024)	21,069	3,553	108,015	24,374	89,774	14,691	(39,665)	6,987	263,655
Total Current Assets	<u>2,932,654</u>	<u>5,656,945</u>	<u>7,012,789</u>	<u>5,053,889</u>	<u>5,330,458</u>	<u>6,006,863</u>	<u>6,797,616</u>	<u>3,189,409</u>	<u>5,763,998</u>	<u>3,640,384</u>	<u>51,385,005</u>
NONCURRENT ASSETS											
Contributions Receivable, Net	-	-	-	-	-	-	-	-	-	-	-
Total Noncurrent Assets	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
PROPERTY, PLANT, AND EQUIPMENT											
Building and Improvements	430,645	994,533	483,251	207,063	1,764,172	12,830,512	1,768,915	159,859	196,980	381,445	19,217,375
Leasehold Improvements	43,427	23,648	5,960	13,985	-	54,558	9,481	54,531	57,730	21,351	284,671
Furniture and Equipment	8,020	84,254	46,226	-	-	95,079	107,891	168,136	31,356	9,550	550,512
Work in Progress	8,835	23,964	-	6,723	84,699	-	25,444	-	-	-	149,665
Less: Accumulated Depreciation	(92,861)	(433,128)	(308,542)	(53,083)	(356,202)	(3,341,044)	(364,554)	(143,208)	(96,309)	(150,419)	(5,339,350)
Property, Plant, and Equipment, Net	<u>398,066</u>	<u>693,271</u>	<u>226,895</u>	<u>174,688</u>	<u>1,492,669</u>	<u>9,639,105</u>	<u>1,547,177</u>	<u>239,318</u>	<u>189,757</u>	<u>261,927</u>	<u>14,862,873</u>
RIGHT-OF-USE ASSET	<u>464,404</u>	<u>7,318,274</u>	<u>135,727</u>	<u>580,348</u>	<u>581,625</u>	<u>1,009,078</u>	<u>675,936</u>	<u>364,461</u>	<u>14,485,508</u>	<u>234,112</u>	<u>25,849,473</u>
Total Assets	<u>\$ 3,795,124</u>	<u>\$ 13,668,490</u>	<u>\$ 7,375,411</u>	<u>\$ 5,808,925</u>	<u>\$ 7,404,752</u>	<u>\$ 16,655,046</u>	<u>\$ 9,020,729</u>	<u>\$ 3,793,188</u>	<u>\$ 20,439,263</u>	<u>\$ 4,136,423</u>	<u>\$ 92,097,351</u>
LIABILITIES AND NET ASSETS											
CURRENT LIABILITIES											
Accounts Payable	\$ 342,533	\$ 1,716,935	\$ 943,336	\$ 846,067	\$ 1,971,488	\$ 2,124,189	\$ 1,157,131	\$ 856,773	\$ 343,190	\$ 377,579	\$ 10,679,221
Accrued Liabilities	8,100	25,240	24,765	16,720	2,665	32,040	26,070	17,047	16,592	21,558	190,797
Intracompany Payables	140,277	-	3,162	-	-	-	-	-	50,465	3,162	197,066
Deferred Revenue	404,382	1,341,322	1,072,906	727,090	712,663	1,349,661	1,073,396	676,147	710,490	827,872	8,895,929
Notes Payable, Current Portion	-	-	-	-	-	139,740	-	-	-	-	139,740
Lease Liability, Current Portion	463,425	488,624	60,925	144,230	134,782	209,210	323,275	176,683	410,347	147,693	2,559,194
Total Current Liabilities	<u>1,358,717</u>	<u>3,572,121</u>	<u>2,105,094</u>	<u>1,734,107</u>	<u>2,821,598</u>	<u>3,854,840</u>	<u>2,579,872</u>	<u>1,726,650</u>	<u>1,531,084</u>	<u>1,377,864</u>	<u>22,661,947</u>
LONG-TERM LIABILITIES											
Notes Payable, Net	-	-	-	-	-	3,234,288	-	-	-	-	3,234,288
Lease Liability, Net	-	6,874,954	74,801	435,099	445,302	799,869	355,853	174,636	14,136,891	71,940	23,369,345
Total Long-Term Liabilities	<u>-</u>	<u>6,874,954</u>	<u>74,801</u>	<u>435,099</u>	<u>445,302</u>	<u>4,034,157</u>	<u>355,853</u>	<u>174,636</u>	<u>14,136,891</u>	<u>71,940</u>	<u>26,603,633</u>
NET ASSETS											
Without Donor Restrictions	2,436,407	3,221,415	5,195,516	3,639,719	4,137,852	8,766,049	6,085,004	1,891,902	4,771,288	2,686,619	42,831,771
With Donor Restrictions:											
Time or Purpose Restricted	-	-	-	-	-	-	-	-	-	-	-
Endowment Fund	-	-	-	-	-	-	-	-	-	-	-
Total With Donor Restrictions	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Net Assets	<u>2,436,407</u>	<u>3,221,415</u>	<u>5,195,516</u>	<u>3,639,719</u>	<u>4,137,852</u>	<u>8,766,049</u>	<u>6,085,004</u>	<u>1,891,902</u>	<u>4,771,288</u>	<u>2,686,619</u>	<u>42,831,771</u>
Total Liabilities and Net Assets	<u>\$ 3,795,124</u>	<u>\$ 13,668,490</u>	<u>\$ 7,375,411</u>	<u>\$ 5,808,925</u>	<u>\$ 7,404,752</u>	<u>\$ 16,655,046</u>	<u>\$ 9,020,729</u>	<u>\$ 3,793,188</u>	<u>\$ 20,439,263</u>	<u>\$ 4,136,423</u>	<u>\$ 92,097,351</u>

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF FINANCIAL POSITION BY LOCATION
JUNE 30, 2023

	Subtotal	Excelencia	Valiant	Navigate	Bayview Elementary	Esperanza	Stockton K-12	Stockton K-8	RSO	Eliminations	2023 Consolidated
ASSETS											
CURRENT ASSETS											
Cash and Cash Equivalents	\$ 32,578,228	\$ 6,686,945	\$ 6,922,574	\$ 2,027,767	\$ 847,302	\$ 2,921,360	\$ 1,353,142	\$ 1,612,026	\$ (3,791,820)	\$ -	\$ 51,157,524
Accounts Receivable - Federal and State	18,241,871	1,125,126	4,678,487	692,052	627,254	383,207	216,295	321,762	4,228,230	-	30,514,284
Accounts Receivable - Other	246,458	31,942	120,015	19,999	8,598	-	63,327	171,232	885,802	-	1,547,373
Contributions Receivable, Net	-	-	-	-	-	-	-	-	3,068,000	-	3,068,000
Restricted Cash Equivalents	-	-	-	-	-	-	-	-	6,312,933	-	6,312,933
Investments	-	-	-	-	-	-	-	-	68,688,325	-	68,688,325
Intracompany Receivables	54,793	-	-	-	-	-	-	42,689	31,194,674	(3,281,572)	28,010,584
Deposits and Prepaid Expenses	263,655	127,244	170,893	46,425	14,509	69,937	42,565	234,830	1,072,831	-	2,042,889
Total Current Assets	<u>51,385,005</u>	<u>7,971,257</u>	<u>11,891,969</u>	<u>2,786,243</u>	<u>1,497,663</u>	<u>3,374,504</u>	<u>1,675,329</u>	<u>2,382,539</u>	<u>111,658,975</u>	<u>(3,281,572)</u>	<u>191,341,912</u>
NONCURRENT ASSETS											
Contributions Receivable, Net	-	-	-	-	-	-	-	-	3,423,713	-	3,423,713
Total Noncurrent Assets	-	-	-	-	-	-	-	-	3,423,713	-	3,423,713
PROPERTY, PLANT, AND EQUIPMENT											
Building and Improvements	19,217,375	1,374,257	73,232	3,826,398	81,490	303,746	16,421	-	80,574	-	24,973,493
Leasehold Improvements	284,671	-	118,640	31,189	56,962	7,073	86,765	-	22,341	-	607,641
Furniture and Equipment	550,512	10,704	71,122	154,058	52,446	100,411	9,537	-	50,226	-	999,016
Work in Progress	149,665	-	-	290,439	-	-	1,131	29,184	3,089	-	473,508
Less: Accumulated Depreciation	(5,339,350)	(257,985)	(129,102)	(600,375)	(93,761)	(102,089)	(59,775)	-	(43,910)	-	(6,626,347)
Property, Plant, and Equipment, Net	<u>14,862,873</u>	<u>1,126,976</u>	<u>133,892</u>	<u>3,701,709</u>	<u>97,137</u>	<u>309,141</u>	<u>54,079</u>	<u>29,184</u>	<u>112,320</u>	-	<u>20,427,311</u>
Less: Accumulated Depreciation	<u>25,849,473</u>	<u>454,138</u>	<u>947,680</u>	<u>1,353,940</u>	<u>37,035</u>	<u>17,267,638</u>	<u>14,495,661</u>	<u>37,814,092</u>	<u>1,323,128</u>	-	<u>99,542,785</u>
Total Assets	<u>\$ 92,097,351</u>	<u>\$ 9,552,371</u>	<u>\$ 12,973,541</u>	<u>\$ 7,841,892</u>	<u>\$ 1,631,835</u>	<u>\$ 20,951,283</u>	<u>\$ 16,225,069</u>	<u>\$ 40,225,815</u>	<u>\$ 116,518,136</u>	<u>\$ (3,281,572)</u>	<u>\$ 314,735,721</u>
LIABILITIES AND NET ASSETS											
CURRENT LIABILITIES											
Accounts Payable	\$ 10,679,221	\$ 717,083	\$ 4,228,682	\$ 364,006	\$ 256,225	\$ 595,939	\$ 172,949	\$ 915,972	\$ 1,459,235	\$ -	\$ 19,389,312
Accrued Liabilities	190,797	40,771	36,190	15,077	10,244	11,291	4,800	5,632	1,237,463	-	1,552,265
Intracompany Payables	197,066	643,250	558,421	1,325,592	333,162	564,105	5,058	-	100,768	(3,281,572)	445,850
Deferred Revenue	8,895,929	2,269,762	2,250,768	572,183	371,801	403,170	74,979	-	100,000	-	14,938,592
Net Notes Payable, Current Portion	139,740	-	-	-	-	-	-	-	-	-	139,740
Net Notes Payable, Current Portion	2,559,194	398,036	934,255	661,035	10,010	317,430	223,887	728,238	641,831	-	6,473,916
Total Current Liabilities	<u>22,661,947</u>	<u>4,068,902</u>	<u>8,008,316</u>	<u>2,937,893</u>	<u>981,442</u>	<u>1,891,935</u>	<u>481,673</u>	<u>1,649,842</u>	<u>3,539,297</u>	<u>(3,281,572)</u>	<u>42,939,675</u>
LONG-TERM LIABILITIES											
Notes Payable	3,234,288	-	-	-	-	-	-	-	-	-	3,234,288
Net Notes Payable, Current Portion	23,369,345	65,141	12,887	695,882	20,972	17,012,254	14,487,017	37,218,812	699,737	-	93,582,047
Total Long-Term Liabilities	<u>26,603,633</u>	<u>65,141</u>	<u>12,887</u>	<u>695,882</u>	<u>20,972</u>	<u>17,012,254</u>	<u>14,487,017</u>	<u>37,218,812</u>	<u>699,737</u>	-	<u>96,816,335</u>
NET ASSETS											
Without Donor Restrictions	42,831,771	5,418,328	4,952,338	4,208,117	629,421	2,047,094	1,256,379	1,357,161	99,955,762	-	162,656,371
With Donor Restrictions:											
Time or Purpose Restricted	-	-	-	-	-	-	-	-	6,923,820	-	6,923,820
Endowment Fund	-	-	-	-	-	-	-	-	5,399,520	-	5,399,520
Total Net Assets	<u>42,831,771</u>	<u>5,418,328</u>	<u>4,952,338</u>	<u>4,208,117</u>	<u>629,421</u>	<u>2,047,094</u>	<u>1,256,379</u>	<u>1,357,161</u>	<u>112,279,102</u>	-	<u>174,979,711</u>
Total Liabilities and Net Assets	<u>\$ 92,097,351</u>	<u>\$ 9,552,371</u>	<u>\$ 12,973,541</u>	<u>\$ 7,841,892</u>	<u>\$ 1,631,835</u>	<u>\$ 20,951,283</u>	<u>\$ 16,225,069</u>	<u>\$ 40,225,815</u>	<u>\$ 116,518,136</u>	<u>\$ (3,281,572)</u>	<u>\$ 314,735,721</u>

See accompanying Auditors' Report and the Notes to Supplementary Information.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF ACTIVITIES BY LOCATION
YEAR ENDED JUNE 30, 2023**

	Bayview	Bridge	Heartwood	SF Bay	Summit	King	San Jose	SF College Prep	Heritage	Prize	Subtotal
NET ASSETS, WITHOUT DONOR RESTRICTION											
Revenues:											
State Revenue:											
State Aid	\$ 1,362,736	\$ 4,435,585	\$ 3,718,993	\$ 2,071,348	\$ 3,766,118	\$ 6,825,444	\$ 4,857,598	\$ 2,915,087	\$ 3,649,545	\$ 3,459,717	\$ 37,062,171
Other State Revenue	1,705,962	1,906,937	838,513	1,279,351	873,721	835,681	751,523	563,736	1,410,748	1,153,322	11,319,494
Federal Revenue	558,836	1,241,854	784,200	895,803	895,931	746,527	977,607	912,091	947,610	793,784	8,754,243
Local Revenue:											
In-Lieu Property Tax Revenue	896,645	1,467,605	1,227,514	1,329,304	1,225,781	1,860,033	2,231,571	1,473,541	1,442,186	1,147,759	14,301,939
Contribution Revenue	1,005	643,069	354,152	2,900	414,351	17,824	51,179	6,259	9,189	18,582	1,518,510
In-Kind Contributions	-	-	-	-	-	-	-	-	-	-	-
Other Revenue	139,981	268,332	83,069	158,418	50,585	86,213	77,615	179,921	26,447	47,725	1,118,306
Net Assets Released from Restriction	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	<u>4,665,165</u>	<u>9,963,382</u>	<u>7,006,441</u>	<u>5,737,124</u>	<u>7,226,487</u>	<u>10,371,722</u>	<u>8,947,093</u>	<u>6,050,635</u>	<u>7,485,725</u>	<u>6,620,889</u>	<u>74,074,663</u>
Expenses:											
Program Services Expense:											
Educational Programs	4,613,454	10,074,343	7,316,718	5,767,535	7,867,541	11,069,657	8,712,911	6,268,755	7,250,986	6,913,768	75,855,668
Total Program Services Expense	<u>4,613,454</u>	<u>10,074,343</u>	<u>7,316,718</u>	<u>5,767,535</u>	<u>7,867,541</u>	<u>11,069,657</u>	<u>8,712,911</u>	<u>6,268,755</u>	<u>7,250,986</u>	<u>6,913,768</u>	<u>75,855,668</u>
Support Services Expense:											
General and Administrative	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Total Supporting Services Expense	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Expenses	<u>4,613,454</u>	<u>10,074,343</u>	<u>7,316,718</u>	<u>5,767,535</u>	<u>7,867,541</u>	<u>11,069,657</u>	<u>8,712,911</u>	<u>6,268,755</u>	<u>7,250,986</u>	<u>6,913,768</u>	<u>75,855,668</u>
CHANGE IN OPERATING NET ASSETS WITHOUT DONOR RESTRICTION	51,711	(110,961)	(310,277)	(30,411)	(641,054)	(697,935)	234,182	(218,120)	234,739	(292,879)	(1,781,005)
NONOPERATING REVENUE											
Interest Income on Cash in County	-	-	-	-	-	-	-	-	-	-	-
Investment Income	-	-	-	-	-	-	-	-	-	-	-
Total Nonoperating Revenue	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	51,711	(110,961)	(310,277)	(30,411)	(641,054)	(697,935)	234,182	(218,120)	234,739	(292,879)	(1,781,005)
NET ASSETS WITH DONOR RESTRICTION											
Local Revenue:											
Contribution Revenue	-	-	-	-	-	-	-	-	-	-	-
Investment Income	-	-	-	-	-	-	-	-	-	-	-
Net Assets Released from Restriction	-	-	-	-	-	-	-	-	-	-	-
CHANGE IN NET ASSETS WITH DONOR RESTRICTION	-	-	-	-	-	-	-	-	-	-	-
CHANGE IN NET ASSETS	51,711	(110,961)	(310,277)	(30,411)	(641,054)	(697,935)	234,182	(218,120)	234,739	(292,879)	(1,781,005)
Net Assets - Beginning of Year	2,384,696	3,332,376	5,505,793	3,670,130	4,778,906	9,463,984	5,850,822	2,110,022	4,536,549	2,979,498	44,612,776
NET ASSETS - END OF YEAR	<u>\$ 2,436,407</u>	<u>\$ 3,221,415</u>	<u>\$ 5,195,516</u>	<u>\$ 3,639,719</u>	<u>\$ 4,137,852</u>	<u>\$ 8,766,049</u>	<u>\$ 6,085,004</u>	<u>\$ 1,891,902</u>	<u>\$ 4,771,288</u>	<u>\$ 2,686,619</u>	<u>\$ 42,831,771</u>

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF ACTIVITIES BY LOCATION (CONTINUED)
YEAR ENDED JUNE 30, 2023

	Subtotal	Excelencia	Valiant	Navigate	Bayview Elementary	Esperanza	Stockton K-12	Stockton K-8	RSO	Eliminations	2023 Consolidated
NET ASSETS, WITHOUT DONOR RESTRICTION											
Revenues:											
State Revenue:											
State Aid	\$ 37,062,171	\$ 2,561,937	\$ 3,455,111	\$ 4,379,515	\$ 1,821,158	\$ 977,709	\$ 790,981	\$ 335,986	\$ -	\$ -	\$ 51,384,568
Other State Revenue	11,319,494	2,140,245	1,190,417	487,113	629,053	486,737	228,846	38,326	6,026,285	-	22,546,516
Federal Revenue	8,754,243	1,277,460	1,350,945	573,476	493,067	565,216	67,891	2,694	2,908,110	-	15,993,102
Local Revenue:											
In-Lieu Property Tax Revenue	14,301,939	6,242,921	4,255,833	208,305	(38,014)	2,327,074	122,032	48,369	-	-	27,468,459
Contribution Revenue	1,518,510	32,233	19,953	2,057,981	1,105,292	1,629,764	1,465,032	4,791,193	10,963,391	(18,681,924)	4,901,425
In-Kind Contributions	-	-	-	-	-	-	-	-	206,340	-	206,340
Other Revenue	1,118,306	186,336	95,081	54,560	80,812	28,475	(5,670)	45,338	21,506,482	(21,397,042)	1,712,678
Net Assets Released from Restriction	-	-	-	-	-	-	-	-	4,901,012	-	4,901,012
Total Revenues	74,074,663	12,441,132	10,367,340	7,760,950	4,091,368	6,014,975	2,669,112	5,261,906	46,511,620	(40,078,966)	129,114,100
Expenses:											
Program Services Expense:											
Educational Programs	75,855,668	12,985,113	10,634,834	6,604,606	4,260,552	6,084,035	2,911,254	3,911,626	35,618,316	(40,078,966)	118,787,038
Total Program Services Expense	75,855,668	12,985,113	10,634,834	6,604,606	4,260,552	6,084,035	2,911,254	3,911,626	35,618,316	(40,078,966)	118,787,038
Support Services Expense:											
General and Administrative	-	-	-	-	-	-	-	-	14,834,424	-	14,834,424
Fundraising	-	-	-	-	-	-	-	-	1,178,191	-	1,178,191
Total Supporting Services Expense	-	-	-	-	-	-	-	-	16,012,615	-	16,012,615
Total Expenses	75,855,668	12,985,113	10,634,834	6,604,606	4,260,552	6,084,035	2,911,254	3,911,626	51,630,931	(40,078,966)	134,799,653
CHANGE IN OPERATING NET ASSETS WITHOUT DONOR RESTRICTION	(1,781,005)	(543,981)	(267,494)	1,156,344	(169,184)	(69,060)	(242,142)	1,350,280	(5,119,311)	-	(5,685,553)
NONOPERATING REVENUE											
Interest Income on Cash in County	-	20,313	48,302	7,256	-	5,251	658	1,728	-	-	83,508
Investment Income	-	-	-	-	-	-	-	-	2,443,730	-	2,443,730
Total Nonoperating Revenues	-	20,313	48,302	7,256	-	5,251	658	1,728	2,443,730	-	2,527,238
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	(1,781,005)	(523,668)	(219,192)	1,163,600	(169,184)	(63,809)	(241,484)	1,352,008	(2,675,581)	-	(3,158,315)
NET ASSETS WITH DONOR RESTRICTION											
Local Revenue:											
Contribution Revenue	-	-	-	-	-	-	-	-	4,517,000	-	4,517,000
Investment Income	-	-	-	-	-	-	-	-	599,520	-	599,520
Net Assets Released from Restriction	-	-	-	-	-	-	-	-	(4,901,012)	-	(4,901,012)
CHANGE IN NET ASSETS WITH DONOR RESTRICTION	-	-	-	-	-	-	-	-	215,508	-	215,508
CHANGE IN NET ASSETS	(1,781,005)	(523,668)	(219,192)	1,163,600	(169,184)	(63,809)	(241,484)	1,352,008	(2,460,073)	-	(2,942,807)
Net Assets - Beginning of Year	44,612,776	5,941,996	5,171,530	3,044,517	798,605	2,110,903	1,497,863	5,153	114,739,175	-	177,922,518
NET ASSETS - END OF YEAR	<u>\$ 42,831,771</u>	<u>\$ 5,418,328</u>	<u>\$ 4,952,338</u>	<u>\$ 4,208,117</u>	<u>\$ 629,421</u>	<u>\$ 2,047,094</u>	<u>\$ 1,256,379</u>	<u>\$ 1,357,161</u>	<u>\$ 112,279,102</u>	<u>\$ -</u>	<u>\$ 174,979,711</u>

See accompanying Auditors' Report and the Notes to Supplementary Information.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF CASH FLOWS BY LOCATION
YEAR ENDED JUNE 30, 2023**

	Bayview	Bridge	Heartwood	SF Bay	Summit	King	San Jose	SF College Prep	Heritage	Prize	Subtotal
CASH FLOWS FROM OPERATING ACTIVITIES											
Change in Net Assets	\$ 51,711	\$ (110,961)	\$ (310,277)	\$ (30,411)	\$ (641,054)	\$ (697,935)	\$ 234,182	\$ (218,120)	\$ 234,739	\$ (292,879)	\$ (1,781,005)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:											
Depreciation	37,446	106,153	33,276	10,651	65,303	414,400	294,611	57,649	27,066	32,091	1,078,646
Net Investment Gain	-	-	-	-	-	-	-	-	-	-	-
Noncash Lease Expense	(979)	45,304	(1)	(1,019)	(1,541)	1	3,192	(13,142)	61,730	(14,479)	79,066
(Increase) Decrease in Assets:											
Accounts Receivable - Federal and State	244,882	371,805	(453,488)	335,462	(1,496,188)	(1,539,726)	(1,037,153)	392,605	(15,669)	405,714	(2,791,756)
Accounts Receivable - Other	(31,073)	(55,569)	(32,544)	(17,489)	-	(14,854)	-	(12,870)	19,846	(29,644)	(174,197)
Intercompany Receivables	8,563	(54,793)	-	-	-	-	-	-	50,507	-	4,277
Contributions Receivable	-	-	-	-	-	-	-	-	-	-	-
Deposits and Prepaid Expenses	(18,021)	107,716	77,173	68,506	(49,050)	19,473	(40,750)	30,963	73,819	60,061	329,890
Increase (Decrease) in Liabilities:											
Accounts Payable	(74,216)	1,031,431	259,147	72,013	1,487,826	620,637	241,710	242,011	96,002	124,321	4,100,882
Accrued Liabilities	(23,711)	(46,241)	(26,975)	(15,506)	(85,962)	(45,131)	(39,073)	(23,341)	(25,959)	(26,984)	(358,883)
Intercompany Payables	140,277	(142,518)	3,162	-	-	-	(42)	-	28,365	3,162	32,406
Deferred Rent Liability	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	244,184	829,369	941,030	538,525	656,334	996,708	768,885	600,160	663,480	709,072	6,947,747
Net Cash Provided by Operating Activities	579,063	2,081,696	490,503	960,732	(64,332)	(246,427)	425,562	1,055,915	1,213,926	970,435	7,467,073
CASH FLOWS FROM INVESTING ACTIVITIES											
Transfer of Cash to Investments	-	-	-	-	-	-	-	-	-	-	-
Purchases of Investments	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Investments	-	-	-	-	-	-	-	-	-	-	-
Purchases of Property, Plant, and Equipment	(90,542)	(82,825)	4,655	(121,497)	(245,107)	(342,051)	(109,740)	(42,276)	(6,131)	(539)	(1,036,053)
Net Cash Used by Investing Activities	(90,542)	(82,825)	4,655	(121,497)	(245,107)	(342,051)	(109,740)	(42,276)	(6,131)	(539)	(1,036,053)
CASH FLOWS FROM FINANCING ACTIVITIES											
Repayments of Debt	-	-	-	-	-	(136,977)	-	-	-	-	(136,977)
Net Cash Used by Financing Activities	-	-	-	-	-	(136,977)	-	-	-	-	(136,977)
NET INCREASE (DECREASE) IN CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS	488,521	1,998,871	495,158	839,235	(309,439)	(725,455)	315,822	1,013,639	1,207,795	969,896	6,294,043
Cash, Cash Equivalents, and Restricted Cash Equivalents - Beginning of Year	1,472,115	1,672,129	5,000,863	3,058,656	2,431,350	2,159,131	4,077,328	1,169,815	3,344,582	1,898,216	26,284,185
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS - END OF YEAR	<u>\$ 1,960,636</u>	<u>\$ 3,671,000</u>	<u>\$ 5,496,021</u>	<u>\$ 3,897,891</u>	<u>\$ 2,121,911</u>	<u>\$ 1,433,676</u>	<u>\$ 4,393,150</u>	<u>\$ 2,183,454</u>	<u>\$ 4,552,377</u>	<u>\$ 2,868,112</u>	<u>\$ 32,578,228</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION											
Cash Paid for Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 69,217	\$ -	\$ -	\$ -	\$ -	\$ 69,217
RECONCILIATION OF CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS REPORTED WITHIN THE STATEMENT OF FINANCIAL POSITION											
Cash and Cash Equivalents	\$ 1,960,636	\$ 3,671,000	\$ 5,496,021	\$ 3,897,891	\$ 2,121,911	\$ 1,433,676	\$ 4,393,150	\$ 2,183,454	\$ 4,552,377	\$ 2,868,112	\$ 32,578,228
Restricted Cash and Cash Equivalents	-	-	-	-	-	-	-	-	-	-	-
Total Cash, Cash Equivalents, and Restricted Cash Equivalents shown in the Statement of Cash Flows	<u>\$ 1,960,636</u>	<u>\$ 3,671,000</u>	<u>\$ 5,496,021</u>	<u>\$ 3,897,891</u>	<u>\$ 2,121,911</u>	<u>\$ 1,433,676</u>	<u>\$ 4,393,150</u>	<u>\$ 2,183,454</u>	<u>\$ 4,552,377</u>	<u>\$ 2,868,112</u>	<u>\$ 32,578,228</u>
Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	\$ 913,890	\$ 7,786,520	\$ 194,940	\$ 715,114	\$ 707,173	\$ 1,209,051	\$ 986,580	\$ 516,461	\$ 14,885,087	\$ 389,485	\$ 28,304,301

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF CASH FLOWS BY LOCATION (CONTINUED)
YEAR ENDED JUNE 30, 2023

	Subtotal	Excelencia	Valiant	Navigate	Bayview Elementary	Esperanza	Stockton K-12	Stockton K-8	RSO	Eliminations	2023 Consolidated
CASH FLOWS FROM OPERATING ACTIVITIES											
Change in Net Assets	\$ (1,781,005)	\$ (523,668)	\$ (219,192)	\$ 1,163,600	\$ (169,184)	\$ (63,809)	\$ (241,484)	\$ 1,352,008	\$ (2,460,073)	\$ -	\$ (2,942,807)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:											
Depreciation	1,078,646	117,461	63,397	473,277	35,287	49,018	32,764	-	21,161	-	1,871,011
Net Investment Income	-	-	-	-	-	-	-	-	(420,311)	-	(420,311)
Noncash Lease Expense	79,066	9,039	(538)	2,977	(6,053)	62,046	215,243	132,958	18,440	-	513,178
(Increase) Decrease in Assets:											
Accounts Receivable - Federal and State	(2,791,756)	1,328,721	(3,012,605)	219,838	304,706	362,737	28,568	(311,162)	(1,444,140)	-	(5,315,093)
Accounts Receivable - Other	(174,197)	(29,212)	(70,029)	2,683	(3,237)	-	57,085	(144,565)	(671,377)	-	(1,032,849)
Intercompany Receivables	4,277	-	-	-	-	-	-	(42,689)	(11,923,856)	1,188,424	(10,773,844)
Contributions Receivable	-	-	-	-	-	-	-	-	197,885	-	197,885
Deposits and Prepaid Expenses	329,890	(7,793)	(102,605)	(31,863)	36,644	(25,175)	(16,635)	(195,629)	(321,758)	-	(334,924)
Increase (Decrease) in Liabilities:											
Accounts Payable	4,100,882	192,666	3,800,728	(489,548)	(89,128)	321,266	39,810	769,500	86,591	-	8,732,767
Accrued Liabilities	(358,883)	(53,369)	(34,764)	(39,986)	(13,429)	(16,342)	(10,548)	(15,285)	(100,029)	-	(642,635)
Intercompany Payables	32,406	643,250	558,421	1,291	-	6,285	5,058	-	(123,099)	(1,188,424)	(64,812)
Deferred Rent Liability	-	-	-	-	-	336,842	74,979	-	-	-	411,821
Deferred Revenue	6,947,747	1,703,993	1,853,459	516,162	334,945	-	-	-	-	-	11,356,306
Net Cash Provided by Operating Activities	7,467,073	3,381,088	2,836,272	1,818,431	430,551	1,032,868	184,840	1,545,136	(17,140,566)	-	1,555,693
CASH FLOWS FROM INVESTING ACTIVITIES											
Transfer of Cash to Investments	-	-	-	-	-	-	-	-	5,652,744	-	5,652,744
Purchases of Investments	-	-	-	-	-	-	-	-	(29,112,983)	-	(29,112,983)
Proceeds from Investments	-	-	-	-	-	-	-	-	17,642,587	-	17,642,587
Purchases of Property, Plant, and Equipment	(1,036,053)	(695,021)	(35,547)	(1,773,384)	(1)	(78,446)	(12,231)	(29,184)	(3,089)	-	(3,662,956)
Net Cash Used by Investing Activities	(1,036,053)	(695,021)	(35,547)	(1,773,384)	(1)	(78,446)	(12,231)	(29,184)	(5,820,741)	-	(9,480,608)
CASH FLOWS FROM FINANCING ACTIVITIES											
Repayments of Debt	(136,977)	-	-	-	-	-	-	-	-	-	(136,977)
Net Cash Used by Financing Activities	(136,977)	-	-	-	-	-	-	-	-	-	(136,977)
NET INCREASE (DECREASE) IN CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS	6,294,043	2,686,067	2,800,725	45,047	430,550	954,422	172,609	1,515,952	(22,961,307)	-	(8,061,892)
Cash, Cash Equivalents, and Restricted Cash Equivalents - Beginning of Year	26,284,185	4,000,878	4,121,849	1,982,720	416,752	1,966,938	1,180,533	96,074	25,482,420	-	65,532,349
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS - END OF YEAR	<u>\$ 32,578,228</u>	<u>\$ 6,686,945</u>	<u>\$ 6,922,574</u>	<u>\$ 2,027,767</u>	<u>\$ 847,302</u>	<u>\$ 2,921,360</u>	<u>\$ 1,353,142</u>	<u>\$ 1,612,026</u>	<u>\$ 2,521,113</u>	<u>\$ -</u>	<u>\$ 57,470,457</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION											
Cash Paid for Interest	\$ 69,217	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 69,217
RECONCILIATION OF CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS REPORTED WITHIN THE STATEMENT OF FINANCIAL POSITION											
Cash and Cash Equivalents	\$ 32,578,228	\$ 6,686,945	\$ 6,922,574	\$ 2,027,767	\$ 847,302	\$ 2,921,360	\$ 1,353,142	\$ 1,612,026	\$ (3,791,820)	\$ -	\$ 51,157,524
Restricted Cash and Cash Equivalents	-	-	-	-	-	-	-	-	6,312,933	-	6,312,933
Total Cash, Cash Equivalents, and Restricted Cash Equivalents shown in the Statement of Cash Flows	<u>\$ 32,578,228</u>	<u>\$ 6,686,945</u>	<u>\$ 6,922,574</u>	<u>\$ 2,027,767</u>	<u>\$ 847,302</u>	<u>\$ 2,921,360</u>	<u>\$ 1,353,142</u>	<u>\$ 1,612,026</u>	<u>\$ 2,521,113</u>	<u>\$ -</u>	<u>\$ 57,470,457</u>
Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	\$ 28,304,301	\$ 826,955	\$ 1,855,291	\$ 1,989,546	\$ 102,936	\$ 17,574,387	\$ 14,655,266	\$ 38,516,904	\$ 1,956,610	\$ -	\$ 105,782,196

See accompanying Auditors' Report and the Notes to Supplementary Information.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2023**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by each charter school and whether it complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of School. 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.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED CONSOLIDATED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited consolidated financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California under programs of the federal governmental for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California, it is not intended to and does not present the financial position, changes in net assets, or cash flows of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has elected to use a rate other than the 10-percent de minimus indirect cost rate allowed under Uniform Guidance.

NOTE 5 SUPPLEMENTARY STATEMENTS BY LOCATION AND ENTITY

The supplementary consolidating statements report the financial position, activities, and cash flows for each of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's charter schools as is required for the various sponsoring agencies.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF CONSOLIDATED FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors
KIPP Bay Area Schools
dba KIPP: Public Schools Northern California
Oakland, California

We have audited, in accordance with the 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, the consolidated financial statements of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California, a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2023, and the related consolidated statements of activities and cash flows for the year then ended, the related notes to the consolidated financial statements, and have issued our report thereon dated December 11, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control. Accordingly, we do not express an opinion on the effectiveness of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control.

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 KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's consolidated financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Board of Directors
KIPP Bay Area Schools
dba: KIPP: Public Schools Northern California

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether KIPP Bay Area Schools dba: KIPP: Public Schools Northern California’s consolidated financial statements are free from 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 consolidated financial statements. 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*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity’s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering KIPP Bay Area Schools dba: KIPP: Public Schools Northern California’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 11, 2023



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH
MAJOR FEDERAL PROGRAM, AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Directors
KIPP Bay Area Schools
dba KIPP: Public Schools Northern California
Oakland, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the compliance of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on 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 and correct, 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 a combination of deficiencies, in internal control 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. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Board of Directors
KIPP Bay Area Schools
dba KIPP: Public Schools Northern California

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 11, 2023



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
KIPP Bay Area Schools
dba: KIPP: Public Schools Northern California
Oakland, California

Report on Compliance

Opinion on State Compliance

We have audited KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the types of compliance requirements applicable to KIPP Bay Area Schools dba: KIPP: Public Schools Northern California described in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2023. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's applicable State compliance requirements are identified in the table below.

In our opinion, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California complied, in all material respects, with the compliance requirements referred to above that are applicable to KIPP Bay Area Schools dba: KIPP: Public Schools Northern California for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's state programs.

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine KIPP Bay Area Schools dba: KIPP: Public Schools Northern California’s compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable ¹
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable ²
Immunizations	Not Applicable ³
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable ⁴
Career Technical Education Incentive Grant (CTEIG)	Not Applicable ⁵
Transitional Kindergarten	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable ⁶
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable ⁷
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Not Applicable¹: KIPP Bay Area Schools dba: KIPP: Public Schools Northern California did not have any expenditures for California Clean Energy Jobs Act in the year under audit or a completed project between 12 and 15 months prior to any month in the audit year.

Not Applicable²: KIPP Bay Area Schools dba: KIPP: Public Schools Northern California did not report ADA pursuant to Education Code section 51749.5.

Not Applicable³: KIPP Bay Area Schools dba: KIPP: Public Schools Northern California did not have any charter school subject to audit of immunizations as listed in the California Department of Public Health (CDPH) website as listed in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Not Applicable⁴: KIPP Bay Area Schools dba: KIPP: Public Schools Northern California did not have any expenditures for ELO-G in the year under audit.

Not Applicable⁵: KIPP Bay Area Schools dba: KIPP: Public Schools Northern California did not receive a CTEIG allocation for the audit year.

Not Applicable⁶: KIPP Bay Area Schools dba: KIPP: Public Schools Northern California did not report ADA to the CDE as generated through nonclassroom-based instruction (independent study).

Not Applicable⁷: KIPP Bay Area Schools dba: KIPP: Public Schools Northern California did not report more than 20% of its ADA as generated through nonclassroom-based instruction (independent study).

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel and which are described in the accompanying schedule of findings and questioned costs as items 2023-001. Our opinion on each major state program is not modified with respect to these matters.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California’s response to the noncompliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California’s response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditors’ Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be a significant deficiency.

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 and correct, noncompliance on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2023-001, to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on KIPP Bay Area Schools dba: KIPP: Public Schools Northern California’s response to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California’s response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 11, 2023

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023**

Section I – Summary of Auditors’ Results

Consolidated Financial Statements

- | | | |
|--|------------|---|
| 1. Type of auditors’ report issued: | Unmodified | |
| 2. Internal control over financial reporting: | | |
| • Material weakness(es) identified? | _____ yes | _____ <input checked="" type="checkbox"/> no |
| • Significant deficiency(ies) identified? | _____ yes | _____ <input checked="" type="checkbox"/> none reported |
| 3. Noncompliance material to financial statements noted? | _____ yes | _____ <input checked="" type="checkbox"/> no |

Federal Awards

- | | | |
|---|------------|---|
| 1. Internal control over major federal programs: | | |
| • Material weakness(es) identified? | _____ yes | _____ <input checked="" type="checkbox"/> no |
| • Significant deficiency(ies) identified? | _____ yes | _____ <input checked="" type="checkbox"/> none reported |
| 2. Type of auditors’ report issued on compliance for major federal programs: | Unmodified | |
| 3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? | _____ yes | _____ <input checked="" type="checkbox"/> no |

Identification of Major Federal Programs

Assistance Listing Number(s)

Name of Federal Program or Cluster

84.027

Special Education Cluster: IDEA Basic Local Assistance Entitlement Cluster

84.425D & 84.425U

Elementary and Secondary School Emergency Relief II and III

93.778

Medicaid Cluster

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

_____ yes _____ no

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Consolidated Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

State Compliance Finding

2023-001 Unduplicated Local Control Funding Formula Pupil Counts 40000

KIPP Navigate College Prep (Navigate) - #1955

Criteria: Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced-price meals and those identified as “English Learners.”

Condition: During our testing of Navigate, we compared students’ family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2022-23, and found 1 error of students out of 20 students selected for review, that was inaccurately reported as eligible for free and reduced price meals. The estimated error is 4 based on sampling projection.

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023**

2023-001

Unduplicated Local Control Funding Formula Pupil Counts (Continued)

40000

Effect: Navigate is not in compliance with Education code section 42238.02 (b)(2). The error identified above was extrapolated to the population of the free and reduced eligible pupils and the 1.17 and 1.18 reports contained errors as follows:

Charter School Audit Adjustments to CALPADS Data - KIPP Navigate College Prep for June 30, 2023

<u>Original</u>		<u>Updated</u>		<u>Net Change</u>		<u>LCFF Entitlement</u>		
<u>Enrollment Count</u>	<u>Unduplicated Pupil Count</u>	<u>Enrollment Count</u>	<u>Unduplicated Pupil Count</u>	<u>Enrollment Count</u>	<u>Unduplicated Pupil Count</u>	<u>Original Entitlement</u>	<u>Revised Entitlement</u>	<u>Adjustment</u>
968	738	968	734	0	(4)	4,620,821	4,608,343	(12,478)

Cause: Navigate provided meal applications for the student that qualified the students as paid and did not support the free or reduced classification that was submitted to CalPADS. The error was identified due to lack of oversight for the school in regards to verifying meal applications.

Questioned Costs: The error identified in the condition was extrapolated to the population of free and reduced eligible pupils and resulted in revised entitlement with a likely error extrapolated to the total population error decrease of \$12,478 which is used in the calculation of the LCFF entitlement.

Recommendation: We recommend Navigate to obtain proper control and resources for verifying meal applications.

Repeat Finding: This is not a repeat finding.

Corrective Action: KIPP has been investing in support for this annual income verification over the last three years as the organization continues to improve operations in a post-pandemic educational landscape. Each year we've increased collection with families and had success in earlier collection (prior to the state's deadline). Prior year improvements have included:

- An internal, school based initial review and designation, followed by a secondary internal regional review and designation of income qualification (with the use of temporary support for the influx in forms);
- An improved data and submission tracker for more transparent review and escalation of questions or concerns from school or regional teams;
- An analysis of "free" status to "paid" status to identify students who may have been misidentified, and/or confirm that their former status has been updated (employment, household status improvement, etc.).

Upon receiving the notification of the 2022-23 audit finding, the Public Accountability and Compliance Team initiated a comprehensive review of the standard and more recent improvements, and implemented additional data quality safeguards to ensure compliance in the income verification process, including:

- We've transitioned the temporary support at the regional level into a full-time employee's role on the Public Accountability and Compliance Team;
- In addition to the analysis of "free" to "paid," we are also now analyzing from "paid" to "free" to identify students who may have been misidentified, and/or confirm that their former status has been updated (employment, household status impediment, etc.);
- After more clarity from the CDE, we've been able to partner with our district NSLPs to use a consistent income verification form across all KIPP schools.

Next Steps: As a result of the ongoing best practices, the implementation of new process improvements and regular internal audits and training programs, the Public Accountability and Compliance Team feels confident in meeting ongoing compliance rules associated with family income verification. To rectify the additional funds received by KIPP NorCal, we plan to make adjustments to KIPP Navigate's apportionment by the proportional amount of \$12,478. This adjustment will take place during the P-Annual reporting period (June 2024).

**KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2023**

FINDINGS – CONSOLIDATED FINANCIAL STATEMENT AUDIT

There were no financial statement findings in the prior year.

FINDINGS – FEDERAL AWARD PROGRAMS AUDITS

There were no federal award program audit findings in the prior year.

FINDINGS – STATE COMPLIANCE

There were no state compliance findings in the prior year.



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Appendix 22- KIPP Northern California
Pupil Suspension and Expulsion Policy
and Procedures

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Board Policy: Student Discipline - Suspension and Expulsion

Vision Statement Regarding Discipline

We recognize that certain groups have been historically suspended and expelled at a disproportionately higher rate. We aspire to engage in a fair and equitable process in addressing student behavior, regardless of socio-economic status or any protected class status, including among other things, race, gender, ethnicity, sexual orientation, disability, national origin, and/or immigration status, in order to eliminate this disparity.

We Believe

- We Believe suspensions and expulsions should be used only when student and/or staff safety is a concern.
- We Believe that if a suspension is warranted, it should never be implemented in isolation, but with a combination of consequences and supports to reintegrate the student back into the school community.
- We Believe that in more severe situations, suspension length should be based on time needed by the school to address the issue fully and get the student back into the school community as soon as possible.
- We Believe expulsions should generally be used after all possible supports and consequences that the school can provide have been *exhausted*, except in the most egregious instances.

Pupil Suspension & Expulsion Policy

KIPP Public Schools Northern California has established a Pupil Suspension and Expulsion Policy in order to promote learning and protect the safety and well-being of all students at our schools. In creating this policy, KIPP has reviewed Education Code Section 48900 et seq., which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq., but it is not intended that the Education Code be followed. KIPP is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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' 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. Charter 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.

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

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

We recognize that students in grades TK-4 are in the earliest stages of development. As a result, we do not suspend students in these grades, except in the most extreme circumstances, where safety is a concern. We believe that there are multiple approaches we can take to address situations with these students that does not involve suspending them from school.

Suspension should also be a last resort for grades 5-12 and is only considered when all other options have been exhausted. When suspension is necessary, however, KIPP requires all schools to have a reintegration process that successfully supports and reconnects the student(s) back into the school community.

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A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) 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 general education students except when federal and state law mandates additional or different procedures. The Charter School will follow 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 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the student is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension or Expulsion

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 any time 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.

1. **Discretionary Suspension Offenses:** Students in grades 5-12 may be suspended when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except in self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance (as defined in Health and Safety Code Sections 11053-11058), alcoholic beverage, or intoxicant of any kind.
 - d. 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.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. 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 the student’s own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Health and Safety Code Section 11014.5.
 - k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l. 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.
 - m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary

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proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “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 policy, “hazing” does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases.
 - i. For purposes of this policy, “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 their own safety or for their immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q. 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.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1. A message, text, sound, video, or image.

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2. A post on a social network Internet Web site including, but not limited to:
 3. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (I) above.
 4. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (I) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 5. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (I). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iv. Notwithstanding subparagraphs (I) and (II) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u. 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 pursuant to subdivision (1)(a)-(b).
 - v. 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 School Leader or designee’s concurrence.
2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a. 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 School Leader or designee’s concurrence.
 - b. Brandishing a knife at another person.
 - c. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
 3. **Discretionary Expellable Offenses:** Students in grades 5-12 may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. 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.
 - e. Committed or attempted to commit robbery or extortion.

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- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. 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.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. 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.
- m. 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.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. 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.
- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. 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, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q. 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.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his

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- or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, video, or image.
 2. A post on a social network Internet Web site including, but not limited to:
 3. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (I) above.
 4. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (I) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 5. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (I). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iv. Notwithstanding subparagraphs (I) and (II) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. 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 pursuant to subdivision (3)(a)-(b).
- v. 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 School Leader or designee's concurrence.
4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a. 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 student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence.
 - b. Brandishing a knife at another person.

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- C. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (a) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

A. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

I. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Leader or the School Leader's designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Leader or designee.

The conference may be omitted if the School Leader 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 Charter 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 or the central office 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

II. 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(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter 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.

III. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Leader or School Leader's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Leader or designee upon either of the following: 1) the pupil's presence will be

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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.

IV. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

B. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled following a hearing before a neutral and impartial Administrative Panel, to be assigned by the KIPP Public Schools Northern California Board. The Administrative Panel shall consist of at least three (3) members who are school leaders, assistant principals, deans, teachers, or regional leaders in KIPP. Administrative Panel members shall not include the teacher of the pupil, staff who have been involved in the alleged incident or investigation, or a Board member of the KIPP Board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

C. 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 Chief of Schools or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion. The Chief of Schools will convene the Administrative Panel to conduct a hearing upon this determination.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled 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:

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

D. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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- a) KIPP 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 that shall be examined only by the Charter 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.
- b) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- c) KIPP must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- d) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- e) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- f) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- g) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- h) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
- i) 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.
- j) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their 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.
- k) 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.

E. 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.

F. Presentation of Evidence

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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. An order 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. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel 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. In addition, if any witness is a minor in any case, the hearing shall be closed for the minor's testimony.

G. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written decision. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to their previous educational program.

H. Written Notice to Expel

The Chief of Schools or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the 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 Charter School; and
3. Notice of the appeal grounds and procedures.

The School Leader or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

- a. The student's name; and
- b. The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, KIPP shall notify the superintendent of the authorizing 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 record of the pupil, including a transcript of grades or report card and health information.

I. Disciplinary Records

KIPP shall maintain records of all student suspensions and expulsions at each school. Such records shall be made available to the chartering authority upon request.

J. Right to Appeal

If a pupil is expelled from KIPP, the pupil or parent/guardian, within thirty (30) days of the Administrative Panel's decision, may file an appeal with the Grievance Committee of the Board. The Grievance Committee shall hold a hearing within thirty (30) school days following the formal request under this section. The Pupil shall remain expelled during any appeal proceeding, and shall enroll in another educational program pursuant to compulsory education laws, pending the outcome of the appeal process.

The period within which an appeal is to be filed shall be determined from the date an Administrative Panel votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed in an interim alternative educational setting. A pupil who fails to appeal the original action of the Board within the prescribed time may not subsequently appeal a decision of the Administrative Panel.

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The review by the Grievance Committee of the decision of the Administrative Panel shall be limited to the following questions:

1. Whether the Administrative Panel acted without or in excess of its jurisdiction
2. Whether there was a fair hearing before the Administrative Panel.
3. Whether there was a prejudicial abuse of discretion in the hearing.
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

If the Grievance Committee finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel, it may do either of the following:

1. Remand the matter to the Administrative Panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.
2. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the Administrative Panel.

If the Grievance Committee determines that the decision of the Administrative Panel is not supported by the written findings, but evidence supporting the required findings exists in the record of the proceedings, the Grievance Committee may remand the matter to the Administrative Panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing.

In all other cases, the Grievance Committee shall enter an order either affirming or reversing the decision of the Administrative Panel. The decision of the Grievance Committee shall be final and binding upon the pupil and upon the Charter School. The pupil and the Charter School shall be notified in writing of the final order of the Grievance Committee within ten (10) school days.

The Grievance Committee ("Committee") may act on behalf of the Board in determining student expulsion appeals. The Committee is a Board Committee established under Section 5.10 of the KIPP 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 appeal.

The Board may remove a Committee member from the Committee at any time, with or without cause.

K. Expelled Pupils/Alternative Education

Parents/guardians of 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. Charter school will work together with parent and District to help the student identify a suitable placement.

L. Rehabilitation Plans

Students who are expelled from KIPP shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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 KIPP for readmission.

M. 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 Chief of Schools or designee following a meeting with the School Leader and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the

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pupil poses a threat to others or will be disruptive to the school environment. The School Leader shall make a recommendation to the Chief of Schools following the meeting regarding his or her determination. The Chief of Schools shall then make a final decision regarding readmission. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

N. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. 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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment 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.

2. Procedural Safeguards/Manifestation Determination

Prior to the student exceeding ten (10) school days in an alternate setting for suspension, or 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, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, 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, the parent/guardian, 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, the parent/guardian, 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:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that KIPP had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) 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
- c) Return the child to the placement from which the child was removed, unless the parent and KIPP agree to a change of placement as part of the modification of the behavioral intervention plan.

If KIPP, the parent/guardian, 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 direct result of the failure to implement the IEP/504 Plan, then KIPP 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.

3. Due Process Appeals:

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or KIPP 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 or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or KIPP, the student shall remain in the interim alternative educational setting pending the

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decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and KIPP agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if KIPP believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or KIPP may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

4. Special Circumstances:

KIPP 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 School Leader or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school 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 U.S.C. Section 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 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting:

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated KIPP' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if KIPP had knowledge that the student was disabled before the behavior occurred.

KIPP 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 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/guardian has requested an evaluation of the child.
- c. The child's teacher, or other KIPP 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 supervisory personnel.

If KIPP 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 IDEA-eligible children with disabilities, including the right to stay-put.

If KIPP had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. KIPP shall conduct an

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expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by KIPP pending the results of the evaluation.

KIPP shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

O. Notice to Teachers

KIPP shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Excessive Unexcused Absences

As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within KIPP's Board adopted Attendance Policy for excessive absences and only after KIPP follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for excessive unexcused absences or tardies will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Appendix 23- Long-Term Independent Study Policy

LONG TERM INDEPENDENT STUDY POLICY

This Board Policy applies to all KIPP Public Schools Northern California (collectively, the “Charter Schools”)¹. The following written policies have been adopted by the KIPP Public Schools Northern California Board of Directors (the “Board”) for implementation at the Charter Schools:

1. The Board authorizes long-term independent study as an optional alternative instructional strategy for the purpose of allowing students to achieve curriculum objectives and fulfill graduation requirements during periods of extended absence. Long term independent study is defined as independent study for fifteen (15) or more school days in one school year. As the Charter Schools offer classroom based programming, long term independent study is intended to provide ongoing progress towards course objectives despite extenuating circumstances which may include but are not limited to health conditions which prevent participation in in-person instruction.
2. Long term independent study may be offered at the discretion of the School Leader (“SL”). The SL’s considerations may include, but are not limited to, budgetary, staffing and other operational considerations for their school.
3. Independent study is available to Transitional Kindergarten through 12th grade students currently enrolled in the Charter Schools whose health would be put at risk by in-person instruction, as determined by a medical professional or the parent or guardian of the student. A limited number of independent study spaces will be available and therefore priority of available spaces will be determined by the criteria listed below.
 - a. Medical condition of a student that would put them at a health risk by participating in in-person instruction, as verified by a doctor,
 - b. Medical condition of a student that would put them at a health risk by participating in in-person instruction, as attested to by parent or guardian,
 - c. Health concern of parent or guardian that cannot be remedied/addressed by the school
4. While independent study requires a commitment from both parent/guardian and student at all grade levels, as a student gets older, the student assumes a greater portion of the responsibility involved. For each independent study request, the School Leader or designee shall determine that the prospective independent study student is prepared to meet the Charter Schools’ requirements for independent study. The School Leader or designee has the right to deny requests should it be determined that independent study is not in the best academic interest of the student. The SL’s considerations may include, but are not limited to, the student’s current academic standing, the student’s grade level, the timing during the grading period, the purpose of the absence for which independent study is requested, previous participation in independent study, and input from teachers, MTSS team or IEP team as

¹ As of the date of adoption, the charter schools operated by KIPP Public Schools of Northern California include: KIPP Bridge Rising, KIPP Bridge Academy, KIPP Summit Academy, KIPP King Collegiate, KIPP Bayview Elementary, KIPP Bayview Academy, KIPP San Francisco Bay Academy, KIPP San Francisco College Preparatory, KIPP Heartwood Academy, KIPP Heritage Academy, KIPP Prize Preparatory, KIPP San Jose Collegiate, KIPP San Jose College Prep, KIPP Excelencia, KIPP Valiant Community Prep, KIPP Esperanza, KIPP Stockton Middle School, KIPP Stockton University Park

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applicable. The SL shall not deny a request for independent study on the basis of race, ethnicity, age, gender, mental or physical disability or on the basis of any other protected characteristic, either actual or perceived.

5. For students in all grade levels offered by the School, long-term independent study is applicable to absences extending a minimum of five (5) consecutive school days. No independent study agreement shall be valid for any period longer than one (1) school year. The Charter Schools will consult with the student's parent or guardian to determine the appropriate length of time, and request, but not require, a commitment to participate in independent study that is aligned with the Charter School's grading term or other length of time deemed to be in the best academic interest of the student.

- For all Charter Schools, the maximum length of time that may elapse between the time an assignment is made and the due date by which the student must complete the assignment shall be:

- Ten (10) school days for students in grades TK-12

6. The School Leader or designee shall conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study upon the following triggers:

- a. When any student fails to complete three (3) independent study assignments during any period of ten (10) school days for students in grades TK-8 and fifteen (15) school days for students in grades 9-12 or misses two (2) consecutive appointments with the supervising teacher without valid excuse.

- b. In the event Student's educational progress falls below satisfactory levels as determined by the Charter Schools' KIPP NorCal Multi-Tiered System of Support which considers ALL of the following indicators:

- i. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and student engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

- ii. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.

- iii. Learning required concepts, as determined by the supervising teacher.

- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim student record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

7. The Charter Schools shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter Schools for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

8. The Charter Schools have adopted tiered reengagement strategies for all students who are not generating attendance for more than 10 percent of required minimum instructional time over four

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continuous weeks of the Charter School's approved instructional calendar, students found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or students who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled student;
- b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
- c. Outreach from the Charter Schools to determine student academic, school culture, or behavioral needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

9. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

- a. For students in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all students throughout the school year by each student's teacher or teachers of record shall be as follows: students participating in long-term independent study will be enrolled in a live, daily, scheduled online class where they will engage with peers, and receive synchronous instruction and support.
- b. For students in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the student and a certificated or non-certificated employee of the Charter Schools and at least weekly synchronous instruction for all students throughout the school year by each student's teacher or teachers of record shall be as follows: students participating in long-term independent study will be enrolled in a live, daily, scheduled online class where they will engage with peers, and receive synchronous instruction and support.
- c. For students in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all students throughout the school year by each student's teacher or teachers of record shall be as follows: students participating in long-term independent study will be enrolled in a live, weekly, scheduled online class where they will engage with peers, and receive synchronous instruction and support.

10. The Charter Schools shall assist families to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days, back to in-person instruction.

11. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:

- a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.

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- b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
- c. The specific resources, including materials and personnel, that will be made available to the student. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted pursuant to Education Code Section 51747 subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
- i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
12. The Charter Schools shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

Adopted/Ratified:
Revision Date:

13. The School Leader may establish regulations to implement these policies in accordance with the law.

14. Limitations:

a. A student participating in independent study must fulfill course requirements that are consistent with those for students enrolled in the regular school program.

b. The Charter Schools function as “classroom-based instruction” as defined in Education Code section 47612.5 (e)(1) and will meet the following conditions:

i. The Charter Schools’ students are engaged in educational activities required of those students, and the students are under the immediate supervision and control of an employee of the Charter Schools .

ii. At least 80 percent of the instructional time offered at the Charter Schools is at the school site.

iii. Each of the Charter Schools’ school sites are facilities that are used principally for classroom instruction.

iv. Each of the Charter Schools require students to be in attendance at the school site at least 80 percent of the minimum instructional time.

c. Each student’s master agreement shall be coordinated, evaluated, and carried out under the supervision of a certificated employee.

Appendix 24 - Research Demonstrating Efficacy of KIPP's Model

As a Matter of Fact:

The National Charter School Study III 2023

As a Matter of Fact: The National Charter School Study III 2023

Executive Summary

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CREDO, the Center for Research on Education Outcomes at Stanford University, aims to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers strengthen their focus on the results of innovative programs, curricula, policies, and accountability practices.

Acknowledgments

CREDO gratefully acknowledges the support of the state education agencies that contributed their data to this partnership. Our data access partnerships form the foundation of CREDO's work, without which studies like this would be impossible. We strive daily to justify the confidence placed in us.

The research presented here uses confidential data from state departments of education. The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. In addition:

- > The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education. Any research errors are the sole responsibility of the author(s).
- > This research result used data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data is modified for analysis purposes using rules governed by MEDC and is not identical to data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, MDE and CEPI or any employee thereof.
- > Data for this report was provided by the Missouri Department of Elementary and Secondary Education.
- > The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. All errors are attributable to the authors.

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Project Description

As a Matter of Fact: The National Charter School Study III 2023 (NCSSIII) is the third national study by CREDO evaluating the academic progress of students enrolled in charter schools in the United States. The current report presents findings from 2014 to 2019, which yields four periods of year-to-year student growth as measured by state achievement tests. It includes data from 29 states plus Washington, D.C., and New York City, which for convenience we report as 31 states. In addition, because we have used a common methodology across the three studies, we can combine results into trends to support insights of the performance of students enrolled in charter schools over the past 15 years.

To organize the extensive body of this current research effort, CREDO separated the analysis into two parts and produced two reports: (1) [Charter School Performance in 31 States \(CSP31\)](#) and (2) [Charter Management Organization 2023 \(CMO23\)](#). CSP31 examines the performance of the full set of charter school students and schools, while CMO23 analyzes the difference in academic growth between students attending charter schools associated with charter management organizations (CMOs) and those attending stand-alone charter schools (SCS).¹ We present this combined Executive Summary for both reports as well as common Summary of Findings, Conclusions and Implications to ensure we present the fullest picture of performance in charter schools.

Our work deliberately focuses on a specific outcome: the annual progress that students make over an academic year. In this report, we look at students in charter schools compared to the experience they would have had in the traditional public schools (TPS) they would otherwise have attended. One notable limitation of this approach is that we have limited line of sight “under the hood” and into the role that localized environmental, regulatory and organizational factors play on individual school performance. Our contribution to the K-12 education research and practice landscape is to test fundamental questions of the effectiveness of charter schools and highlight outcomes and trends rooted in academic progress.

A study of the academic impacts of charter schools on their students is timely. Insights about the educational effectiveness of schools, school operators, K-12 academic programs and education policy are valuable today more than ever. The 2022 results from the National Assessment of Educational Progress removed any ambiguity about student learning after the COVID-19 pandemic. As a country, student academic performance has regressed by two decades in math and fallen steeply in reading, with the most severe performance declines found among minority, poverty and special needs populations that were already struggling before the pandemic. The need for evidence-backed approaches to sustained academic success for students transcends demographic, economic and political divides. As school and district leaders, policy makers, teachers, families and philanthropists build and implement plans to address pandemic-accelerated declines in student learning, they need analysis of school and system achievement presented here to guide and support their efforts.

¹ The CMO study does not include Idaho, Maryland, and Ohio.

Methodology

This research depends on data-sharing partnership agreements with state education agencies. One common requirement across all agreements is that the processing, analysis and security of the student-level data must meet the Federal Education Rights and Privacy Act (FERPA) requirements. This study complies with FERPA regulations as interpreted by each state providing data.

Using both student and school level data, our resulting data set included 81 percent of tested public school students in the United States, making it one of the largest data sets of student-level observations created to date. We used this information to create a matched student data set with over 6,500,000 student-level observations from over 1,853,000 charter students and a matched comparison group.

To create rigorous tests of our research questions, we need to compare charter school students' experience with an alternative, in this case the learning that occurs in nearby TPS. We match each charter student whose records appear in the data with records of traditional public school students with identical traits and aligned prior test scores who enrolled in schools that the charter student would have attended if not at their charter school. This approach, the Virtual Control Record protocol, creates a "virtual twin" to a charter school student. For research purposes, the virtual twin differs from the charter student only in the school attended.

This study approach mirrors the one used in the 2009 and 2013 studies. The only change to the method was to rematch the charter school students to a new set of TPS students each year.² The data collected for this study consisted of student-level demographics, school enrollment and achievement test scores in reading/English language arts (ELA) and math. To assure accurate estimates of charter school impacts, we use statistical methods to control for differences in student demographics and eligibility for categorical program support such as free or reduced-price lunch eligibility and special education. In this way, we have created the analysis so that differences in the academic growth between the two groups are a function of which schools they attended.

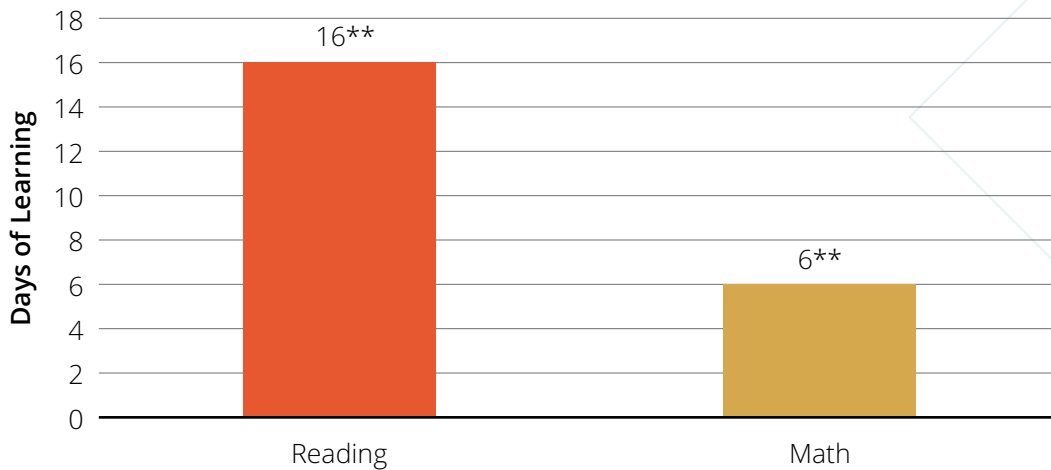
In these 2023 studies, we present our findings about learning outcomes measured in days of learning. The measure uses a benchmark of learning: the average student in TPS will obtain a year's learning in a year's time. Computationally, the benchmark student attends school for 180 days in a year and advances their learning by 180 days. If another student makes more (or less) progress in the same period of time, we present that as additional (or fewer) days of learning.

² This change meets the new standards of the What Works Clearinghouse at the National Center for Education Evaluation.

Summary of Findings

Looking at year-to-year academic progress from 2015 to 2019, **the typical charter school student in our national sample had reading and math gains that outpaced their peers in the traditional public schools (TPS) they otherwise would have attended.** We report these differences as marginal days of additional (or fewer) days of learning on a learning benchmark of 180 days of learning each school year for matched TPS students. In math, charter school students, on average, advanced their learning by an additional six days in a year's time, and in reading added 16 days of learning.

Figure 1: Annual Academic Growth of Charter School Students, Reading and Math



** Significant at $p \leq 0.01$
Figure above originally appears as Figure 1.7 in CSP31.

These average effects are across all students, all schools, for all time periods. There is considerable variation around these averages and this variation forms the foundation for additional analyses and findings in our two papers.

This growth represents accelerated learning gains for tens of thousands of students across the country. Each student and each school is a proof point that shows that it is possible to change the trajectory of learning for students at scale, and it is possible to dramatically accelerate growth for students who have traditionally been underserved by traditional school systems.

Do All Students Benefit?

When we probe these results to determine if all students benefit, we find positive results are not only present in the aggregate, but also across student race/ethnicity groups:

- > **Black and Hispanic students** in charter schools advance more than their TPS peers by large margins in both math and reading.
- > **Multiracial, Native American, and White students** in charter schools show equivalent progress to their TPS peers in reading, but had weaker growth than their TPS peers in math.
- > **Asian students** in charter schools showed similar growth to their TPS peers.

When we examined academic growth for special populations of students, we found that, compared with their TPS peers:

- > Charter school **students in poverty** had stronger growth
- > **English-language learner students** attending charter schools had stronger growth
- > **Students receiving special education services** had significantly weaker growth in both math and reading on average, though CMO-affiliated students with Special Education needs have learning on par with their TPS Special Education peers.

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. In some cases the claim focused on students having more motivated parents. Another version suggests targeting behavior on the part of the school results in a student body that is better prepared academically, a practice commonly referred to as “cherry picking” or “cream skimming”. If true, the students in charter schools would show higher academic achievement at the point of enrollment. In multiple analyses, we do not see significant evidence of an undue advantage to charter schools. In fact, we find the opposite is true: charter schools enroll students who are disproportionately lower achieving than the students in their former TPS.

Where Is Positive Academic Growth Happening?

Deeper into our analysis, we examine *where student learning gains are occurring*, and find that positive and strong effects exist in charter schools that vary widely by location and configuration.

- > **States** – 18 states in the NCSS3 study produced significantly stronger growth for students enrolled in their charter schools when compared with their TPS peers; in 12 states, growth was similar to TPS peers. Students attending charter schools had weaker reading growth than their TPS peers in only one state, Oregon. In 12 states, charter school students had significantly stronger growth in math than their peers in TPS. In 16 states, math growth was similar between charter students and their TPS peers. Only three states showed weaker growth for charter students compared to their peers.
- > **Locale** – compared to their TPS peers, urban charter school students had 29 additional days of growth per year in reading and 28 additional days of growth in math, both of which were significant. Suburban charter school students also had stronger growth in reading (+14 days) and in math (+3 days). Rural students enrolled in charter schools had the equivalent of five additional days of learning in reading,

but 10 days less growth in math than their TPS peers. These results are strongly hampered by the performance of virtual charter schools; despite having only six percent of charter school students enrolled, their impact on student progress of 58 fewer days of learning in reading and 124 fewer days in math has damaging consequences for students and exerts a outsized drag on overall national results.

- > **Grade configuration** – charter schools serving elementary, middle, and high school students had statistically positive growth in both reading and math. Results for multilevel charter schools were negative in math and similar to the TPS comparison groups in reading. Seeing growth in all grade spans helps us understand that trends in the national aggregate performance are not concentrated in particular grades.
- > **Continuous Enrollment** – charter students overcome an initial learning dip associated with a school change, and by their fourth year in their charter school, they show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. The longer a student stays enrolled in a charter school, the better the student’s academic outcomes are.
- > **School Management** – students who attend a charter school that is part of a charter management organization (CMO) experience significantly accelerated growth compared to students enrolled in stand-alone charter schools (SCS). Even so, CMO schools and SCS provide stronger learning than TPS in reading, and CMOs do so in math. CMO-affiliated students advanced by 27 additional days in reading and 23 more days in math over TPS, both of which are statistically significant. Stand-alone charter schools still grew significantly more than TPS in reading by 10 additional days of learning, but were no different in math. Given that SCS serve two-thirds of all students enrolled in charter schools, soft math performance in these schools taints the otherwise decisive results in other parts of the study.

Figure 2: Annual Academic Growth of Charter School Students by Charter School Type, Reading and Math

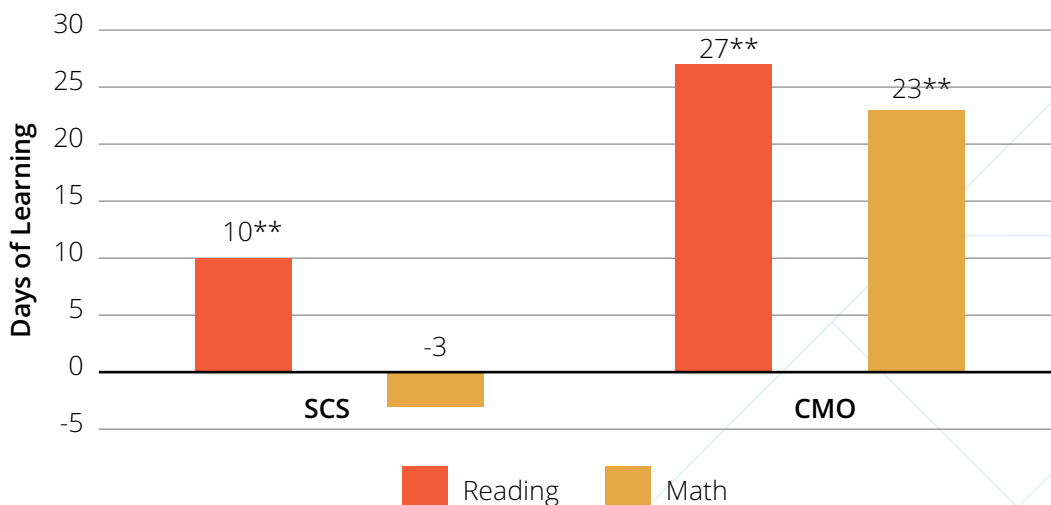


Figure above originally appears as Figure 2.4 in CMO23.

What Can We Learn from CMOs?

Comprising one-quarter of the schools, but serving 37 percent of students in our national data set, Charter Management Organizations (CMOs) are producing much of the learning gains we observed for charter school students.

As with our national top-line results, we find robust results for CMOs when we grouped their students by race/ethnicity, special populations, where the CMOs are located, grade spans of the schools in the network and how long a student enrolls in the school. As with all schools, there is a range of performance for CMOs, and we share their student impacts in [Appendix A](#).

Our analysis uncovered additional ways that CMOs are returning more positive, and often gap-busting, results:

- > **New CMOs and new schools in existing CMOs** open with strong results, in both cases delivering stronger average gains for their students than their local TPS. The student gains in new CMOs are not as strong initially as their older CMO peers. New schools started by mature CMOs deliver positive gains in their early years that were none the less smaller than the older CMO schools.
- > **Size or age of a CMO does not relate to their quality**, which means some CMOs are growing poorly performing networks of schools.
- > **Clustering of CMOs' schools within a single state** returns significantly more days of learning for their students than in CMOs that operate schools in more than one state.
- > **CMOs that took on "turn-around" schools**, absorbing those schools into their portfolios, positively impacted results for students who remained enrolled in the turn-around school. In addition, the balance of the CMO portfolio did not experience a downturn in student learning.
- > **The Charter School Growth Fund** serves as a case study of charter school growth accelerators. CMOs that the Growth Fund chooses to support have dramatically larger pre-funding learning gains than other CMOs. The schools that existed at the time of selection remain strong. New CMO schools also open with dramatically larger learning gains in both subjects judged against their TPS comparisons.
- > **Excellence at Scale** puts dozens of CMOs at the forefront of efforts to provide education that is both equitable and effective in moving student achievement to give their students full preparation for their next steps.

Variations in Charter School Performance

In our reports, we analyze school-level performance, in addition to student-level performance, continuing to report on growth as the outcome variable. Not every charter school provides quality academic programming or an effective learning environment for students. Across all charter schools in our study, 36 percent have greater growth, 47 percent have equivalent growth and 17 percent have lower growth relative to their local TPS. CMO-affiliated charter schools display stronger performance, with 43 percent having greater growth, 42 percent having equivalent growth, and 15 percent having lower growth in comparison to their local TPS. Stand-alone charter schools have slightly more moderate results.

Figure 3: Academic Growth of Charter Schools Compared to Their Local TPS, Reading

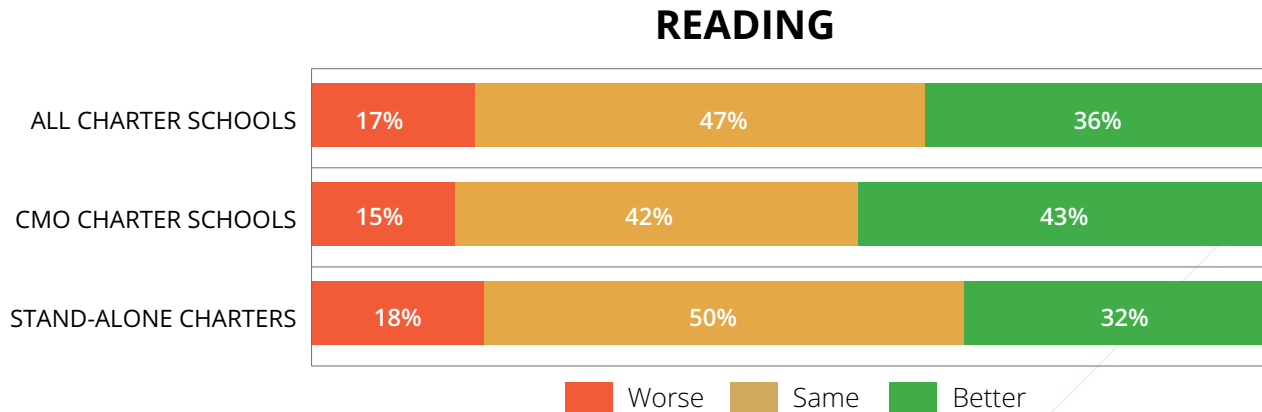


Figure above draws from Figure 1.22 in CSP31, and Figure 36 in CMO23.

In math, more charter schools have weaker results than they do in reading, as presented in the figure below. As the share of charter schools with growth greater than their TPS peers is comparable with the same growth in reading across all categories, the driver of the overall weaker performance in math is the greater percentage of charter schools (all, CMO-affiliated and stand-alone charter schools) that perform worse than their TPS peers. Stand-alone charter schools have the largest share of schools with lower growth in math in comparison to their local TPS.

Figure 4: Academic Growth of Charter Schools Compared to Their Local TPS, Math

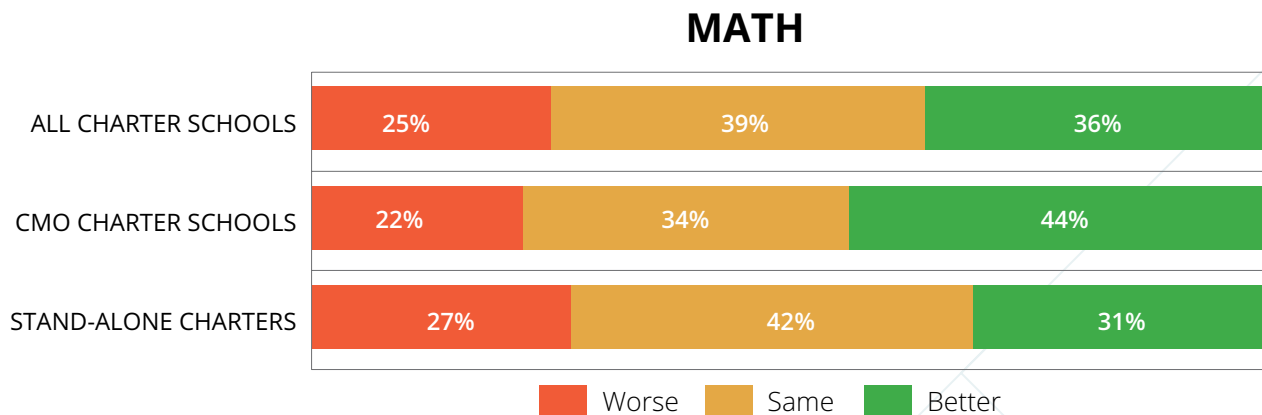


Figure above draws from Figure 1.22 in CSP31, and Figure 37 in CMO23.

These encouraging results require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where in the range of absolute achievement the difference occurs. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to reach long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag behind

the community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the complete picture of charter school performance.

Charter School Growth and Achievement

Student academic growth measures how much students advance their learning in a year’s time, and student achievement measures the stock of their knowledge at the end of the year. We believe it is critical to examine both growth and achievement in order to understand how well schools prepare students for next steps in school and life. We map each school’s average growth and average achievement against the the growth of matched TPS students and average state performance. Examining both measurements for all schools in our national data set during the most recent growth period, we present findings in four basic categories of school performance:

- > **High Growth—High Achievement:** schools that exceed the growth of their local options and whose students are above the state average in overall achievement
- > **High Growth—Low Achievement:** schools that exceed the growth of their local options but with overall student achievement below the state average
- > **Low Growth—High Achievement:** schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons
- > **Low Growth—Low Achievement:** schools with lower academic growth than their local alternatives and whose students’ achievement is lower than the state average at the end of a school year.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 5. These values appear on the [study website](#) as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.4	31.7
26.3	30.9

Figure 5: Academic Growth and Achievement 2015 to 2018, Reading

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.1%	1.5%	5.8%	2.8%	70th Percentile
	0.7%	9.1%	17.0%	6.1%	50th Percentile
	3.1%	12.3%	17.6%	6.4%	30th Percentile
	4.1%	6.8%	5.8%	1.1%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

Figure above originally appears as Figure 1.25 in CSP31.

Schools that have average student achievement above the state average (above the 50th percentile) are presented in the top half of the figure. In reading, 43 percent of all schools have average performance in the upper half in their respective states, with a majority of those high achievement schools also having stronger growth than their local TPS. Zeroing in on the low-growth/low-achievement quadrant, 207 schools (4.1 percent) in our study have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 6. These values appear on the [study website](#) as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.8	28.2
33.8	26.4

Figure 6: Academic Growth and Achievement 2015 to 2018, Math

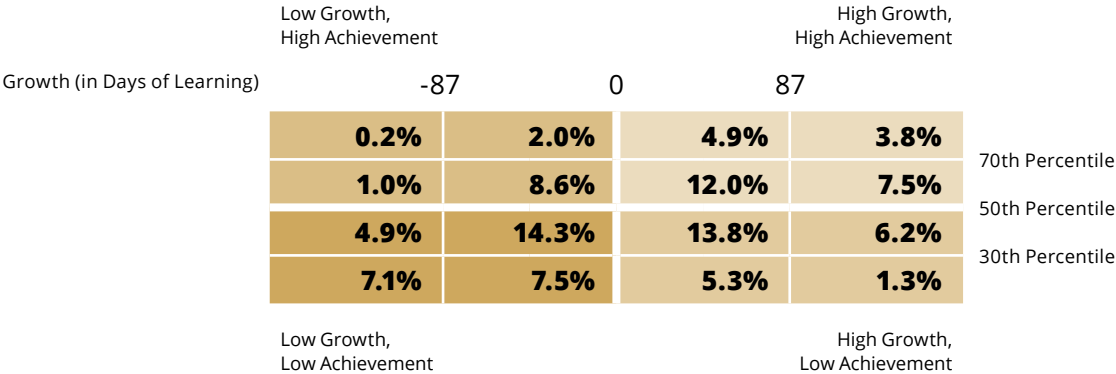


Figure above originally appears as Figure 1.26 in CSP31.

In math, above average achievement exists in 40 percent of charter schools, while 60 percent of schools have achievement that is lower than their state averages. Twenty-eight percent of schools in the data set are high-growth/high-achievement schools, returning great gains for their students. Zeroing in again on the low-growth/low-achievement quadrant, 348 schools (7.1 percent) have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

The number of schools in the low-growth/low-achievement quadrant, though smaller in reading than in math, remains a key concern.

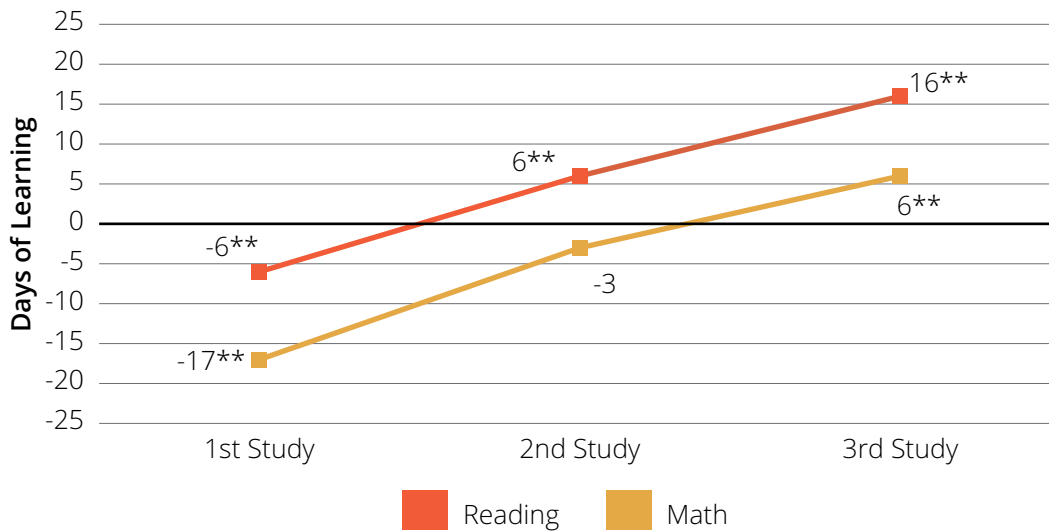
Exceptional Performance in Charter Schools

Perhaps the most revealing finding of our study is that more than 1,000 schools have eliminated learning disparities for their students and moved their achievement ahead of their respective state’s average performance. We refer to these schools as “gap-busting” charter schools. They provide strong empirical proof that high-quality, high-equality education is possible anywhere. More critically, we found that dozens of CMOs have created these results across their portfolios, demonstrating the ability to scale equitable education that can change lives.

Evidence of Improvement over Time

Findings from this study take on even more weight when considered in the historical context of the 15 years of CREDO studies on student academic progress in charter schools. Between the 2009 and 2023 studies, against a backdrop of flat performance for the nation as a whole, the trend of learning gains for students enrolled in charter schools is both large and positive.

Figure 7: Annual Academic Growth of Charter School Students across Three National Studies



** Significant at $p \leq 0.01$
Figure above originally appears as Figure 1.8 in CSP31.

Conclusions

The outcomes of these studies are largely positive and support several conclusions about the current landscape of charter schools across America. Perhaps more importantly, the opportunity to position these findings in the larger body of research leads to a number of implications about the fundamental policies and practices of charter schooling at a more global level.

1. In both reading and math, charter schools provide students with stronger learning compared with the learning in the traditional public schools that are otherwise available to them.

Across the broad range of charter schools, the evidence suggests that they are a robust education option under many conditions. Whether stand-alone or networked, charter schools operate by law mainly on their own, making decisions they expect will serve their students well. According to our latest findings, the autonomy given to them usually yields positive results. The majority of charter schools provide better year-to-year outcomes for students compared to their traditional public-school options. Most of these schools perform better to such a degree that the difference is statistically significant.

The results stand up to deeper investigation. Charter schools produce superior student gains despite enrolling a more challenging student population than their adjacent TPS. They move Black and Hispanic students and students in poverty ahead in their learning faster than if they enrolled in their local TPS. They are more successful than the local public school alternatives across most grade spans and community settings. These results show that charter schools use their flexibility to be responsive to the local needs of their communities.

These findings generalize into lessons for policy leaders, educators, and funders. Knowing that the average student in the average charter school can outperform their TPS peers raises important questions about the priority placed on student outcomes in education decisions in many communities.

2. Some charter schools provide less student learning than their local district schools, although a larger proportion delivers better learning outcomes. The latter group includes over 1,000 charter schools managing staffing and resources to deliver superior academic results that eliminate the learning gap across student groups.

Vital lessons also come from the distribution of school performance around the average. Over the past 30 years, small, large, urban, rural, networked or stand-alone charter schools, autonomous and independent of each other, have arrived at their own solutions for giving their students stronger learning experiences. The discretion that charter schools enjoy does not guarantee that each school or every charter network realizes strong student outcomes. Our study illuminated the range of learning across schools.

Despite declining shares, there remain a concerning number of charter schools with weaker student outcomes. While lower-performing schools make up a larger share of stand-alone charter schools, CMOs and networks also have a substantial share that produces low gains for their students. This study has profound implications for charter schools and charter networks that do not support student learning. Charter boards and authorizers are the accountability side of the charter school equation. They evaluate school performance and, if necessary, dictate remedies. As our analysis shows, disturbing numbers of charter schools and networks have low learning levels. There are brick-and-mortar, online, networked, and stand-alone charter schools with sub-par results.

The number of school closures we observed in the years of this study was small compared to the counts of schools with the lowest student growth and academic achievement. Since primary and secondary education is essential to the social contract, providing a foundation for future opportunities, the claim of “choice” cannot justify derailing students’ preparation. Especially in the post-COVID era, the need for charter boards and authorizers to address under-performance in their schools has never been more critical.

Closure is not the sole remedy. As we learned from our special investigation, the “takeover” of underperforming schools by strong CMOs led to improved student learning for the students who remained enrolled before and after the transfer. The gains did not adversely affect student academic progress in the rest of the CMOs’ schools. This policy tool may have broader utility than previously realized.

At the high end of the performance range, good news exists in the growing share of schools outpacing learning in their local TPS. In both subjects and for both CMO and stand-alone schools, larger shares are “better than” and a smaller share is “weaker than” compared to earlier work.

The real surprise of the study is the number of charter schools that have achieved educational equity for their students: we call them “gap-busting” schools. Ensuring equivalent yearly growth across student groups has two critical consequences. First, ensuring minority and poverty students learn on par with or better than their White peers interrupts or reduces the achievement gap. It happens regularly in a large swath of charter schools. More critically, there is strong evidence that these gap-busting schools can be scaled. Added to the traditional district schools that achieve similar results, this is the life-transforming education that so many students need. Second, these schools deliver hundreds of independent proof points that learning gaps between student groups are not structural or inevitable; better results are possible.

Charter schools function as a portfolio, and their varied impacts on student learning are expected. Charter school boards and authorizers are responsible for ensuring students perform well. Evidence shows that the charter school enterprise benefits students, and its positive outliers (e.g., gap busters) can pressure the rest of the system.

The near-term implication for charter school boards and authorizers is two-pronged. Addressing chronic and/or severe underperformance is necessary and imperative in the current education climate. Identifying high-impact exemplars for probationary charter schools to study and emulate is possible. Transfer of sub-par schools to higher-performing operators could be part of a larger incentive for growth and replication. At the same time, authorizers might consider longer charter terms for charter schools that consistently demonstrate outstanding student learning success.

Education leaders and policy makers need to understand that in efforts to improve, some failure is inevitable. Any subsequent failure to address the poor performance compounds the damage. It also blocks constructive learning for the future. Strong examples of authorizing exist and should be emulated.

Leadership and responsibility demand embracing practices and policies that lead to better results for students, not maintaining the status quo.

3. The larger scale of Charter Management Organizations does not guarantee high performance—but on balance, it helps.

When taken as a whole, schools managed by Charter Management Organizations and charter networks bring a greater learning benefit to students compared to stand-alone charter schools. Despite the differences, both groups of charter schools have had larger student success than traditional public schools with respect to reading. We note, however, that math gains in stand-alone charter schools were equivalent to TPS learning.

Our analysis highlights attributes of higher-performing CMOs and networks that could be useful in future discussions. Size or age of the CMO does not relate to student learning: at every increment of CMO age

or portfolio size, we see high- and low-impact CMOs and networks. This further supports earlier CREDO research that showed that CMOs only replicate the quality they already have. The implications of replicating schools with weak results is clear. The big upside is the ability of dozens of CMOs to scale their gap-busting performance. Additionally, CMOs that concentrate their operations within a single state have stronger gains than multistate CMOs, though both groups do well by their students.

Programs of external funding and support to CMOs to grow their networks, represented here by the Charter School Growth Fund, focus on some of the stronger CMOs and networks in our study. After high-performing CMOs receive endorsement, the learning of students in those CMO schools rises in reading but holds steady in math.

The majority of new CMO schools are no better or worse than the parent organization has already produced, so decisions to approve applications by CMOs to open new schools must consider the contributions to student learning of schools in the existing portfolio.

CMO growth accelerators help augment board and authorizer reviews through their extensive selection process; the growth of their grant-receiving CMOs maintains the strong student learning that led to their selection. The expansion of these high-quality schools and networks benefits more students and communities.

4. Charter schools and networks improve over time, as do the systems that oversee them.

Insights about improvement in schools and networks stem from this study and CREDO's prior multistate studies.

In the years of this study, student growth in charter schools was the strongest observed in any of CREDO's multistate studies. Added to the results from the previous two studies, a strong trend of improvement becomes clear. We see substantial increases in student learning in CMOs in both tested subjects and in reading for stand-alone charter schools. Even the finding of no difference in math learning in stand-alone charter schools vis a vis TPS, a decline from the 2017 study results, still marks an improvement from the statistically significant negative results in the first CMO vs. stand-alone comparisons in 2013.

A better understanding of the improvement in the sector comes from two different findings. The first is that the largest share of improvement comes from existing charter schools. Compared to the National Assessment of Education Progress (NAEP) trend, evidence of schools getting better over time is welcome news.

Second, new schools opened with stronger results than at any time in the past. Growth in the number of CMOs since the last study plays a role. Many stand-alone charter schools also pushed their results upward. Strengthening authorizer standards and practices, a drive that took root in the 2010s, also sets a higher bar that resulted in better schools opening.

Finding ways to improve student academic outcomes is an ambition shared by policy and community leaders, educators, funders and parents. Charter school results show that change for the better is possible in the larger education system. The key to improvement lies outside any particular school or network model, though many are worthy of emulation. It is simply not possible to drive single solutions through the diverse landscape that is U.S. public education. Lessons from the charter school experience and results may be helpful in charting a future course in public education.

Implications

The **charter school policy framework** sets the conditions for charter schools' growing positive outcomes. It is the fundamental common denominator in every case, and its role is powerful.

The framework offers a divergent approach from the conventional strategy for public schools. The “flexibility for accountability” construct is not just a catchphrase. It is a distinctly different mode of operation. The “loose-tight” parameters of the framework create incentives to which schools and networks respond. The incentives find positive support in this study's findings and the broader trends. While our study design cannot make causal claims (because randomly assigning schools to the traditional or charter school approach has yet to happen), it can deliver a plausible argument of the value of the policy based on available evidence.

On the “loose” side of the approach, the framework establishes a **policy of possibility** where educators, leaders and boards of directors have the discretion to build and deliver curriculum and instruction that meets high standards for learning and is responsive to local needs.

According to this study, there are a lot of positive possibilities. The process has led to many successful schools nationwide, often with meaningful innovations. The diversity of schools illuminates an important feature of the framework: success is attainable via **many paths**. Over time, many have sought and gained permission to expand and then shown the ability to create strong student learning at scale.

Students in these schools, especially minority students and those in poverty, make larger advances than in local public schools. Beyond the benefits for their students, successful charter schools deliver **critical proof points** of ways to improve outcomes for students. In the current regulatory climate, it is difficult to imagine how similar efforts could become conventional among traditional public schools.

Beyond flexibility in school design, school teams have the leeway to tinker with their operations. The results show that existing charter schools have improved over time. The proportion of charter schools with superior results is on the rise. The share that lags behind the local TPS alternatives is also shrinking. This means schools and networks use their discretion and autonomy to foster a **standing capacity to adapt over time**.³

Accordingly, the framework also aims to be “tight” at key points as schools open and mature. Authorizers are expected to behave as **governors of quality**. They set the bar to receive initial permission to operate, which exerts quality and safety controls at the outset. Others have documented stronger standards among authorizers in the review and approval of new applications (Mumma & West, 2018). The findings of stronger new schools in this study compared to earlier results attest to the effort and to the CMO replications and new charter schools that meet the higher bar.

Authorizing is a delicate job that requires resources, expertise and substantial political acumen and courage. There is growing attention to authorizers adopting rigorous standards and practices and using a variety of performance data to evaluate schools that apply for renewal (NACSA, 2016).

³ We saw that capacity in stark terms when we examined how charter schools in three states responded to the COVID-instigated school closure orders (CREDO, 2022). Rapid transformation into remote instructional mode; acquisition and distribution of food, technology, or internet access; and strengthening of personal supports were widespread. Return to in-person instruction in the fall of 2020 was nearly universal. These points rest admittedly on smaller bases of qualitative evidence, but they provide human dimensions to the point that the present quantitative analysis illuminates nationally. See also: Boast et al. (2020); Henderson et al. (2021); Childs et al. (2022).

Poorly performing charter schools are often ignored. A number of these schools were observed during this study window. There is data to assess policy leaders and authorizers to hold them accountable for protecting children’s futures. As tough as closing schools is, the disservice of not closing poorly performing schools has large and lingering ripple effects.

Our results show that the framework of charter schools helps current students and strengthens public education overall. We contend these incentives have broader applicability in public schools and see signs of their spread. Collaborations between charter schools and local district schools have grown over time. Some states, including Kentucky and Maine, have adopted policies to give educators freedom in adjusting instruction and boosting performance. However, uptake is slow.

In the year 2023, the importance of strong academic achievement among America’s students has never been greater. The students hit hardest by school closures during the coronavirus pandemic are precisely those whom this research illuminates as being able to benefit the most from charter schools. In this study thousands of charter schools have proved that we can do better for our students. The current number of students benefiting from these schools is 3.7 million, but the number could drastically increase if more schools agreed to the same arrangement. Whether it be termed “charter school” or something else, the deduction from this data is that when both sides of the equation—flexibility and accountability—are working together for more schools, more students’ academic results will improve.

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As a Matter of Fact:

The National Charter School Study III 2023

As a Matter of Fact: The National Charter School Study III 2023

Volume 1 Charter School Performance in 31 States

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CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers to strengthen their focus on the results of innovative programs, curricula, policies and accountability practices.

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The research presented here uses confidential data from state departments of education. The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. In addition:

- > The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education. Any research errors are the sole responsibility of the author(s).
- > This research result used data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data is modified for analysis purposes using rules governed by MEDC and is not identical to data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, MDE and CEPI or any employee thereof.
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1.1 Introduction

The year 1992—the year that City Academy Charter School opened in St. Paul, Minnesota—was over 30 years ago. The fundamental bargain of public charter schools—“flexibility for accountability”—took root in the school’s first charter and in the more than 7,800 public charter schools that came after. With over 3.7 million students currently enrolled in charter schools in 43 states and the District of Columbia, charter schools represent the largest experiment in public school innovation in the nation’s history.

The current study is the third multistate study of charter school effectiveness—the first was released in 2009 and the second in 2013. It adds to a large slate of charter school research¹ released by CREDO in 2006. This study covers the education experience of 2,080,913 unique students enrolled in charter schools in 31 states from 2014-15 to 2018-19. As our work in this area uses the same peer-reviewed research design and analytic approaches, the results across studies provide the basis for examining charter school performance trends since 2006.

CREDO’s work joins a body of research on the subject (Booker et al., 2009; Mead et al., 2015). Our unique contribution lies in the scope of the effort: CREDO uses longitudinal student-level information derived from state administrative data from 29 states plus the District of Columbia and New York City.² In our research, we include 94 percent of the nation’s charter school students in tested grades. We use a detailed matching method to ensure that our analytic comparisons to students in district schools are as precise as the data allows. Consequently, our findings carry strong levels of reliability and validity.

A study of the academic impacts of charter schools on their students is timely. Insights about the educational effectiveness of schools, school operators, K-12 academic programs and education policy are valuable today more than ever. The 2022 results from the National Assessment of Educational Progress removed any ambiguity about student learning after the COVID-19 pandemic. As a country, student academic performance has regressed by two decades in math and fallen steeply in reading, with the most severe performance declines found among minority, poverty and special needs populations that were already struggling before the pandemic. The need for evidence-backed approaches to sustained academic success for students transcends demographic, economic and political divides. As school and district leaders, policy makers, teachers, families, and philanthropists build and implement plans to address pandemic-accelerated declines in student learning, they need the analysis of school and system achievement presented here to guide and support their efforts.

¹ Center for Research on Education Outcomes, <http://credo.stanford.edu>.

² We refer to these 31 jurisdictions as “states” to maintain consistency with previous studies. New York City data is not included in New York results. The two groups are mutually exclusive for this study.

A Brief Primer on Charter Schools in the United States

Enabling legislation allows charter school founders and operators to design and tailor organizational structures, staffing and instructional approaches to provide their students with an alternative to local district schools. They pursue different missions such as STEAM, college prep, social justice or new technologies. They can be small or large; they can operate as single schools or in school networks. Some charter schools outsource some or all of their operations to outside vendors. Some charter schools mirror traditional public school (TPS) grade level or grade band configurations, and others serve students K-12 in one school. Some charter schools own and operate their facilities, and some are tenants of local school districts or rent space from commercial landlords.

Charter schools operate under governing boards separate from local district school boards. Following the “flexibility for accountability” construct, in exchange for discretion in school design and operation, charter schools must undergo periodic accountability reviews to remain open and in good standing. These accountability reviews weigh the schools’ operational and fiscal health and student academic performance.

Thirty-seven states allow multiple schools to be held and operated under a common management structure known as charter networks or charter management organizations (CMOs). This option has increased the number of available charter school seats, yet it raises questions of scalability and quality. This study examines these questions and the performance of charter schools and charter networks against the legislative and regulatory incentives in place.

The Structure of the National Charter School Study III Report

We report four sets of findings, summarized below. The first three are included in this volume, *Charter School Performance in 31 States (CSP31)*. The fourth is presented in Volume 2, *Charter Management Organizations 2023 (CMO23)*.

Aggregate Charter Student Academic Progress

The first set of findings focuses on student performance in all charter schools included in the study. Looking at year-to-year academic progress from 2015 to 2019, **tested students enrolled in all charter schools in the 31 states had reading and math gains that outpaced their peers in the TPS that charter school students otherwise would have attended.** We report these differences as marginal days of additional (or fewer) days of learning on a learning benchmark of 180 days each school year. In math, charter school students, on average, were found to advance their learning by an additional six days in a year. For reading, on average, their learning added 16 days of learning.

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. In some cases the claim focused on students having more motivated parents. Another version suggests targeting behavior on the part of the school results in a student body that is better prepared academically, a practice commonly referred to as “cherry picking” or “cream skimming.” If true, the students in charter schools would show higher academic achievement at the point of enrollment. In multiple analyses, we do not see significant evidence of an undue advantage to charter schools. In fact, we find the opposite is true: charter schools enroll students who are disproportionately lower achieving than the students in their former TPS.

The current results are larger than what we reported in the second national study, which were larger than the first national study. The three studies taken together produce a solid positive trend over the 15 school years between 2004 and 2019. Notably, the upward trend was due to existing charter schools improving over time, not an influx of higher-performing new schools.

Academic Progress for Student Groups in Charter Schools

The second set of findings addresses how consistent the results are for all students. We again report these differences as marginal days of additional (or fewer) days of learning on a benchmark of 180 days of learning in a single school year. We found important differences in the amount of learning for different groupings of students enrolled in charter schools in our study.

Consistent with our earlier studies, we found significant variations in charter student learning when we examined results for students in different racial/ethnic groups. In math performance, Asian/Pacific Islander students in charter schools realized more than a year of academic progress in a school year. In contrast, Black, Hispanic, White and Native American students have academic gains that fall short of a year's progress in a year. In reading performance, Asian/Pacific Islander students made gains well above the benchmark 180 days of learning, while White and Hispanic students were closer to the benchmark of one year of growth in a year. Black and Native American students fell considerably short of the 180 days of learning mark.

Despite overall low growth, Black and Hispanic students in charter schools fared better when compared with the learning gains of their TPS peers. White, Native American and multiracial students had smaller learning gains than their TPS comparisons.

Charter school students in poverty and their TPS counterparts fell short of the learning of their non-poverty peers. Despite this, charter students in poverty had stronger growth, equal to 17 additional days of learning in math and 23 additional days of learning in reading, than their TPS peers in poverty. Likewise, English-language learner (ELL) students who attended charter schools also had stronger growth in math (eight days) and reading (six days) than their TPS peers but were still left considerably behind non-ELL students. Students receiving special education services had significantly weaker growth in both math and reading than their TPS peers. Specifically, they grew 14 fewer days in math and 13 fewer in reading.

Student Academic Progress in Different School Settings

As the conversation about public education focuses on schools as units of analysis, the third set of conclusions refers to the effects of charter school students' learning when different school characteristics are considered. Across the sample of 6,802 charter schools in math, 36 percent had overall learning gains that were statistically significantly larger than the local TPS alternatives. One quarter posted statistically significantly smaller results, and 39 percent had gains equivalent to their local peer schools. In reading, the results were stronger: 36 percent had statistically significantly larger learning results, 47 percent posted gains on par with their TPS peers, and 17 percent had statistically significantly smaller results. At both ends of performance, these results improve on earlier results from the last national study—a greater share of charter schools is stronger than the local option and a smaller percentage is worse.

The performance of charter schools in different types of communities continues in earlier patterns. As seen in earlier national studies, students in urban charter schools outpace their TPS peers and post larger gains than their charter school peers in suburban, town or rural settings.

The academic performance of students enrolled in virtual charter schools compares poorly to the 180-day learning standard in TPS and the performance of students enrolled in brick-and-mortar charter schools. Students in virtual schools had 124 fewer days of learning in math and 60 fewer days in reading against our 180-days of learning benchmark. By contrast, students in brick-and-mortar charter schools posted 21 additional days of learning in reading and 14 extra days in math.

The findings show important differences for charter schools when grouped by the state in which they operate. Ten states/regions had learning gains in reading and math that were statistically significantly larger than the TPS students: Colorado, Illinois, Massachusetts, Michigan, Missouri, New Jersey, New York City, Upstate New York, Rhode Island and Tennessee. Seven states posted better gains in reading: Arizona, California, Florida, Idaho, Minnesota, North Carolina and Texas. Only Oregon saw the reverse: charter school learning was statistically significantly smaller in both subjects. Ohio and South Carolina had negative and significant learning advances in math.

The Role of Charter Management Organizations in Student Academic Progress

We extensively investigated student progress according to the type of charter school they attended. When the results were grouped by independently operated charter schools (stand-alone charter schools, or SCS) versus those in Charter Management Organizations (CMOs or networks), students in schools run by CMOs had stronger results than their stand-alone student counterparts. While both sets of schools are stronger than their TPS peers, the CMO learning gains are substantially stronger and carry the overall results of the study despite having only a third of the schools.

We expanded our typical format for sharing results with this study. We moved all results into a web-based interactive data set at nccss3.stanford.edu. No individual student data or identifiable small group information is included in the graphics and other data visualizations. All the results from this study on the website mirror the document's findings.

1.2 Methods and Data

Methodology

Since the 2009 study, *Multiple Choice: Charter School Performance in 16 States*, CREDO has refined our matching and analysis techniques and expanded our data collection. This chapter provides a nontechnical overview of the data sources and analytic methods used in the current study. The chapter presents general descriptions of the data sources used in the recent study and explanations of how the study was organized and executed.

The Technical Appendix to this report and the Technical Appendix of the 2013 National Charter School Study II (Cremata et al., 2013) includes greater scientific detail on these topics. Table 1.1 represents the states included in each study and the years of data included in each study.

Table 1.1: States Participating in Each CREDO National Charter School Study (NCSS)

	NCSS I - 2009	NCSS II-2013	NCSS III-2023
First School Year of Data	2000-01	2006-07	2014-15
Last School Year of Data	2007-08	2010-11	2018-19
States Included in Each Study	Arkansas	Arkansas	Arkansas
	Arizona	Arizona	Arizona
	California	California	California
	Colorado (Denver)	Colorado	Colorado
	District of Columbia	District of Columbia	District of Columbia
	Florida	Florida	Florida
	Georgia	Georgia	
			Idaho
	Illinois (Chicago)	Illinois	Illinois
		Indiana	Indiana
	Louisiana	Louisiana	Louisiana
	Massachusetts	Massachusetts	Massachusetts
			Maryland
		Michigan	Michigan
	Minnesota	Minnesota	Minnesota
	Missouri	Missouri	Missouri
		Nevada	Nevada
			New Jersey
	New Mexico	New Mexico	New Mexico
		New York	New York
		New York City	New York City
	North Carolina	North Carolina	North Carolina
	Ohio	Ohio	Ohio
		Oregon	Oregon
		Pennsylvania	Pennsylvania
		Rhode Island	Rhode Island
			South Carolina
		Tennessee	Tennessee
	Texas	Texas	Texas
		Utah	Utah
			Washington
			Wisconsin

For this study, CREDO partnered with education departments in 31 jurisdictions to use their student and school level data. **The resulting data set included 81 percent of tested public school students in the United States, making it one of the largest data sets of student-level observations created to date.** We used this information to create a matched student data set with over 6,500,000 student-level observations from over 1,853,000 charter students and a matched comparison group.

Our partnerships with the 31 individual states depend on negotiated data-sharing agreements. One common requirement across all agreements is that the processing, analysis and security of the student-level data must meet the Federal Education Rights and Privacy Act (FERPA) requirements. This study complies with FERPA regulations as interpreted by each state providing data.

No single study can provide the definitive analysis on a topic as broad as the effectiveness of charter schools. A solid body of evidence emerges only by accumulating evidence from multiple studies. With this expansion and update to CREDO's earlier works, we add to the growing array of studies about charter schools and their impact on students' academic outcomes. In doing so, we strived to create a study that was both as rigorous and as balanced as possible.

Consolidating Student Data from Multiple States

This study is built on a methodology similar to the one used in the 2009 study. The only change to the method was to rematch the charter school students to a new set of TPS students each year.³ The data collected for this study consisted of student-level demographics, school enrollment and achievement test scores in reading/English language arts (ELA) and math. Since No Child Left Behind's implementation, reading and math tests have been given consistently across grades 3–8. However, testing could be more consistent across other grades.

Many states had early elementary or high school testing. High school testing often took the form of an end-of-course (EOC) exam, which was tied to course enrollment rather than a student's grade. These EOC tests differed by state in several ways that could impact growth estimates. These variations included the grade in which the EOC exam was given, the number of times a student is allowed to take the EOC exam, and the time gap between the EOC tested grade and the previously tested grade. All of these factors had to be considered when constructing our data set.

Growth is the change in each student's score from one school year to the next. For each two-year series of individual student achievement data, we calculated a measure of academic growth. We could compute complete growth data from the 2013–14 school year through the 2017–18 school year. Two states are missing one year of data. Nevada is missing growth data from 2016–17 to 2017–18. Tennessee is missing data for 2015–16. Thus, the first period of growth for Tennessee was measured from 2014–15 to 2016–17.

Additional details about creating the study data set for the 31 states in this study are available in the [Technical Appendix](#).

³ This change was implemented to meet the new standards of the What Works Clearinghouse at the National Center for Education Evaluation.

Selection of Comparison Observations

As in previous CREDO studies, this study employed the virtual control record (VCR) method of analysis developed by CREDO (Davis & Raymond, 2012). The VCR approach creates a “virtual twin” for each charter student who is represented in the data. In theory, this virtual twin would only differ from the charter student in that the charter student attended a charter school and the twin attended a TPS. The VCR matching protocol has been assessed against other possible study designs and judged to be reliable and valuable by peer reviewers (Egalite & Ackerman, 2015).⁴

Using the VCR approach, a “virtual twin” was constructed for each charter student by drawing on the available records of traditional public school (TPS) students with identical traits and aligned prior test scores who were enrolled in TPS that the charter students would have likely attended if they were not in their charter school.⁵

Factors included in the matching criteria were:

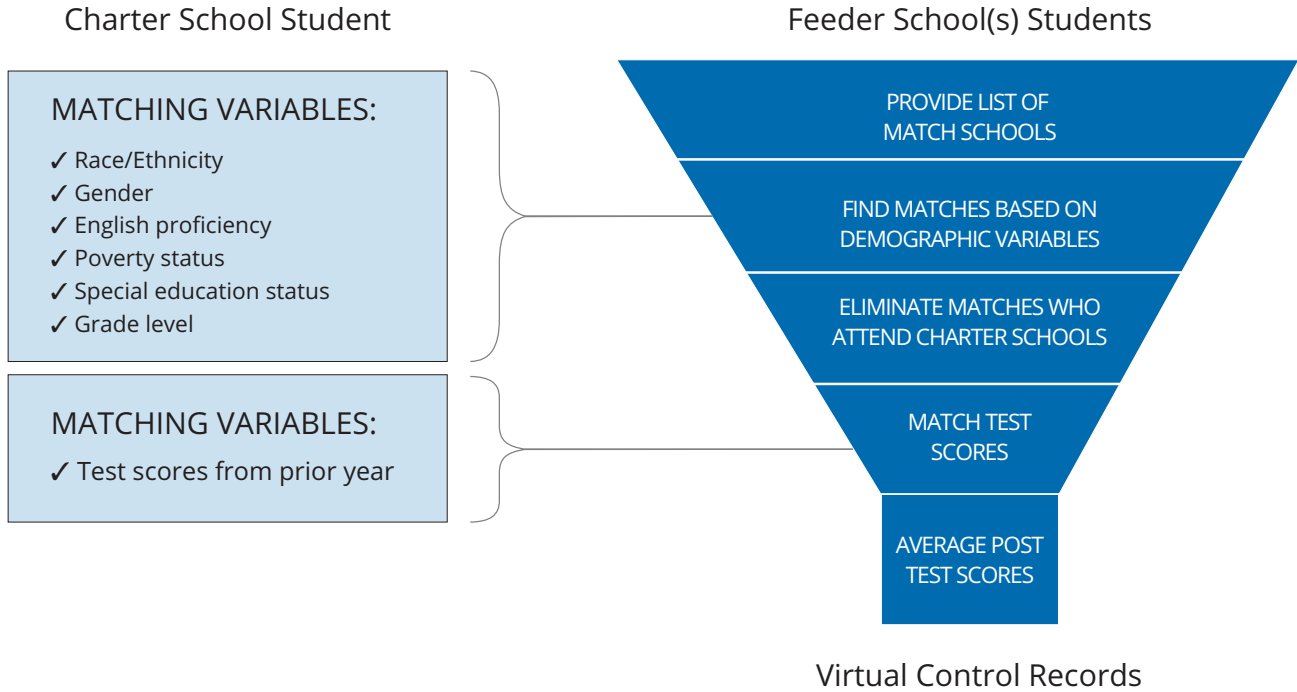
- > Grade level
- > Gender
- > Race/ethnicity
- > Free or reduced-price lunch eligibility
- > English-language learner status
- > Special education status
- > Prior test score on state achievement tests

Figure 1.1 shows the matching process used by CREDO to create the virtual twins linked to each charter school student. In the first step, CREDO identifies all TPS students who enrolled in a given charter school. These schools are referred to as “feeder schools” for that charter. Each charter school has a unique feeder school list for each year of data. Students attending a charter school that is also a feeder school are eliminated from the match pool for each charter student to ensure VCRs consist entirely of TPS students. The feeder school method provides a strong counterfactual as residential school assignment commonly used to place students in TPS has been shown to group demographically and socioeconomically similar students into schools. This practice increases the likelihood that students assigned to similar schools have similar backgrounds, knowledge of school choice programs and school choice options. Once a school is identified as a feeder school for a particular charter, all the students in that TPS become potential matches for students in the charter school. All of the student records from all of a charter’s feeder schools were pooled: this became the source of records for creating the virtual twin match.

⁴ Details of these assessments of the VCR method are presented in the Technical Appendix of the 2013 National Charter School Study, https://credo.stanford.edu/wp-content/uploads/2021/08/ncss2013_technical_appendix.pdf

⁵ The majority of VCRs included only test scores which were exact matches. Non-exact matches must be within 0.1 standard deviations to be included as part of a VCR.

Figure 1.1: CREDO Virtual Control Record (VCR) Methodology



The VCR matching method eliminates any of the remaining TPS students whose demographic characteristics do not match exactly and who did not have an identical or similar prior test score. As part of the match process, we also drop any students who enrolled in a charter school in subsequent years from the TPS match pool.

Using the records of TPS students at feeder schools in the year prior to the first year of growth, CREDO randomly selects up to seven TPS students with identical values on the matching variables in Figure 1.1, including aligned prior test scores. Students with similar test scores were used only when there were not enough TPS students with exact test score matches. The values for the selected TPS students are then averaged to create values for the virtual twin. As all other observable characteristics are identical, the only characteristic that differs between the charter student and their VCR is attendance in a charter school. Thus, we concluded that any differences in the post-test scores are primarily attributable to charter school attendance (Unlu et al., 2021). The matching process was conducted separately for reading and math. Table 1.2 below displays the proportion of charter students in each racial/ethnic group for whom CREDO was able to create a VCR.

Student Match Rates

CREDO's VCR matching method resulted in 81.2 percent of the charter students from participating states being matched with TPS students to create VCRs. This match rate provided a data set with 3,669,446 matched charter student-by-year records. The match rates vary by the race and ethnicity of the students; smaller race/ethnic groups had lower match rates.⁶ With CREDO's strict standards to create the VCRs, smaller race/ethnic groups have fewer identical students to match with the charter students. Table 1.2 provides the match rates for each race/ethnicity and shows each group's share of the data set. Racial/ethnic group match rates at the state level are listed in the Technical Appendix.

Table 1.2: Match Rates by Race/Ethnic Group

Race/Ethnic Group	Group Match Rate	Proportion of Student Body in each Race/Ethnic Group in Study
White	84.4%	32.6%
Black	81.4%	25.3%
Hispanic	83.3%	36.0%
Asian/Pacific Islander	64.0%	3.6%
Native American	38.0%	0.3%
Multiracial	58.1%	2.3%

Students in poverty - commonly measured by those eligible for free or reduced-price lunches—had a slightly stronger match rate (82.3 percent) than non-poverty students (79.7 percent). Match rates for ELL students (74.9 percent) were lower than those for non-ELL students (81.7 percent).

School Match Rates

The charter school data set contained 7,288 individual schools. Almost all charter schools (98.3 percent) had at least one school match. In seven states, all the schools had a matching school. The state with the lowest rate was Washington, at 86.7 percent.

Fair Analysis of Impacts on Student Academic Progress

Most researchers agree that the best method of measuring school effectiveness is to look at schools' impact on student academic growth, independent of other possible influences. The technical term for this is "value-added" (Betts & Tang, 2008). The central idea is that schools should be judged on their direct contribution to student academic progress. This necessarily considers the students' starting scores on standardized tests and student characteristics that might influence academic performance. This approach forms the foundation of our study design.

To conduct a fair analysis, this study followed the approach of the previous CREDO studies: we looked at the academic growth of individual students as reflected in their performance on state achievement tests in both reading and math. To ensure accurate estimates of charter school enrollment on student academic growth,

⁶ Due to the variable distribution of students by school type and subgroup across the country, some student subgroups have low match rate in some states. Low match rates require a degree of caution in interpreting the national pooled findings as they may not fairly represent the learning of the student groups involved.

we used statistical methods to neutralize the influence of student demographics and eligibility for categorical program support, such as free or reduced-price lunch eligibility and special education. In this way, we structured the analysis so that differences in academic growth between the two groups are a function of which schools they attended.

While we went to great efforts in each state to match the charter students and their virtual twins, it is important to recognize that states differ in the location of charter schools and the students they serve. These differences mean that charter students are not likely to be representative of the state's full complement of students. These differences are described in the Student Characteristics section. Our statistical models included controls for these differences between states to consider these differences when estimating the overall impact of charter school attendance.

Basic Analytic Models

The purpose of this study is to address multiple questions. All focused around one central question, "How did the academic growth of charter school students compare to similar students who attended traditional public schools (TPS)?" By answering this foundational question, we aim to extend the pool of knowledge on charter school effectiveness and provide reliable information for policy makers.

In CSP31, we analyze charter schools' effectiveness in the 31 states with which we have data partnerships. We also discuss the performance change for the states covered in the 2009 and 2013 reports. These cross-study comparisons are included by research topic when applicable.

How We Present the Results

We present the findings in units of days of learning to make the results clearer to non-technical readers. The statistical analysis produces results denominated in standard deviations—an unfamiliar currency to the general public. The days-of-learning metric takes the statistical findings of our analysis and transforms them. It uses a protocol that was developed prior to the study and then applied here.⁷ For each growth period, we identify the one-year learning growth of an exactly average TPS student in each state and grade and set that learning gain as "180 days of learning in 180 days of schooling." We then take our results, student by student, and compare their academic progress to the benchmark learning of 180 days. If a student in our study has more learning, we award him extra days of learning on top of the 180. If a student learns less than the benchmark, they are awarded negative days of learning which added to the 180 benchmark result in fewer days of learning.⁸

While transforming the statistical results into days of learning provides a more accessible measure, the days of learning are estimates and should be used as general guides (Hanushek & Rivkin, 2006). We provide the difference in growth in standard deviation units in the outputs of the statistical methods used for each analysis found in the Technical Appendix.

⁷ Using nationwide growth data from the National Assessment of Education Progress, the transformation involves multiplying the standard deviation units produced by our statistical analyses by 578 days. This yields 5.78 days of learning for every 0.01 standard deviation difference in our analysis. For those wanting to convert these larger counts into weeks or months: a school week consists of five days; a school month is 20 days and a quarter or nine-week term is typically 45 days.

⁸ The expression "additional days of learning" does not mean the students were necessarily in school for more days during the school year. It means that the additional learning that took place in charter schools during the school year was equivalent to attending school for x additional days in a TPS setting.

1.3 Descriptive Statistics

In this section of the report, we familiarize the reader with the attributes of the research data set and discuss student and school differences between charter schools and TPS. Table 1.3 describes and compares our data. We first provide information on the TPS sector as a whole. This sector represents all the TPS schools in the 31 states included in the analysis. We then look at the feeder schools. Feeders are the TPS schools that charter school students would have attended had they not enrolled in a charter school; they are a subset of the entire class of TPS. Because charter schools are not evenly scattered across all types of locations and communities, the feeder schools from which they draw their students have characteristics that are different from the class of all TPS schools (Monarrez et al., 2022).

Student Characteristics

There are also differences in the characteristics of enrolled students, even within the charter sector. The students who enroll in virtual charter schools tend to differ demographically from students enrolled in brick-and-mortar charter schools. It is important to understand how charter school students differ from the larger body of all TPS students when generalizing charter school outcomes to other student bodies with different demographics. The table below shows the student demographic characteristics for schools in the 31 states included in the study.

Table 1.3 Demographic Comparison of Students in TPS, Feeders, and Charter Schools (Brick-and-Mortar and Virtual) in 31 States, 2017–18

	All TPS	Feeders	All Charters	Brick-and-Mortar Charters	Virtual Charters
Number Schools	69,706	34,792	6,802	6,588	214
Average Enrollment	552	671	463	444	1,565
Total Enrollment	37,369,048	22,658,792	2,963,468	2,755,778	207,690
% In Poverty	51%	57%	55%	56%	44%
% ELL	11%	13%	10%	11%	2%
% SPED	13%	13%	11%	11%	14%
% White	47%	40%	32%	29%	63%
% Native American	1%	1%	1%	1%	1%
% Hispanic	30%	35%	34%	36%	15%
% Black	13%	16%	25%	26%	12%
% Asian/Pacific Islander	6%	5%	4%	4%	2%
% Multiracial	4%	4%	4%	4%	7%

Brick-and-mortar charter schools enroll a larger proportion of students living in poverty than the TPS schools in our 31-state study. Most states define a student being in poverty as a student eligible for free or reduced-price meal programs; however, some states use a state-specific metric to classify a student as

being in poverty. We treat these two methods as equally valid for these analyses. The percentage of students in poverty in charter schools is similar to those in poverty in the feeder schools that students would have attended if not enrolled in their charter schools. The percentage of charter school students in brick-and-mortar charter schools identified as English learners and students receiving special education services is comparable to that of the full set of TPS schools and feeder schools. The brick-and-mortar charter schools have twice the rate of Black student enrollment as the TPS schools and 10 percentage points higher than their feeder schools. The enrollment rate for Hispanic students in brick-and-mortar charters is similar to that in the set of feeder schools, yet lower than the overall rate for all TPS schools. These increased enrollment rates for Hispanic and Black students were offset by lower rates in brick-and-mortar charters for White students than in the feeder charters and the complete TPS set of schools.

When it comes to student profiles, virtual charter schools have different profiles from the other forms of charter schools, traditional public schools and brick-and-mortar charters. Virtual charters have a smaller percentage of students living in poverty, students identified as English learners, Hispanic students and Black students. On the other hand, they have a disproportionately high number of White students relative to the other groupings mentioned in Table 1.3.

Race/Ethnicity Composition of Matched Charter Students⁹

The data set was made up of matched charter students with at least two successive test scores who attended the public charter schools in the years under study in the included states. Therefore, the makeup of the student body for this study will differ slightly from the student body described in the overall charter landscape and the 31-state summary (see Table 1.3).

Table 1.4: Race/Ethnic Proportions for All versus Matched Students

Race/Ethnic Group	Proportion of Student Body in each Race/Ethnic Group — All Charters	Proportion of Student Body in each Race/Ethnic Group — Matched Student Data Set
White	32%	33%
Black	25%	25%
Hispanic	34%	36%
Asian/Pacific Islander	4%	4%
Native American	1%	0.3%
Multiracial	4%	2%

The largest race/ethnic group included in the study is Hispanic students, who comprise 36 percent of the matched data set. The next-largest groups are White students (32.6 percent) and Black students (25.3 percent). Asian and Pacific Islander students are 3.6 percent of the data set. Multiracial students, those of two or more races, are 2.3 percent of the students in the analyses, and Native American students make up the smallest portion, with only 0.3 percent of students identifying as Native American only.

⁹ Because the VCR matching protocol produces a single record (the average of up to seven TPS matched students), the demographic profiles of charter and VCR student-year records are identical.

Other Student Characteristics

For other student characteristics, 57.8 percent of students in the study are students in poverty—defined as eligible to receive free or reduced-price lunches or using their state’s specific economic metric to identify students in poverty.¹⁰ English-language learning students (ELL) made up 7.1 percent of the data set. Students receiving special education services made up 7.9 percent of the data set. Just over half (51.5 percent) of charter school students are female. The proportions of the matched student body are similar to the proportions of these special populations in the larger sample of all charter students in the 31 states.

Table 1.5: Special Population Proportions for All versus Matched Students

Special Population	Proportion of Student Body in each Special Population — All Charters	Proportion of Student Body in each Special Population — Matched Student Data Set
In Poverty	55%	58%
ELL	10%	7%
SPED	11%	8%

One in four students in the data set is a Hispanic student in poverty (26.2 percent), while 20 percent of students are Black students in poverty. Also, 6.2 percent of students in the data set are Hispanic ELL students.¹¹

While the national distribution fits the expected pattern, student achievement decile patterns vary greatly by state. For example, in 2017, Pennsylvania drew a larger percentage of its charter enrollment from the lower deciles, as do Michigan and Ohio. The opposite—higher achieving students enrolling in charter schools—is found in New York City, North Carolina and Arizona. In the figure below, there are 10 boxes in each state, with the lowest box being the first decile (lowest achievement) and the highest box representing the 10th decile (highest achievement).

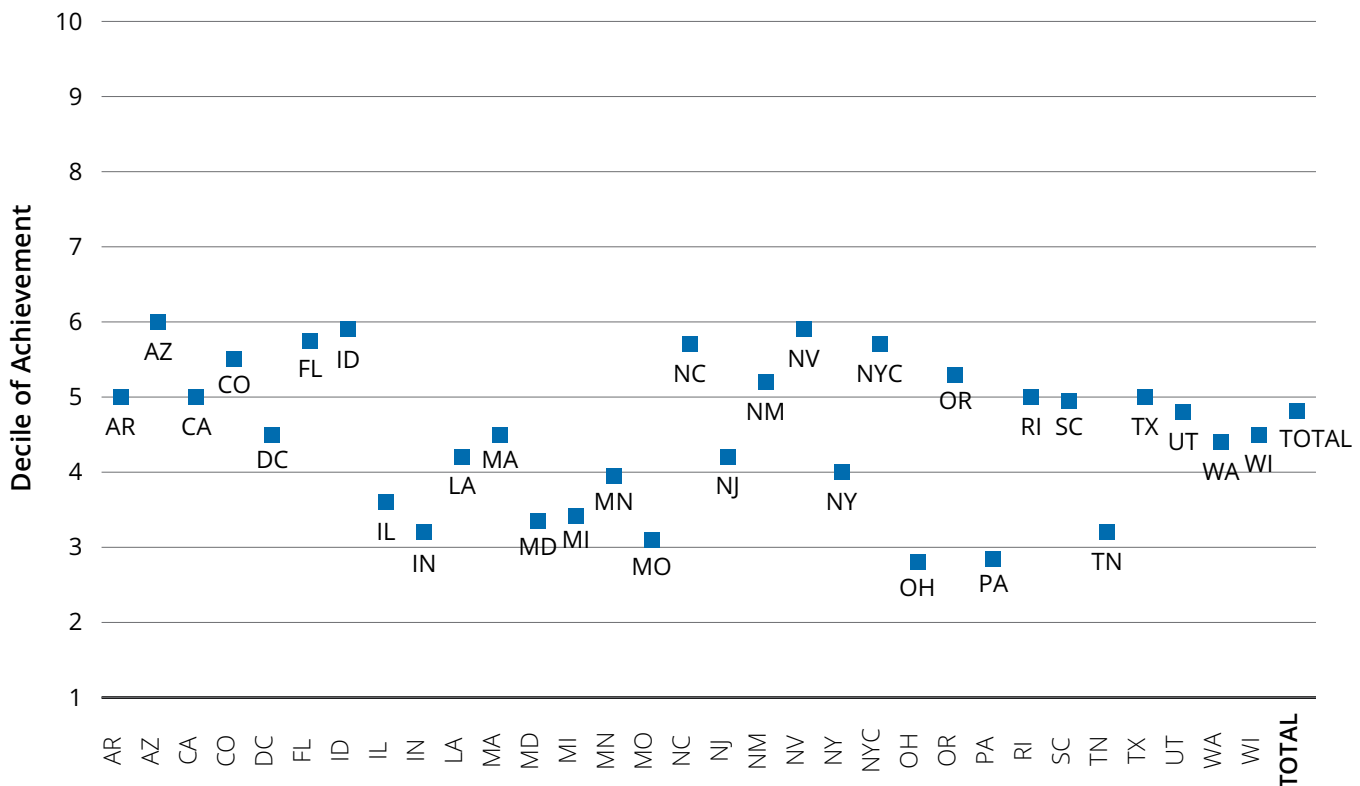
Figure 1.2 shows the within-state decile of the average achievement level for all students enrolled in charter schools by state for math. There is a wide variance in the achievement levels of charter students in different states. While some states have average charter student achievement as high as the sixth decile, which means the average charter student has achievement above the average TPS student in the state, most are in the third and fourth deciles. The average achievement scores are due to a combination of new charter students’ entry-level achievement and the impact of attending charters for existing charter students.

¹⁰ CREDO acknowledges the declining usefulness of free and reduced-price lunch eligibility as an indicator of poverty. We have used a state-specific variable in states where a better metric is available. For the remaining states, free or reduced-price lunch eligibility was the best indicator available (Fazlul et al., 2023).

¹¹ Hispanic students in poverty and Hispanic ELL students are not mutually exclusive groups. A student could be in both.

To get a better understanding of the achievement of students entering charter schools, Figure 1.2 provides the percentage of charter students in each state with student math achievement in each decile. If charter schools drew their students from the same deciles as TPS, we would expect roughly 10 percent of students to come from each decile.¹² However, the patterns in Figure 1.2 show that is not typical. Some states draw a disproportionate share of their students from the lower deciles, creating a pyramid-shaped distribution. Other states invert the pyramid by pulling more high-achieving students into charter schools than the TPS. Much of the achievement distribution of charter school enrollees has to do with where charter schools are located. In states where charter schools are located primarily in urban locations, we would expect more lower decile students to enroll in charter schools. We could expect to see a more even distribution in states where charter schools are distributed more evenly throughout the state.

Figure 1.2: Average Achievement of All Charter Students by State, Math 2017¹³



¹² Decile by state percentages for charter school reading achievement are included in the Technical Appendix. The distributions support the insights gleaned from math achievement.

¹³ Results for Reading are available in the Technical Appendix

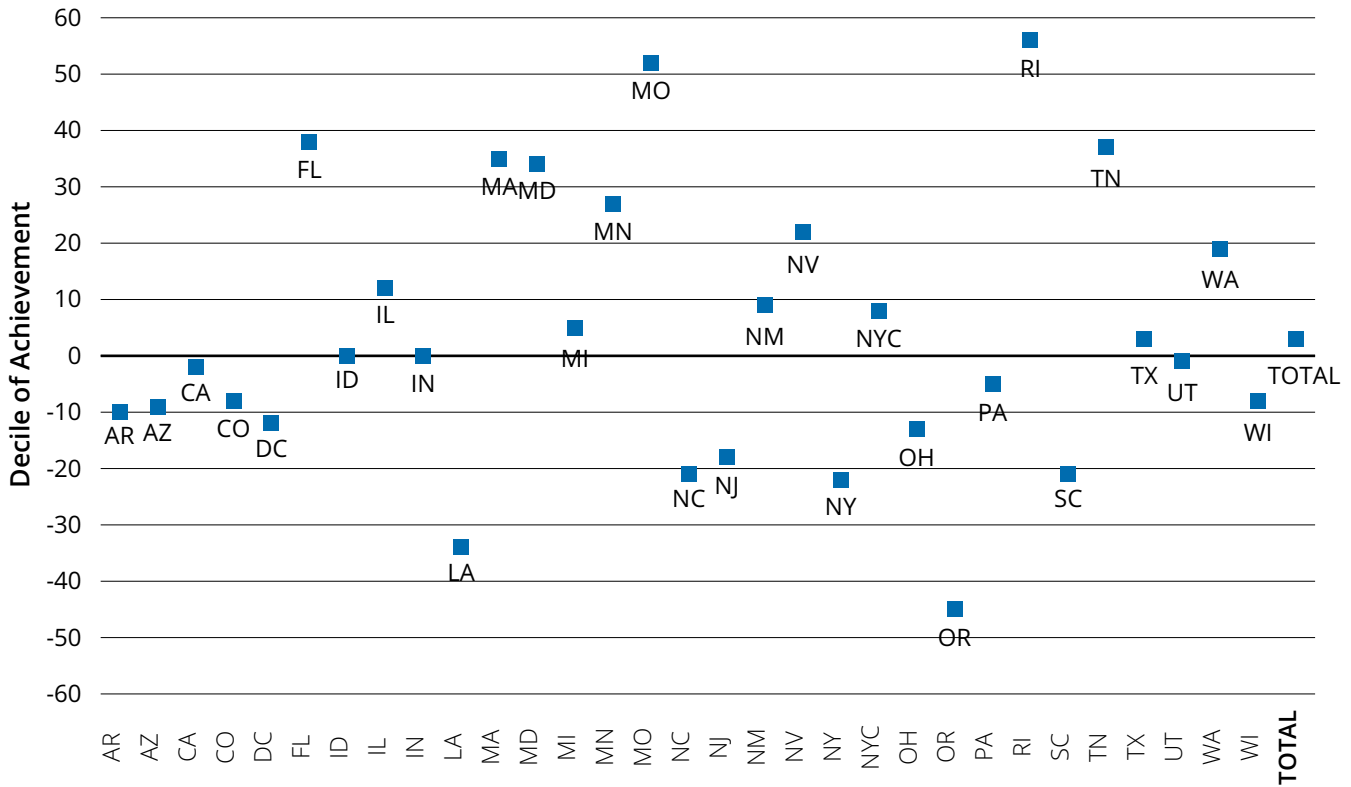
Table 1.6: Achievement Decile Distribution of Charter Enrollees by State 2017, Math

Charter Student Enrollment by Achievement Decile in 2017 (2016 for MD)

This table contains data that is available in an interactive format on the [study website](#).

State	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10	Total
AR	7%	12%	12%	11%	8%	12%	8%	9%	9%	11%	14,506
AZ	5%	7%	8%	9%	9%	10%	12%	13%	14%	12%	74,868
CA	8%	10%	10%	10%	10%	11%	11%	11%	11%	8%	185,840
CO	7%	9%	10%	10%	10%	10%	11%	11%	11%	10%	50,395
DC	8%	11%	13%	10%	11%	11%	11%	10%	9%	5%	7,486
FL	5%	6%	8%	10%	11%	12%	14%	13%	12%	9%	113,763
ID	6%	7%	8%	8%	9%	11%	12%	13%	15%	11%	8,329
IL	12%	17%	14%	12%	12%	10%	9%	7%	6%	2%	16,210
IN	16%	16%	14%	12%	11%	10%	8%	6%	5%	2%	10,539
LA	11%	13%	13%	12%	10%	11%	10%	8%	7%	4%	30,263
MA	9%	11%	11%	12%	11%	11%	11%	10%	8%	5%	14,962
MD	15%	16%	14%	13%	10%	9%	8%	8%	4%	2%	20,056
MI	17%	17%	14%	11%	9%	9%	8%	6%	6%	4%	44,967
MN	15%	12%	10%	11%	10%	10%	10%	9%	8%	5%	17,674
MO	14%	13%	13%	14%	12%	12%	9%	7%	3%	1%	7,386
NC	7%	7%	7%	9%	11%	11%	13%	12%	13%	10%	33,817
NJ	11%	13%	12%	12%	11%	10%	10%	9%	8%	5%	19,944
NM	7%	10%	10%	11%	10%	10%	10%	10%	10%	11%	9,133
NV	5%	8%	8%	9%	10%	10%	12%	13%	14%	12%	19,153
NY	13%	10%	12%	13%	13%	12%	11%	8%	6%	3%	8,200
NYC	4%	7%	7%	10%	11%	13%	14%	15%	12%	8%	41,627
OH	21%	20%	14%	12%	9%	8%	6%	5%	3%	2%	29,618
OR	5%	9%	10%	10%	11%	12%	12%	12%	12%	7%	7,306
PA	16%	28%	16%	11%	8%	7%	5%	4%	3%	2%	38,985
RI	7%	8%	11%	12%	11%	12%	11%	12%	9%	7%	2,157
SC	5%	14%	13%	11%	11%	10%	9%	9%	7%	10%	11,636
TN	16%	15%	14%	13%	11%	10%	8%	7%	5%	2%	19,924
TX	10%	12%	9%	8%	9%	9%	8%	12%	14%	8%	104,665
UT	11%	9%	9%	9%	10%	11%	11%	12%	11%	6%	26,108
WA	12%	11%	10%	11%	11%	11%	12%	10%	7%	4%	1,244
WI	9%	11%	11%	11%	13%	13%	11%	10%	8%	4%	15,648
	9%	11%	10%	10%	10%	10%	10%	11%	10%	7%	1,006,409

Figure 1.3: Average Academic Growth of Charter Students by State, Math 2017



Perceptions of Charter School Student Advantage

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. The claim has taken one of two forms: a “push” on the part of parents or a “pull” on the part of charter schools. The “push” alternative posits that charter school students have parents that, by the act of enrolling their student in a charter school, reveal they value education more and/or are more motivated to pursue educational success for their children than other parents. As a result of parental investments of time and resource, their students are thought to be better prepared academically. The “pull” version suggests that charter schools signal or sift interested students to enroll more advantaged students, drawing them away from neighborhood schools. This practice commonly is referred to as “cherry picking” or “cream-skimming.”

Despite different mechanisms, both versions of “charter school students are advantaged” can be tested with the same analysis. If either or both claims are true, then entering charter school students would present stronger academic preparation than the students in the feeder TPS schools. With our analysis, we advance earlier work to examining achievement distribution for low-end and high-end differences in starting achievement (Kho et al., 2022; Zimmer et al., 2009).

We compare students who initially enrolled in a TPS and took at least one achievement test before transferring to a charter school to their peers who enroll in the TPS. We can observe the distribution of charter students’ test scores across deciles of achievement and do the same for students in the feeder TPS. Taking the difference in the two percentages for each decile illuminates how equal the distributions of student achievement are in the two school settings. We conduct the analysis by subject for each state, yielding 62 tests (i.e., 31 states and 2 subjects).

Table 1.6 presents the results. For example, in Michigan, the share of students entering charter schools from the bottom three deciles of achievement is 24.4 percentage points larger than the share the feeder schools enrolled. We consider two percentage points difference for any achievement decile as natural variation.

Table 1.6 presents reveals important results at both ends of the achievement continuum. In 17 states, charter schools enroll more students from the bottom three deciles of achievement than do their feeder schools. In many cases, the share is 10 to 20 percent larger than in feeder schools. For eight states, the differences fall in the 2-percentage margin of variation. In five states new charter school student enrollment in the lowest deciles is smaller by three to six percentage points.

At the upper end of the achievement range, in three states, the share of charter school enrollment from the top three deciles is three percent larger than their feeder schools. Six states have equivalent enrollment. In 21 states, charter schools enrolled smaller shares of top-decile students than their feeder schools, with smaller enrollments upwards of 17 percentage points.

To recap the analysis, across the 62 tests the claim charter schools are advantaged by the students they enroll was unfounded in 54. Where the distributions differed, the balance of evidence shows larger shares of students entering charter schools with achievement in the lowest deciles and smaller shares of students had prior achievement in the highest deciles than in the schools they left. In the handful of tests where the entering student distribution favors charter schools, the advantage is insubstantial. The evidence dispels claims that charter schools gain an unfair edge by enrolling “better” students.

Table 1.7: Percentage Differences between Entering Charter Students and Feeder School Students by Decile of Achievement ¹⁴

State	Achievement Group		
	Bottom Deciles 1- 3	Middle Deciles 4-7	Top Deciles 8 - 10
AR	-0.36	-1.31	1.68
AZ	-1.56	1.31	0.26
CA	4.28	0.77	-5.05
CO	3.71	-0.64	-3.07
DC	8.66	0.21	-8.87
FL	-5.01	7.36	-2.33
ID	-5.13	1.94	3.17
IL	6.20	0.96	-7.16
IN	14.16	-0.50	-13.65
LA	10.29	2.34	-12.63
MA	1.42	-1.13	-0.28
MI	24.44	-7.17	-17.26
MN	13.57	-2.17	-11.42
MO	10.39	2.75	-13.13
NC	-3.04	0.49	2.54
NJ	9.60	-0.89	-8.73
NM	0.56	0.75	-1.31
NV	-3.32	3.18	0.13
NY	4.78	5.87	-10.67
NYC	-1.73	8.86	-7.13
OH	20.56	-4.62	-15.96
OR	-1.57	4.73	-3.16
PA	26.03	-8.88	-17.16
RI	-6.14	10.08	-3.92
SC	0.53	1.86	-2.40
TN	4.68	6.50	-11.19
TX	3.93	-7.25	3.32
UT	-0.69	1.41	-0.74
WA	2.64	2.92	-5.56
WI	6.47	3.06	-9.51

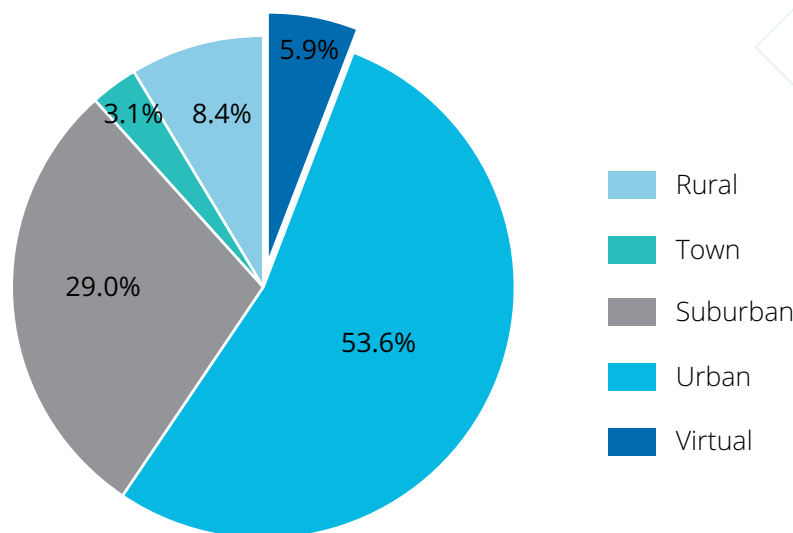
¹⁴ Full breakout by decile is included in the Technical Appendix.

School Characteristics

School Location

The majority of charter school students in the study attend charter schools located in an urban setting (53.6 percent), according to the locale designations of the National Center for Education Statistics (NCES). The study's second largest group of students is those attending a suburban charter school, at 29 percent. Rural charter school students (8.4 percent) and charter students in towns (3.1 percent) comprise the remainder of the brick-and-mortar charter school students. The remaining 5.9 percent of charter school students attend online charter schools.¹⁵

Figure 1.4: Percent of Charter School Student Enrollment by Location



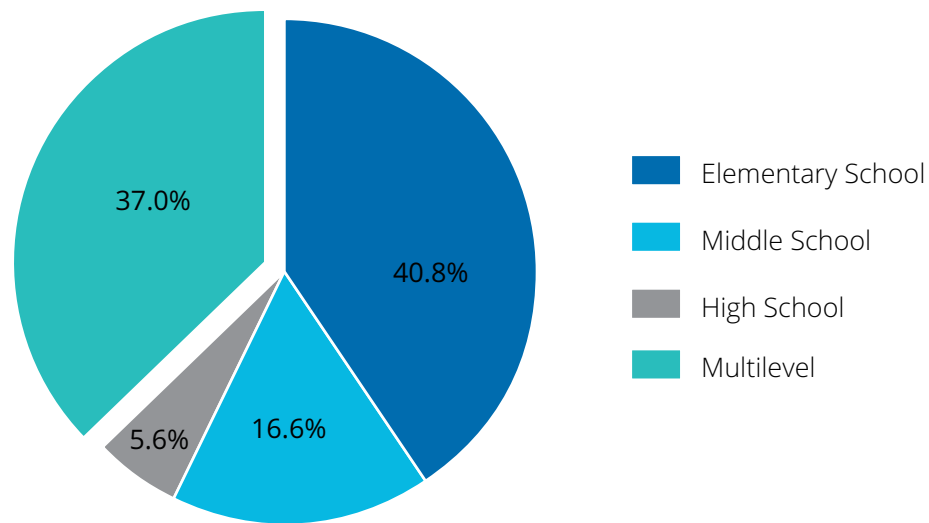
The geographic settings where charter students attend school remain relatively stable between the 2013 and the 2023 studies. The one exception is the number of rural students dropping by half, from 16 percent of the matched sample to just eight percent. Between the two studies, CREDO added the virtual category to report separately for students who attend online charter schools. In the 2013 study, students attending online schools were categorized by the location of the online schools' headquarters. Any changes in locale reporting would impact only the comparisons between locale reporting when comparing outcomes between the 2013 and 2023 studies. The larger overall and state-level comparisons will not be impacted.

¹⁵ While online charter schools are assigned an NCES locale based on the locations of their offices, for this study we group students attending an online charter into a separate "online" locale regardless of where the school's offices are physically located.

School Level/ Grade Span

We also group students into school levels based on the NCES grade-span categories: elementary, middle, high, and multilevel schools. This gives us a picture of the distribution of charter school enrollment by school configuration. The majority of charter school students in our study (40.7 percent) are enrolled in K-6 elementary schools; 16.6 percent of charter school students in our study are enrolled in stand-alone middle schools (grades 6–8); and 5.6 percent are enrolled in charter high schools (grades 9–12). Multilevel schools serve a combination of grades outside traditional school grade groupings. For example, K-8 schools, 6–12 schools or schools that enroll students in K-12. Students in these schools make up 37.1 percent of charter school students in this study.

Figure 1.5: Percent of Charter Schools by Grade Level



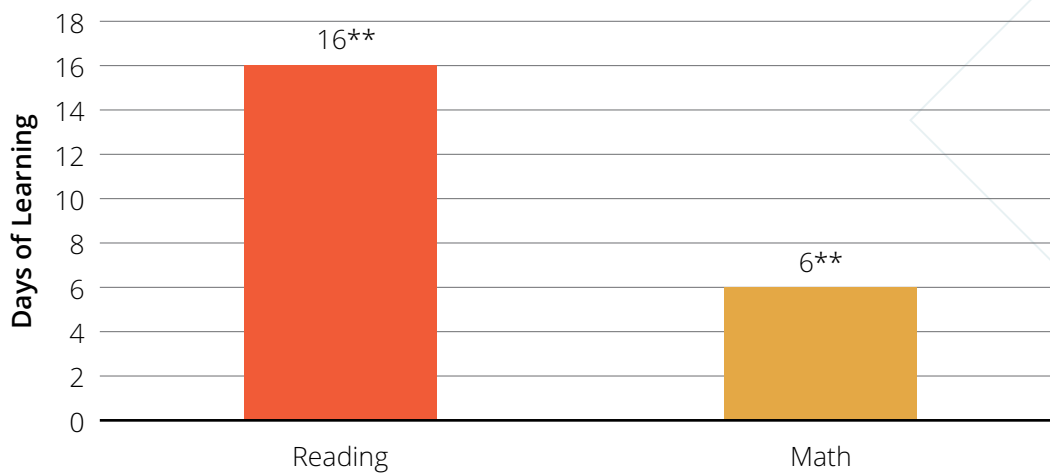
Between the 2013 and 2023 studies, the only major changes we see in locales are an eight percentage point decrease in the proportion of charter students attending high schools and a seven percent increase in the proportion of charter schools classified as multilevel schools.

1.4 Analytic Findings

Academic Growth of Charter School Students

The typical charter school student in our national sample has statistically significant positive year-over-year growth in both math and reading compared to the TPS VCRs.¹⁶ The benefit of attending charter schools during the period of study amounts to additional days of learning equivalent to six days in math (0.011) and 16 days in reading (0.028).¹⁷

Figure 1.6: Annual Academic Growth of Charter School Students, Reading and Math



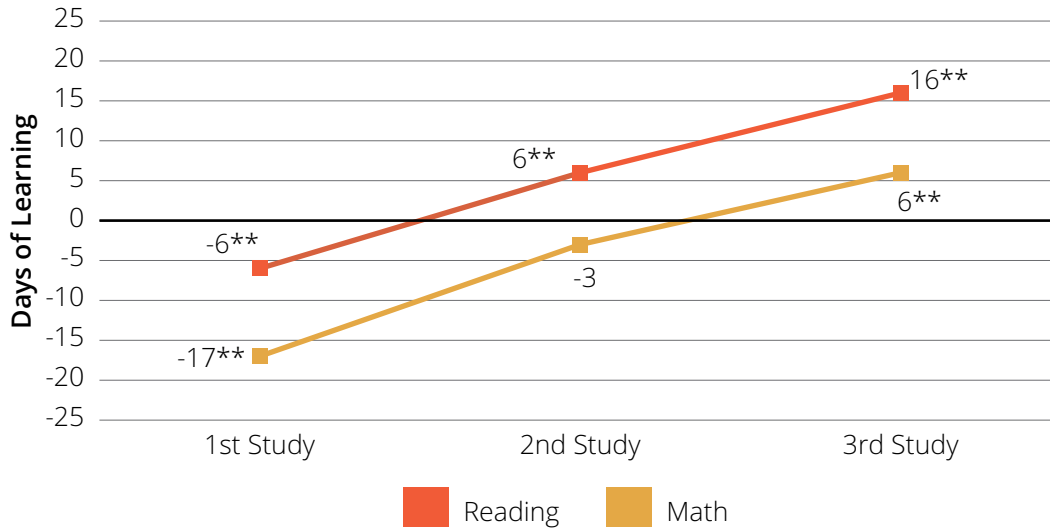
** Significant at $p \leq 0.01$

This is a step forward for charter school performance over CREDO's two previous national studies. In the 2009 national study, students attending charter schools had less growth in both math (17 days less) and reading (six days less) than their TPS VCRs. In the 2013 national study, the growth of charter students was not significantly different from their TPS VCRs in math but was significantly stronger in reading (six days more).

16 Throughout this report, numbers referred to as "significant" are statistically significant at least at the 0.05 level. In graphics, a single star (*) means statistically significant at the 0.05 level; double stars (**) means statistically significant at the 0.01 level. Differences that are not statistically significant are reported as being similar.

17 As described in the Methodology section of this report, when we transform our analytic growth results from standard deviation units to days of learning, a .01 standard deviation equates to 5.78 days of learning.

Figure 1.7: Annual Academic Growth of Charter School Students across Three National Studies

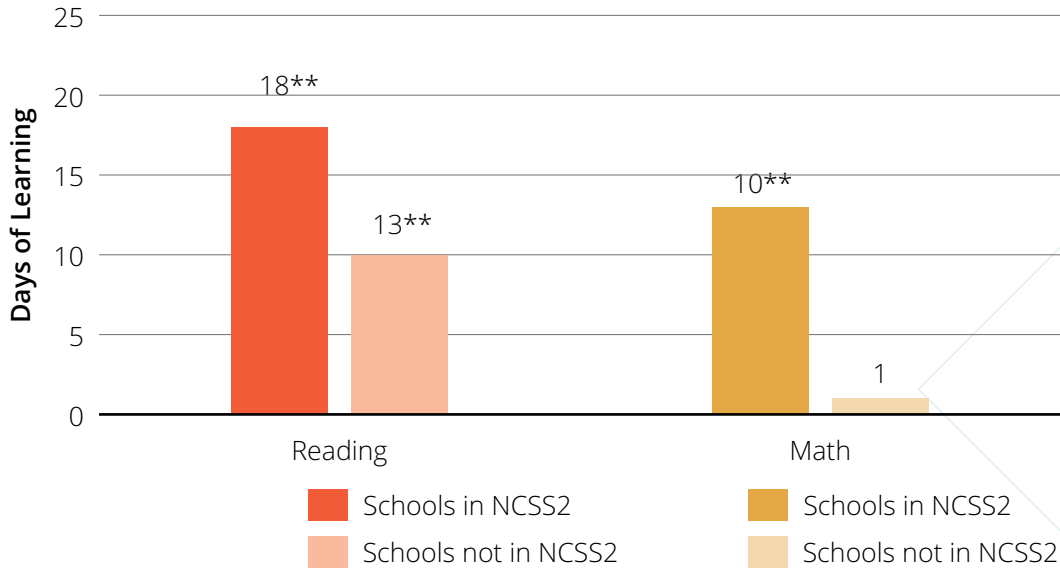


** Significant at $p \leq 0.01$

While these results are the national averages for charter school students, the results vary greatly from state to state and by student characteristics. Since many charter school policies are set at the state level, differences across states are partly a function of variation in charter schools' legal and regulatory environments. Below we examine the outcomes by different student subpopulations.

To explore the trend of improved performance, we examined the pooled national data to see if schools that are new to our sample (by being new or having tested grades for the first time) had different results than schools that were included in earlier national studies. This comparison provides a partial view of the source of overall improvement over time. The existing charter schools had stronger growth than their TPS peers in reading (+18 days) and math (+10 days). The new-to-the-study schools had stronger growth in math (+13 days) and identical growth in reading as their TPS peers. Based on these results, the larger part of the improved performance of charter schools since the 2013 study stems from the earlier cohort getting stronger. Interestingly, the new schools in this study had better performance than new schools in the second national study and outpaced overall growth for all charter schools in both prior studies.

Figure 1.8: Annual Academic Growth in Previously Studied Schools Compared to Current Schools



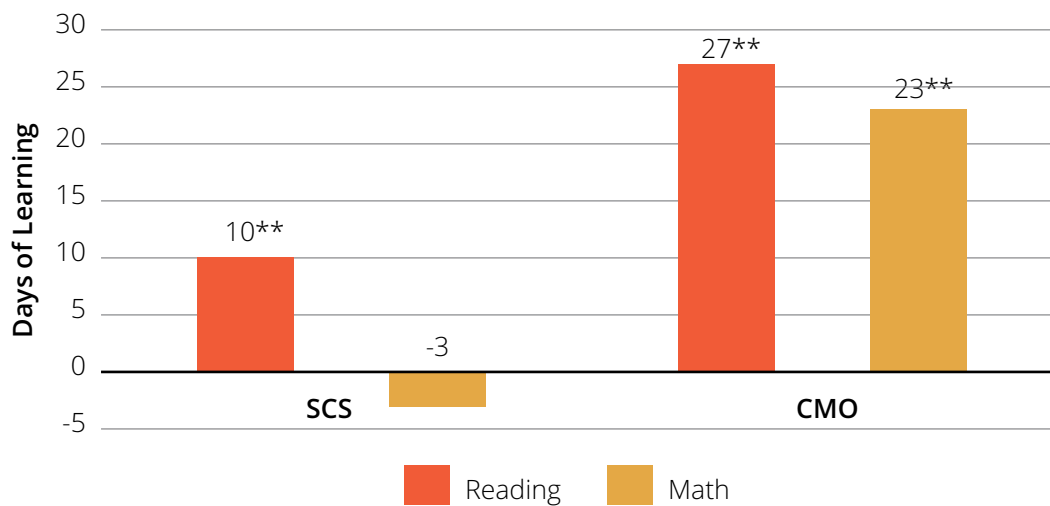
** Significant at $p \leq 0.01$

One mechanism by which the existing charter schools can get stronger over time is by the closure of poorer-performing charter schools. However, there are reasons other than academic performance that can lead to school closure. We examined the performance of the 207 charter schools that closed during our study window. The performance of these closed schools was similar in both subjects. Using reading to illustrate, the majority of these charter schools that closed (58 percent) were those with below-average achievement and weaker growth than their TPS comparisons. However, 30 percent of the schools that closed had stronger growth than their TPS comparisons, even if their achievement was below the state's average. Surprisingly, seven percent of the closed schools had stronger growth than their TPS comparisons and above-average achievement for their state.

RECAP: Academic Growth of Charter School Students by Type of School

To complement these aggregate analyses, CREDO expanded the analyses of charter school student academic growth by distinguishing the progress of students attending charter schools associated with charter management organizations (CMO) from those attending stand-alone charter schools (SCS).¹⁸ The complete set of findings is available in the second volume: [Charter Management Organizations 2023](#). Students attending CMO-affiliated charter schools have statistically significant positive learning gains in reading and math compared to their TPS peers with similar observable characteristics. Students attending SCS had stronger growth in reading and similar growth in math to their TPS peers. Figure 1.10 shows these differences to be equivalent to an additional 27 days of learning in reading and 23 days in math for students attending charter schools associated with a charter management organization over their comparison group. This is contrasted to 10 additional days in reading and similar growth in math for students attending SCS as compared to their VCRs.

Figure 1.9: RECAP: Average Academic Growth for Charter School Students by Charter School Type, Reading and Math



** Significant at $p \leq 0.01$
Figure above originally appears as Figure 2.4 in CMO23.

¹⁸ The CMO study does not include Idaho, Maryland, and Ohio.

Charter School Student Academic Growth by State

Charter school students had weaker reading growth than their TPS peers only in Oregon. Significantly stronger growth by charter students was seen in 18 states. In the remaining 12 states, growth for students attending charter schools was similar to that of their TPS peers. The strongest gains were in the Northeast. Rhode Island (+90 days) and New York State (+75 days) charter students saw the largest gains. New York City (+42 days) students had strong gains, as did students from Massachusetts (+41 days).

Figure 1.10: State Level Average Charter School Student Academic Growth, Reading

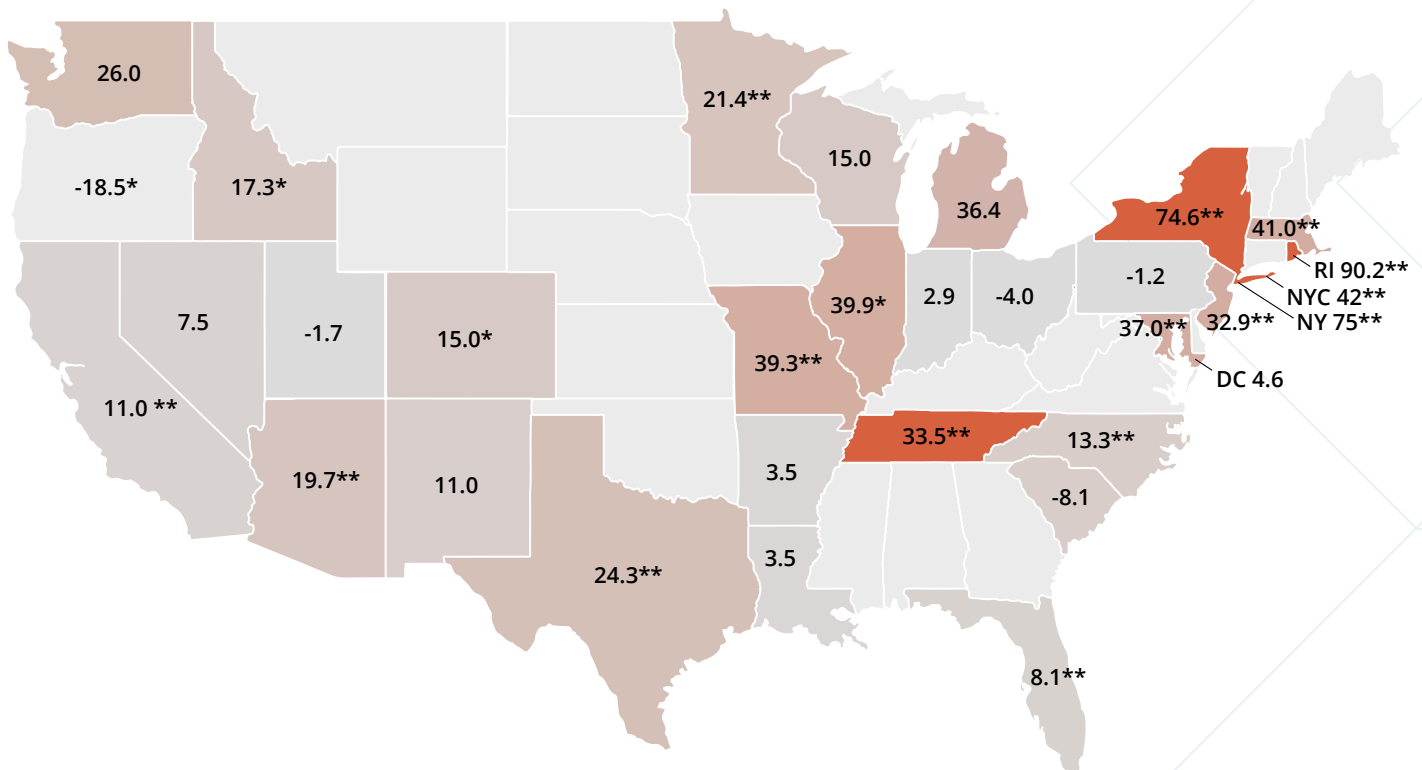
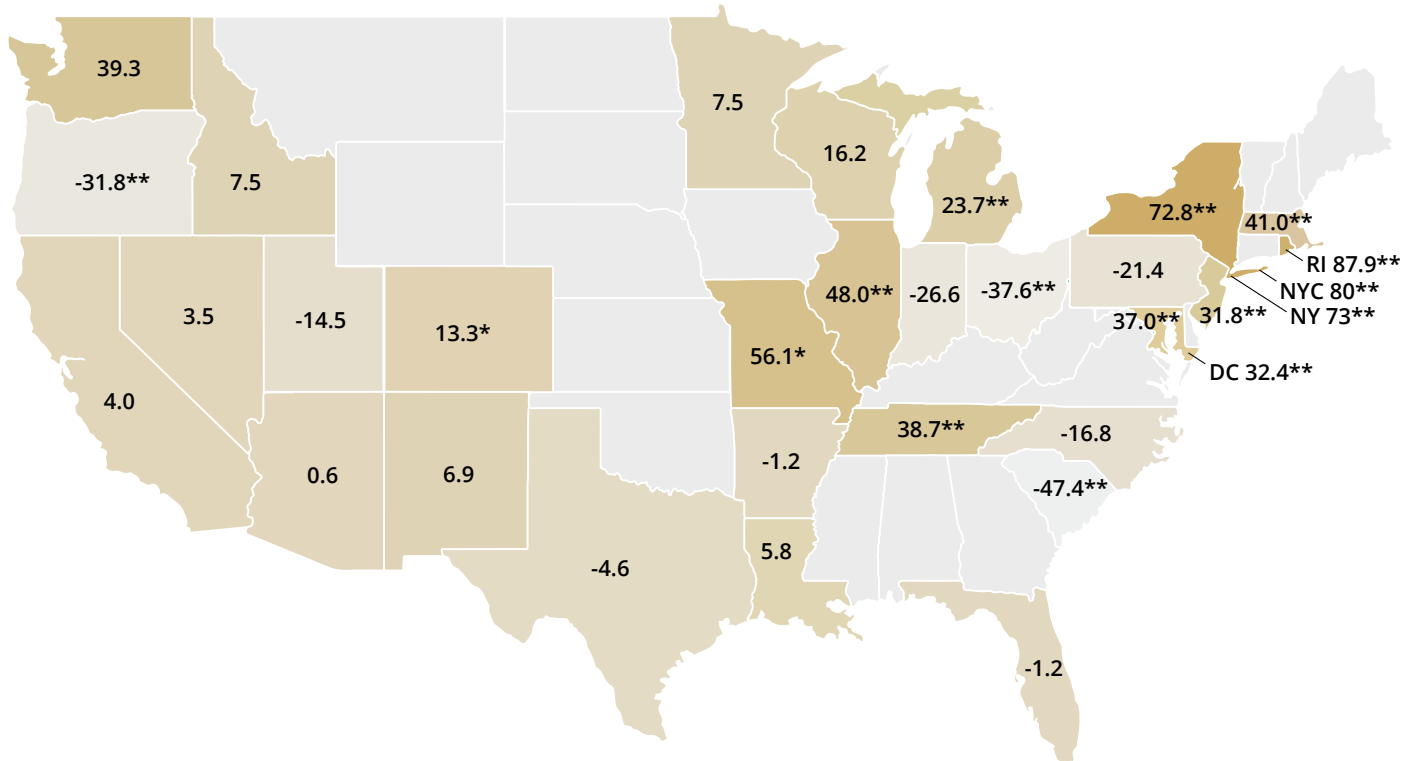


Figure 1.11: State Level Average Charter School Student Academic Growth, Math



** Significant at $p \leq 0.01$ * Significant at $p \leq 0.05$

[Link to full state math and reading results here](#)

Changes in Charter School Student Academic Growth by State

Having longitudinal data over multiple studies allows us to examine the performance of states relative to each other and each state's performance over time. This helps us understand the impact of state policies over time. Of the 25 states in the 2013 and 2023 studies, state charter school academic growth in reading increased in 2023 for 17 states and decreased for eight states.²⁰ The differences for New Jersey, Oregon, and Michigan were trivial.

In math, 15 states had stronger growth in 2023 than in 2013, and 10 had weaker growth. The differences for Ohio, Florida, and Rhode Island were negligible.

The largest decreases in both subjects occurred in Washington, D.C., and Louisiana. The largest increase for both subjects was in Nevada. Nevada had charter growth in 2023 that was not significantly different from the state's VCRs. Still, that modest performance was a vast improvement over the extremely negative performance of Nevada charter schools in 2013.

²⁰ Due to the mandated destruction of data files from prior studies, differences for each state between periods could not be tested for statistical significance.

Rhode Island stood out in particular for having high growth in both subjects for both studies, even though the state's change in scores from 2013 to 2023 was negligible. Other notable improvements were Missouri in math and New York state, New York City, and Texas in reading. Even though Texas had a smaller reading growth score in 2023 than several other states, its change in growth from 2013 was larger.

Figure 1.12: Average Reading Growth of Charter School Students by State, 2013 vs 2023

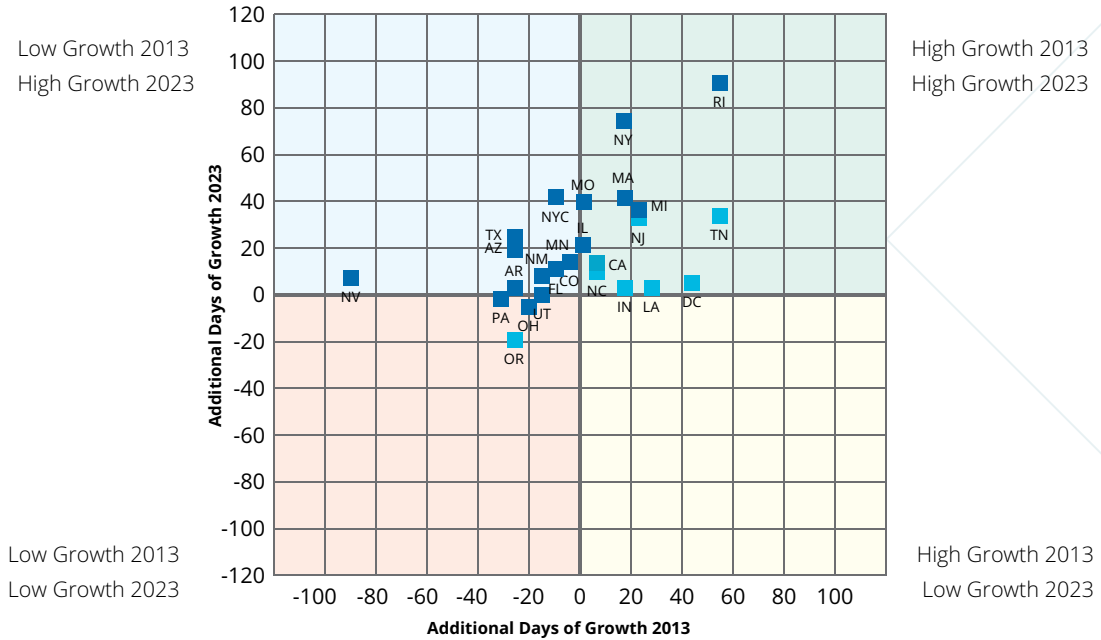
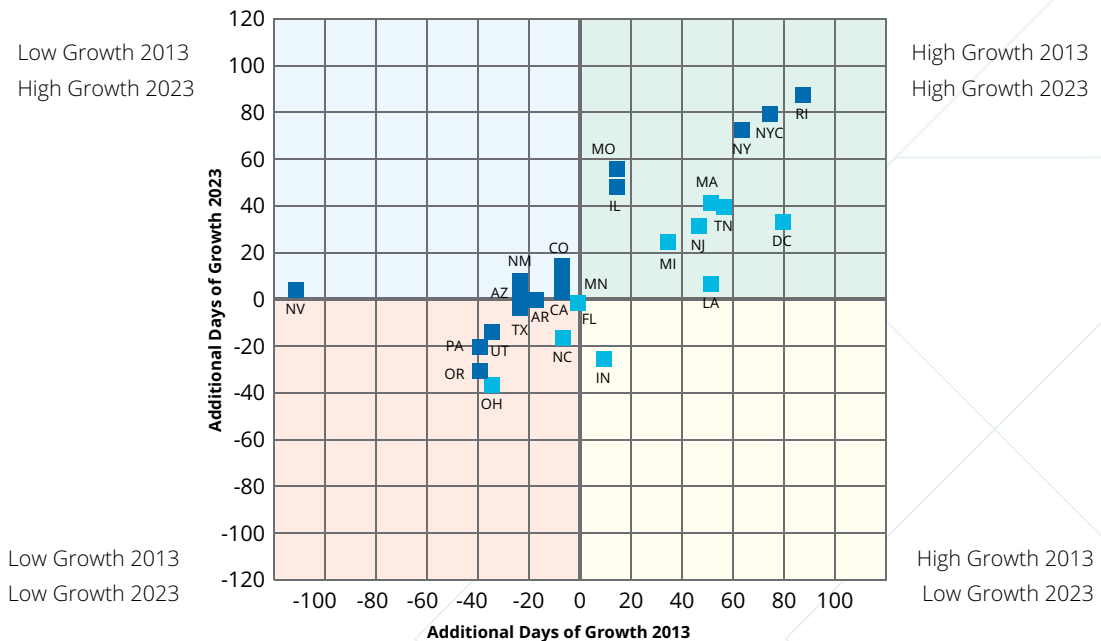


Figure 1.13: Average Math Growth of Charter School Students by State, 2013 vs 2023



Differences in Academic Growth by Charter School Student Characteristics

Differences by Race/Ethnicity

As seen in our earlier studies, the impacts of attending charter schools are not uniform for all students. When looking at student groupings, our analyses reveal varying overall status and growth for different subgroups. Therefore, it is important to examine the outcomes for students by this characteristic to gain a deeper understanding of the overall results at both the national and state levels. Students from different racial and ethnic groups can have opposite impacts from attending charter schools, which is obscured when looking at overall student outcomes. For example, in previous CREDO studies, White students attending charter schools generally have weaker growth than their peers attending TPS. Asian/Pacific Islander and Native American students tend to have growth similar to their peers. However, previous studies have shown that for Black and Hispanic students, attending a charter school often leads to significant academic growth.

We compared the academic growth across student race/ethnicity groups. Students were grouped into White, Black, Hispanic, Asian/Pacific Islander, Native American, and Multiracial students.

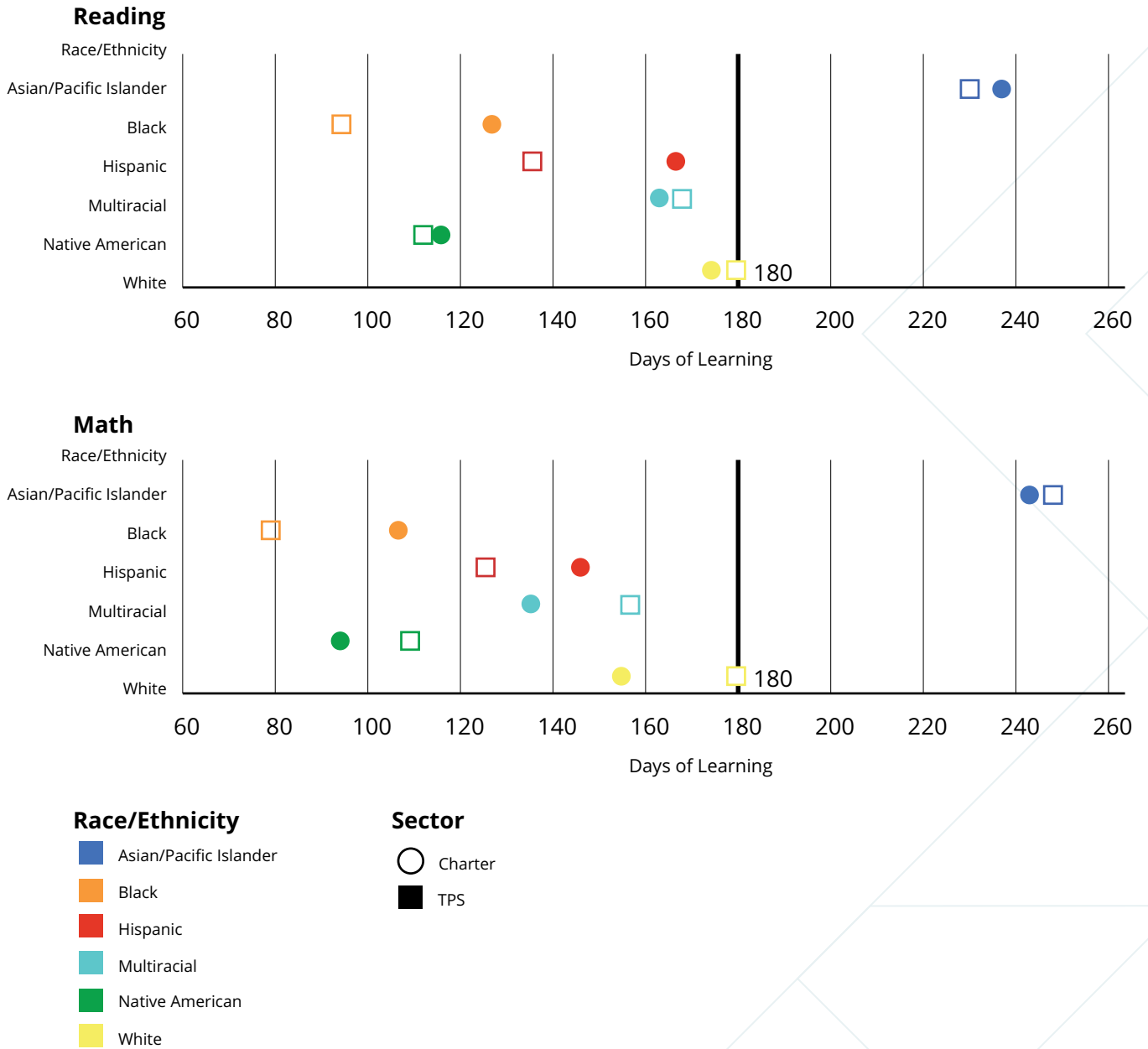
Compared to their TPS peers, Black students attending charter schools had 35 days more growth in a school year in reading and 29 days in math. This would be as if the students had attended an additional 1.5 months of schooling each year. The results were also positive and significant for Hispanic students. Relative to their TPS peers, Hispanic students grew an extra 30 days in reading and 19 additional days in math. Only two subpopulations of charter school students had weaker growth than their TPS peers in math. White and Multiracial students attending charter schools grew 24 fewer days per school year than their TPS peers. No racial/ethnic subpopulations had weaker growth than their TPS peers in reading.

However, because the TPS peer groups often have growth weaker than the average 180 days per year that anchors these analyses, even those subpopulations with positive growth may experience less than 180 days of growth per school year. The figure below shows the typical growth in math for each subpopulation of charter students and their TPS peers.

UNDERSTANDING SUBPOPULATION RESULTS

In these analyses, the growth of subpopulations in charter schools is compared to the growth of the same subpopulations in TPS. This means learning for Black charter school students is compared to their Black TPS peers. Both TPS and charter student results are studied against the 180-day baseline for White comparison students.

Figure 1.14: Days of Learning for Charter School and TPS Students by Race/Ethnicity, Reading and Math



Relative to the standard of 180 days of learning per year—the amount of growth that the average White TPS student in this study makes each year—Figure 1.15 delivers two essential findings. First, Black and Hispanic students in charter schools advance more than their TPS peers by large margins in math and reading. Multiracial, Native American, and White charter students show the reverse in math, lagging behind the growth of their TPS peers. Reading progress was equivalent for these subpopulations. Asian/Pacific Islander students in both sectors show similar growth.

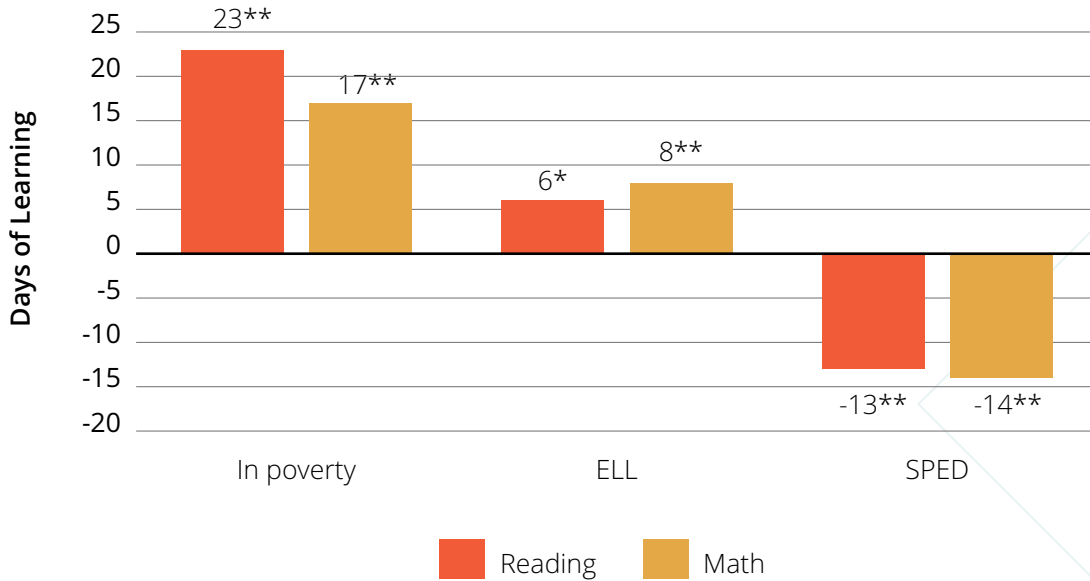
The second conclusion is more sobering: neither in the typical charter schools nor in the comparison TPS are Black, Hispanic, or Native American students posting growth that is close to 180 days a year in either reading or math. Multiracial students fare better but still don't reach typical growth. White students in charter schools are on par in reading and lag in math. Only Asian/Pacific Islander students, a small fraction of the student population, post better growth than the average growth of White TPS students. The message is clear. The majority of students in both settings are not learning as much as they need to for their schooling to be on track. These growth gaps are the building blocks of learning inequality that result in the achievement gaps that plague the nation.

Beyond the picture of different results at the average for different groups of students, the insights available from the distribution of student experience are potentially transformative. There are thousands of minority and economically disadvantaged students whose progress outpaces or is on par with White students in their school. We note these gap-busting cases and present more detail in the school-level results below.

Academic Growth for Charter School Students in Special Populations

Many studies have shown persistent disparities between students at the upper and lower ends of the socioeconomic spectrum (Duncan & Murnane, 2016; Hanushek et al., 2019). In this study, charter school students in poverty had stronger growth equal to 17 additional days of learning in math and 23 days stronger growth in reading than their TPS peers. English-language learner students who attended charter schools also had stronger growth in math (eight days) and reading (six days) than their TPS peers. However, students receiving special education services had significantly weaker growth in both math and reading than their TPS peers. Specifically, they grew 13 fewer days in reading and 14 fewer in math. Compared to the 2013 National Charter School Study, these most recent results represent a slight increase in charter school effectiveness for students in poverty and a slight decrease in effectiveness for English-language learners and special education students.

Figure 1.15: Annual Academic Growth for Charter School Students in Special Populations

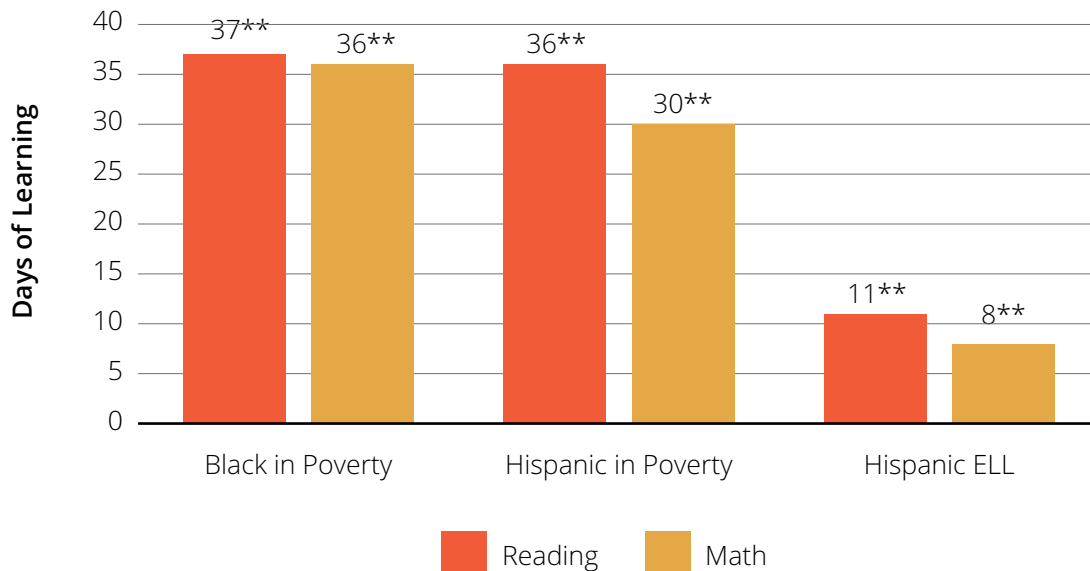


** Significant at $p \leq 0.01$ * Significant at $p \leq 0.05$

The findings for separate subgroups detail the growth we observe for all charter students in each group, all else being equal. Of course, that is not the case; within groups, we know that some students, in addition to being in a minority group, also experience poverty or are not native English speakers. Students with compound designations are likely to face more challenges in their education. CREDO studied three such groups: Black students in poverty, Hispanic students in poverty and Hispanic students who are also English-language learner students.

In the current study, we find that Black students in poverty had 37 days stronger growth in reading and 36 days stronger growth in math when compared to their TPS peers. The results were similar for Hispanic students in poverty: they grew 36 more days in reading and 30 more in math than their TPS peers. There were also significant benefits for Hispanic students who are English-language learners (ELL). Hispanic ELL students gained an additional 11 days in reading and an extra eight days of learning in math by attending charter schools instead of their local TPS option.

Figure 1.16: Annual Academic Growth for Charter School Students with Compound Designations



** Significant at $p \leq 0.01$

Student Annual Academic Growth by Charter School Grade Level

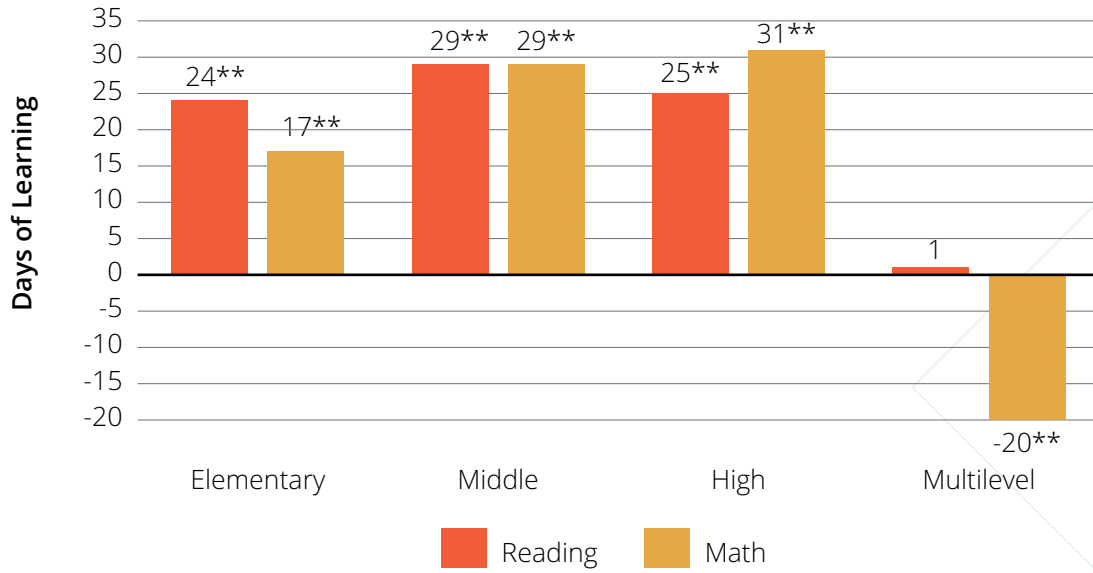
Another way CREDO has typically looked at charter school performance has been by examining charters grouped by the grades served by the school. Typically, there are four levels of schools. These are elementary (K-5), middle schools (6-8), high schools (9-12) and multilevel schools (a mix of grades that do not fall easily into one of the other categories, e.g., K-6, 6-12 or K-12).

The results show significantly positive growth in reading and math for charter schools serving elementary, middle or high school-age students. In contrast, results for multilevel charter schools were negative in math and similar to the TPS comparison groups in reading.

In reading, the results for charter schools were stronger. The average increase in growth for elementary charter school students was 24 additional days of learning. Middle school students saw 29 extra days and high school students saw 25 extra days on average. Students attending multilevel charter schools had growth similar to their TPS peers.

The average impact on math growth for charter school students was the same as attending 17 extra days for elementary students, 29 extra days for middle school students, and 31 additional days for high school students. Multilevel charter school students, on average, had 20 days less learning per school year.

Figure 1.17: Annual Academic Growth of Charter School Students by Grade Level



** Significant at $p \leq 0.01$

Examining grade level charter performance against earlier CREDO study results, shown in Table 1.7, we see a marked improvement in all grade levels in both subjects. Seeing growth in all grade spans helps us understand that trends in the national aggregate performance are not concentrated in particular grades.

Table 1.8: Charter School Student Academic Growth by Grade Level across Studies, Reading and Math

	Reading			Math		
	2009	2013	2023	2009	2013	2023
Elementary	6**	17**	24**	0	12**	17**
Middle	12**	23**	29**	12**	29**	29**
High	-29**	0	25**	-12**	0	31**
Multilevel	-46**	-12**	1	-23**	-40**	-20**

** Significant at $p \leq 0.01$

Annual Academic Growth of Online Charter School Students

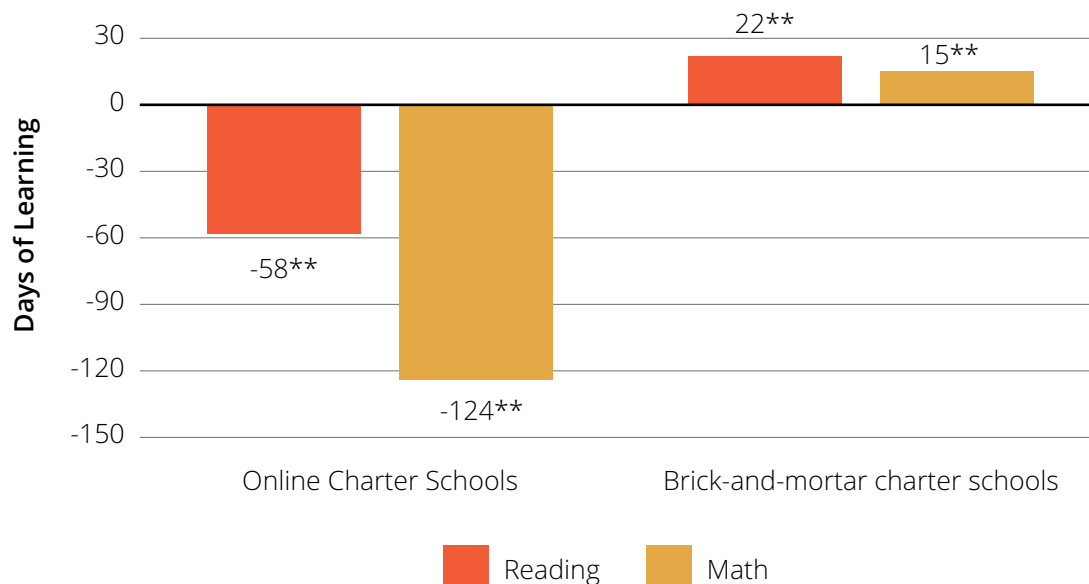
While enrolling only six percent of the charter school student population, online schooling continues to grow over time (Lehrer-Small, 2022). CREDO and other partners conducted a study of online charter schools in 2015, finding significant underperformance in the online setting compared to brick-and-mortar charter schools. With time since the previous study and additional focus from a number of charter school authorizers, we reexamine the growth of students attending online or brick-and-mortar charter schools compared to their TPS peers.²¹

Brick-and-mortar charter school students had significantly stronger growth in reading (22 more days) and math (15 more days). Online charter school students had much weaker growth. Online charter school students grew 58 fewer days in reading and 124 fewer days in math than their TPS peers.

Stated another way, compared to 180 days of learning for their brick-and-mortar TPS peers, the learning for an average online charter student advanced only 122 days in reading; in math, the progress for online charter students was 56 days per year. While across the nation, six percent of charter school students attend a virtual charter school; in Ohio and South Carolina, this rate is as high as 14 percent.²²

It is important to note that examples of equivalent or better academic growth for students in virtual charter schools exist today, and their numbers have increased. These neutral and positive examples buck the preponderance of the evidence: of the 214 virtual charter schools in the study, 73 percent had weaker growth than their comparison group in reading, and 90 percent underperformed their comparison group in math.

Figure 1.18: Annual Academic Growth for Charter School Students by School Mode, Reading and Math



** Significant at $p \leq 0.01$

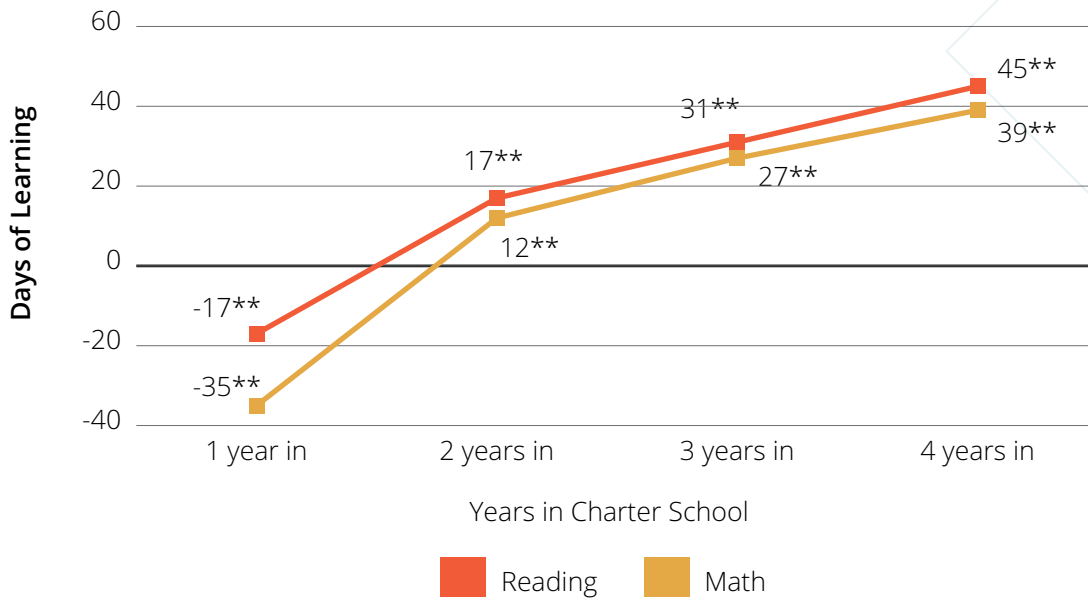
21 The comparison students for online charter students come from brick-and-mortar TPS. It is not possible to create comparison students from online TPS only.

22 Massachusetts, Maryland, New Jersey, New York, Rhode Island, and Tennessee do not allow online charter schools.

Academic Growth by Continuous Enrollment in Charter School

Students often have their weakest growth in their first year in a charter school (Cremata et al., 2013). This fits the known issues around school transitions and decreases in student performance. As seen in Figure 1.20, the subset of students who enroll in a charter school during our data window follow the pattern.²³ However, charter students overcome the initial dip associated with a school change, as shown below. By their fourth year in their charter school, students show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. However, it should be noted that the sample size of students attending a charter school for four years is small, limited by the number of tested grades available for study and the alignment of the study window with grade patterns in schools.

Figure 1.19: Annual Academic Growth for Charter School Students by Years of Enrollment



** Significant at $p \leq 0.01$

²³ This analysis included only those students seen entering charter schools from a TPS. Students already in charter schools in their first year of the data window were excluded.

Table 1.9: Charter School Student Academic Growth by Years of Charter Enrollment across Studies, Reading and Math

	Reading			Math		
	2009	2013	2023	2009	2013	2023
1 Year in Charter	-35**	-35**	-17**	-52**	-46**	-35**
2 Years in Charter	6**	17**	17**	0	12**	12**
3 Years in Charter	12**	35**	31**	17**	17**	27**
4 Years in Charter	n/a	41**	45**	n/a	35**	39**

** Significant at $p \leq 0.01$

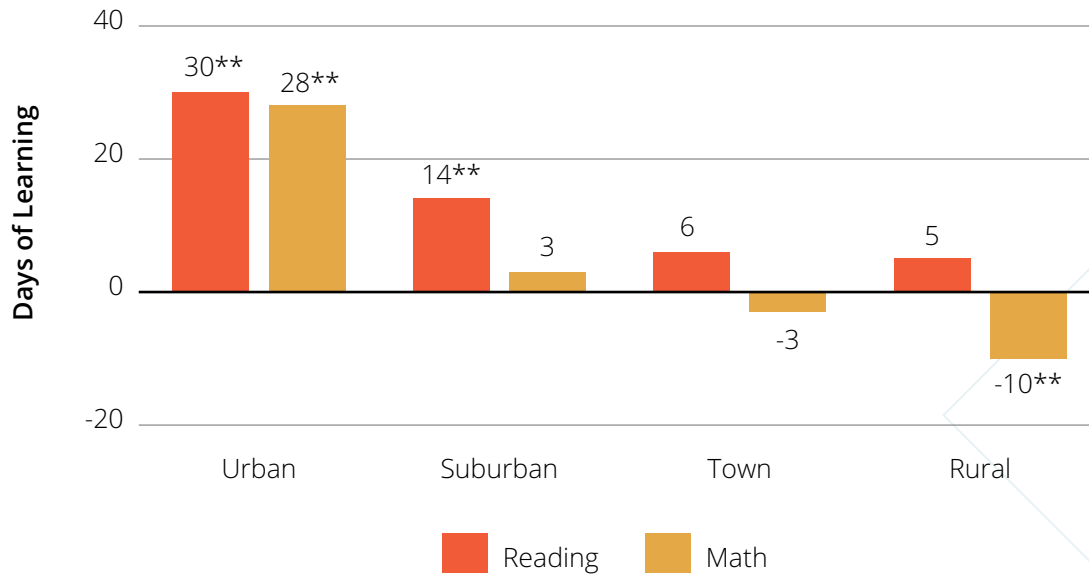
As with measures of charter growth presented earlier, we see persistent improvement in the charter sector in reading and math. While students consistently take a large dip in their first year in charter schools, the size of the drop has decreased from the 2009 study to the 2023 study. We also see steady or improving performance for the charter sector in the 2023 study except for a slight drop in reading from 2013 for students in their third year attending a charter school. These results suggest improved onboarding of new students across the charter school community.

Charter School Student Academic Growth by Location of their School

In previous studies, CREDO and others have found that charter schools were most effective for students living in urban communities (Clark et al., 2015; Cremata et al., 2015; Cremata et al., 2013). This remains true in this latest study. Compared to their TPS peers, urban charter school students had an additional 29 days of growth per year in reading and 28 additional days in math, both of which were significant. Suburban charter school students also had stronger growth in reading (+14 days). However, rural students enrolled in charter schools tended to have 10 days less growth in math than their TPS peers.²⁴

²⁴ Analyses of charter performance by school location exclude those students attending virtual charter schools as the location of these students cannot be determined. The impact on students attending virtual schools was discussed in a previous section.

Figure 1.20: Charter School Student Academic Growth by School Location, Reading and Math



** Significant at $p \leq 0.01$

1.5 School-Level Impacts

School-Level Academic Growth

Analyzing school-level performance is another valuable way to assess the effectiveness of charter schools. Though the overall results of the charter school sector are largely positive in reading and math, it does not follow that every individual charter school performs better than the alternative. School performance is important for policy-related decisions such as funding or renewal. Thus, it is helpful to test if charter schools deliver academic progress that is greater, the same, or smaller than is seen for identical students in the feeder schools nearby.

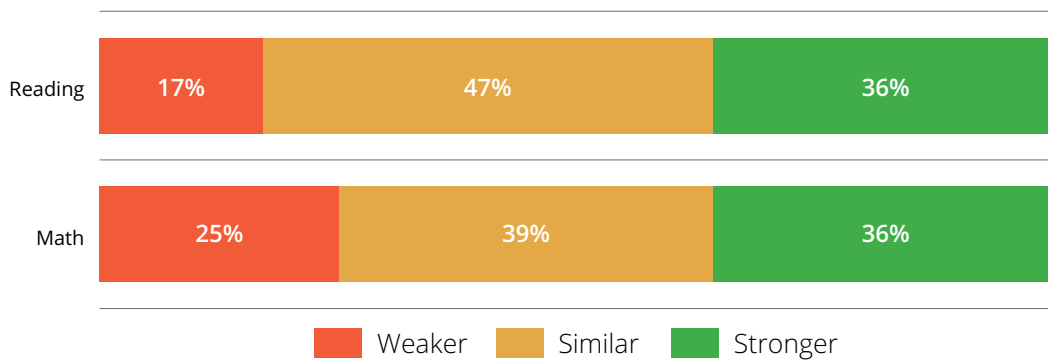
In order to determine school-level charter performance, we compute each charter school's average impact on student learning over the two most recent growth periods (2017 and 2018). We compare the school average to the same measure of learning for their TPS VCRs.²⁵ The average gains of the TPS VCRs serve as a proxy comparison of what learning would have occurred for a charter schools' students had they instead enrolled in the local TPS options. The outcome of interest is the average contribution to student learning gains for each charter school per year. The measure is expressed relative to the gains the charter school students' TPS peers posted. Each charter school is assessed to see if it is performing significantly stronger, significantly weaker, or similar (not statistically significantly different) to its VCR comparison group.

²⁵ We chose to base the school-level analysis on the two most recent growth periods in this analysis for two reasons. First, we wanted to base the result on a contemporary picture of charter school performance. Second, the two-growth-period time frame made it possible to include the newest schools and still ensure that performance for all the schools included the same amount of data, thereby creating a fair test for all. The school-level analysis includes only those schools with at least 30 students to ensure a sufficient sample size for the statistical stability of estimates.

Charter schools with stronger growth comprised 36 percent of the study schools in reading. Forty-seven percent of charter schools had similar growth to their TPS peers. Charter schools with weaker average growth in reading than their TPS comparison groups comprised 17 percent of the study.

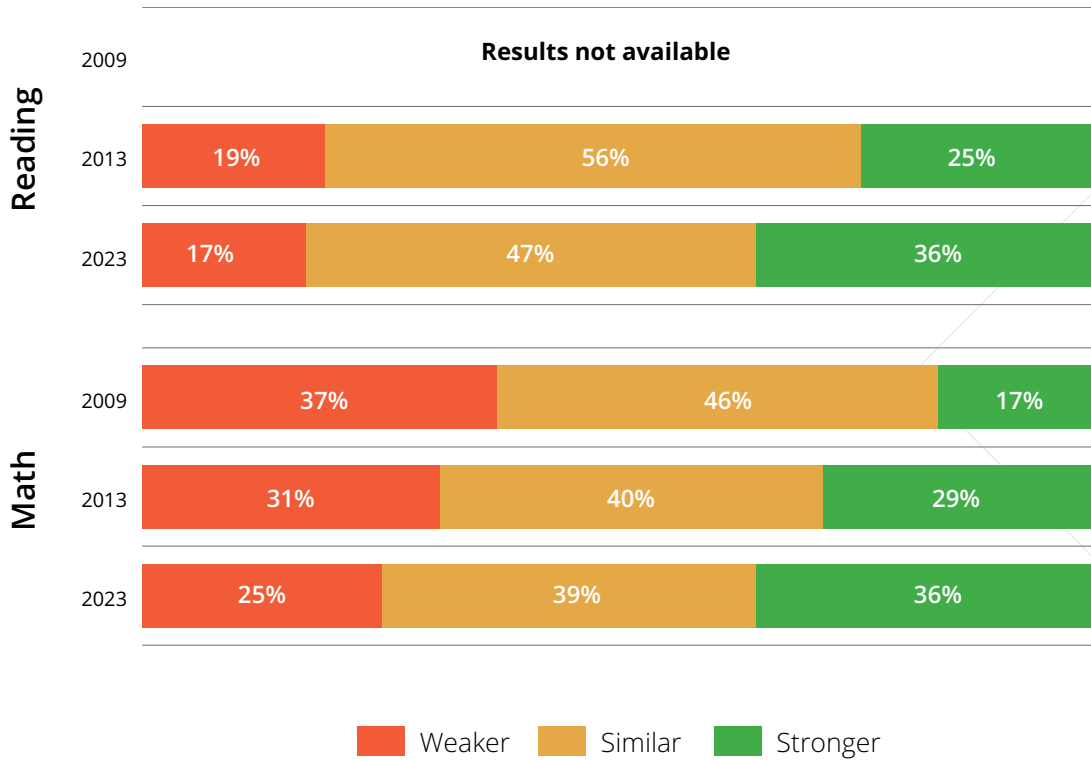
In math, 36 percent of charter schools had statistically significantly stronger growth for their students than the TPS peers. This is compared to 25 percent of charter schools with weaker math growth than their TPS comparisons and 39 percent with similar growth.

Figure 1.21: Academic Growth of Charter Schools Compared to Their Local TPS, Math and Reading



We can compare these distributions to earlier work. Both prior CREDO studies included local school-level comparisons for math. The 2013 National Charter School Study presented an analysis for reading, but not the 2009 report. A consistent pattern appears by examining the results of these analyses over time. Charter schools have improved performance over time at both ends of the range. Figure 1.22 shows a marked rise in the number of charter schools with better development and a decrease in those with weaker growth than their VCR set. This trend amplifies the average national charter school effect at the student level, suggesting that improvements are widespread and not due to concentrated impacts in a subset of schools.

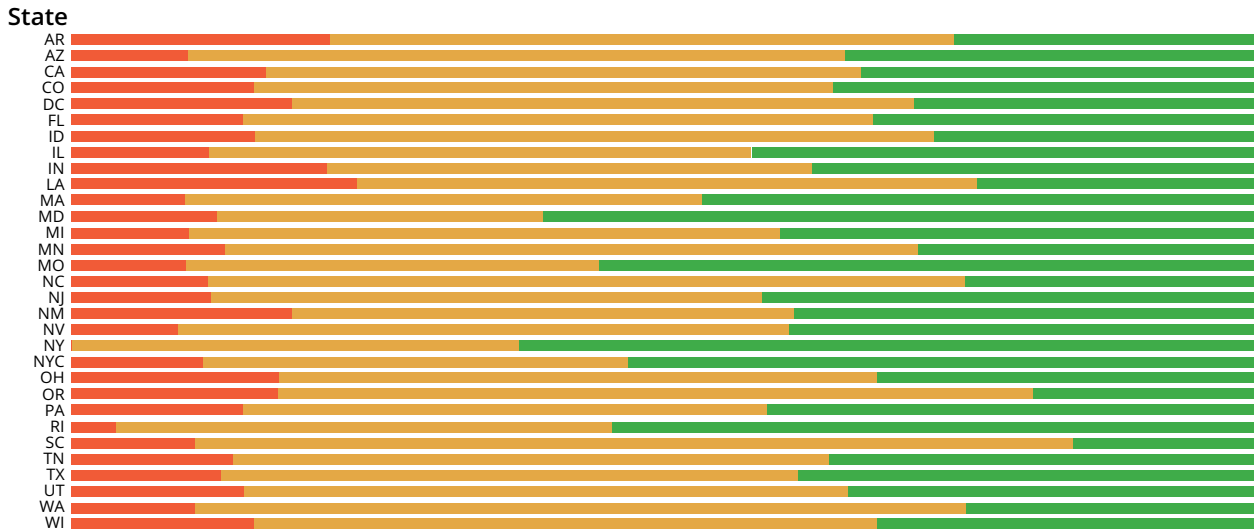
Figure 1.22: Academic Growth of Charter Schools Compared to Their Local TPS across Studies, Reading and Math



School-Level Academic Growth by State

The prior multi-state comparisons can be repeated separately for each state. Since each state has its policies and practices that can impact how charter schools operate, these state-specific school-level comparisons give us a small view of these differing environments. The data reveals that some states have stronger charter markets than others. As seen in the figure, New York does not have any charter schools whose reading growth is significantly weaker than their VCRs.

READER NOTE:
On the [interactive website](#), the reading and math figures display the percentages for each category of performance.

Figure 1.23: Average Academic Growth in Charter Schools versus. Their Local TPS by State: Reading

Figure 1.24: Average Academic Growth in Charter Schools versus. Their Local TPS by State: Math


These results are encouraging, but they require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where the difference occurs in the range of absolute achievement. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to result ultimately in constructive long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag behind their community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the complete picture of charter school performance.

1.6 Charter School Academic Growth and Achievement

Student academic growth measures how much students advance their learning in a year, and student achievement measures the stock of their knowledge at the end of the year. In this section, we integrate the findings about growth and achievement to show comprehensively the results that charter schools deliver for their students.

Both dimensions of student performance are needed to situate charter schools in their local community contexts and within the larger mission of academically preparing students with knowledge and skills for future success. Importantly, considering growth and achievement simultaneously also gives us a basis for making predictive statements about how charter schools will likely support their students in the future.

To ground this presentation, it is useful to consider four basic categories of school performance. This construct applies to all schools, CMO-affiliate charter schools, stand-alone charter schools, district schools and others.

We can classify any school based on whether and by how much its average academic progress in a year compares to the other options its students could select. Schools that do not advance student learning as much as the comparison are considered “low growth.” Those that exceed the local standard are deemed “high growth.” These differences can be mapped on a continuum from “very low growth” to “very high growth.” We use the growth of the local TPS alternative as the standard in this demonstration.

Looking at absolute achievement—the measure of what students know at the end of a school year—we use the achievement scores that students get on state performance tests as a measure of achievement and place schools along that distribution based on school-wide averages. Schools that mirror the state average are designated “50th percentile.”²⁶ Schools with an average performance at lower (or higher) points of the achievement range are situated below (above) the average—we use the 25th percentile and the 75th percentile as additional reference points.

If we map the growth and achievement dimensions together, four groups result:

- > **High Growth—High Achievement:** schools that exceed the growth of their local options and whose students are above the state average in overall achievement.
- > **High Growth—Low Achievement:** schools that exceed the growth of their local options but with overall student achievement below the state average.
- > **Low Growth—High Achievement:** schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons.
- > **Low Growth—Low Achievement:** schools with lower academic growth than their local alternatives and whose students’ achievement is lower than the state average at the end of a school year.

²⁶ The 50th percentile is the point value in a range of scores, in this case achievement for each state, that splits all the scores so that 50 percent are above and 50 percent are below the point.

Using the last two years of school performance, we mapped the charter schools in this study onto the structure described above. (For reliability, we only included schools with 30 tested students.) We subdivided each quadrant into four smaller groups, yielding 16 cells within the map. The results appear in Figure 1.25 for Reading and Figure 1.26 for Math.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 1.25. These values appear on the [study website](#) as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.4	31.7
26.3	30.9

Figure 1.25: Academic Growth and Achievement, Reading

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.1%	1.5%	5.8%	2.8%	70th Percentile
	0.7%	9.1%	17.0%	6.1%	50th Percentile
	3.1%	12.3%	17.6%	6.4%	30th Percentile
	4.1%	6.8%	5.8%	1.1%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

As shown in Figure 1.25, summing the percentages in the top quadrants yields 43 percent of schools with average student achievement above the state average. Currently, these students are better prepared for future learning than half the students in their respective states. However, their growth performance significantly influences their outlook for the future. Sixty-two percent of charter schools have stronger yearly growth than the local TPS and 38 percent have weaker growth.

Schools in the High Growth—High Achievement quadrant can expect to remain in that part of the map if their growth continues at their current pace. Roughly a third of charter schools appear in this quadrant. At current levels of performance, these schools will likely increase their students’ achievement levels over time. Of particular interest is the subset of High Growth—High Achievement schools that advance students of any academic background to high levels of achievement; their operations and practices could help inform improvements in lower-performing charter and traditional schools.

Schools in the Low Growth—High Achievement quadrant can expect to drift downward in the achievement ratings if they maintain their current pace of growth since other schools with higher growth rates will eventually surpass them. Since student achievement in these schools is above state averages, the impact of lower growth may not be as concerning as for students at lower levels of achievement. Roughly a tenth of charter schools display this pattern, many of which are close to average in both growth and achievement. Modest improvements in student learning each year could move those schools into the upper right quadrant.

The remaining charter schools, 57 percent, are situated in the lower two quadrants with achievement that falls below the state average. This is consistent with the earlier findings that charter schools enroll both a larger share of lower-decile students and a smaller share of high-decile achievers. Again, their position and prospects are distinguished by the amount of growth their students demonstrate.

The High Growth—Low Achievement quadrant displays the results for 31 percent of all charter schools. These schools serve students with current achievement that is weaker than the average in their states. These schools have demonstrated success with students of modest or challenged academic backgrounds. With higher than average growth each year, their students will elevate their achievement over time. In theory, given enough time, the students in the lower left quadrant would move up to the upper right quadrant.

The 26 percent of schools in the Low Growth—Low Achievement quadrant are of greatest concern. These schools serve academically challenged students and produce weaker growth than their TPS comparisons. Should the performance of these schools remain unchanged, their students will drift further behind over time, even if all the other schools on the map remain stable. Increases in growth are within reach for these schools, which seem possible for nearly 20 percent, which would migrate them to the lower right area. Especially concerning at the moment are outcomes for the students attending the four percent of schools in the cell with the lowest growth and achievement. This group represents charter schools in need of immediate attention.

Figure 1.26: Academic Growth and Achievement, Math

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.2%	2.0%	4.9%	3.8%	70th Percentile
	1.0%	8.6%	12.0%	7.5%	50th Percentile
	4.9%	14.3%	13.8%	6.2%	30th Percentile
	7.1%	7.5%	5.3%	1.3%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

The inferences for math are the same, albeit with different percentages. Above-average achievement exists in 40 percent of charter schools, while 60 percent have achievement lower than their state averages. Compared to their local TPS, 55 percent of charter schools had stronger growth, with 45 percent having weaker growth. The data provides additional evidence that charter schools tend to serve lower-performing students but grow them more than is typical. As with reading, the current and future story depends on the quadrant in which schools are located.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 1.26. These values appear on the [study website](#) as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.8	28.2
38.8	26.4

The High Growth—High Achievement quadrants contain 28 percent of charter schools, a slightly smaller share than appeared for reading. Maintaining the current pace of growth would result in these schools moving higher in the achievement range.

The High Growth—Low Achievement quadrant in the lower right reflects schools that deliver stronger growth to below-average achieving students. This group makes up 26 percent of all charter schools, a smaller share than in the same reading quadrant. Their students will move higher in the achievement range if these schools maintain or improve their growth.

Twelve percent of schools land in the **Low Growth—High Achievement** quadrant in the upper left, with high average achievement but below average growth. The share of charter schools in this quadrant is nearly identical for reading and math. The majority of schools in this quadrant could either move down into the lower achievement quadrant if they remain static or move to the High Growth—High Achievement area with improved growth.

The left-hand-side lower quadrant, representing **Low Growth—Low Achievement**, makes up 34 percent of charter schools. This is a significantly larger share of schools than in the analogous reading quadrant. The greatest worry is that 7 percent of schools are situated in the lowest performing cell. They offer the weakest growth to students with constantly low achievement levels.

1.7 Gap-Closing Charter Schools

Earlier in the findings, we reported that a significant share of charter schools deliver gap-busting growth for their students. We probed this finding further to see if these exceptional schools shared any common attributes. We found hundreds of schools that satisfy dual criteria: (1) the average achievement of the school exceeds the state average, and (2) their disadvantaged students (Black, Hispanic, in-poverty, ELL) have growth as strong or stronger than their non-disadvantaged peers in the same school.

In reading, seven percent of schools in the study sample (526 schools) met the dual criteria for Black students compared to their White peers. Comparing Hispanic students to White students, the percentage of charter schools meeting the dual criteria was 13 percent (912 schools).

Further, 19 percent of charter schools (1,393 schools) met the criteria for students in poverty, compared to their peers not in poverty. For ELL students compared to non-ELL students, 14 percent of charter schools (1,015 schools) met the dual criteria.

In math, Black students outpaced their White peers in six percent of charter schools (456 schools). Similar results for Hispanic students occurred in 10 percent of charter schools (731 schools). Comparing students in poverty to their peers not in poverty, 16 percent of schools (1,142 schools) met the criteria. For ELL students, 11 percent of schools (809 schools) met the criteria. These charter schools excel at addressing achievement gaps for their students.

Table 1.10: Charter Schools with No Learning Gaps and High Achievement

	Reading		Math	
	Number	Percentage	Number	Percentage
Blacks equal or outperform Whites	526	7.3	456	6.3
Hispanics equal or outperform Whites	912	12.6	731	10.2
Poverty students equal or outperform non-Poverty students	1,393	19.3	1,142	15.9
ELLs equal or outperform non-ELLs	1,015	14.1	809	11.2

As a Matter of Fact:

The National Charter School Study III 2023

As a Matter of Fact: The National Charter School Study III 2023

Volume 2 Charter Management Organizations 2023

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CREDO, the Center for Research on Education Outcomes at Stanford University, aims to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers strengthen their focus on the results of innovative programs, curricula, policies and accountability practices.

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The research presented here uses confidential data from state departments of education. The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. In addition:

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- > Data for this report was provided by the Missouri Department of Elementary and Secondary Education.
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The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. All errors are attributable to the authors.

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2.1 Introduction

Minnesota’s legislature adopted the first charter school law in 1991, allowing for the creation of public schools governed and managed independently from local school boards. City Academy in St. Paul opened in 1992 as the first charter public school in the country, serving about 35 students in its first year of operation. In the 2021-22 school year, over 7,800 charter schools were in operation, serving over 3.7 million students. Forty-five states and the District of Columbia permit the operation of charter schools.

Although the majority of charter schools in the United States are single schools, many organize into formalized entities that pool common governance, operational, financial and programmatic resources. These arrangements, called Charter Management Organizations (CMOs) or “networks,” aim to increase operational efficiencies and encourage strong student academic outcomes. Aspire Public Schools created the first CMO in the country in the early 1990s for its growing network of schools in Northern California; in the 2020-21 school year, 432 CMOs operated a total of 2,045 CMO-affiliated schools and campuses, serving 955,730 students (White & Xu, 2022).

For the past two decades, the Center for Research on Education Outcomes (CREDO) at Stanford University has examined charter schools in general and CMOs as a distinct subset from a nonpartisan and policy-neutral position. The evolution of charter schools in the United States public school scene is worthy of study. There is broad interest in their contributions to improving outcomes for the students they serve and, by extension, to the broader public education group.

In this report, we classify charter schools into two categories.¹

Many definitions exist for Charter Management Organizations (CMO), so it is important to articulate the one used in this study. We define a CMO as an organization that is contracted to perform whole-school services to at least three separate charter schools. A governing board holds the charter for the school(s) and contracts with the CMO to provide a range of services to the school(s), including, for example, academic programming, operations and back-office services. The governing board is ultimately responsible for fiscal health, legal compliance and academic performance of the schools it oversees. Our designation of CMO applies to nonprofit or for-profit operators, which are sometimes known as Education Management Organizations (EMOs). For this study, we include both non-profit and for-profit organizations in our CMO count.

In this study, we define stand-alone charter schools (SCS) as any charter school that operates as one or, at most, two schools.

¹ CREDO’s 2017 CMO study categorizes charter schools into four types: 1. CMOs, 2. VOSs, 3. Hybrid, and 4. Independent charters (Woodworth et al., 2017). In the current study, we break down the charter into two categories. 1. CMOs and 2. Non-CMOs that combine VOSs, Hybrid, and Independent charters.

Funders and policy makers consider CMOs as an important lever in their aims to provide high-performing schools. Their assumptions rarely are put to the test. Even when they are, previous research measuring the impact of CMOs on students' academic outcomes produced mixed results. Some of the work has been anecdotal or small-scale, showing improved student outcomes associated with students enrolled in CMO schools (Angrist et al., 2012; Dobbie & Fryer, 2015; Raudenbush et al., 2011). More generally, the earlier literature shows CMO impacts on student outcomes to be small. Large variations in CMO quality across the group have appeared in several studies (Furgeson et al., 2012; Woodworth et al., 2017).

This report presents the results of our third study of CMOs. The first report from 2013, [Charter Growth and Replication](#), examined the performance patterns from the opening of schools through the period of replication and scaling. The second report, [Charter Management Organizations](#), released in 2017, analyzed the different contributions to academic progress by CMOs and SCS (though the nomenclature for this latter group has changed over time).

This report on CMO performance is part of a more extensive national study of charter schools prepared by CREDO. *As a Matter of Fact: The National Charter School Study III (NCSS3)* examines the impact of charter school enrollment on students' academic growth. Due to the large scope of the research, the report is sectioned into two volumes. The first, *Charter School Performance in 31 States 2023 (CSP31)* pools all charter students together to examine sector-wide impacts. This report, Volume 2, explores an important structural and operational attribute of charter schools; namely, whether students attend a school that is a stand-alone charter school (SCS, also called independent charter schools) or a member of a Charter Management Organization (CMO), also called networks in some cases. The nationwide impact of charter schools on student academic progress over time is, partly, a story of the rise in the number and sizes of CMOs. This report tells that story empirically.

This study uses anonymized student-level administrative data from 28 states.² We treat New York City and Washington, D.C., as separate jurisdictions to give us 28 "states" included in this study. The data window spans the school years from 2014-15 to 2018-19, which creates four growth periods. We address the critical questions on whether systematic differences in the impact on student learning exist between CMO-affiliated and SCS schools.

Our outcome of interest is the change in students' knowledge and skills from one year to the next. We use the terms "growth," "gains," and "learning" interchangeably in describing the incremental progress students make over a school year.

We probe the aggregate results to understand better how students fare in different charter school environments and, in turn, how well different charter schools can provide high-quality education to all their students. Since many students attending charter schools are people of color from educationally and economically disadvantaged backgrounds, understanding the impact of CMOs and SCS on vulnerable populations is important. Disparities in academic outcomes are well documented, for example, between those from high socioeconomic backgrounds and those from underserved communities (Duncan & Murnane, 2016; Hanushek et al., 2019). Here, we seek not only to quantify any differences between student groups but also to identify cases where all students benefit academically.

² Idaho, Maryland and Ohio are included in the companion study, CSP31, but not part of the CMO analysis due to restrictions in CREDO's data use agreements with each state.

The results provide the most current picture possible of the charter group in the nation.

Section 2 of this report describes methods and data, and Section 3 documents descriptive facts and trends about the charter groups. The main results from the impact analyses follow in Section 4. We present findings disaggregated by student and school characteristics. A market analysis provides evidence of effectiveness by organizational traits.

Because the National Charter School Study III findings and this deeper investigation of CMOs and SCS are intertwined, we prepared a consolidated Summary of Findings, Conclusions and Implications.

2.2 Methods and Data

Definition of Network Schools

Building upon the database created for CREDO's 2013 and 2017 reports, we identified 368 CMOs operating in the 28 states between the 2014–15 and 2018–19 school years. There is no national database of CMO networks. Thus, CREDO used a variety of data sources to identify the CMOs, including data from state educational agencies, charter school organizations and individual CMOs.

Measure of Academic Performance

For the key outcome variable, we use academic growth at the student level. Academic growth is defined as the change in learning from one testing period to the next. For readers to understand better the results of our analyses, academic growth is presented as marginal days of learning compared to a typical student who obtains 180 days of educational progress in a typical school year of 180 days. Students with above average growth are said to obtain additional days of learning in the same period and students with lower-than-average growth are said to have fewer than 180 days of learning.

Comparison Group and Analytic Model

To create a comparison group with similar demographic and academic profile characteristics to that of students enrolled in the charter schools, we use a combination of matching and statistical analyses to account for the systematic differences between students attending different types of schools.

In the first stage of the analysis, we employ the virtual control record (VCR) method, which is a matching strategy developed by CREDO (Davis & Raymond, 2012) to construct a comparison group including traditional public school students who exhibit similar socio-demographic and academic characteristics as the students who attend CMO-affiliated and non-CMO-affiliated charter schools. The VCR approach creates a “virtual twin” for each charter student by drawing on the available records of the TPS that the students in a given charter school would have likely attended if they were not in that charter school. We ensure that all dimensions of observable characteristics are statistically similar between the students enrolled in the CMO-affiliated charter schools and the comparison group from the TPS.³

In the second stage, based on the matched sample, we conduct statistical analyses to examine the effect of CMO-affiliated charter school attendance on the student's academic growth.

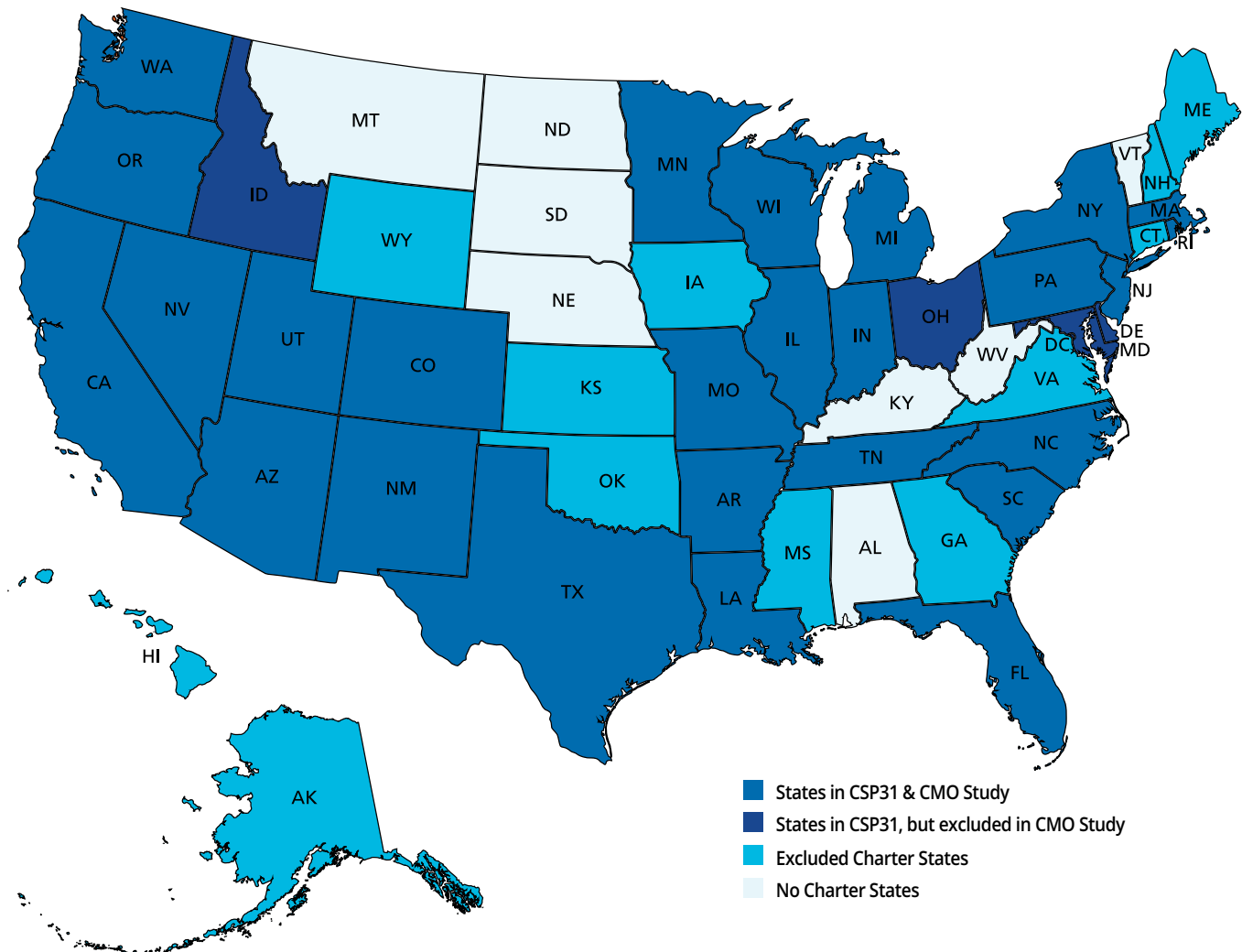
³ Due to the variable distribution of students by school type and subgroup across the country, some student subgroups have low match rate in some states. Low match rates require a degree of caution in interpreting the national pooled findings as they may not fairly represent the learning of the student groups involved.

Data

This study uses student-level administrative data from 29 states.⁴ We treat New York City and Washington, D.C., as separate jurisdictions that give us 31 “states” included in this study. The data window spans school years from 2014–15 to 2018–19, which creates four growth periods. Under FERPA-compliant data-sharing agreements, we use anonymized student-level administrative data; this study uses data from five school years, from 2014–15 to 2018–19.

Using test scores from Every Student Succeeds Act (ESSA)-mandated achievement tests administered each spring, we calculate the difference in a student’s scores.

Figure 2.1. Map of States Included in the 31-State and CMO Studies

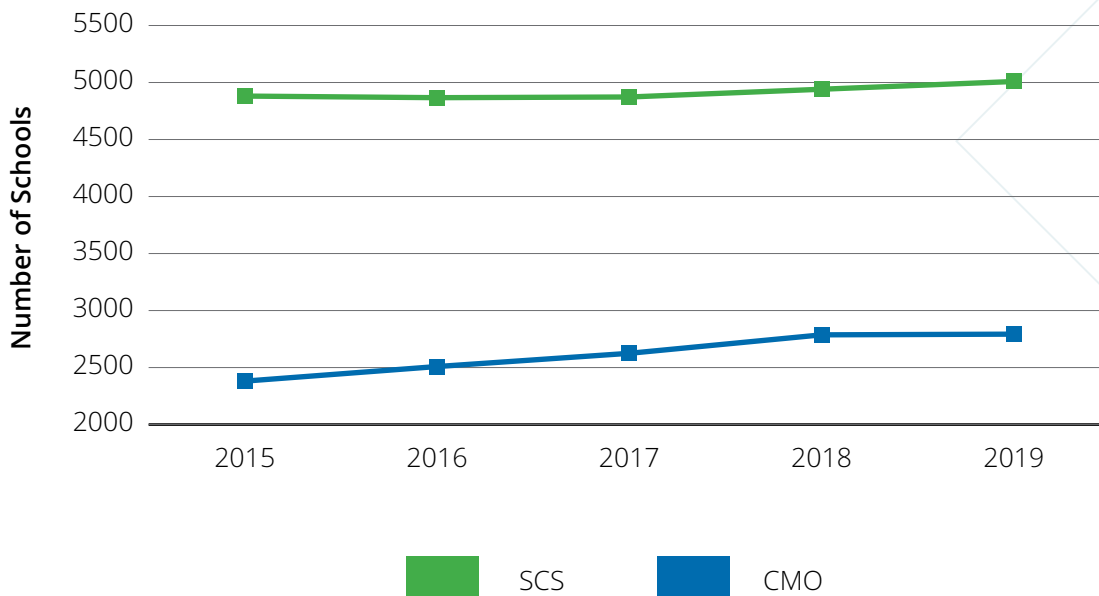


⁴ Figure 2.1 shows the map of states included in the CSP31 and CMO analysis.

2.3 Descriptive Statistics of Students and Schools

Figure 2.2 shows the recent nationwide expansion of CMO-affiliated and stand-alone charter schools. CMO-affiliated charter schools increased from 2,381 schools in 2014–15 to 2,793 schools in 2018–19, a 17 percent increase over the five years. The growth among the stand-alone charter group was about 2.6 percent during the same period, but there were about two stand-alone charter schools for every CMO-affiliated charter school in 2014–15. The ratio decreased to about 1.8 in 2018–19.

Figure 2.2. Growth in Number of Schools by Charter School Type, 2014–15 to 2018–19



Source: NCES Core of Common Data, 2015–2019. CMO school list identified by authors.

A summary of school characteristics by CMO affiliation status is included in the analytic data presented in Table 2.1. Regardless of the group, many students enrolled in the charter schools are students of color, and Hispanic students make up the largest minority group in both groups. Most students enrolled in CMO-affiliated charter schools and stand-alone charter schools live in poverty, with 65 and 53 percent, respectively.⁵ Another substantial difference between the SCS and CMO-affiliated charters is the share of White students: CMO-affiliated charters have 21.6 percent White students. In comparison, the share in SCS is higher at 38.2 percent. The location differences may contribute to the demographic differences in the student bodies between the groups. Approximately 58 percent of CMO-affiliated charters are in urban areas, while 46 percent of SCS operate in urban settings. The percentage of virtual schools is similar between the groups at about five percent.

⁵ A student in poverty is eligible for free or reduced-price lunches under the National School Lunch Program, is certified as a recipient of public assistance support or meets state-defined criteria for poverty. Since our study design compares each charter school student to his exact-match VCR from nearby TPS, both students face the same criteria for poverty designations. The variation in definitions across states does not affect the results.

Table 2.1. School Characteristics by Charter Charter School Type, Matched Analytic Data

	SCS	CMO
Number of Schools	3,578	1,959
Number of Observations (student-level)	563,224	431,718
Student Demographic Characteristics		
Percent Students in Poverty	52.9%	64.5%
Percent ELL	7.6%	10.8%
Percent Students receiving Special Education	7.7%	6.9%
Percent White	38.2%	21.6%
Percent Black	21.2%	27.7%
Percent Hispanic	33.7%	44.8%
Percent Asian/Pacific Islander	3.9%	3.6%
Percent Native American	0.4%	0.2%
Percent Multiracial	2.6%	2.0%
Locale		
Urban	45.6%	58.4%
Suburban	31.5%	28.8%
Town	3.9%	1.3%
Rural	10.3%	6.9%
Virtual	5.1%	4.5%
Grade Span		
Elementary	42.1%	40.5%
Middle	13.7%	21.2%
High	5.4%	7.0%
Multi-grade	38.8%	31.4%

Note: Values use data for the 2017–18 school year

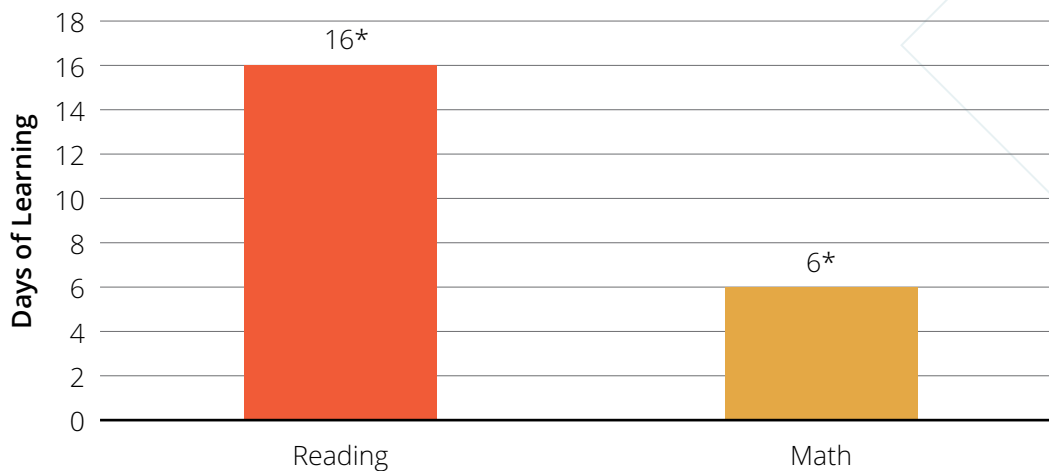
2.4 Analytic Findings

This section presents the average impact of attending CMO or stand-alone charter schools on a student’s academic growth. Academic growth is denominated in the days of learning scale, based on an average student in a TPS who attends school for 180 days and gains 180 days of learning. In each analysis, we compare the growth of charter school students to the learning of their TPS peers, represented by a virtual control record as described in the Methods section. We conduct two statistical tests: one to test differences between charter learning and TPS learning and the second to examine differences in results between students in SCS and those in CMO-affiliated charter schools.

2.4.1. RECAP: Annual Academic Growth of Charter School Students in 31 States

As mentioned, this study parallels *Charter School Performance in 31 States 2023 (CSP31)*. The primary finding in CSP31 of positive annual academic gains for charter school students provides the departure point for this study. As shown in Figure 2.3, CSP31 reported that in a year's time, students attending charter schools make an additional 16 days of learning in reading and six days of learning in math, compared to their TPS comparison peers. Importantly, CSP31 shows steady increases in student academic growth over the years of the current study and over the 15 years of CREDO's charter school research. In this report, we probe the overall charter school results from CSP31 by structural and operational attributes of charter schools.

Figure 2.3. RECAP: Annual Academic Growth of Charter School Students, Reading and Math



Note: The figure above originally appears as Figure 1.7 in CSP31.

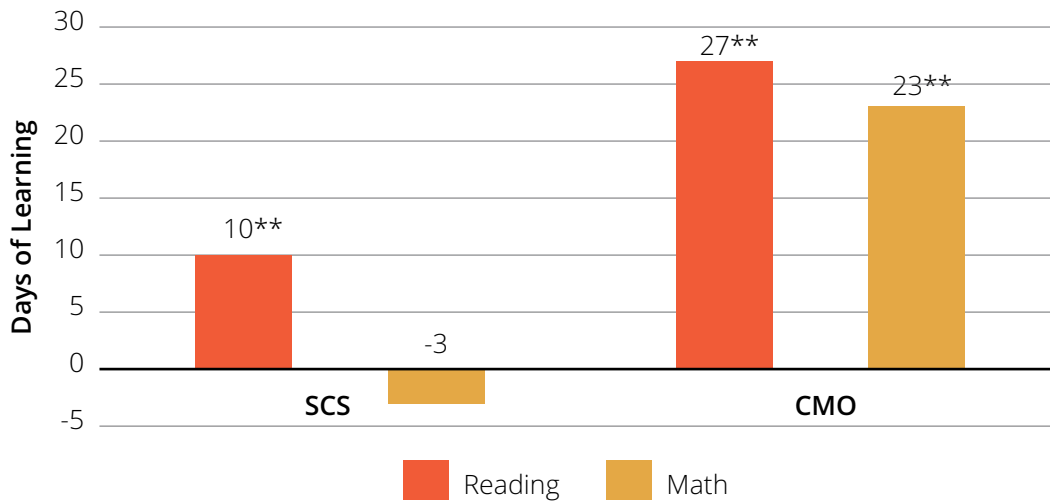
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.2. Academic Growth by Charter School Type

The overall impact of attending SCS or CMO charter schools on students' annual academic growth in reading and math is shown in Figure 2.4. Compared to their TPS VCR peers, CMO-affiliated charter school students have statistically significant learning gains in reading and math. Students attending stand-alone charter schools had stronger growth in reading and similar growth in math compared to their TPS peers. The students attending CMO schools gain the equivalent of 27 additional days of reading learning and 23 additional days of math learning per 180-day school year. Students attending the stand-alone charter also make statistically significant gains in reading (+10 days), but the difference is not statistically different from their peers. In order to test the difference in the learning growth in math between the CMO and SCS, we

conduct a statistical test.⁶ For reading and math, the analysis indicates that students attending CMO-affiliated charter schools show stronger growth than students attending stand-alone charter schools in both subjects.

Figure 2.4. Annual Academic Growth of Charter School Students by Charter School Type, Reading and Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

The results in Figure 2.4 reflect the average growth based on all tested students in all schools in all the study years for each type of charter school. It is important to note that around the average, there are wide variations in academic growth. This is evident in Figures 2.5 and 2.6, showing the school-level distribution of academic growth by their charter group affiliation. In each charter group, the academic growth ranges from negative 300 days to positive 300 days, suggesting the school quality varies greatly within each group. We use the variation across students, schools or types of charter schools in the rest of our analysis.

CMOs have multiple schools that, in theory, could have distinctly different results. Accordingly, we disaggregate the distributions from Figures 2.5 and 2.6 to create CMO-specific averages and ranges. The average academic growth for each CMO is of keen interest to leaders and policy makers; [Appendix A](#) presents these results.

⁶ We conducted a test to determine whether there is a statistical difference between the academic growth in the two groups.

Figure 2.5. Distribution of Academic Growth in SCS and CMO Schools - Reading

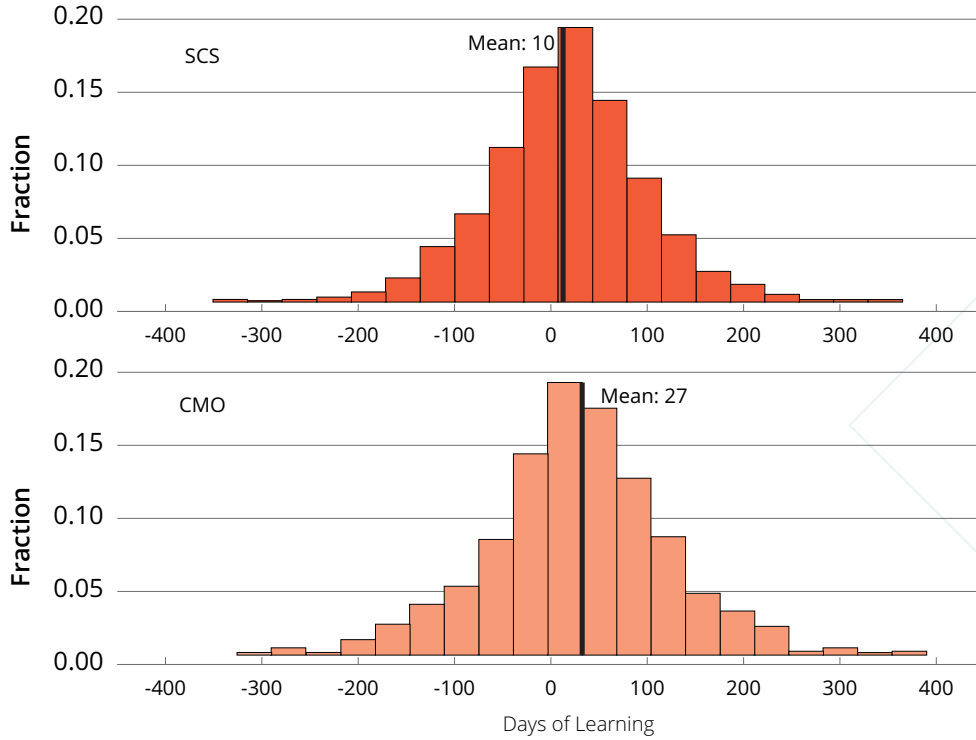
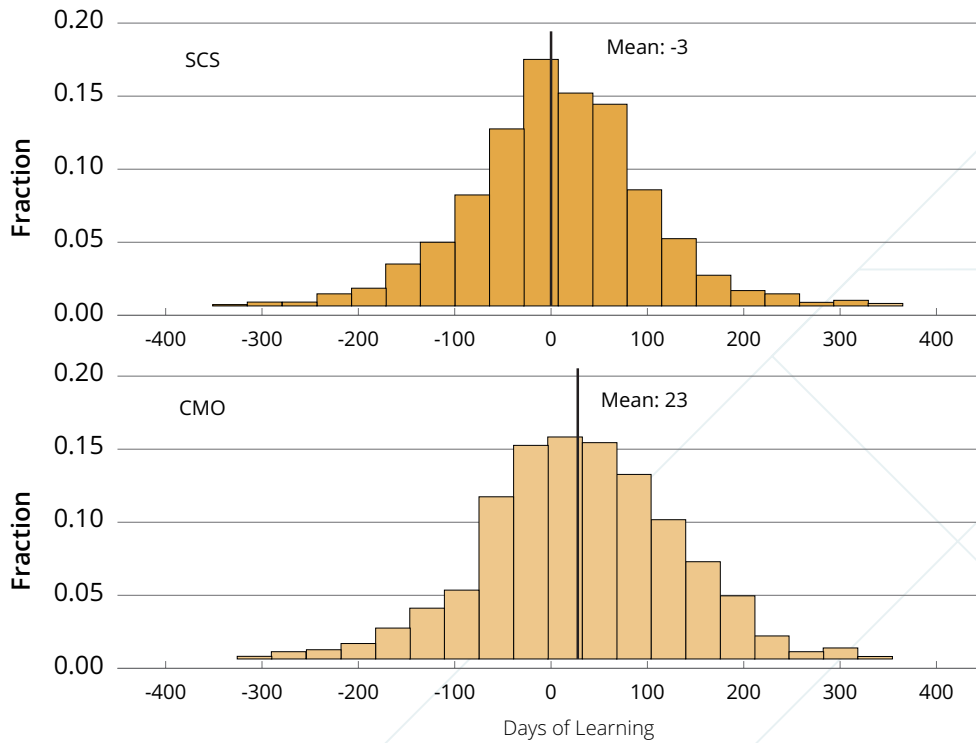


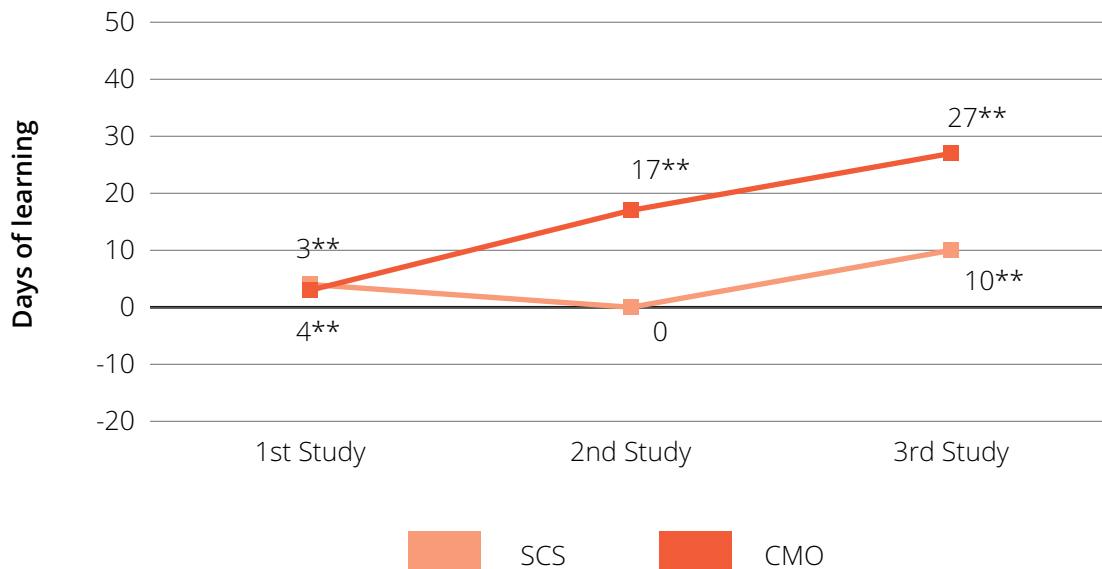
Figure 2.6. Distribution of Academic Growth in SCS and CMO Schools - Math



2.4.3. Academic Growth Trend by Charter School Type

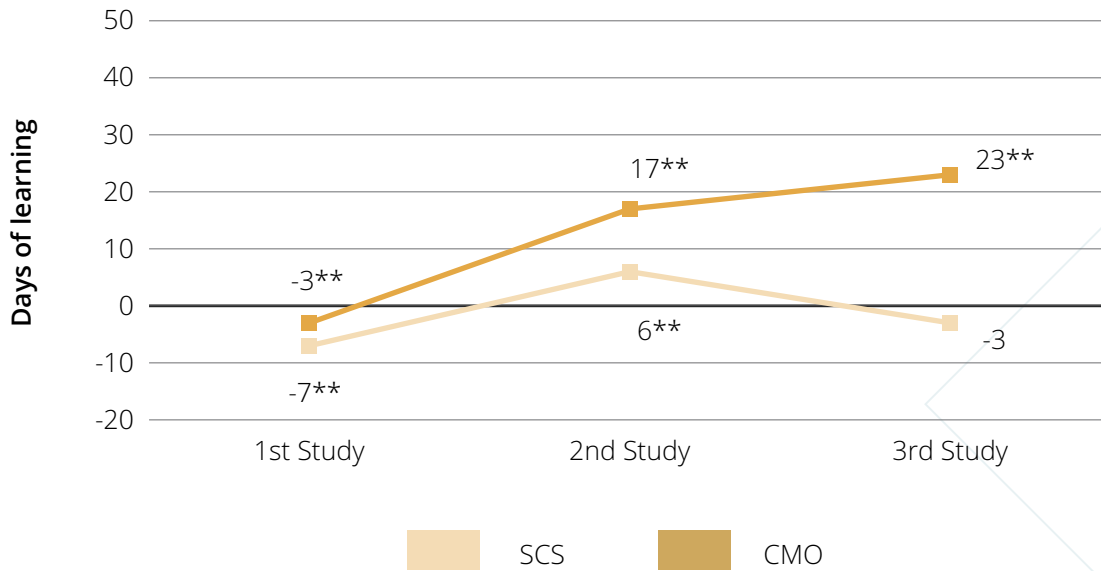
Figures 2.7 and 2.8 show the academic growth by charter group estimated in CREDO’s series of CMO reports (Woodworth et al., 2017; Woodworth & Raymond, 2013). CMO-affiliated charter schools have seen a marked improvement in student academic growth in reading and math, adding approximately 10 additional days of learning in each study. In reading, students’ progress in stand-alone charter schools is positive in two of the three studies and equivalent to the learning of TPS peers in the third. For math, learning gains for students in stand-alone charter schools lagged that of their TPS VCR peers by seven days of learning in the 2013 study. Growth improved over time to show six days of additional learning in the 2017 study and has no significant difference from growth in TPS students in the current study. Examining the graphs also reveals a widening gap between SCS and CMO-affiliated charter schools in the magnitude of student academic growth for reading and mathematics.

Figure 2.7. Academic Growth Trend by Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.8. Academic Growth Trend by Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

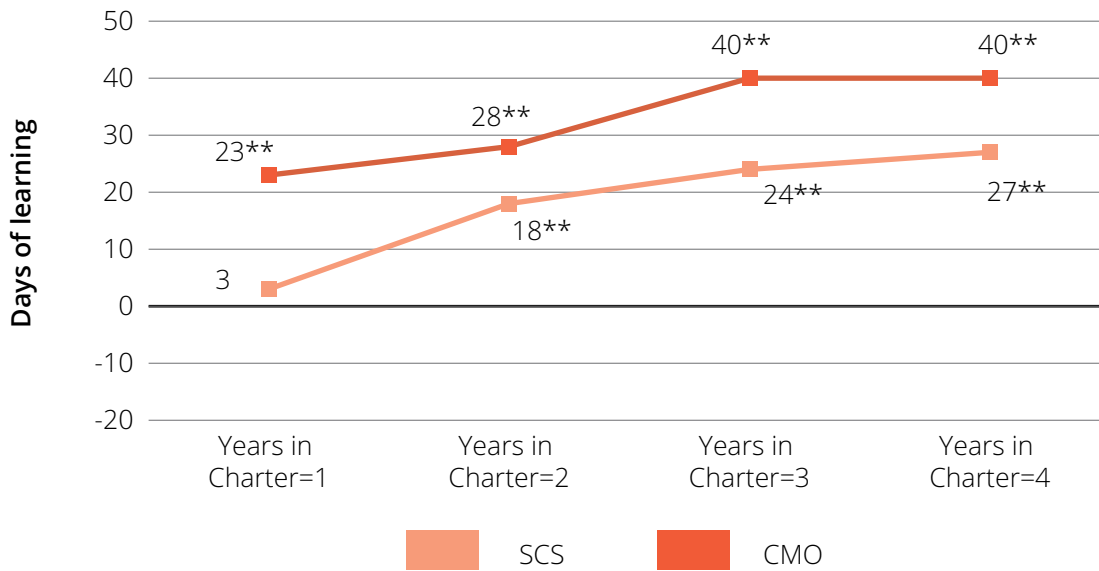
2.4.4. Academic Growth by Students' Years of Enrollment in Charter Schools

Figures 2.9 and 2.10 show changes in learning growth in reading and math with each additional year of enrollment in a group-specific charter school compared to TPS peers.⁷ The academic growth of a student shows an increase in growth the longer a student is enrolled in either CMO-affiliated charter or stand-alone charter schools. This relationship exists for both reading and math. Students enrolled in stand-alone charter schools display a comparable rate of improvement, but their growth is smaller than the students in CMO charter schools. Students in their first year of a CMO-affiliated charter school gain 23 days more of learning than those in the traditional public school system.

In comparison, students enrolled in stand-alone charters only make three additional days of progress. The number of additional days of learning grows as the students' years of enrollment in the school increase. In their fourth year, CMO students gain 40 additional days of learning, while stand-alone charter students gain 27 more than their TPS peers. The statistical tests indicate that the difference in the academic performance between the two charter groups is statistically significant in all years in the data window.

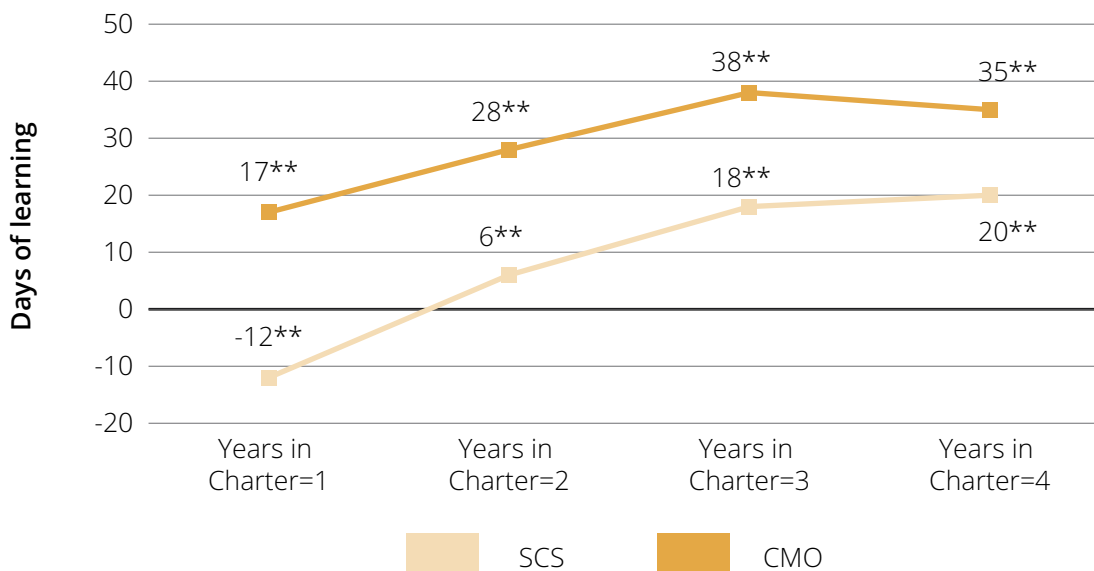
⁷ This analysis included only those students seen entering the charter schools from a TPS. Students already in charter schools in their first year of the data window were excluded.

Figure 2.9. Academic Growth by Students' Years of Enrollment by Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.10. Academic Growth by Students' Years of Enrollment by Charter School Type, Math

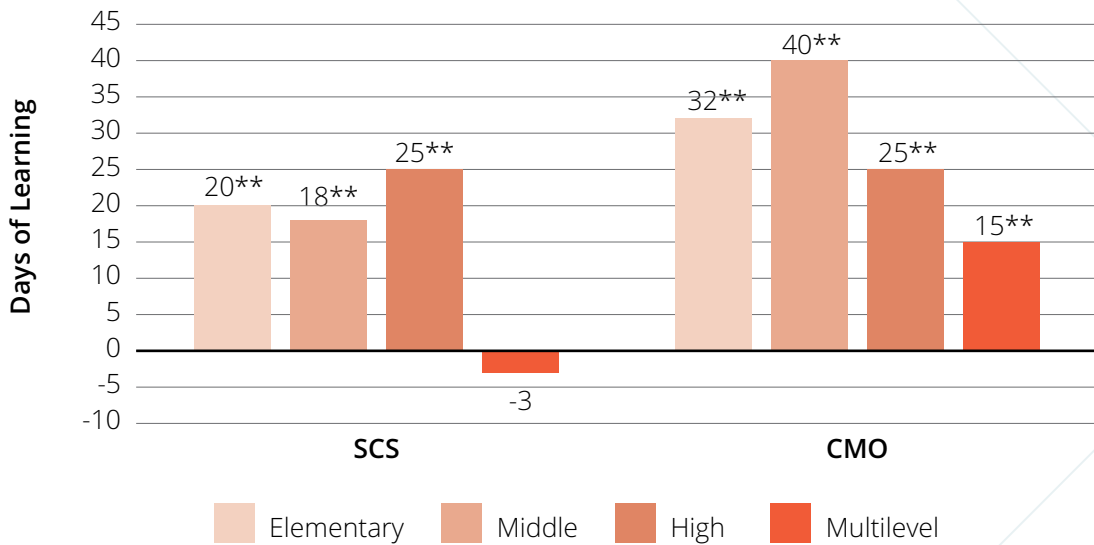


* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.5. Academic Growth by Charter School Grade Span

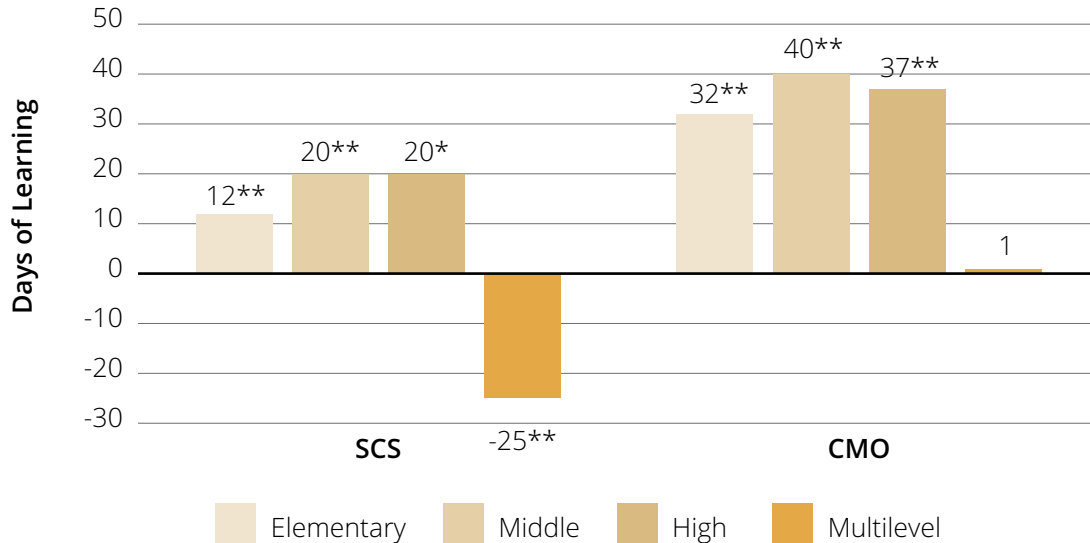
Students enrolled in all grades K through 12 in CMO-affiliated charter schools show statistically significant positive academic growth compared to their TPS VCRs. Consistent with previous CREDO findings, students in CMO-affiliated middle schools exhibit the most sizable academic growth at 40 additional days of learning for reading and math. Figures 2.11 and 2.12 show adverse effects only for the students enrolled in multilevel stand-alone charter schools. The statistical test shows that the difference in the academic performance between the CMO and stand-alone schools is statistically significant for students in all grade bands except for high schools (grades 9–12). For high schools, the difference in the size of the academic growth between the CMO and stand-alone schools is minimal, especially for reading. The results show no meaningful differences between the two groups in terms of reading and math scores.

Figure 2.11. Academic Growth by Charter School Grade Span and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.12. Academic Growth by Charter School Grade Span and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

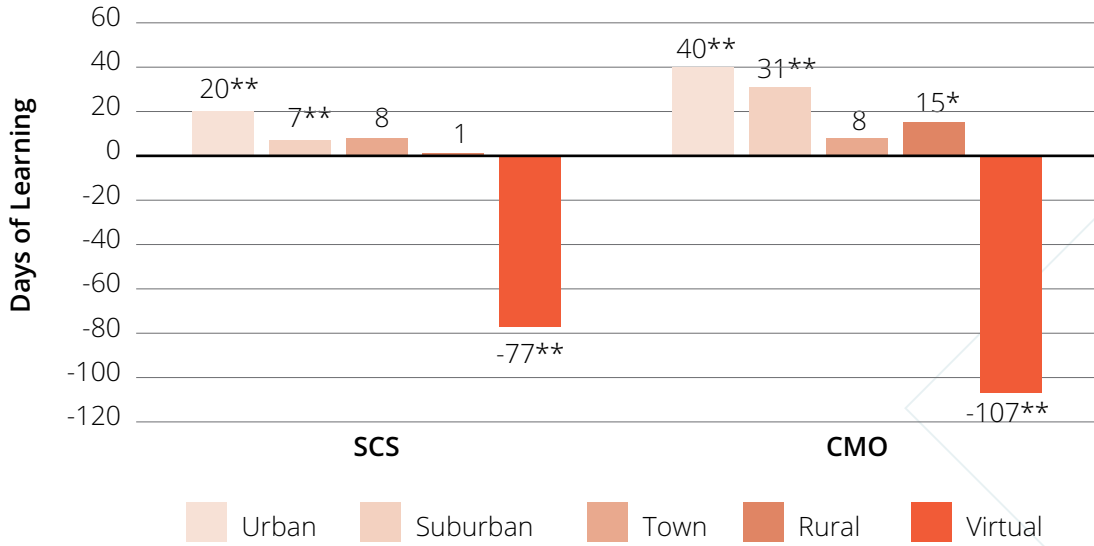
2.4.6. Academic Growth by Charter School Locale

Figures 2.13 and 2.14 reflect the academic growth of charter school students by the physical locale of charter schools affiliated with CMOs and those that are stand-alone. Because virtual charter schools can enroll students from larger geographic areas than brick-and-mortar charter schools, they appear as a separate category in these analyses. As shown earlier, CMO charters are more likely to be in urban areas (58 percent, vs. 46 percent for SCS). The figures demonstrate that students in CMO-affiliated charters in urban areas experience 40 more days of reading instruction and 46 more days of math instruction compared to the TPS VCRs. While the difference in student learning is still noticeable in suburban CMO schools, the difference is less dramatic. Students attending urban stand-alone charter schools make 20 additional days of learning in reading and 12 additional days of learning in math. Urban and suburban stand-alone charters make up more than 80 percent of the total stand-alone charter groups, and students attending these stand-alone charters show growth on par with their TPS peers. When comparing the academic performance between the CMO-affiliated and stand-alone charters, statistical tests point to the fact that CMO-affiliated charters located in urban and suburban areas provide better results than stand-alone charters.

A troubling result is virtual schools' dramatically sizeable negative impact on academic growth. The students in the virtual CMO schools trail behind their TPS peers by 107 days in reading and 155 days in math. The results for stand-alone virtual charters is similar at 77 days less learning in reading and 142 days less learning in math than their TPS peers.⁸ This finding is consistent with previous CREDO studies that found substantially lower academic growth in virtual charter schools across the group (Woodworth et al., 2015, 2017).

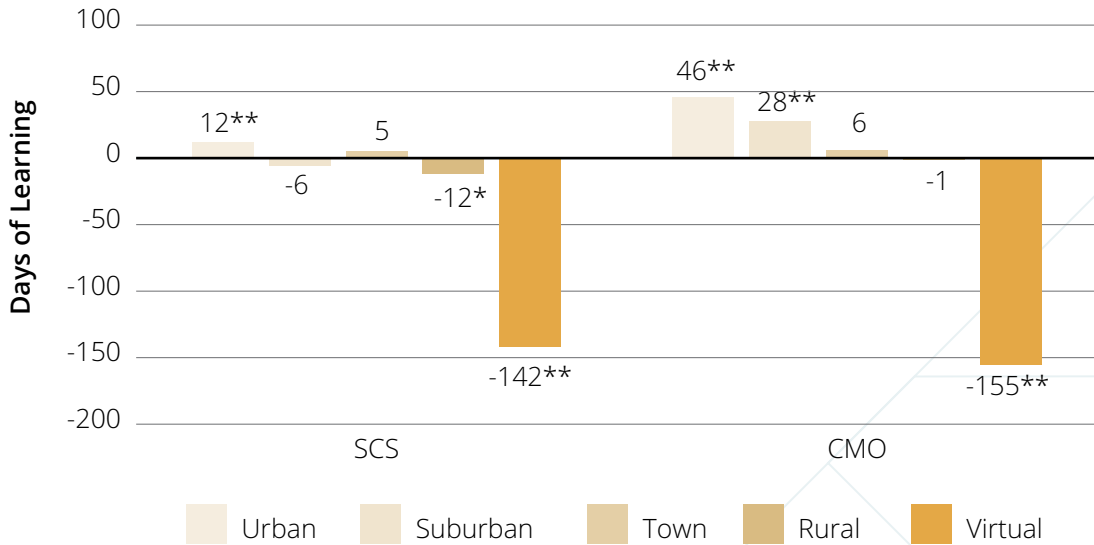
⁸ The results for CMO and SCS mirror but do not precisely align with the findings in CSP31 because three states are omitted from the CMO/SCS analysis.

Figure 2.13. Academic Growth by Charter School Locale and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.14. Academic Growth by Charter School Locale and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.7. Average Academic Growth of Charter School Students by State

Table 2.2 shows the academic growth for students in CMOs and SCS in each state included in the study. Across the states in both charter school settings, statistically significant positive growth in reading was more prevalent than in math. CMO-affiliated charters showed statistically significant growth in 14 states in reading and 11 in math. For SCS, students in 15 states had significantly positive reading gains but significant math gains appeared only in seven states.

The state results also revealed a few cases where charter school students had statistically significantly smaller learning gains than their TPS peers: CMO-based learning lagged TPS in two states in reading and two states in math. SCS learning significantly lagged TPS comparisons in only one state in reading but was found in six states for math learning.

The remaining comparisons to TPS were statistically insignificant.

The bolded text in each column indicates the contrast between student academic growth in various types of charter schools in each state. If a particular group has larger growth with a statistically significant difference within the same state, it is highlighted.

Table 2.2. Average Academic Growth of Charter School Students by Charter School Type and State

	Reading				Math			
	CMO		SCS		CMO		SCS	
	Days of Learning	Significance	Days of Learning	Significance	Days of Learning	Significance	Days of Learning	Significance
AR	14		-3		-5		1	
AZ	24	**	14	**	5		-5	
CA	19	**	7	*	10		1	
CO	14		16	*	34	**	5	
DC	12		-6		50	**	6	
FL	21	**	-1		13		-12	*
IL	46	**	32	**	66	**	27	**
IN	7		-1		-11		-42	
LA	-6		10		13		1	
MA	51	*	40	**	72	*	38	**
MI	54	**	21	**	45	**	6	
MN	35	**	19	*	22		5	
MO	24		56	**	34		79	*
NC	19	**	12	**	15		-22	*
NJ	55	**	20	*	63	**	14	
NV	15		-2		16		-11	
NY	110	**	65	**	124	**	60	**

Reading

Math

	CMO		SCS			CMO		SCS	
	Days of Learning	Significance	Days of Learning	Significance		Days of Learning	Significance	Days of Learning	Significance
NYC	62	**	21	**		114	**	45	**
OR	-33		-17	*		-72	*	-27	*
PA	14		-8			-1		-31	*
RI	134	**	75	**		169	**	60	**
SC	-44	**	-2			-91	**	-40	*
TN	24	**	44	**		32	*	46	**
TX	34	**	2			16	**	-49	**
UT	-2		-2			-8		-15	
WA	-71	*	63			-9		58	
WI	-2		18	*		10		17	
Significant Positive Total	14		15			11		7	
Significant Negative Total	2		1			2		6	
Not Significantly Different	11		11			14		14	

Note: NM has been excluded from the list due to the small number of CMO-affiliated charter schools in the state. Numbers appearing in bold signify statistically significant differences between CMOs and SCS.

* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8. Academic Growth of Charter School Student Groups

2.4.8.1. Academic Growth by Race/Ethnicity

Beyond the overall learning impacts of attending CMO schools or stand-alone charter schools, we are interested in knowing if all students share the gains. We first examine the gains for different race/ethnicity groups. This is one way to track if schools are fulfilling their role as builders of opportunity for every enrolled student.

As shown in Figures 2.15 and 2.16, the academic growth of students in CMOs and stand-alone charter schools can be arranged by student groups. For each type of charter school, we compare students to their TPS peers of the same race/ethnicity, whose performance is benchmarked on the zero line. (For instance, we assess the educational improvement of Black CMO and SCS students relative to their Black TPS peers, likewise Hispanic students in comparison to TPS Hispanic learners, etc.) The impact of attending different groups of charter schools is nearly null on reading and 23 days weaker in math for White students compared to their White peers in the TPS. On the other hand, Black and Hispanic students in charter schools display substantially

higher growth when compared to the TPS students of the same racial/ethnic group enrolled in TPS. For example, Black students enrolled in CMO-affiliated charter schools make an additional 41 days of learning in reading and 47 days in math relative to the Black students in TPS. For Black students attending a stand-alone charter, the impact is smaller with 25 additional days in reading and 17 days in math. The data shows that the differences between the types of charter schools of 16 days for reading and 30 days for math are statistically significant.

The story is quite similar for Hispanic students. Hispanic students attending either the CMO-affiliated or stand-alone charters perform substantially better than their peers in TPS. However, Hispanic students attending CMO-affiliated charter schools had 22⁹ days more reading gain than Hispanic students attending SCS. The difference in math for Hispanic students was even larger, with CMO-affiliated Hispanic students gaining 30 days more learning than those in stand-alone charter schools. Black and Hispanic students comprise many of the student bodies in schools in urban cities across the United States. The statistical analysis results indicate that the differences in academic performance between the CMO and stand-alone schools for Black and Hispanic students were statistically significant. These findings indicate that both stand-alone and CMO-affiliated charters, on average, may contribute to narrowing the racial achievement gaps, but CMO-affiliated charter schools give the stronger boost.

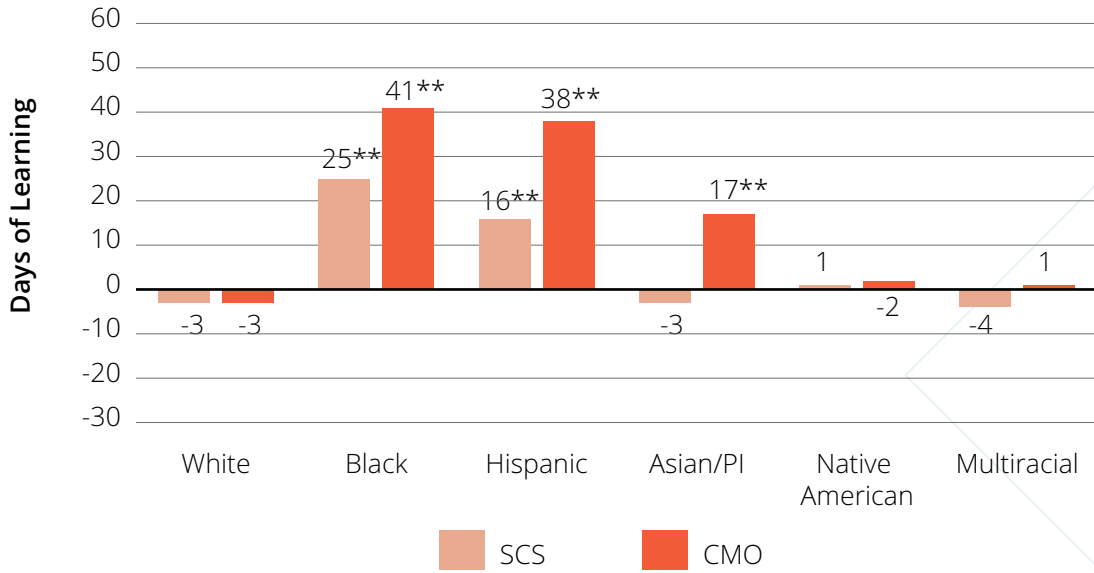
The effects on Asian/Pacific Islander students are not as strong as those on Black and Hispanic students. However, those enrolled in charters associated with CMOs increased their learning by 17 days in reading, while no statistically significant impact was found for math. Meanwhile, Asian/Pacific Islanders in stand-alone charters show similar growth to their TPS peers in reading but are lagging in math by 11 days. This difference between CMO charters and stand-alone charters is statistically significant, signifying that CMOs have a more positive impact on Asian/Pacific Islanders over stand-alone charters.

According to our analysis, the academic performance of Native American students does not improve when they attend charter schools. In addition, multiracial students enrolled in charter schools do not perform as well in reading as their counterparts in traditional public schools and have similar performance in math.

The estimates in this section align with the previous findings. CREDO's previous reports show that the impact of charter schools on academic growth was positively significant for Black and Hispanic students: the 2017 CMO study reported that Black students attending CMO-affiliated charter schools made, on average, 40 additional days of learning in reading and 29 additional days of learning in math compared to the Black students attending TPS. Similarly, Hispanic students attending CMO-affiliated charter schools made 34 additional days in reading and 29 additional days in math compared to the Hispanic students in TPS (Woodworth et al., 2017).

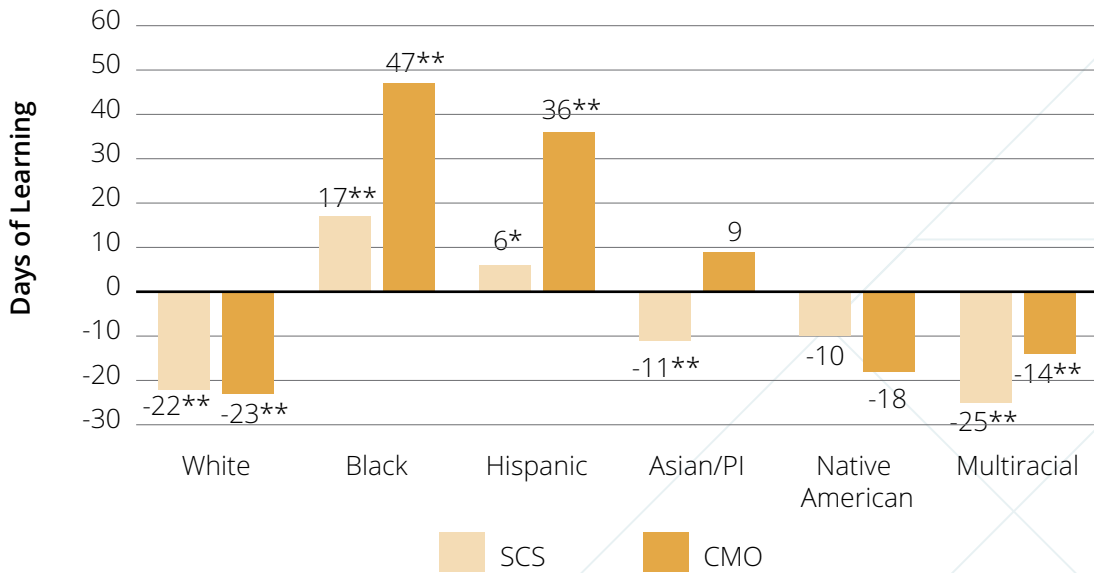
9 The 22 days of learning difference is derived by subtracting days of learning of SCS (16 days) from the days of learning of CMO (38 days).

Figure 2.15. Academic Growth by Race/Ethnicity and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.16. Academic Growth by Race/Ethnicity and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

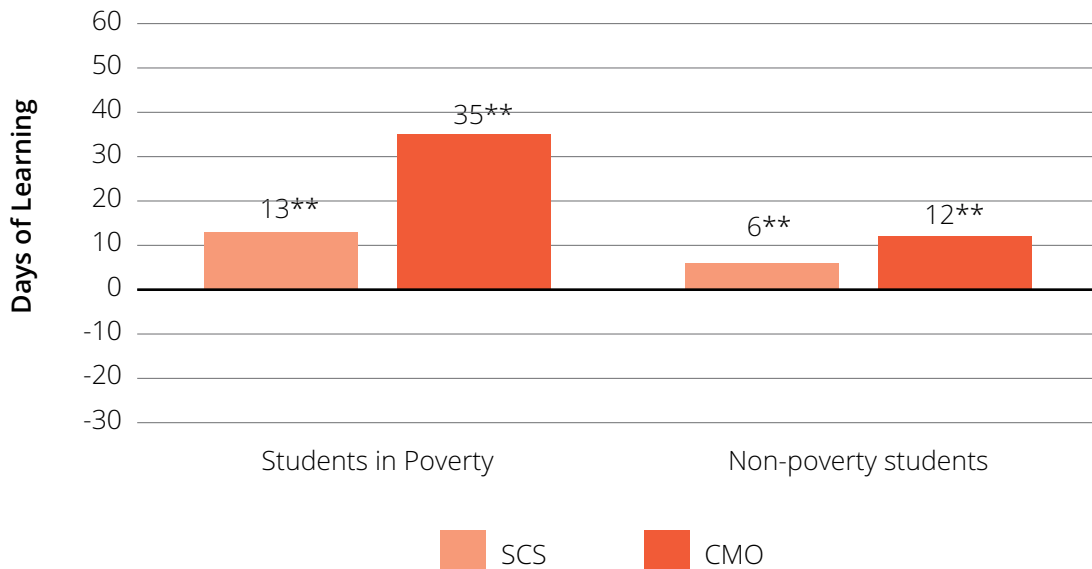
2.4.8.2. Academic Growth by Poverty Status

Education is a critical factor in improving life outcomes for students in poverty. The role of charter schools in opening future options for students has been a strong interest of policy makers, funders and educators for much of the 30 years of charter school operations.

Our analysis indicates that students enrolled in CMO-affiliated charter schools show 35 days of additional learning in reading and 36 days in math compared to their VCR TPS peers who are also in poverty (Figures 2.17 and 2.18). Students in poverty attending stand-alone charter schools show positive learning gains in reading and similar gains in math compared to their VCR TPS peers. The academic gains of CMO-affiliated students are significantly larger than those attending stand-alone charters, yielding a 22-day difference in reading and a 32-day gap in mathematics.

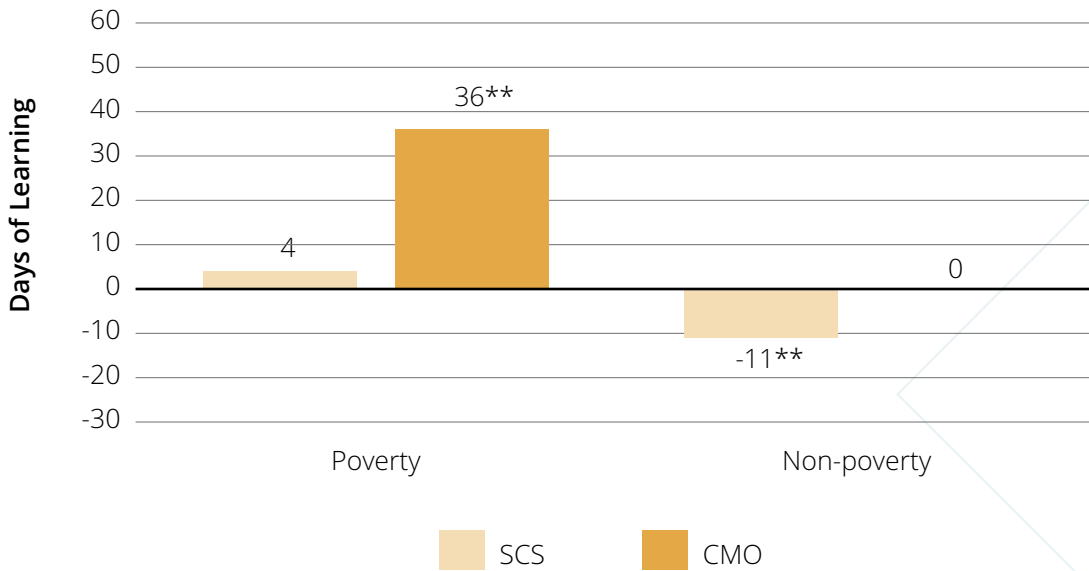
For non-poverty students, the magnitude of the effect is significant but smaller in reading. Non-poverty students in CMOs had similar growth to their peers in math. Non-poverty students attending stand-alone charter schools had negative growth compared to their TPS peers. CMO students not in poverty made greater learning gains for both subjects than those students in stand-alone charter schools.

Figure 2.17. Academic Growth by Poverty Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.18. Academic Growth by Poverty Status and Charter School Type, Math



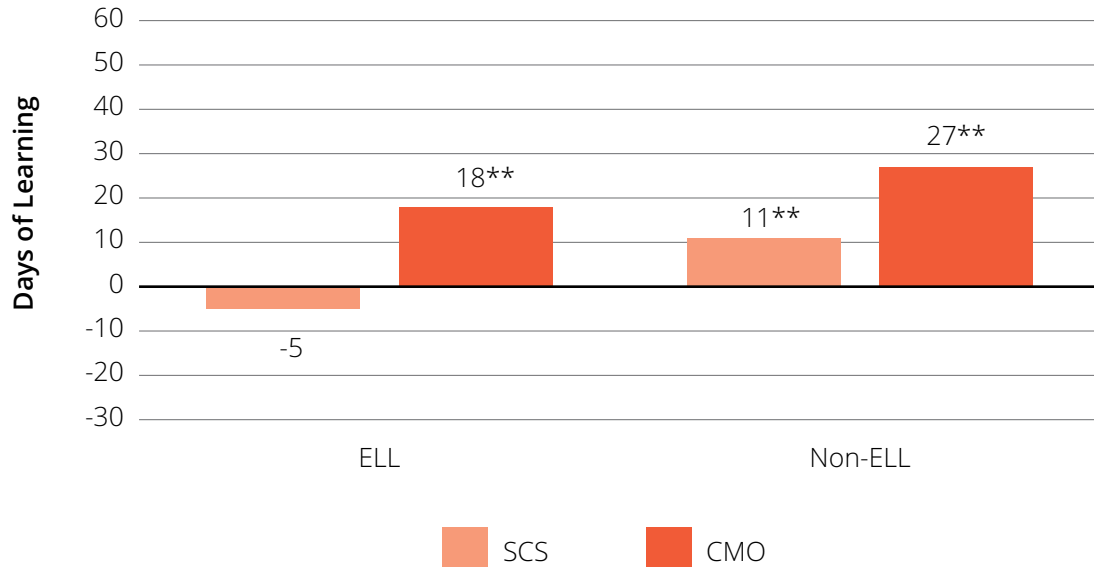
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8.3. Academic Growth by ELL Status

Public schools commit to educating students whose first language is not English. This requires additional expertise and resources. The learning outcomes of English-language learner (ELL) students is a continuing interest in public education. In the context of this study, serving ELL students is also an area where a CMO’s scale of multiple schools potentially could provide advantages over independent charter schools.

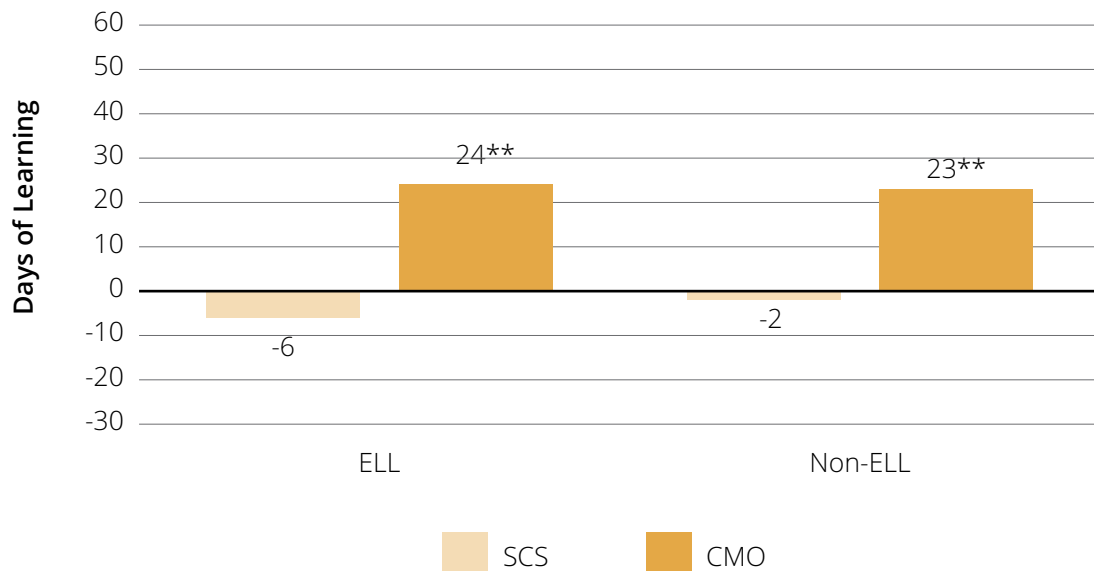
CMO-affiliated charter school ELL students outperform their TPS ELL peers as well as the ELL peers in the stand-alone schools: ELL students enrolled in CMO-affiliated charter schools make 18 additional days of learning in reading and 24 additional days of learning in math relative to the ELL TPS peers (Figures 2.19 and 2.20). The academic growth is slightly larger in reading and similar in math for non-ELL students enrolled in the CMO-affiliated charter schools. For reading, they make 27 additional days of learning while exhibiting 23 additional days of learning in math. Stand-alone charter students trail behind CMO students in academic growth in all categories, and the differences are statistically significant.

Figure 2.19. Academic Growth by ELL Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.20. Academic Growth by ELL Status and Charter School Type, Math



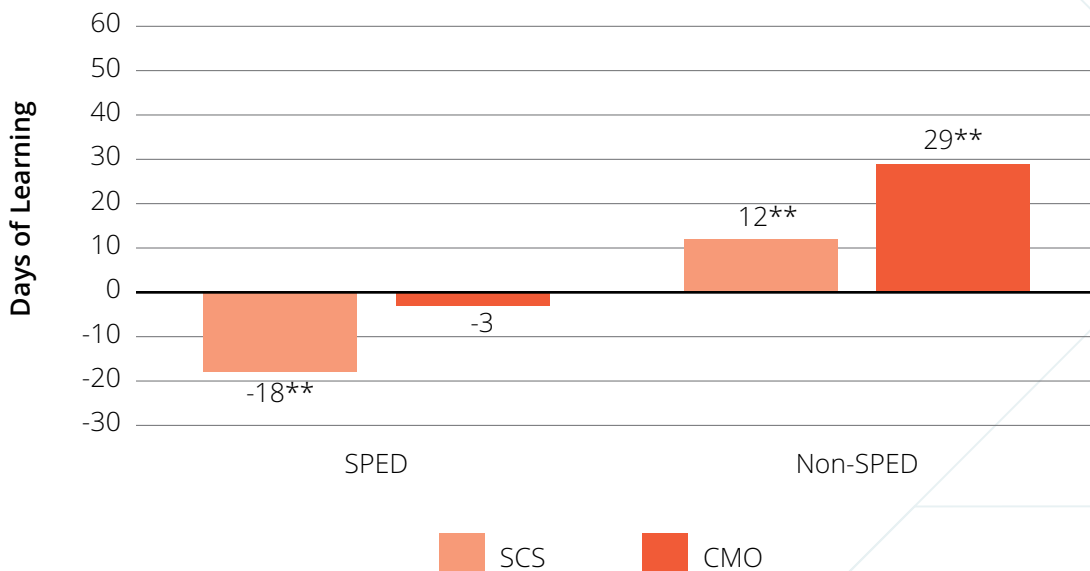
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8.4. Academic Growth by Special Education Status

One of the largest federal funding sources for K–12 education is IDEA¹⁰, which serves more than 7.5 million eligible children and students with disabilities. State spending policies allocate additional investment for students with disabilities eligible for specialized education services. It is important to understand how the learning of this vulnerable population fares in either type of charter school.

Approximately 11 percent of students attending charter schools receive special education services. As shown in Figures 2.21 and 2.22, when it comes to the academic growth of special education students, CMO special education students gain equivalent learning as their TPS counterparts in reading and math. In this case, a “no different” finding reflects an improvement over earlier periods. However, special education students attending stand-alone charter schools exhibit significantly smaller learning gains than their TPS peers, on the order of 18 fewer days of learning in reading and 23 fewer days in math.¹¹ The difference was even larger in math at 22 days. The relative differences between the CMO and stand-alone charter schools are statistically significant for special and non-special education students in reading and math.

Figure 2.21. Academic Growth by Special Education Status and Charter School Type, Reading

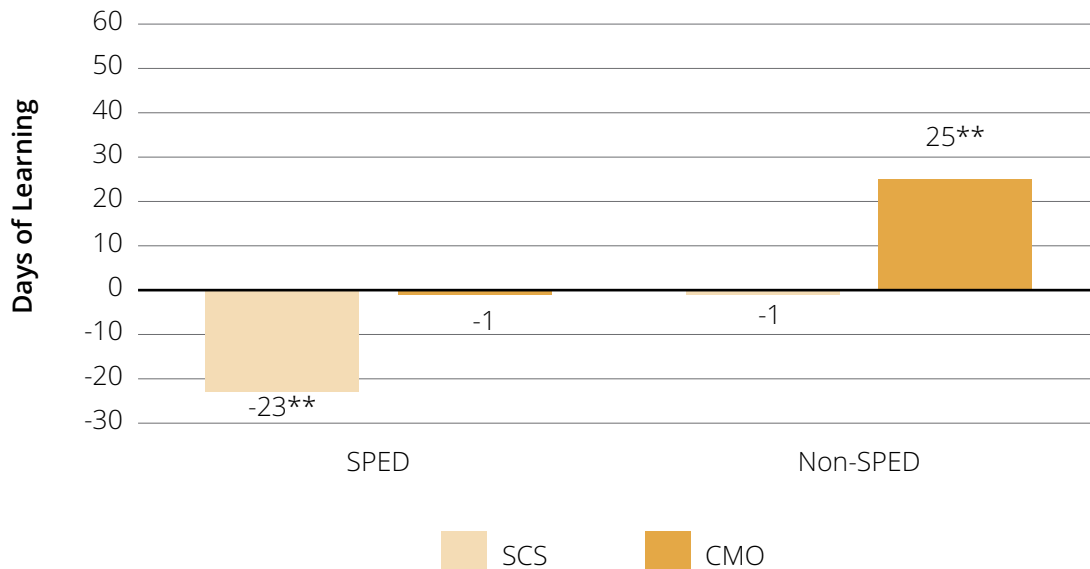


* Significant at the 0.05 level, ** Significant at the 0.01 level

¹⁰ See Individuals with Disabilities education Act (IDEA) at <https://sites.ed.gov/idea/>

¹¹ The difference between the learning of SPED students in CMO and SCS was 15 days. The 15 days of learning difference is derived by subtracting days of learning of SCS (-18 days) from the days of learning of CMO (-3 days).

Figure 2.22. Academic Growth by Special Education Status and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

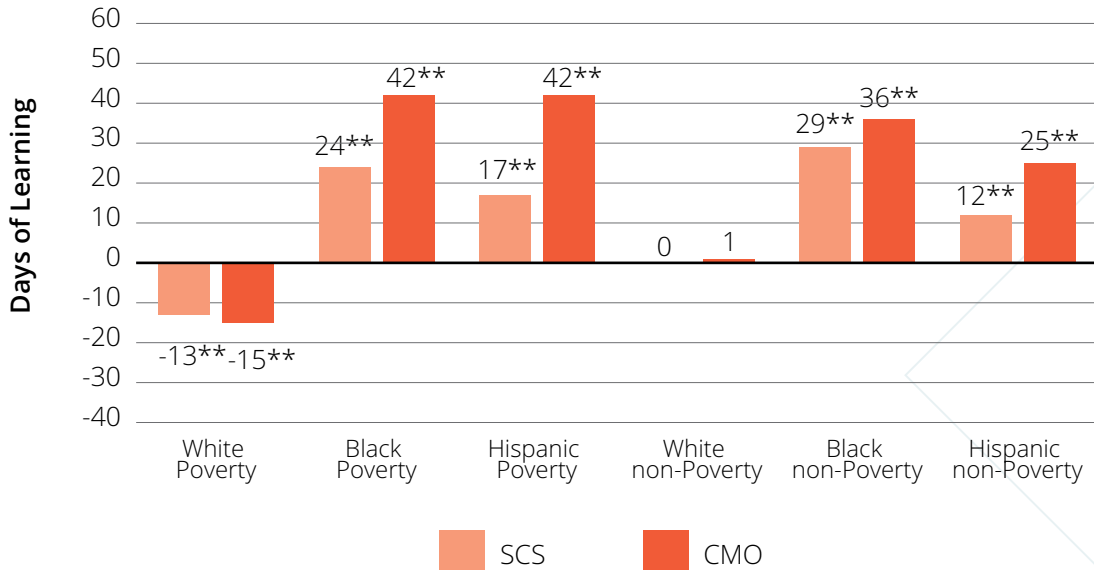
2.4.8.5. Academic Growth by Race/Ethnicity & Poverty Status

As shown in Table 2.1, students served by the CMO-affiliated charter schools are predominantly low-income minority students. In this section, we examine how student learning differs for student groups in different types of charter schools by race/ethnicity and poverty status. Compared separately for CMOs and stand-alone charter schools, we estimated the growth of each student group against its TPS peers. Although the learning gains of attending stand-alone charter schools are smaller than that of CMO-affiliated charter schools, Black and Hispanic students, regardless of the poverty status in both settings, make statistically significant positive academic growth compared to their TPS VCRs in both subjects.¹²

As shown in Figures 2.23 and 2.24, CMO-affiliated charters appear to show more positive impacts for Black students and Hispanic students in both subjects. In addition, the amount of growth is larger for the students in poverty than those not in poverty. For reading, Black students in poverty enrolled in CMO-affiliated charter schools make, on average, 42 additional days of learning compared to their TPS peers, while the Black students in poverty enrolled in stand-alone charter schools make 24 additional days of learning than their TPS peers. While the results demonstrate a positive and robust impact for Black and Hispanic students, it is notable that for white students in poverty underperform by 15 days in CMO and 13 days in SCS compared to the white students in poverty in TPS schools. This research implies that CMO-affiliated charters are more successful in the academic development of children from minority backgrounds and low-income households.

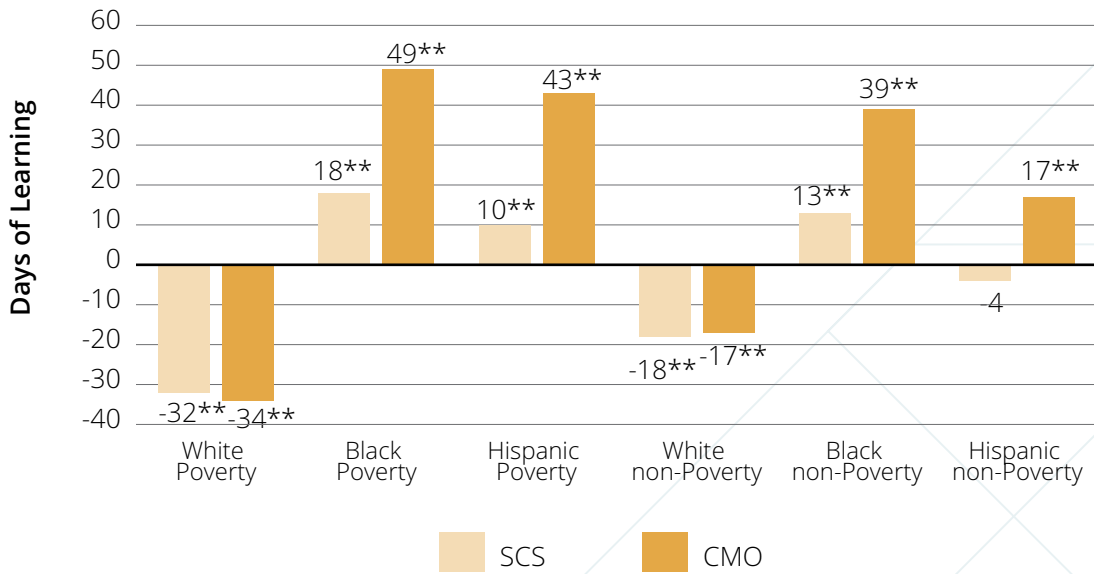
¹² With one exception for the Hispanic non-poverty group in math, where students attending stand-alone charters grow on par with TPS peers.

Figure 2.23. Academic Growth by Race/Ethnicity & Poverty Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.24. Academic Growth by Race/Ethnicity & Poverty Status and Charter School Type, Math



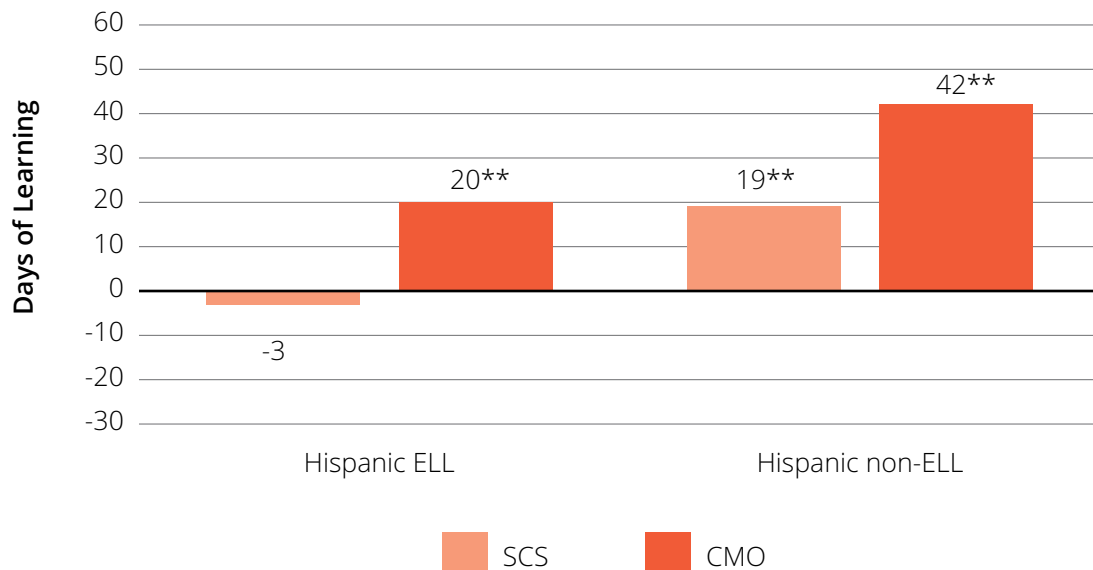
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8.6. Academic Growth by Hispanic & ELL Status

In recent years about 30 percent of Hispanic students identified as English-language learners (ELL), and Hispanic students make up three-quarters of total ELL students in the United States (De Brey et al., 2019). Given the high proportion of Hispanic students in charter schools and the significant share of ELL, we examine the impacts of different types of charter schools on the academic success of Hispanic students with and without ELL status.

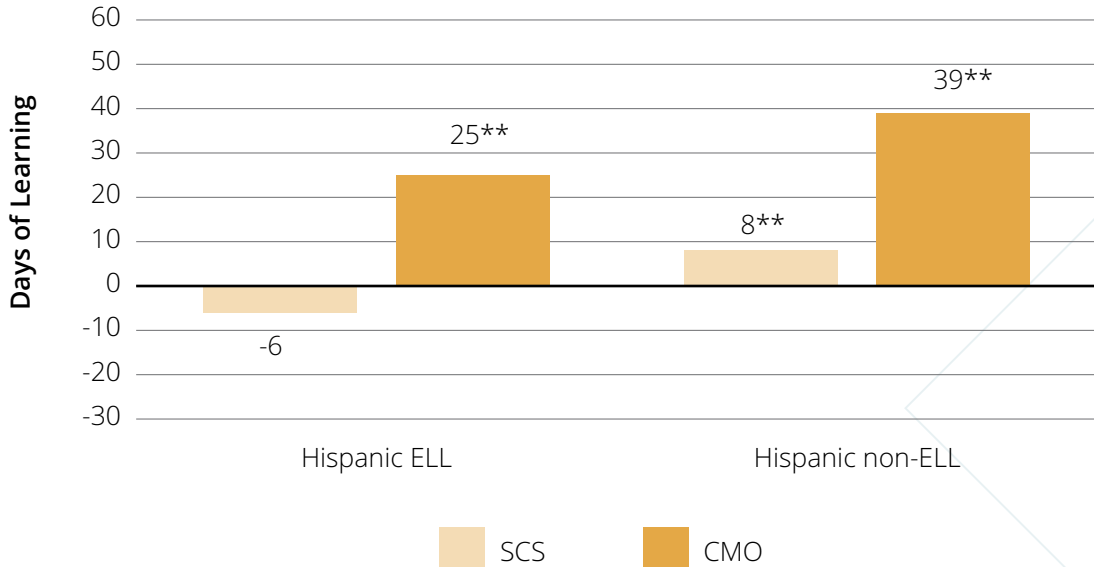
We found a marked difference in the learning impacts for Hispanic ELL students across the two types of charter schools. Figures 2.25 and 2.26 show that CMO-affiliated charters promote higher academic growth for Hispanic students in both subjects, independent of their ELL status. Hispanic ELL students benefit if enrolled in CMO schools; they gain 20 extra days of learning in reading and 25 additional in math. This was not the case if students enrolled in SCS, where their learning was on par with their TPS peers. The magnitude of learning impacts was greater for non-ELL Hispanic students; they made an average of 42 days of learning in reading and 39 days in math more than the TPS peers. Non-ELL Hispanic students attending stand-alone charter schools saw an increase in reading and math learning of 19 and eight days, respectively, relative to those in traditional public schools. The gap between ELL students attending CMO and stand-alone charter schools was statistically significant.

Figure 2.25. Academic Growth by Hispanic Students with ELL Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.26. Academic Growth by Hispanic Students with ELL Status and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9. Operational Analysis of CMOs

In this section of the report, we focus exclusively on CMOs with analyses targeted to their particular operating attributes. A critical interest about CMO networks is how well they maintain academic gains for their students as they grow. This question cuts both ways: Do CMO-affiliated new schools demonstrate equivalent learning gains as the rest of the CMO portfolio? In addition, does adding new schools affect the rest of the schools in the CMO? After presenting the full sample results, we focus on exceptional cases.

2.4.9.1. Does Charter Network Size Matter?

Network size reflects the number of schools for which a charter organization holds the charter and responsibility for operations and performance. We exclude any schools with operating contract arrangements with other educational institutions. The average number of schools managed by CMO networks is 6.96, ranging from three to 73 schools.

We examined the relationship between size and student learning with several measures and proxies for portfolio size. We found a weak correlation between portfolio size and student academic progress. At every increment of size (and similarly of age), we saw roughly the same shares of positive, negative and equal growth CMOs relative to their TPS counterparts, but since the larger portfolios enroll more students, the balance shifts slightly in favor of larger scale.

Earlier CREDO work pointed out that CMOs can only replicate schools at the quality level they already produce. That might explain how some larger CMOs have smaller gains than others. Authorizers need to explain fully how operators with low performance receive permission to expand.

2.4.9.2. Annual Academic Growth in New CMO Schools and Networks

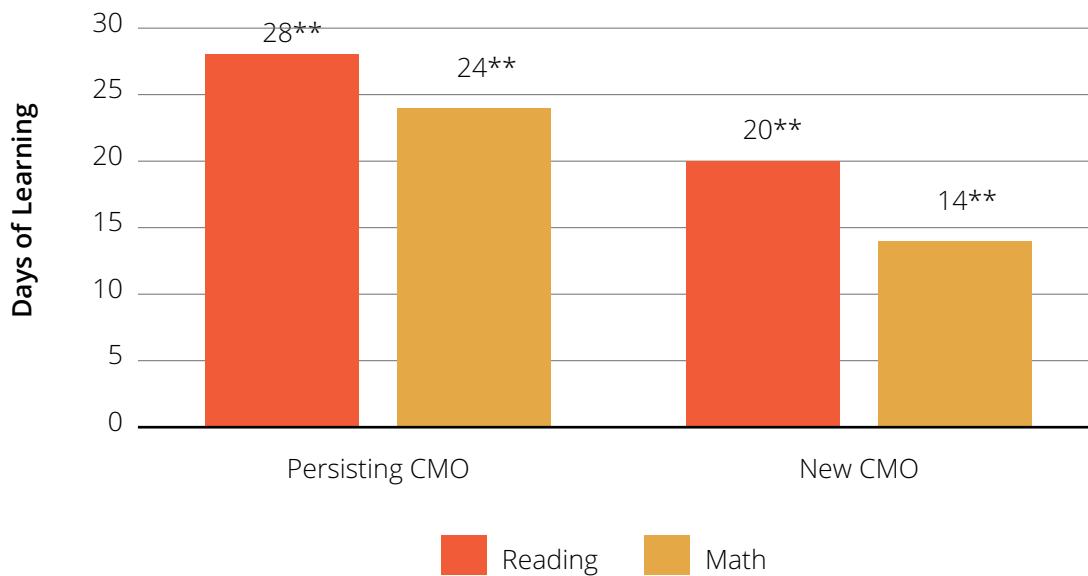
Questions of scale and effectiveness accompany growth in the CMO community. Policy makers and funders have targeted CMO expansion to increase education options for families or shift the proportion of high-quality seats in high-needs areas. Authorizers have faced a degree of scrutiny in their treatment of CMO applications for new schools. The underlying assumption is that CMOs offer better odds of creating strong schools than alternative approaches. This study has a unique vantage point to examine that idea empirically.

2.4.9.2.1. Annual Academic Growth in New CMO Networks

One facet of CMO growth is the emergence of new networks. Recall that we define CMO networks as operating three or more schools. Eighty CMOS, roughly 20 percent of the CMO networks in the study, opened their third (or more) school during our study window. The increase in the number of CMOs allows us to see if newer CMOs “come out of the gates” with student academic learning that supports backing CMOs as strong education instruments.

We compare learning gains for students in newly emerged CMOs to those enrolled in previously existing CMOs. As demonstrated in Figure 2.27, new and existing CMOs had a significantly positive impact on student academic growth compared to their TPS counterparts. New CMOs contribute less to academic gains than older CMOs, but still aid in delivering improved education for their students.

Figure 2.27. Academic Growth in Persisting CMOs and New CMOs



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.2.2. Annual Academic Growth in New Charter Schools versus Continuing Schools

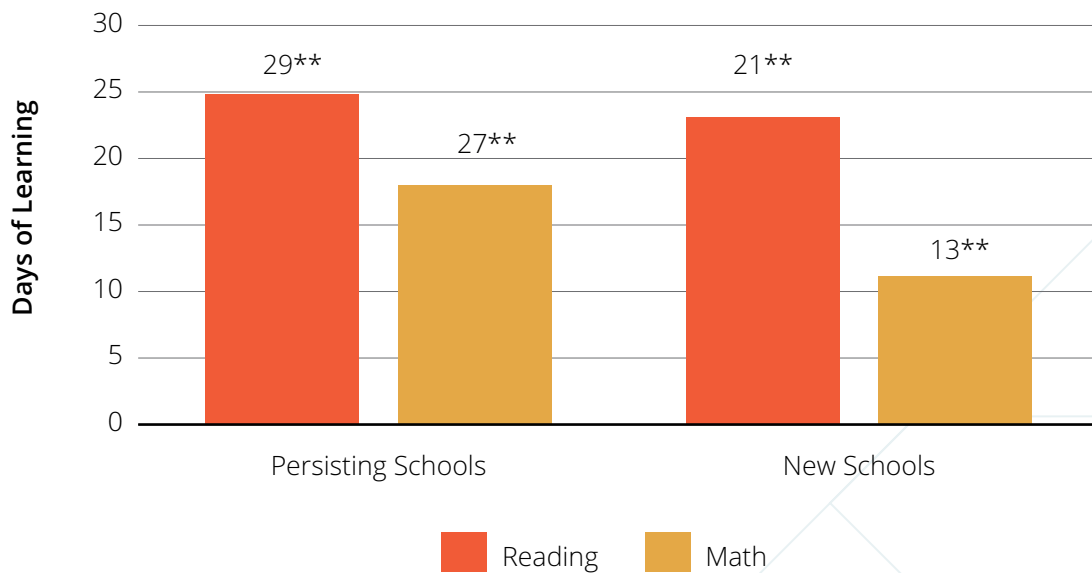
Another way to examine growth among CMOs is to see how well they can replicate and grow new schools. Adding new schools to a CMO portfolio entails two different forms of risk. One is that the school will not fledge successfully, and students will not have strong academic results. The second risk is that launching new schools burdens the CMO and its existing schools to the point that its results suffer.

We regard CMO charter schools established after 2014–15 as new entrants. Sixteen percent of CMO-affiliated schools in our data are new, pointing to significant efforts to grow networks over the years of this study. Persisting schools are those in operation before 2014–15.

Figure 2.28 shows that new and persisting CMO schools have a positive and statistically significant influence on student academic growth on average compared to traditional public school peers.

The academic growth observed in persisting CMO schools was stronger in both subjects than in newer ones. The impacts were 29 additional days of learning for reading and 27 for math in persisting CMO schools versus new school learning of 21 more days in reading and 13 additional days in math. While the differences between persisting and new charter schools are statistically significant for both subjects, newer schools retain a considerable share of their CMO DNA even in their early years.

Figure 2.28. Academic Growth in Persisting CMO Schools vs. New CMO Schools



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.2.3. *New Charter Schools versus Persisting Schools in the Same Network*

Pushing the inquiry about new CMO schools further, we probe the relationship between old and new schools within individual CMOs to discern if CMOs are launching schools of equivalent quality. We took the 383 new schools we examined earlier and related their performance to the other schools in the same portfolio. The relative performance of the new school appears in Table 2.3.

Table 2.3. Student Growth in New Schools Compared to Persisting Schools in Same CMO Network

	Percentages of CMOs (with new schools)	
Compared to CMO portfolio, student learning in new school is:	Reading	Math
Better by 13 days or more	32 %	31 %
About the same (+/- 12 days)	23 %	13 %
Smaller by 13 days or more	45 %	56 %
Total	100 %	100 %

Almost a third of CMOs start schools that are noticeably stronger than the average of their existing schools. Using an arbitrary cut of plus-or-minus 12 days of student learning in the rest of the CMOs schools, 23 percent of CMOs replicate the new school at about the same performance in reading and 13 percent do so in math. The share of CMOs that started new schools with notably weaker student learning (by a shortfall of 13 days or more) was 45 percent in reading and 56 percent in math. That about half of new CMO schools dilute the overall performance of their portfolio with weaker student gains suggests an area for future attention by replicating CMOs.

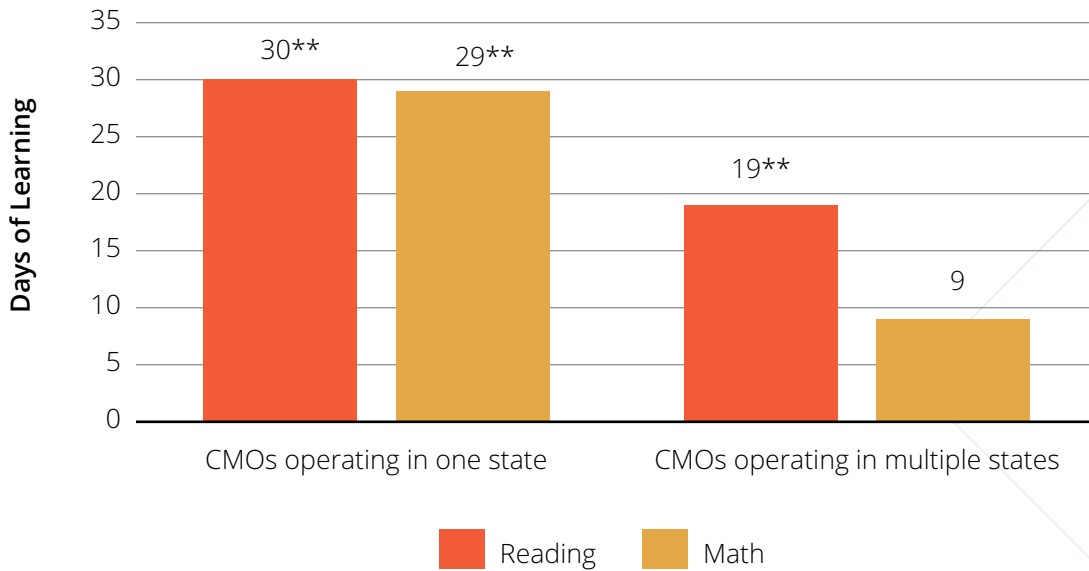
2.4.9.3. *Annual Academic Growth of CMOs Operating in Multiple States*

A third facet of CMO growth concerns the geographic concentration of networks. The number of CMOs that extend their school networks across state lines has grown since our last study. Managing a CMO portfolio across states might provide diversification of policy and fiscal risks for the better long-term sustainability of the network. On the other hand, dispersed schools might present leadership, operations and reporting challenges that highly localized networks don't need to face. Committing resources to buffer these effects might play out in the student learning experience.

Our test examines whether there are differences between CMOs operating in multiple states and those confining operations to a single state. Our definition of the CMO network used in this analysis is region specific. Some large national CMOs include multiple regional networks that operate in a single state. For example, KIPP New Orleans or KIPP New York City is included in our work as a separate entity that operates in a single state.

Figure 2.29 suggests that students learning in CMOs operating in multiple states have weaker growth than students in single-state CMOs. Single-state CMOs support additional learning of 30 extra days in reading and 29 more days in math. This compares to 19 days of additional reading in multistate CMOs and on-par learning in math. The differences between the two groups of CMOs are large and statistically significant. Assuming that new school start-up is a challenge wherever it occurs, the findings suggest that more tightly clustered CMOs have a better time of it.

Figure 2.29. Annual Academic Growth in CMOs Operating in Single or Multiple States



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.4. Special Analysis: CMO Growth Accelerator Case Study—Charter School Growth Fund

Expanding the number of high-quality schools and seats in the United States has been a target of considerable interest. One strategy is to foster the growth of successful CMOs. Several CMO growth accelerators operate nationwide, ranging from supporters of single CMOs or networks to public and private programs that support dozens of CMOs. Our broader study of the effectiveness of CMOs provided the opportunity to conduct a case study of one such entity, the Charter School Growth Fund (CSGF). CSGF shared its list of 72 funded CMOs for this analysis.¹³

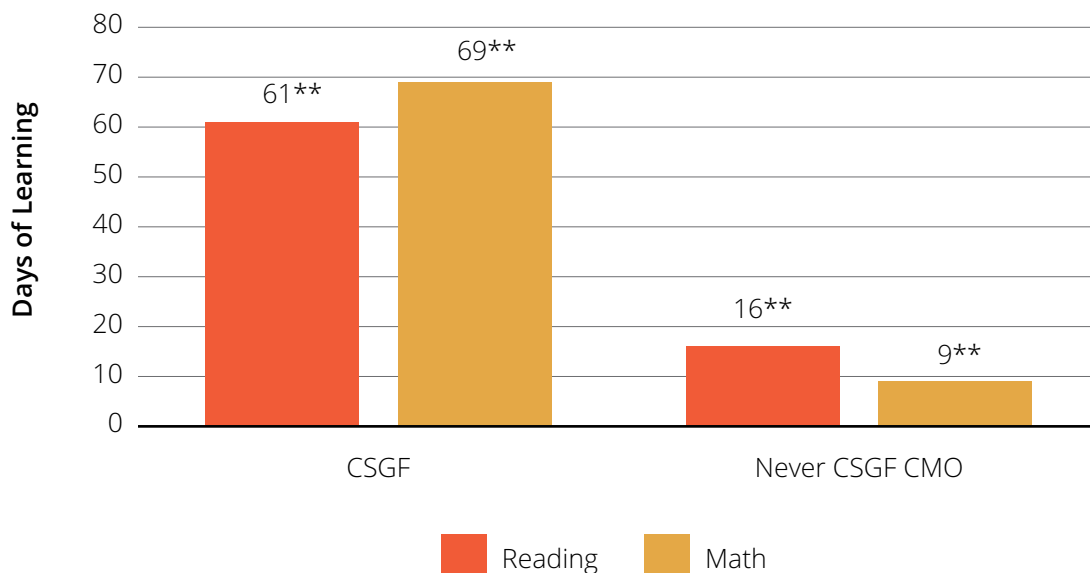
CSGF is a nonprofit organization that makes multiyear investments in charter school networks to grow into multi-school networks. The CSGF is known for selecting high-quality charter schools to receive expansion funds. A related expectation is that the entire portfolio will grow its impact on students. We can test whether student academic performance improves after a CMO receives support from CSGF.

Approximately eight percent of charter schools in this study belong to CSGF-affiliated CMOs. We examined the impact of the Charter School Growth Fund affiliation of CMOs on student academic growth. The estimates of the impact of CSGF appear in Figure 2.30.

¹³ It bears noting that the Charter School Growth Fund has other strands of work that focus on leaders and organizations at earlier points in their history. This analysis does not assess the results of those endeavors.

CMOs have student progress that outpaces the peers' learning in TPS independent of CSGF designation. This is consistent with CREDO's 2013 and 2017 CMO studies. That said, the strength of CSGF student results cannot be ignored. The advantage of attending CSGF-affiliated schools is quite large for reading (an additional 61 days) and math (an additional 69 days) compared to their TPS peers. It suggests that schools funded by CSGF provide very large academic benefits to student quality. The benefit is also outsized compared to the CMOs that never received funding, despite the non-CSGF CMO schools showing meaningful positive impact in reading (a margin of 18 days) and math (12 more days). There is a statistically significant difference in academic gains between the two groups of CMOs.

Figure 2.30. Student Academic Growth in CMO Schools by Charter School Growth Fund Support, Reading and Math



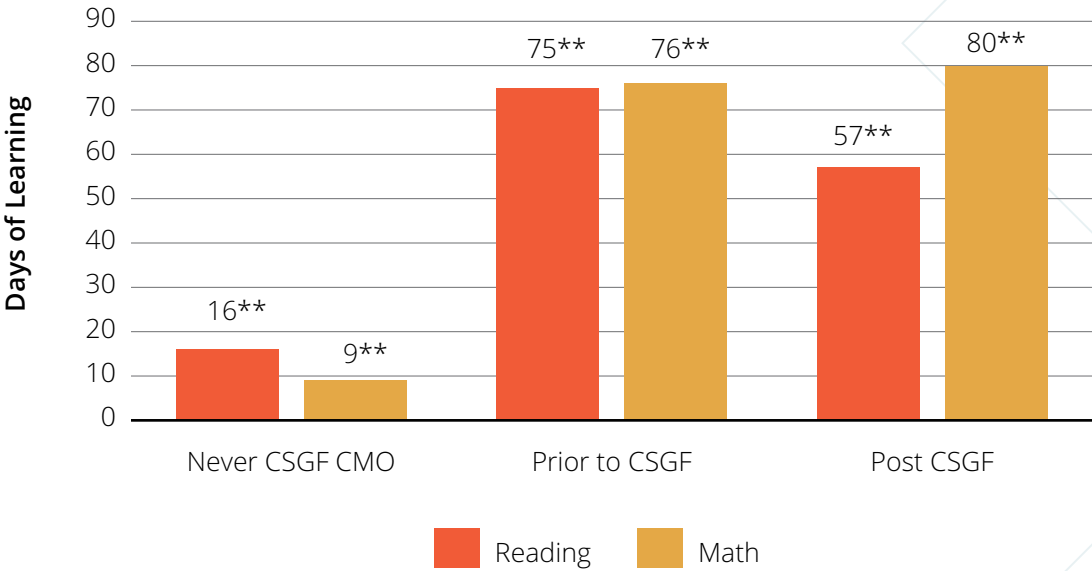
* Significant at the 0.05 level, ** Significant at the 0.01 level

Accelerator programs of all types receive the scrutiny of their results. Curiosity revolves around the relative weights of selecting already high-performing organizations and the lift the program provides from that point forward. Our data can test the relative contributions of these elements.

To address the question, we restrict our analysis to 29 CMOs that received support from CSGF for the first time between 2015–16 and 2017–18. We estimate the average academic growth before and after CSGF affiliation. As shown in Figure 2.31, students attending CSGF-supported schools exhibit much larger academic growth prior to affiliation than students in CMOs that never received funding. In both subjects, CSGF-selected CMOs have student learning 75 days greater than their TPS peers in reading and 76 in math. The striking difference illustrates the CSGF's focus on choosing strong CMOs for investment.

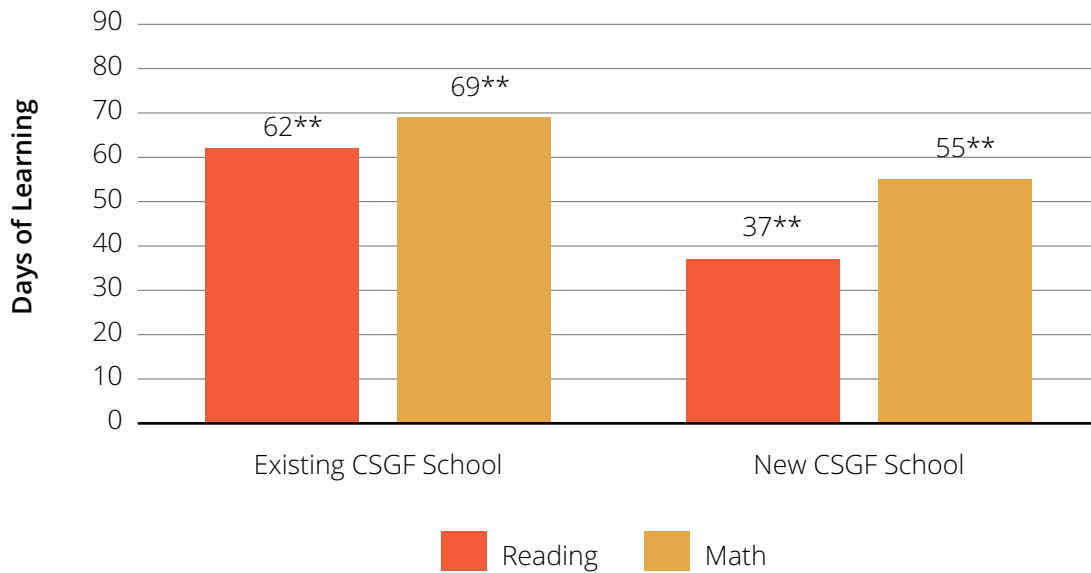
A corollary question is whether the CMOs affiliated with CSGF maintain their high performance levels after selection. The final columns of Figure 2.31 display their post-selection student learning, which covers up to three additional years of operation, depending on when the CSGF selected the CMO in our study window. Three new schools started by the newly funded CMOs are included. After receiving CSGF support, student learning remained significantly stronger than TPS, with 57 additional days of learning in reading and 80 extra days in math. The differences between pre- and post-CSGF support are not statistically significant, showing that the CMOs remain strong but do not quickly improve student learning.

Figure 2.31. Student Academic Growth in CMO Schools, Before and After Charter School Growth Fund Support, Reading and Math



Since the major purpose of CMO growth accelerators is to launch new schools, the most important question is how effective the new schools are. During our years of study, 43 CSGF-affiliated CMOs opened 96 new schools. We compare the newly opened schools' performance to the existing schools in all the CMOs that CSGF has supported. Figure 2.32 shows the comparison. Students enrolled in the new schools in the CSGF sphere produced large gains in reading (37 additional days of learning) and math (55 extra days) compared to their TPS peers. These new starts were dramatically stronger than the performance of the complete set of new schools (13 additional days in reading and one more day in math) reported in the NCSS3. These results, however, were significantly lower than the gains students in the continuing CMO schools had, which were 62 additional days of learning in reading and 69 additional days in math compared to their TPS peers.

Figure 2.32. Student Academic Growth in New CMO Schools, Before and After Charter School Growth Fund Support, Reading and Math



2.4.9.5. Special Analysis: CMOs and Turnaround Schools

Turnaround schools are schools that intentionally change leadership and governance in an effort to improve their effectiveness. Since 2007, billions of dollars from the federal government were funneled through Race to the Top and School Improvement Grant (SIG) programs to divert the learning trajectory of chronically low-performing schools (Corbett, 2015; Legislation, Regulations, and Guidance—School Improvement Fund, 2010). The turnaround typically takes the form of restarting the schools with a new management system (Zimmer et al., 2017). We examine the impact on student learning from a handoff of school operations in a low-performing school (either charter school or TPS) to an existing multi-school charter operator.

Two questions frame this special analysis. Where turnaround schools became part of CMOs, what is the subsequent evidence on students’ academic growth? Additionally, what effect, if any, did the CMO’s choice to accept a turnaround school have on the other schools in the CMO portfolio?

We are grateful to Public Impact for sharing its extensive data repository on turnaround schools across the country. From its list, we identified 12 underperforming schools with tested students who migrated to CMOs between the 2015–16 and 2017–18 school years.¹⁴ Many others occurred prior to our data window, so their transition is not visible with our available data. With the small set of schools with timely turnarounds, we measure student performance before and after the school is moved to management by a CMO.

¹⁴ Two of the 12 schools became the third school operated by their new organization, meeting the minimum criteria for CMO inclusion in this study of three schools.

Figures 2.33 and 2.34 compare turnaround schools' pre- and post turn-around student academic growth. Growth is measured at two points: the academic growth period before CMO takeover and the subsequent period. Before the transfer, students in turnaround schools had 21 fewer days of growth in reading and 35 fewer days in math than their TPS peers. The small number of cases helps to explain why these results were not statistically different from the experience of TPS students. After joining their respective CMOs, average student performance improved compared to their TPS peers: students enrolled after the turn-around were observed to have 21 more days of learning in reading and 38 more days in math. The fact that learning was on par with TPS—i.e., that the difference was not statistically significant—can be viewed as a positive. Even if the learning only rose to equal TPS progress, movement occurred in the right direction.

However, these comparisons at each point only tell part of the story. The change in growth for the turnaround schools over time was statistically significant: student learning increased by 42 days for reading and 73 days for math.¹⁵ These changes appear for “all students” in Figures 2.33 and 2.34.

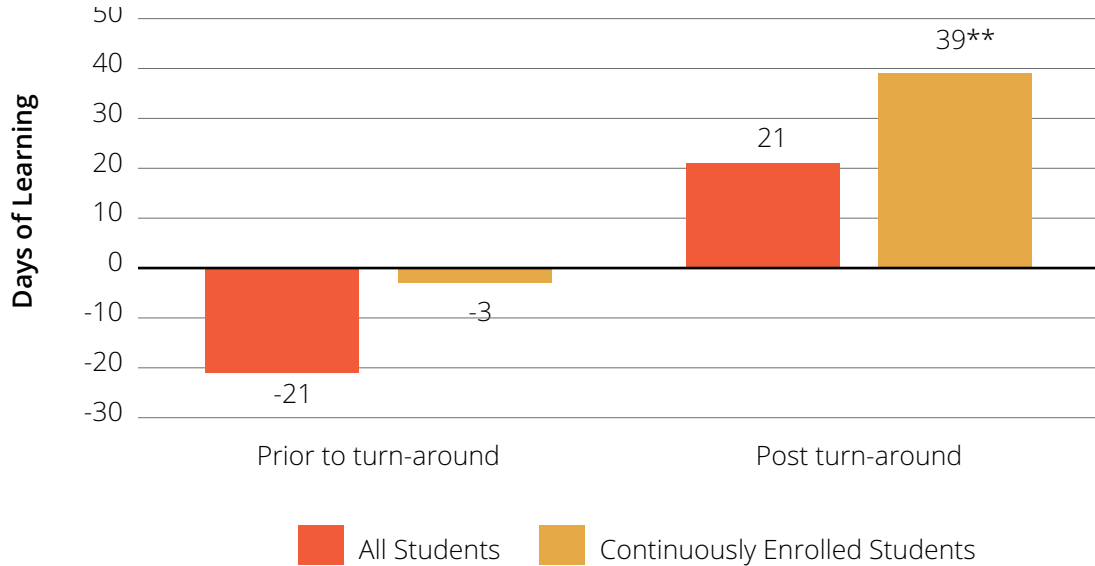
To thoroughly test the strength of improvement, however, we need to consider whether the observed positive academic growth stems from churn in student enrollment after the transfer. Some families may not have supported the newly reconstituted school and moved to other public schools. Some may have read the transfer as a signal of serious failure and left the system entirely. Alternatively, the CMO might have had a waitlist of students wanting to enroll who joined the school after the turn-around. Any of these factors could elevate the post-turnaround results.

As a robustness check, we redo the analysis, only including the students enrolled in the same turnaround school before and after the transfer. These are the students most in need of turnaround efforts. In Figures 2.33 and 2.34, we contrast the academic growth of the continuously enrolled students to the full set of enrolled students in the turnaround before and after the transfer. For students who remained enrolled (that is, continuously enrolled) before and after the transition, we can see 42 days of learning gains in reading between the two periods of transition and 113 days of learning gains in math. The growth we observe for “all students” in the pre-and post-turnaround periods occurs for different sets of students. In the “pre” period, the value includes students who left the school before the CMO took over; the “post” period value includes students who were newly enrolled in the school.

The question of the spillover impact of adding a turnaround school to a CMO's portfolio is more straightforward. Looking only at the CMO schools that existed before the transfer, Figure 2.35 shows that compared to their TPS peers, the academic growth for students prior to the addition of the turnaround school is positive and statistically significant at 39 additional days of learning in reading and 28 more days in math. After the turnaround school joined the CMO, academic growth in the pre-existing portfolio declined by 12 days of learning in reading but remains positive and statistically significant at 27 more days of learning compared to their TPS peers. In math, student academic learning increases by three days to 31 days of learning. Between the two periods, neither the change in reading gains nor the change in math gains is statistically significant. These results indicate that adopting turnaround schools is not injurious to the performance of the rest of the CMO portfolio.

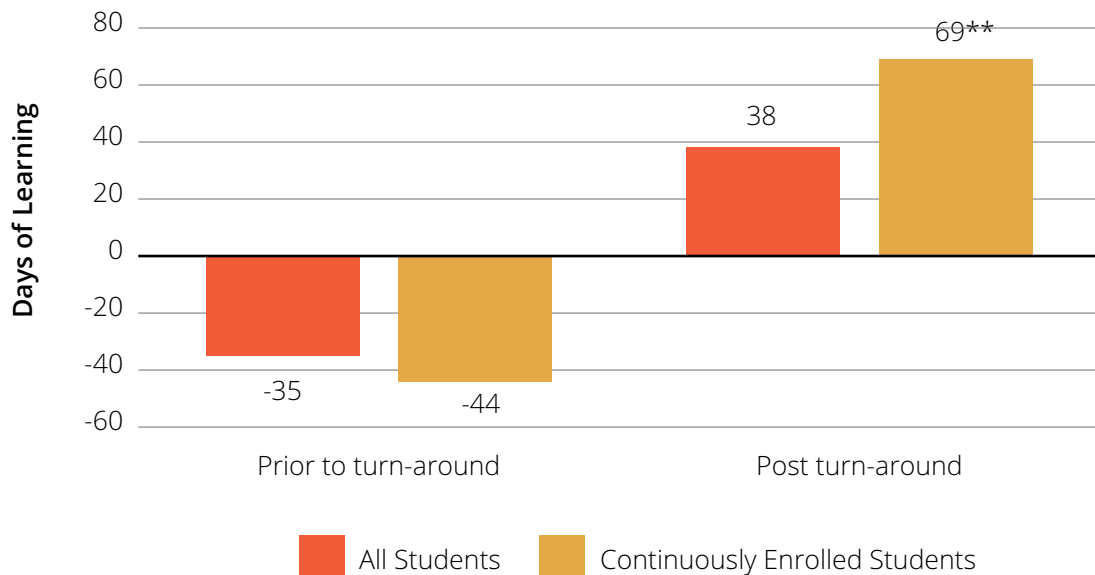
¹⁵ The pre-, post-turn difference was statistically significant at the 5 percent level in reading and the 10 percent level in math.

Figure 2.33. Academic Growth in Turnaround Schools: All Students vs. Continuously Enrolled Students, Reading



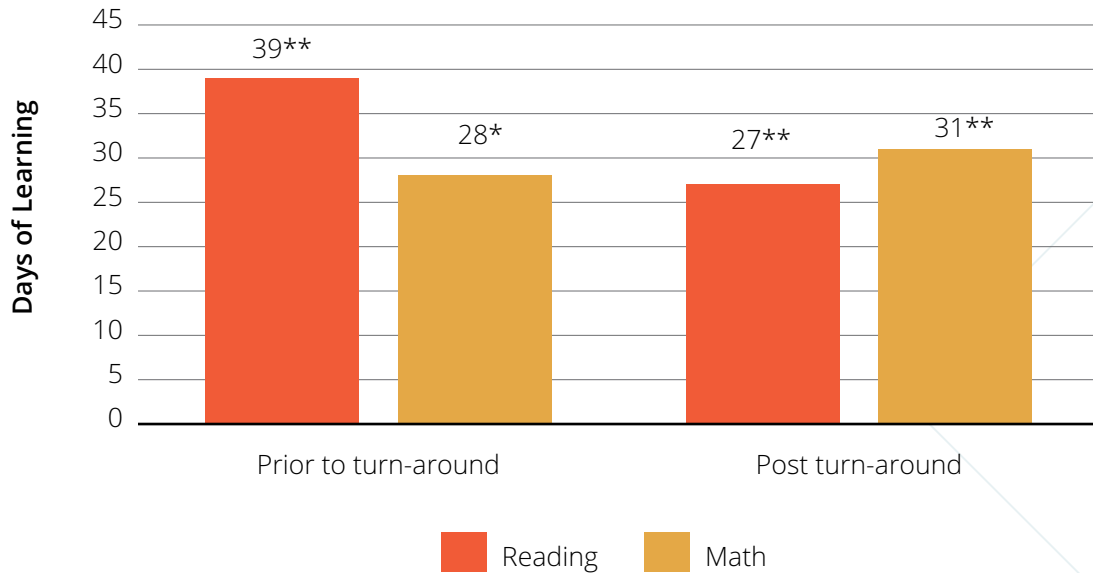
* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.34. Academic Growth in Turnaround Schools: All Students vs. Continuously Enrolled Students, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.35. Impact of Acquiring Turnaround Schools on Other Schools in CMO Networks



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.6. Comparison of Average Academic Growth of Charter Schools and Their Local TPS

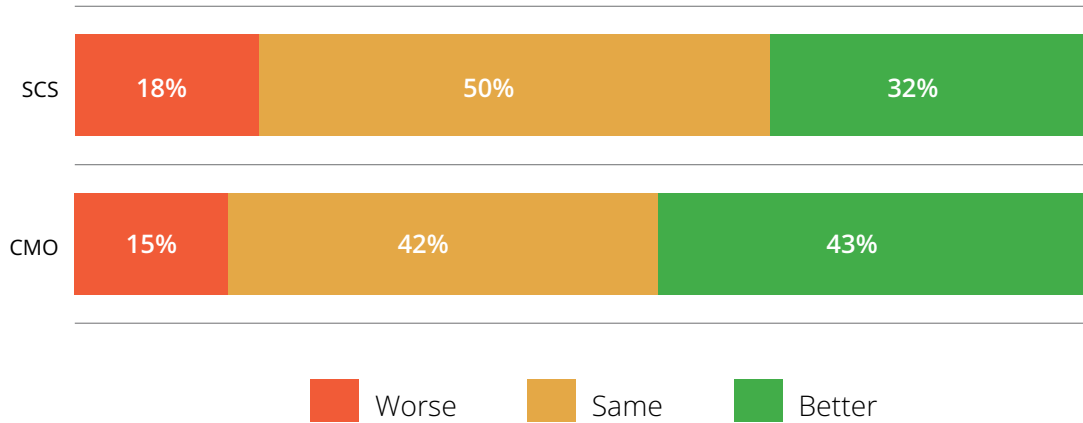
In this section, we examine school-level performance to assess the effectiveness of schools by charter group. The evidence presented in the prior sections showing a positive impact on student academic performance displays the average growth, which is the correct way to gauge the impact of each type of school.

However, this does not mean that all CMO-affiliated or stand-alone charter schools perform better than their TPS counterparts. For each type of charter school, we identify the proportion of schools that perform better, the same and worse than their TPS comparison group. The approach mirrors prior studies and the companion CSP31. However, the reader should be aware that the values for CMO schools and SCS will not necessarily sum to the totals in the CSP31 report due to the exclusion of several states from this CMO analysis.

Figure 2.36 presents the comparisons for reading. The analysis shows that 42 percent of CMO-affiliated charter schools have statistically significantly greater reading gains than their TPS peers. In comparison, 15 percent have statistically significantly smaller academic growth than their TPS peers. Forty-three percent of the remaining schools advance their students in reading similarly to their TPS counterparts. When considering the relative performance of stand-alone charter schools, the results in Figure 2.36 show that 32 percent of these schools have statistically significantly greater gains in reading than their TPS alternatives. We find that 18 percent of stand-alone charter schools have reading gains that are statistically significantly smaller than their local TPS. The remaining 50 percent of stand-alone charter schools have no difference in

reading gains compared to local TPS. The graphs make clear that for reading, the CMO advantage compared to stand-alone charter schools applies top to bottom: larger shares of CMO schools are stronger performing than their local TPS and smaller shares are on par or posting smaller gains.

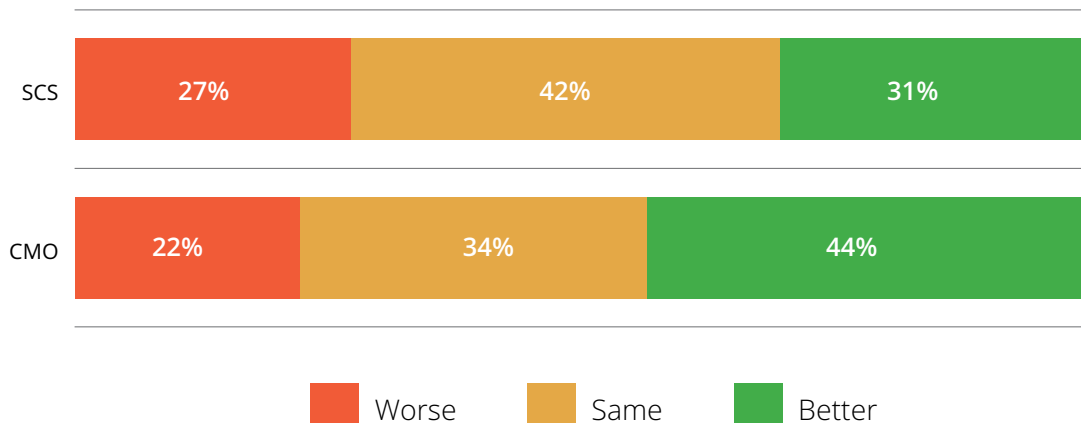
Figure 2.36. School Comparisons of Charter School vs. Local TPS Average Academic Growth by Charter School Type, Reading



In terms of math results, the difference between CMO schools and independent charter schools is much more notable. As Figure 2.37 displays, 44 percent of CMO schools have statistically significantly larger academic gains in math, 22 percent have statistically significantly smaller learning gains and 34 percent are not markedly different from the TPS alternatives.

The results for stand-alone charter schools in math run parallel to their reading results. Figure 2.37 shows that 31 percent of stand-alone charter schools have statistically better gains than TPS. The proportion with statistically significantly smaller math gains than TPS is 27 percent in math. Of the rest of the stand-alone charter schools, 42 percent demonstrate equivalent academic gains as their local TPS.

Figure 2.37. School Comparisons of Charter School vs. Local TPS Average Academic Growth by Charter School Type, Math



One final note about these results: For CMO schools and stand-alone alike, the share of schools with stronger learning impacts is larger, and the share of schools with less academic progress is smaller than seen before in any of CREDO's studies. In both spheres of charter schools, the record of performance is improved.

These results are encouraging but require a note of caution in interpretation. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal where in the range of absolute achievement the difference occurs. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to result ultimately in constructive long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag their community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the full picture of charter school performance.

2.4.9.7. The Relationship of Academic Growth and Achievement

Student academic growth measures how much students advance their learning in a year, and student achievement measures the stock of their knowledge at the end of the year. In this section, we integrate the findings about growth and achievement to show comprehensively the results that charter schools deliver for their students.

We need both dimensions of student performance to situate charter schools both in their local community contexts and within the larger K-12 mission of preparing students with knowledge and skills for future success. Importantly, considering growth and achievement simultaneously also gives us a basis for making predictive statements about how charter schools are likely to support their students in the future.

To ground this presentation, it is useful to consider four basic categories of school performance. This construct applies to all schools: CMO-affiliate charter schools, stand-alone charter schools, district schools and others.

We can classify any school based on whether and by how much its average academic progress in a year compares to the other TPS options. Schools that do not advance student learning as much as the comparison are considered "low growth." Those that exceed the local standard are deemed "high growth." These differences can be mapped on a continuum from "very low growth" to "very high growth." We use the growth of the local TPS alternative as the standard in this demonstration.

Looking at absolute achievement—the measure of what students know at the end of a school year—we use the achievement scores that students get on state performance tests as a measure of achievement and place schools along that distribution based on school-wide averages. Schools that mirror the state average are designated "50th percentile."¹⁶ Schools with an average performance at lower (or higher) points of the achievement range are situated below (above) the average; we use the 25th percentile and the 75th percentile as additional reference points.¹⁷

¹⁶ The 50th percentile is the point value in a range of scores—in this case, achievement for each state—that splits all the scores so that 50 percent are above and 50 percent are below the point.

¹⁷ The measures of achievement show student learning after enrollment in a charter school.

If we map the growth and achievement dimensions together, four groups result:

High Growth—High Achievement: schools with larger growth than their local alternative and whose students are above the state average in overall achievement

High Growth—Low Achievement: schools that exceed the growth of their local options but with overall student achievement below the state average

Low Growth—High Achievement: schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons

Low Growth—Low Achievement: schools with lower academic growth than their local alternatives and whose students’ achievement is lower than the state average at the end of a school year

We mapped the charter schools in this study onto the structure described above using the last two years of school. (For reliability, we included only schools with 30 tested students.) We subdivided each quadrant into four smaller groups, yielding 16 cells within the map. The results appear in Figures 2.38 and 2.39 for reading and Figures 2.40 and 2.41 for math.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.38. These values appear on the [study website](#) as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

8.8	34.9
23.4	32.8

Figure 2.38. Academic Growth and Achievement in CMO-affiliated Charter Schools, Reading

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.2%	1.5%	5.4%	3.1%	70th Percentile
	0.4%	6.7%	18.5%	7.9%	50th Percentile
	2.8%	11.0%	19.6%	7.6%	30th Percentile
	3.4%	6.2%	5.1%	0.5%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.39. These values appear on the [study website](#) as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

13.6	31.0
27.3	28.1

Figure 2.39. Academic Growth and Achievement in Stand-alone Charter Schools, Reading

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.1%	1.6%	6.3%	2.7%	70th Percentile
	0.9%	11.0%	17.0%	5.0%	50th Percentile
	3.3%	13.5%	16.5%	5.7%	30th Percentile
	4.3%	6.2%	4.9%	1.0%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

The stronger growth of CMO-affiliated schools finds a parallel in achievement patterns. As illustrated in Figure 2.38, 68 percent of CMO-affiliated charter schools have average reading growth above their comparison groups (sum of two right columns) and 32 percent below. For reading achievement, 44 percent of charter schools have average student achievement above their state’s average (sum of top two rows) and 56 percent below. In Figure 2.39, the chart shows 59 percent of students enrolled in stand-alone charter schools show stronger growth than their TPS comparisons in reading, with 41 percent of schools having weaker growth. Fifty-five percent of students in SCS had average student achievement below their state’s average, and 45 percent of charter schools had an above-average performance.

Schools in the High Growth—High Achievement quadrant of Figure 2.38 can expect to remain in that part of the map if their reading growth continues at the current pace. Thirty-five percent of CMO-affiliated charter schools and 31 percent of stand-alone charters appear in this quadrant. There is no meaningful difference between the two types of charters in creating outstanding academic results. At current levels of performance, these schools will likely increase their students’ achievement levels over time. The gap-busting schools and networks reside in this quadrant. Of particular interest is the subset of High Growth—High Achievement schools that advance students of any academic background to high levels of achievement; their operations and practices could help inform improvements in lower-performing charter and traditional schools.

Schools in the Low Growth–High Achievement quadrant can expect to drift downward in the achievement ratings if they maintain their current pace of growth since other schools with higher growth rates will eventually surpass them. Nine percent of CMO charter schools and 14 percent of stand-alone charter schools sit in this quadrant. Since student achievement in these schools is above state averages, the impact of lower growth may not be as concerning as for students at lower levels of achievement. Since many of the schools in this quadrant are close to average in both growth and achievement, modest improvements in student learning each year could move those schools into the upper right quadrant.

The remaining charter schools are situated in the lower two quadrants with achievement below the state average. For CMO charters, this amounts to 56 percent; for stand-alone charters, 55 percent are below the state average. This is consistent with the earlier findings that charter schools enroll both a larger share of lower-decile students and a smaller share of high-decile achievers. Their position and prospects are distinguished by their students’ growth.

The High Growth—Low Achievement quadrant displays the results for 33 percent of all CMO charter schools and 28 percent of stand-alone charter schools. Though these schools serve students with current achievement weaker than the average in their states, they have demonstrated success with students of modest or challenged academic backgrounds. With higher-than-average yearly growth, their students will elevate their achievement over time. In theory, given enough time, the students in the lower right quadrant would move up to the upper right quadrant.

The share of schools in the **Low Growth—Low Achievement** quadrant is of greatest concern. These schools serve academically challenged students and produce weaker growth than their TPS comparisons. The proportions of schools in this quadrant are similar for the two types of charter schools. For CMO charter schools, the performance of 23 percent of schools maps to this quadrant. For stand-alone charter schools, the share is 27 percent. Given the substantial difference in average growth in reading between CMO-affiliated and stand-alone charter schools, it is surprising to see the proportions in this quadrant be so similar. Should the performance of these schools remain unchanged, their students will drift further behind over time, even if all the other schools on the map remain stable. Increases in growth are within reach for many of these schools, which would migrate them to the lower right area. Especially concerning at the moment are outcomes for the students attending schools in the cell with the lowest growth and achievement. This group represents charter schools in need of immediate attention.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.40. These values appear on the [study website](#) as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

10.4	33.8
28.4	27.4

Figure 2.40. Academic Growth and Achievement in CMO-affiliated Charter Schools, Math

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.1%	2.2%	5.2%	5.7%	70th Percentile
	0.8%	7.3%	12.1%	10.8%	50th Percentile
	4.0%	12.0%	14.2%	7.9%	30th Percentile
	6.1%	6.3%	4.5%	0.8%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.41. These values appear on the [study website](#) as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

13.2	26.0
36.1	25.0

Figure 2.41. Academic Growth and Achievement in Stand-alone Charter Schools, Math

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.2%	2.0%	4.8%	2.8%	70th Percentile
	1.1%	9.9%	12.5%	5.9%	50th Percentile
	5.7%	16.4%	13.7%	5.1%	30th Percentile
	6.8%	7.2%	5.0%	1.2%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

The inferences for math are the same as for reading, albeit with different percentages (Figures 2.40 and 2.41). In 61 percent of CMO schools, their growth outpaced their TPS comparisons, with 39 percent having weaker growth. Forty-four percent of CMO-affiliated charter schools had average student achievement larger than their state’s average. Fifty-six percent of CMO charter schools had a below-average performance.

Regarding math performance in stand-alone charter schools, about 51 percent of schools show stronger growth than their TPS comparisons, with 49 percent having weaker growth. Thirty-nine percent of stand-alone charter schools had average student achievement above their state's average; 61 percent of stand-alone charter schools had average achievement below their state averages. The data indicates that, similar to the CMO charters, stand-alone charters tend to serve lower-performing students but grow them more than their TPS peers.

The High Growth—High Achievement quadrants contain 34 percent of CMO charter schools, a slightly smaller share than appeared for reading. Among stand-alone charters, the share was 26 percent. Maintaining the current pace of growth would result in these schools moving higher in the achievement range.

The High Growth—Low Achievement quadrant in the lower right reflects schools that deliver stronger growth to below average achieving students. This quadrant contains 26 percent of all CMO charter schools and 25 percent of all stand-alone charter schools. Both proportions are smaller than occurred in the same reading quadrant. Their students will move higher in the achievement range if these schools maintain or improve their growth.

Ten percent of CMO-affiliated charter schools land in the **Low Growth—High Achievement** quadrant in the upper left, schools with high average achievement but below average growth. Thirteen percent of stand-alone charter schools appear in the same quadrant. The majority of schools in this quadrant could either move down into the lower achievement quadrant if they remain static or move to the High Growth—High Achievement area with improved growth.

The left-hand-side lower quadrant, representing **Low Growth—Low Achievement**, contains 28 percent of CMO charter schools and 36 percent of stand-alone charter schools. The CMO-affiliated percentage is substantially smaller than for stand-alone charter schools. This is a noticeably larger share of CMO and stand-alone schools than in the analogous quadrant for reading. The greatest worry is the schools situated in the lowest performing cell. They offer the weakest growth to students with constantly low achievement levels.

2.4.9.8. Gap-Closing CMOs

In the companion report, CSP31, we highlight the dramatic performance of thousands of charter schools with outstanding progress for minority and poverty students. These “gap-busting schools” show that disparate student outcomes are not a foregone conclusion: people and resources can be organized to eliminate these disparities. The fact that thousands of schools have done so removes any doubt.

How do we know these results are not simply the fortunate alignment of events at these individual schools? Is there evidence that the practice can be systematic? We looked at CMOs' impacts on growth for minorities and students in poverty compared to their White student counterparts.

Table 2.4. CMOs with Above Average Achievement Portfolios and Equitable Learning, Reading

CMOs where:	Number	Percentage
Black outperforms White	65	18%
Hispanic outperforms White	95	26%
Lunch outperforms no-lunch	122	33%
ELL outperforms non-ELL	128	35%
Total	368	□

Note: □ Percentages do not sum to 100% since a CMO could be included in multiple rows.

Table 2.5. CMOs with Above Average Achievement Portfolios and Equitable Learning, Math

CMOs where:	Number	Percentage
Black outperforms White	51	14%
Hispanic outperforms White	72	20%
Lunch outperforms no-lunch	97	26%
ELL outperforms non-ELL	115	31%
Total	368	□

Note: □ Percentages do not sum to 100% since a CMO could be included in multiple rows.

Tables 2.4 and 2.5 present the numbers of CMOs with student achievement that exceeded the state average (“High Achievement”) and in whose schools Black and Hispanic students had learning gains on par or better than the White students. The tables also present the number of CMOs with students in poverty making larger gains than their non-poverty peers or English-language learners who outpace their non-ELL classmates.¹⁸

The importance of these findings is obvious: when dozens of schools and networks can prevent differences in learning across student groups while also delivering learning above their state averages, they are forestalling and even reversing the achievement gap that has persisted for decades in our country. The discovery that this is prevalent in numerous CMOs suggests that these entities have found a way to implement and disseminate this transformative knowledge on a large scale.

¹⁸ CMOs that are included in the results of Tables 2.4 and 2.5 are flagged in Appendix A.

Appendix

Appendix A. Average Annual Academic Growth of CMOs and Networks, Reading and Math

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
A+ Charter Schools, Inc.	-0.063	**		-0.040		
Academics Plus	0.040			0.023		
Academy of Academic Excellence	-0.347	**		-0.485	**	
Academy of Mathematics and Science, Inc.	0.058	*		0.085	**	✓
Academy of Tucson	0.059	**	✓	-0.052		
ACCEL Schools	-0.006			-0.014		
Accelerated Intermediate Academy	0.129	**		0.205	**	
Accelerated School, The	0.062		✓	-0.011		
ACE public charter schools	0.001		✓	0.102	**	✓
Acero schools	-0.025			0.031		
Achievement First NY	0.114	**	✓	0.253	**	✓
Achievement First RI	0.189		✓	0.270		✓
Albert Einstein Academies	-0.101	**		-0.056		
Algiers Charter School Assoc.	-0.145	**		-0.054	*	
Alliance for College-Ready Public Schools	0.185	**	✓	0.167	**	✓
Alpha Public Schools	0.055	**	✓	0.108	**	✓
Alta Public Schools	-0.181	**		-0.178	**	
Altus Institute Network of Charter Schools	-0.044			-0.032		
America CAN!	-0.229	**		0.036		✓
American Indian Public Charter School	0.124	**	✓	0.189	**	✓
American Leadership Academy Inc.	-0.030			-0.001		
American Paradigm	0.013		✓	0.038		✓
American Preparatory schools	0.040	**	✓	0.060	**	✓
American Promise Schools (now known as Promise Schools)	0.041		✓	0.014		✓
American Quality Schools	0.011		✓	-0.049		

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
AmeriSchools (Ideabanc, Inc.) (The Charter Foundation, Inc.)	0.085	**	✓	0.112	**	✓
Amethod Public Schools	0.050		✓	0.103	**	✓
Archimedean Academy	0.157	**	✓	0.242	**	✓
Arizona Agribusiness & Equine Center	0.102	**	✓	0.084	**	
Arizona Community Development Corporation	-0.062	**		0.016		
Arlington Classics Academy	0.039	**		-0.032		
Arrow Academy, Inc.	0.071		✓	0.035		
Ascend Learning	0.077	**	✓	0.209	**	✓
Ascent Academies of Utah	-0.017			-0.026		
Aspira Inc. of Illinois	-0.078	**		-0.104	**	
Aspira Inc. of Pennsylvania	-0.074	*	✓	-0.027		✓
ASPIRA of Florida, Inc.	-0.028		✓	-0.039		✓
Aspire Public Schools	0.052	**	✓	0.073	**	✓
ASU Preparatory Academy	0.047		✓	0.135	**	✓
Athlos Charter Schools	0.031		✓	-0.053		
BakerRipley-TX	-0.006		✓	0.048		
Ball Charter Schools	0.073	*	✓	0.111		✓
BASIS Schools, Inc.	0.104	**		0.094	**	
Bay Haven Charter Academy Inc.	-0.011			0.063		✓
Beginning with Children Foundation	0.007		✓	-0.019		
Ben Gamla Charter School Foundation	0.073	**	✓	0.034		✓
Benjamin Franklin Charter Schools	0.016	*		0.022		
Betty Shabazz International Charter School	0.092	**		-		
Blackstone Valley Prep Mayoral Academy	0.171	**		0.269	**	✓
Blueprint Education	-0.160	**		-0.193	**	
Bob Hope School	0.118	**	✓	0.217	**	✓
Brazos School for Inquiry & Creativity (BSIC) - Democratic Schools Research Inc.	-0.145			-0.137	**	

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Bright Star Schools	0.083		✓	0.085	**	✓
Brighter Choice Charter Schools	0.740	**		-		
Brooke Charter Schools	0.096		✓	0.126		
Burnham Wood Charter Schools	0.057	*		0.078	*	✓
CAFA, Inc.	-0.016		✓	-0.066		
California Montessori Project	-0.025	*		-0.019		
Calvin Nelms Charter Schools	-0.019			0.051		✓
Camden's Charter School Network	0.008		✓	-0.031		
Camino Nuevo	0.069	**	✓	0.078	**	✓
Capital City Public Charter School	0.002		✓	0.034		✓
Capstone Education Group	0.023		✓	0.055		✓
Career Success School District	-0.149			-0.106		
Carl C. Icahn Charter Schools	0.109	**		0.256	**	
Carmen Schools of Science & Technology	-0.055	*		0.056	**	
Carpe Diem (IN)	-0.123	**		-0.315	**	
Catalyst Schools	-0.002			0.015		
Celerity Educational Group	0.046		✓	0.095	**	✓
Celerity Schools Louisiana, Inc.	0.039	**		0.294	**	
Center City Public Charter Schools	0.027		✓	0.052		✓
Center for Academic Success	0.004		✓	0.046		✓
Cesar Chavez Academy	-0.181	**		-0.100	**	
Cesar Chavez PCS for Public Policy	0.005		✓	-0.049		
Champion Schools	0.120	**	✓	0.074	**	✓
Championship Academy of Distinction	-0.058	**	✓	-0.119		
Chandler Park Academy	-0.018			0.007		
Chicago International Charter Schools	-0.044			-0.010		
Choice Foundation	0.083			-0.036		
Christel House Academy	0.028		✓	0.049		
Citizens of the World	0.092	**	✓	0.116	**	✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
City Center for Collaborative Learning	0.002			-0.049		
City University-TN	-0.061			0.159	**	
Civitas Schools	-0.059	**		0.059	**	
Classical Academies (Colorado)	0.024			0.047		
Classical Charter Schools	0.136	**		0.291	**	✓
College Achieve Public Schools	-0.091			-0.084		
Collegiate Academies	-0.138	**		0.113	**	
Colorado Early College	0.045	*		0.099	**	
Community Day	0.230	**	✓	0.265	**	✓
Community School for Apprenticeship Learning	-0.068			-0.028		
Compass Charter Schools	-0.124	**		-0.291	**	
Concept Schools	0.047		✓	0.075	*	✓
Confluence Academies	-0.054			-0.047		
Coral Education Corporation	-0.013			0.034		
CORE Butte	-0.092			-0.078		
Cornerstone Charter Schools	0.081	*		0.097	*	✓
Crescent City Schools	0.071	**	✓	0.050		✓
Cumberland Academy Schools	-0.031	**		-0.032		✓
Da Vinci Charter Schools	0.062			0.165	**	✓
Daisy Education Corporation (DEC) (now Sonoran Schools)	0.076	**	✓	0.100	**	✓
DC Prep Charter Schools	0.073	**		0.228	**	
Delta Charter Schools	-0.133	**		-0.040		✓
Democracy Prep Public Schools	0.045		✓	0.147	**	✓
Denver School of Science and Technology Public Schools	0.083	*	✓	0.170	**	
Distinctive Schools	-0.008			-0.016		
Doral Academy	0.104	**	✓	0.122	**	✓
Downtown College Prep Charter Schools	-0.165	**		-0.189	**	
E.L. Haynes Public Charter Schools	-0.019			0.058		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
e-Institute	-0.119	**	✓	0.008		
ECI Academy	-0.027			-0.072		
Edkey Schools	-0.058	**		-0.071	**	
Education for Change	0.099		✓	0.172	**	✓
Einstein Schools (New Orleans)	0.041	*	✓	-0.022		
Energized for Excellence	0.114	*	✓	0.357	**	✓
Environmental Charter Schools	0.084		✓	0.079		✓
Envision Schools	0.115	**	✓	0.034		✓
Equitas Academy	0.063		✓	0.156	**	✓
Espiritu Community Development Corp.	0.011			-0.076		
eStem Public Charter Schools	0.107	**	✓	0.059		✓
Evolution Academy	-0.430	**		-0.348	**	
Excel Academy (TX)	-0.335	**		-0.452	**	
Excellence Community Schools Inc.	0.020	**		0.178	**	✓
Explore Schools Inc.	0.037	*	✓	0.136	**	✓
Faith Family Academy Charters	-0.185			-0.172	**	
Fenton Charter Public Schools	0.062	*	✓	0.116	**	✓
FirstLine Schools (formerly Middle School Advocates, Inc.)	0.033	*		0.109	**	✓
Five Keys Public Schools	-0.055	**		-		
Family Life Academy Charter Schools (FLACS)	0.028			0.110	**	✓
Foundation for Behavioral Resources	0.012		✓	-0.007		
Founders Classical Academy	0.023	**		-0.046	*	
Franklin Academies	0.016		✓	0.028		✓
Freedom Preparatory Academy	0.065		✓	0.154	**	
Freire Schools	0.185	**	✓	0.282	**	✓
Friendship Schools	-0.001			0.134	**	
Frontier Schools	0.049		✓	0.104	**	✓
Gateway Community Charters	-0.020			-0.043		

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
GEO Foundation	0.023		✓	0.058	*	✓
Gestalt Community Schools	0.008			-0.016		
Global Education Collaborative	0.056	**		0.076		✓
Golden Rule Charter Schools	0.088	**		0.165	**	
Goodwill Education Initiatives (Goodwill Excel Center)	-0.132			-0.074		
Great Hearts Academies	0.029	**		0.043	**	
Great Oaks Foundation	0.062		✓	0.123	*	✓
Green Apple School Management, LLC	-0.009		✓	0.048		✓
Green Dot Public Schools CA	0.035		✓	0.021		✓
Green Dot Public Schools TN	-0.059			-0.011		✓
Green Dot Public Schools WA	-0.228	**		-0.138	*	
Guadalupe Centers	-0.028			-0.029		
Gulf Coast Council of Raza	0.044	**		-0.236	**	
Haas Hall Academy	0.209	**	✓	0.346	**	✓
Harmony Schools (Cosmos Foundation, Inc.)	0.061	**	✓	0.126	**	✓
Harvest Network of Schools	0.065	**	✓	0.019		✓
Harvest Power Community Development	-0.042	**	✓	-0.013		✓
Hebrew Public	0.077		✓	0.059	**	✓
Heritage Academy	0.106	**	✓	0.160		✓
Heritage Academy AZ	0.008			-0.167	**	
Hiawatha Academies	0.014		✓	0.052		✓
Hickman Community Charter District	0.037	*	✓	0.052		✓
High Tech High CA	-0.012			-0.022		
Hogan Preparatory Schools	-0.020			-0.037		
Honors Academy	-0.091	**		-		
Hope Online	-0.116	**	✓	-0.077		✓
Houston Gateway Academy	0.150	**	✓	0.364	**	✓
Humanities and Sciences Academy of the United States, Inc.	0.085	*	✓	0.047		

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
I CAN Schools	-0.160	**		-0.368	**	
IDEA Public Schools	0.145	**	✓	0.130	**	✓
iLEAD Charter Schools	-0.047		✓	-0.095	**	
iLearn Schools	-0.034	**	✓	-0.003		
Imagine Schools	-0.016		✓	0.001		
Influence 1 Foundation	-0.009			-0.097	**	
Ingenium Schools	-0.112	**		-0.054		
Inner City Education Foundation (ICEF)	-0.004		✓	-0.016		✓
Innovative Education Management	-0.079	*		-0.101	**	
Innovative Teaching Solutions	-0.057			-0.004		
Inspire charter schools	-0.146	**		-0.245	**	
InspireNOLA Charter Schools	-0.001			0.166	**	✓
IntelliSchool Charter High Schools	-0.177	*		0.183	**	
International Leadership of Texas (ILT)	0.005			-0.033		
iSchool High	-0.030			-0.318	**	
James Irwin Charter Schools (CO)	-0.016			0.055		
Jefferson Chamber Foundation Academy (JCFA)	-0.116	**		-		
John Adams Academies	0.002			-0.010		
John H. Wood Jr. Public Charter District	-0.116			-0.371	**	
Jubilee Academic Center, Inc.	-0.068	**		-0.156	**	
K12 curriculum only (Virtual)	-0.067			-0.119	*	
K12, Inc.	-0.138	**		-0.201	**	
Kaleidoscope Charter Schools	0.055		✓	0.105		
Kid's Community College	-0.067	*		-0.163	**	
King-Chavez	-0.022		✓	0.010		✓
Kingman Academy of Learning	-0.010			0.024	*	
Kingsburg Elementary Charter School District	0.043	**	✓	-0.011	**	✓
KIPP Austin	0.110	**	✓	0.044		✓
KIPP Bay Area	0.122	**	✓	0.137	**	✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
KIPP Chicago	0.132	**	✓	0.203	**	✓
KIPP Colorado	0.061		✓	0.084		✓
KIPP Dallas-Fort Worth	-0.005		✓	0.029		✓
KIPP DC	0.063	**	✓	0.144	**	
KIPP Delta	0.003			-0.038		
KIPP Eastern North Carolina	0.026	*	✓	0.005		✓
KIPP Houston	0.095	**	✓	0.050	*	
KIPP Memphis	-0.056	*		-0.036		
KIPP Nashville	0.143	**	✓	0.321	**	✓
KIPP National	0.06	*	✓	0.102	**	✓
KIPP New Jersey	0.118	**	✓	0.127	**	✓
KIPP New Orleans	0.074	**	✓	0.051	**	
KIPP New York City	0.124	**	✓	0.238	**	✓
KIPP Philadelphia	0.023		✓	0.064		
KIPP San Antonio	0.037	*	✓	-0.016		✓
KIPP SoCal	0.110	**	✓	0.151	**	✓
KIPP St. Louis	0.092	**		0.180	**	
La Amistad Love & Learning Academy (L Lowell Byrd Memorial Education and Community Dev. Corp.)	-0.040	**		-		
LEAD Public Schools	0.055	*	✓	0.092	*	✓
Leadership Public Schools	0.309	**	✓	0.313	**	✓
Leading Edge Academy	-0.014			0.014		✓
Learn Charter School	0.094	**	✓	0.122	**	✓
Legacy Preparatory	-0.104	*		-0.199	**	
Legacy Traditional Schools	0.095	**	✓	0.092	**	✓
Leman Academy of Excellence, Inc.	0.069	**		0.019		✓
Life Schools	0.013		✓	-0.051		✓
Life Skills Centers	-0.293	*		-0.147		
Lighthouse Academies	0.016		✓	0.036		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Lighthouse Academy (Michigan)	-0.308	**		-		
Lincoln-Marti management services, LLC	0.148	**	✓	0.259	*	✓
Lionsgate Academy	0.044	**		-0.076	**	
LISA Academies	0.094	**		0.131	**	
Magnolia Science Academy (Magnolia Foundation)	0.032	*	✓	0.042		✓
Manara Academy, Inc.	0.047		✓	-0.169	**	
Mastery Charter Schools	0.080	**	✓	0.088	**	✓
Mastery Learning Institute (Arthur Academy)	0.184	**	✓	0.095		✓
Match Charter Public School	0.093	**		0.214	**	
Matchbox Learning	-0.072		✓	-0.114	**	
Mater Academy of Nevada, Inc.	0.215	**		0.243	**	
Mater Academy, Inc.	0.055	**	✓	0.062		✓
Mavericks in Education, LLC	-0.122	**	✓	-0.244	**	
McKeel Academies	-0.004		✓	0.024		✓
Memphis Business Academy	-0.025			-0.038		
Memphis Scholars	-0.090	**		-0.129	*	
Milwaukee College Prep	0.189	**		0.184	**	
Minnesota Internship Center	-0.213			-		
Minnesota Transition Schools (MTS)	-0.038		✓	-0.009		✓
Muskegon Heights Public School Academy	-0.202	**		-0.218	**	
MYcroSchool	-0.185	**		-0.424	**	
National Heritage Academies	0.079	**	✓	0.120	**	✓
National University Academy	0.054	**		-0.013	**	✓
Natomas Pacific Pathways Prep	0.027		✓	0.015		✓
New America Schools	-0.269	**		-0.181	**	
New Beginnings Schools Foundation	-0.071			-0.022		
New Orleans College Prep Academies	-0.122	**		-0.086		
New Paradigm for Education	0.199	**	✓	0.187	**	

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
New Tech Network	-0.020			0.021		
New Technology Foundation	-0.017			0.036		
New Visions for Public School	0.226	**	✓	0.021		
Newman International Academy	-0.002			-0.067		
Noble Network of Charter Schools	0.148	**	✓	0.291	**	✓
North Texas Collegiate Academy	-0.039			-0.074		
NorthStar Academies	-0.527	**			-	
Nova Academy	0.087	**	✓	0.052	*	✓
Oasis Charter Schools	-0.017		✓	0.000		✓
Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America	-0.397	**		-0.360	**	
Open Sky Education	-0.018	*	✓	-0.006		✓
Opportunities for Learning	-0.108	**		-0.165	**	
Options for Youth	-0.119	**		-0.184	**	
Orenda Education-TX	0.014			-0.019		
Oxford Preparatory Academies	0.134	**	✓	0.212	**	✓
Pacific Charter Institute	-0.098	**		-0.100	**	
Panola Schools	-0.125	**		-0.337	**	
Para Los Ninos	-0.061		✓	-0.090		
Parnassus Preparatory	0.028			0.067	*	
Partnerships for Uplifting Communities (PUC)	0.041		✓	0.090	**	✓
Performance Academies (formerly EdVantages Academies)	-0.056		✓	-0.074		
Perspectives Charter Schools	0.031	*	✓	-0.021		
Phalen Leadership Academy - IN Inc.	0.006			-0.003		
Pinecrest Academy	0.072	**	✓	0.097	**	✓
Pineywoods Community Academy	0.027	**	✓	0.020		✓
Pinnacle Charter Academies (SC)	-0.206			-0.125		
Pinnacle Charter School (CO)	-0.076	**		0.001		✓
Pinnacle Education, Inc.	-0.343	**		-0.358	**	

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Pivot Charter School (Roads Education Organization)	-0.215	**		-0.312	**	
Plato Academy Schools	-0.021		✓	-0.007		✓
Pointe Schools	-0.070	**		-0.148	**	
Pontiac Academy for Excellence	-0.065	*		-0.047		
Por Vida, Inc.	-0.172	**		-0.114		
Portable Practical Educational Preparation Training for Employment Centers (PPEP § Affiliates)	-0.297	**		-0.065		
Prairie Seeds Academy	-0.087		✓	-0.144	**	✓
Premier High Schools	-0.108	**		-0.238	**	
PrepNet LLC	-0.176	**		-0.102	**	
Priority Charter Schools	-0.058	**		-0.037	*	✓
Propel Schools	0.073	**	✓	0.049	*	
Public Preparatory Network, Inc.	0.100	**	✓	0.116	**	✓
Quest Middle Schools	0.006			-0.029		
Rapoport Academy Public School (East Waco Innovative School Development Inc.)	-0.046			-0.060		
Raul Yzaguirre School for Success	0.050		✓	0.129		✓
ReGeneration Schools	0.174	**		0.150	**	✓
Renaissance Charter School, Inc.	0.023		✓	0.009		✓
ReNew Schools	-0.036			-0.015		
RePublic Charter Schools	0.064		✓	0.096		✓
ResponsiveEd Classical Academies	0.058	**	✓	0.053		✓
Richard Milburn Academies	-0.403	**		-0.475	**	
River City Science Academy	0.011		✓	0.048	**	✓
Rocketship Education	0.166	**	✓	0.239	**	✓
Rocklin Academies	0.024	**		0.051	**	
Rocky Mountain Prep	0.075	*		0.331	**	✓
Roger Bacon	0.051	**	✓	0.048	**	✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Rose Management Group	-0.134			0.126		
Scholar Academies	0.121	*	✓	0.027		
School of Excellence in Education (SEE)	-0.027		✓	-0.044		✓
School of Science and Technology	0.054	*	✓	0.104	*	✓
Seeds of Health Inc.	-0.040			0.039		
SER-Ninos, Inc.	0.023		✓	0.160	**	
Shekinah Learning Institute, Inc.	-0.037		✓	0.017		✓
Sherman Thomas Public Charter Schools	-0.090			0.096		
Skyline Schools, Inc.	-0.198	**		-0.120	**	
Somerset Academy	0.021		✓	0.033		✓
South Texas Education Technologies, Inc.	0.044	*	✓	0.029		✓
Southwest Schools (Educational Leadership Inc.)	-0.092	**		-0.049		
Southwest Winners Foundation, Inc.	-0.115	**		-0.147	**	✓
Springs Charter Schools (SCS)	-0.012		✓	-0.035	*	✓
St. Croix Preparatory Academy	0.135	**	✓	0.107	**	
St. Hope Public Schools	0.149	**	✓	0.193	**	✓
Strive Prep Charter Schools	-0.003		✓	0.031		
Student Alternatives Program Incorporated	-0.241	**		0.110		✓
Success Charter Network	0.185	**	✓	0.357	**	✓
Summit Academies Utah	-0.059	**		0.035		✓
Summit Academy of Schools	0.016			0.027		
Summit Public Schools	0.055			0.083	*	✓
Superior Schools Corporation	0.048	**	✓	0.054		✓
Synergy Academies	0.008			0.052		✓
TeamCFA	0.013		✓	0.000		✓
Tekoa Academy of Accelerated Studies	0.157			0.363	**	
Texas Boys Choir	0.062	**		-0.006		
Texas Education Centers (Salvaging Teens at Risk)	0.016		✓	-0.127		

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Texas Leadership Public Schools	-0.091	**		-0.193	**	
The Charter Schools of Excellence	0.064		✓	0.066		✓
The Classical Academies	-0.024			0.035		✓
The Foundation for Hispanic Education	-0.063	*		0.086	**	✓
The Odyssey Preparatory Academy Inc.	0.035		✓	-0.022		
The Rhodes School	-0.024	*		-0.023		
UT Tyler University Academy	0.017			-0.093		
The W.E.B. Du Bois Consortium of Charter Schools, Inc.	-0.038			-0.136	**	
Tindley Accelerated Schools	0.126	**	✓	0.223	**	✓
Tracy Learning Center	-0.084			-0.059		
Tri-Valley Learning Corporation	-0.056			-0.149	*	
Trinity Charter Schools	-0.085		✓	-0.172		
Tucson International Academy	-0.035		✓	-0.043		
Two Dimensions Preparatory Charter	0.140	**		0.042	**	
UCP Charter Schools	-0.248	**		-0.166	**	
Uncommon Schools Boston	0.05		✓	0.083		✓
Uncommon Schools New York City	0.034	**		0.115	**	
Uncommon Schools Newark	0.169	**	✓	0.220	**	✓
Uncommon Schools Rochester	0.138	**	✓	0.188	*	
United Schools of Indianapolis	0.012			0.046		
Universal Education Management Company	0.037		✓	0.058		✓
University Academy Missouri	0.099	**		0.160	*	
University of Chicago Charter School Corporation	-0.059	**		0.095	**	
University of Texas - University Charter School	-0.186	*		-0.295	**	
University Preparatory Academy	-0.011			0.045		
UP Education Network	-0.048	**	✓	-0.028		✓
Uplift Education	0.049	**	✓	0.046		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Urban Prep Academies	0.032		✓	0.014		
Value Schools	0.181	**	✓	0.176	**	
Vanguard Academy, Inc.	0.112	**		0.091	**	✓
Vanguard CO	0.072			0.109	**	
The Varnett Public Schools	-0.006			0.049		✓
Vista Academies	-0.089	**		-0.140	**	
Voices College-Bound Language Academies	0.076	**		0.135	**	
Wayside Schools	-0.080	**		-0.129	*	
Widening Advancements for Youth	-0.531	**				
Winfree Academy Charter School	-0.341	**		-0.653		
YES Prep Public Schools	0.089	**		0.175		✓
Youth Connections Charter Schools	-0.197	**		-0.279		
Zoe Learning Academy, Inc.	-0.043			-0.039		

* Significant at the 0.05 level, ** Significant at the 0.01 level; The & symbols in GB column indicates the “gap-busting” CMOs described in section 2.4.9.8.

As a Matter of Fact:

The National Charter School Study III 2023

As a Matter of Fact: The National Charter School Study III 2023

Volume 3 Summary of Findings, Conclusions and Implications

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CREDO, the Center for Research on Education Outcomes at Stanford University, aims to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers strengthen their focus on the results of innovative programs, curricula, policies and accountability practices.

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The research presented here uses confidential data from state departments of education. The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. In addition:

- > The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education. Any research errors are the sole responsibility of the author(s).
- > This research result used data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data is modified for analysis purposes using rules governed by MEDC and is not identical to data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, MDE and CEPI or any employee thereof.
- > Data for this report was provided by the Missouri Department of Elementary and Secondary Education.
- > The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. All errors are attributable to the authors.

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3.1 Summary of Findings

As a Matter of Fact: The National Charter School Study III 2023 (NCSSIII) is the third national study by CREDO evaluating the academic progress of students enrolled in charter schools in the United States. The current report presents findings from 2014 to 2019, which yields four periods of year-to-year student growth as measured by state achievement tests. It includes data from 29 states plus Washington, D.C., and New York City, which for convenience we report as 31 states. In addition, because we have used a common methodology across the three studies, we can combine results into trends to support insights of the performance of students enrolled in charter schools over the past 15 years.

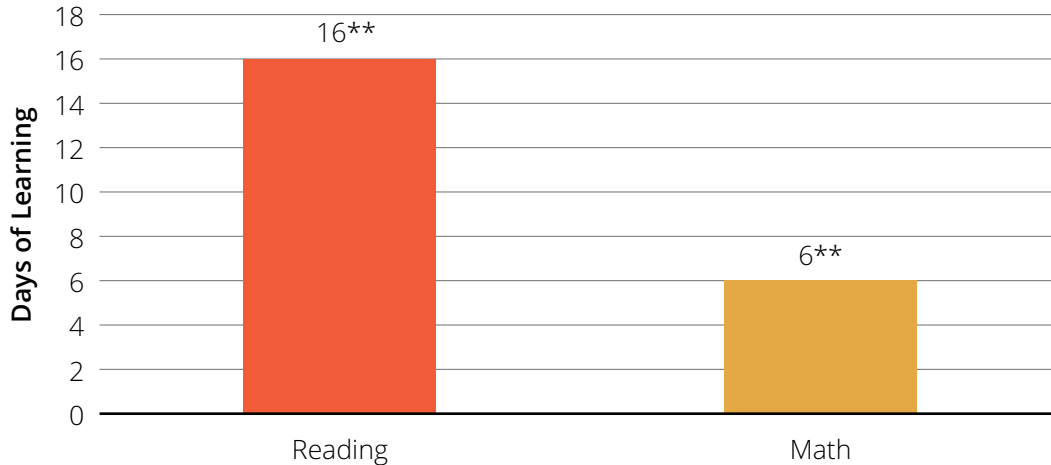
To organize the extensive body of this current research effort, CREDO separated the analysis into two parts and produced two reports: (1) [Charter School Performance in 31 States \(CSP31\)](#) and (2) [Charter Management Organization 2023 \(CMO23\)](#). CSP31 examines the performance of the full set of charter school students and schools, while CMO23 analyzes the difference in academic growth between students attending charter schools associated with charter management organizations (CMOs) and those attending stand-alone charter schools (SCS).¹ In this volume, we integrate the Summary of Findings, Conclusions and Implications sections from both reports to ensure we present the fullest picture of performance in charter schools.

Our work deliberately focuses on a specific outcome: the annual progress that students make over an academic year. In this report, we look at students in charter schools compared to the experience they would have had in the traditional public schools (TPS) they would otherwise have attended. One notable limitation of this approach is that we have limited line of sight “under the hood” and into the role that localized environmental, regulatory and organizational factors play in individual school performance. Our contribution to the K-12 education research and practice landscape is to test fundamental questions of the effectiveness of charter schools and highlight outcomes and trends rooted in academic progress.

Looking at year-to-year academic progress from 2015 to 2019, **the typical charter school student in our national sample had reading and math gains that outpaced their peers in the traditional public schools (TPS) they otherwise would have attended.** We report these differences as marginal days of additional (or fewer) days of learning on a learning benchmark of 180 days of learning each school year for matched TPS students. In math, charter school students, on average, advanced their learning by an additional six days in a year’s time, and in reading added 16 days of learning.

¹ The CMO study does not include Idaho, Maryland, and Ohio.

Figure 3.1: RECAP – Annual Academic Growth of Charter School Students, Reading and Math



* Significant at the 0.05 level, ** Significant at the 0.01 level
This figure originally appears as Figure 1.7 in CSP31.

These average effects are across all students, all schools, for all time periods. There is considerable variation around these averages and this variation forms the foundation for additional analyses and findings in our two papers.

This growth represents accelerated learning gains for tens of thousands of students across the country. Each student and each school is a proof point that shows that it is possible to change the trajectory of learning for students at scale, and it is possible to dramatically accelerate growth additional students who have traditionally been underserved by traditional school systems.

3.1.1 Do All Students Benefit?

When we probe these results to determine if all students benefit, we find positive results are not only present in the aggregate, but also across student race/ethnicity groups:

- > **Black and Hispanic students** in charter schools advance more than their TPS peers by large margins in both math and reading.
- > **Multiracial, Native American, and White students** in charter schools show equivalent progress to their TPS peers in reading, but had weaker growth than their TPS peers in math.
- > **Asian students** in charter schools showed similar growth to their TPS peers.

When we examined academic growth for special populations of students, we found that, compared with their TPS peers:

- > Charter school **students in poverty** had stronger growth
- > **English-language learner students** attending charter schools had stronger growth
- > **Students receiving special education services** had significantly weaker growth in both math and reading on average, though CMO-affiliated students with Special Education needs have learning on par with their TPS Special Education peers.

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. In some cases the claim focus on students having more motivated parents. Another version suggests targeting behavior on the part of the school results in a student body that is better prepared academically, a practice commonly referred to as “cherry picking” or “cream skimming”. If true, the students in charter schools would show higher academic achievement at the point of enrollment. In multiple analyses, we do not see significant evidence of an undue advantage to charter schools. In fact, we find the opposite is true: charter schools enroll students who are disproportionately lower achieving than the students in their former TPS.

3.1.2 Where Is Positive Academic Growth Happening?

Deeper into our analysis, we examine where student learning gains are occurring, and find that positive and strong effects exist in charter schools that vary widely by location and configuration.

- > **States** – 18 states in the NCSS3 study produced significantly stronger growth for students enrolled in their charter schools when compared with their TPS peers; in 12 states, growth was similar to TPS peers. Students attending charter schools had weaker reading growth than their TPS peers in only one state, Oregon. In 12 states, charter school students had significantly stronger growth in math than their peers in TPS. In 16 states, math growth was similar between charter students and their TPS peers. Only three states showed weaker growth for charter students compared to their peers.
- > **Locale** – compared to their TPS peers, urban charter school students had 29 additional days of growth per year in reading and 28 additional days of growth in math, both of which were significant. Suburban charter school students also had stronger growth in reading (+14 days) and in math (+3 days). Rural students enrolled in charter schools had the equivalent of five additional days of learning in reading, but 10 days less growth in math than their TPS peers. These results are strongly hampered by the performance of virtual charter schools; despite having only six percent of charter school students enrolled, their impact on student progress of 58 fewer days of learning in reading and 124 fewer days in math has damaging consequences for students and exerts a outsized drag on overall national results.
- > **Grade configuration** – charter schools serving elementary, middle, and high school students had statistically positive growth in both reading and math. Results for multilevel charter schools were negative in math and similar to the TPS comparison groups in reading. Seeing growth in all grade spans helps us understand that trends in the national aggregate performance are not concentrated in particular grades.

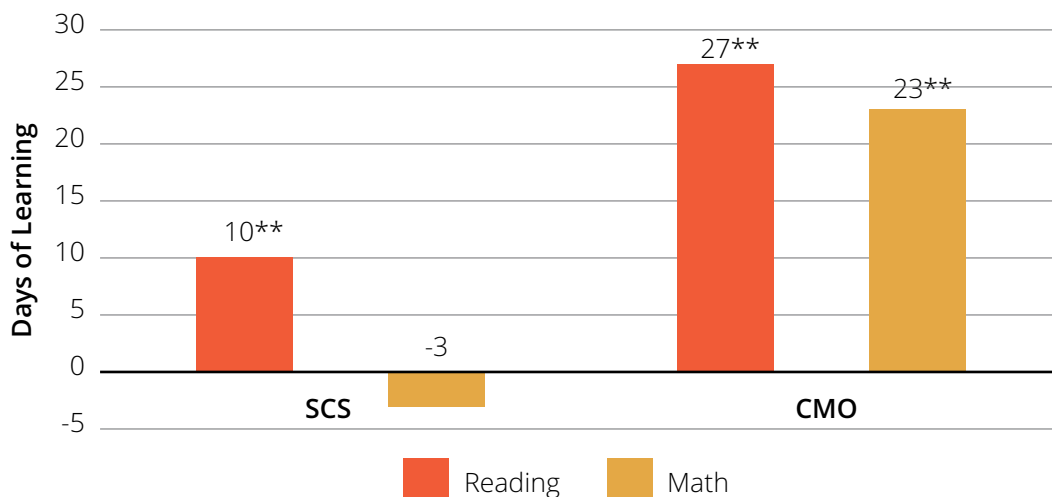
- > **Continuous Enrollment** – charter students overcome an initial learning dip associated with a school change, and by their fourth year in their charter school, they show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. The longer a student stays enrolled in a charter school, the better the student’s academic outcomes are.
- > **School Management** – students who attend a charter school that is part of a charter management organization (CMO) experience significantly accelerated growth compared to students enrolled in stand-alone charter schools (SCS). Even so, CMO schools and SCS provide stronger learning than TPS in reading, and CMOs do so in math. CMO-affiliated students advanced by 27 additional days in reading and 23 more days in math over TPS, both of which are statistically significant. Stand-alone charter schools still grew significantly more than TPS in reading by 10 additional days of learning, but were no different in math. Given that SCS serve two-thirds of all students enrolled in charter schools, soft math performance in these schools taints the otherwise decisive results in other parts of the study.

3.1.3 What Can We Learn from CMOs?

Comprising one-quarter of the schools, but serving 37 percent of students in our national data set, Charter Management Organizations (CMOs) are producing much of the learning gains we observed for charter school students.

As with our national top-line results, we find robust results for CMOs when we grouped their students by race/ethnicity, special populations, where the CMOs are located, grade spans of the schools in the network and how long a student enrolls in the school. As with all schools, there is a range of performance for CMOs, and we share their student impacts in [Appendix A](#).

Figure 3.2: RECAP – Annual Academic Growth of Charter School Students by Charter School Type, Reading and Math



** Significant at $p \leq 0.01$
This figure originally appears as Figure 2.3 in CMO23.

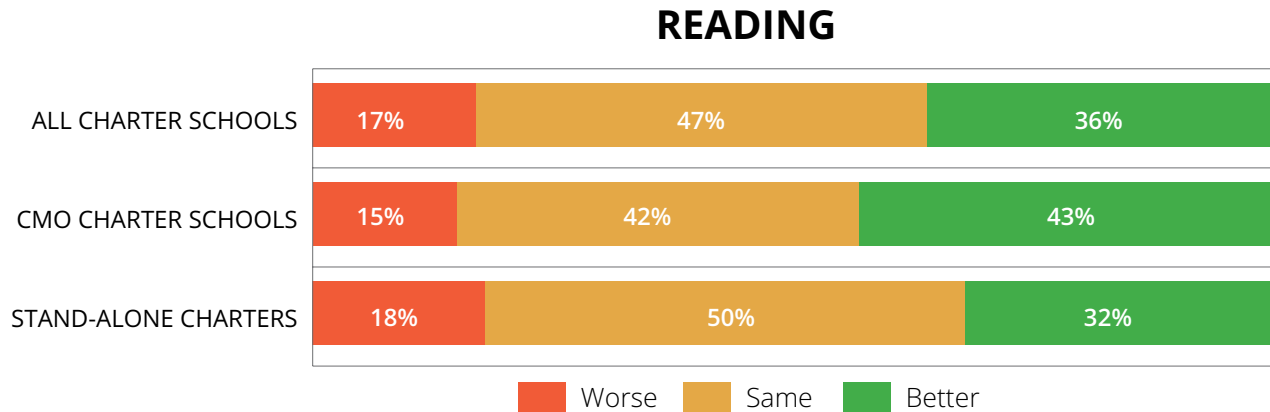
Our analysis uncovered additional ways that CMOs are returning more positive, and often gap-busting, results:

- > **New CMOs and new schools in existing CMOs** open with strong results, in both cases delivering stronger average gains for their students than their local TPS. The student gains in new CMOs are not as strong initially as that of their older CMO peers. New schools started by mature CMOs deliver positive gains in their early years that were none the less smaller than the older CMO schools.
- > **Size or age of a CMO does not relate to their quality**—which means some CMOs are growing poorly performing networks of schools.
- > **Clustering of CMOs' schools within a single state** returns significantly more days of learning for their students than in CMOs that operate schools in more than one state.
- > **CMOs that took on "turn-around" schools**, absorbing those schools into their portfolios, positively impacted results for students who remained enrolled in the turn-around school. In addition, the balance of the CMO portfolio did not experience a downturn in student learning.
- > **The Charter School Growth Fund** serves as a case study of charter school growth accelerators. CMOs that the Growth Fund chooses to support have dramatically larger pre-funding learning gains than other CMOs. The schools that existed at the time of selection remain strong. New CMO schools also open with dramatically larger learning gains in both subjects judged against their TPS comparisons.
- > **Excellence at Scale** puts dozens of CMOs at the forefront of efforts to provide education that is both equitable and effective in moving student achievement to give their students full preparation for their next steps.

3.1.4 Variations in Charter School Performance

In our reports, we analyze school-level performance, in addition to student-level performance, continuing to report on growth as the outcome variable. Not every charter school provides quality academic programming or an effective learning environment for students. Across all charter schools in our study, 36 percent have greater growth, 47 percent have equivalent growth and 17 percent have lower growth relative to their local TPS. CMO-affiliated charter schools display stronger performance, with 43 percent having greater growth, 42 percent having equivalent growth, and 15 percent having lower growth in comparison to their local TPS. Stand-alone charter schools have slightly more moderate results.

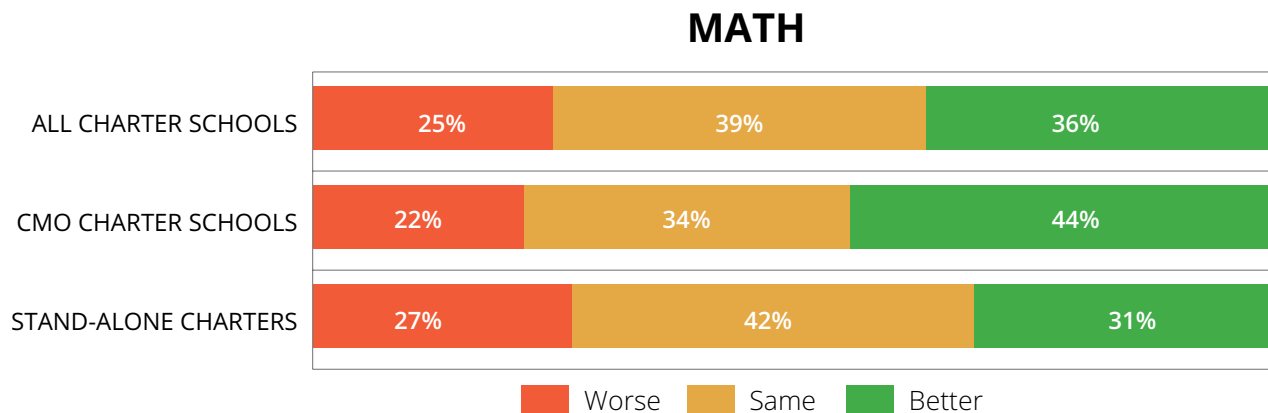
Figure 3.3: RECAP – Academic Growth of Charter Schools Compared to Their Local TPS, Reading



This figure combines findings that originally appear as Figures 1.22 in CSP31 and Figure 2.36 in CMO23.

In math, more charter schools have weaker results than they do in reading, as presented in the figure below. As the share of charter schools with growth greater than their TPS peers is comparable with the same growth in reading across all categories, the driver of the overall weaker performance in math is the greater percentage of charter schools (all, CMO-affiliated and stand-alone charter schools) that perform worse than their TPS peers. Stand-alone charter schools have the largest share of schools with lower growth in math in comparison to their local TPS.

Figure 3.4: RECAP – Academic Growth of Charter Schools Compared to Their Local TPS, Math



This figure combines findings that originally appear as Figures 1.22 in CSP31 and Figure 2.37 in CMO23.

These encouraging results require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where in the range of absolute achievement the difference occurs. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to reach long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag behind the community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the complete picture of charter school performance.

3.1.5 Charter School Growth and Achievement

Student academic growth measures how much students advance their learning in a year’s time, and student achievement measures the stock of their knowledge at the end of the year. We believe it is critical to examine both growth and achievement in order to understand how well schools prepare students for next steps in school and life. We map each school’s average growth and average achievement against the growth of matched TPS students and average state performance. Examining both measurements for all schools in our national data set during the most recent growth period, we present findings in four basic categories of school performance:

- > **High Growth—High Achievement:** schools that exceed the growth of their local options and whose students are above the state average in overall achievement
- > **High Growth—Low Achievement:** schools that exceed the growth of their local options but with overall student achievement below the state average
- > **Low Growth—High Achievement:** schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons
- > **Low Growth—Low Achievement:** schools with lower academic growth than their local alternatives and whose students’ achievement is lower than the state average at the end of a school year.

Figure 3.5: RECAP – Academic Growth and Achievement 2015 to 2018, Reading

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.1%	1.5%	5.8%	2.8%	70th Percentile
	0.7%	9.1%	17.0%	6.1%	50th Percentile
	3.1%	12.3%	17.6%	6.4%	30th Percentile
	4.1%	6.8%	5.8%	1.1%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

This figure originally appears as Figure 1.25 in CSP31.

Schools that have average student achievement above the state average (above the 50th percentile) are presented in the top half of the figure. In reading, 43 percent of all schools have average performance in the upper half in their respective states, with a majority of those high achievement schools also having stronger growth than their local TPS. Zeroing in on the low-growth/low-achievement quadrant, 207 schools (4.1 percent) in our study have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

Figure 3.6: RECAP – Academic Growth and Achievement 2015 to 2018, Math

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.2%	2.0%	4.9%	3.8%	70th Percentile
	1.0%	8.6%	12.0%	7.5%	50th Percentile
	4.9%	14.3%	13.8%	6.2%	30th Percentile
	7.1%	7.5%	5.3%	1.3%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

This figure originally appears as Figure 1.26 in CSP31.

In math, above average achievement exists in 40 percent of charter schools, while 60 percent of schools have achievement that is lower than their state averages. Twenty-eight percent of schools in the data set are high-growth/high-achievement schools, returning great gains for their students. Zeroing in again on the low-growth/low-achievement quadrant, 348 schools (7.1 percent) have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

The number of schools in the low-growth/low-achievement quadrant, though smaller in reading than in math, remains a key concern.

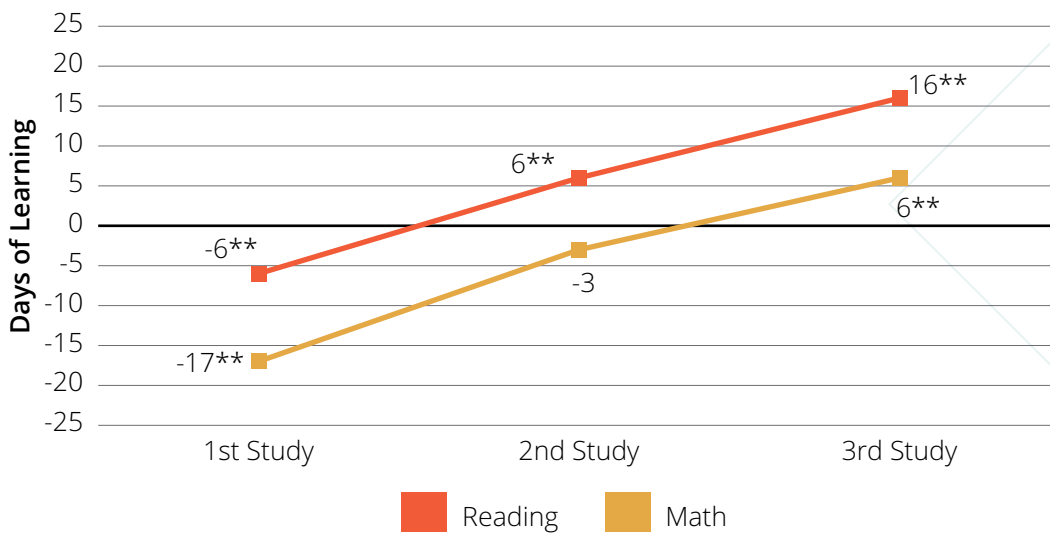
3.1.6 Exceptional Performance in Charter Schools

Perhaps the most revealing finding of our study is that more than 1,000 schools have eliminated learning disparities for their students and moved their achievement ahead of their respective state’s average performance. We refer to these schools as “gap-busting” charter schools. They provide strong empirical proof that high-quality, high-equality education is possible anywhere. More critically, we found that dozens of CMOs have created these results across their portfolios, demonstrating the ability to scale equitable education that can change lives.

3.1.7 Evidence of Improvement over Time

Findings from this study take on even more weight when considered in the historical context of the 15 years of CREDO studies on student academic progress in charter schools. Between the 2009 and 2023 studies, against a backdrop of flat performance for the nation as a whole, the trend of learning gains for students enrolled in charter schools is both large and positive.

Figure 3.7: RECAP – Annual Academic Growth of Charter School Students across Three National Studies



** Significant at $p \leq 0.01$
This figure originally appears as Figure 1.8 in CSP31.

3.2 Conclusions

The outcomes of these studies are largely positive and support several conclusions about the current landscape of charter schools across America. Perhaps more importantly, the opportunity to position these findings in the larger body of research leads to a number of implications about the fundamental policies and practices of charter schooling at a more global level.

1. In both reading and math, charter schools provide students with stronger learning compared with the learning in the traditional public schools that are otherwise available to them.

Across the broad range of charter schools, the evidence suggests that they are a robust education option under many conditions. Whether stand-alone or networked, charter schools operate by law mainly on their own, making decisions they expect will serve their students well. According to our latest findings, the autonomy given to them usually yields positive results. The majority of charter schools provide better year-to-year outcomes for students compared to their traditional public-school options. Most of these schools perform better to such a degree that the difference is statistically significant.

The results stand up to deeper investigation. Charter schools produce superior student gains despite enrolling a more challenging student population than their adjacent TPS. They move Black and Hispanic students and students in poverty ahead in their learning faster than if they enrolled in their local TPS. They are more successful than the local public school alternatives across most grade spans and community settings. These results show that charter schools use their flexibility to be responsive to the local needs of their communities.

These findings generalize into lessons for policy leaders, educators, and funders. Knowing that the average student in the average charter school can outperform their TPS peers raises important questions about the priority placed on student outcomes in education decisions in many communities.

- 2. Some charter schools provide less student learning than their local district schools, although a larger proportion delivers better learning outcomes. The latter group includes over 1,000 charter schools managing staffing and resources to deliver superior academic results that eliminate the learning gap across student groups.**

Vital lessons also come from the distribution of school performance around the average. Over the past 30 years, small, large, urban, rural, networked or stand-alone charter schools, autonomous and independent of each other, have arrived at their own solutions for giving their students stronger learning experiences. The discretion that charter schools enjoy does not guarantee that each school or every charter network realizes strong student outcomes. Our study illuminated the range of learning across schools.

Despite declining shares, there remain a concerning number of charter schools with weaker student outcomes. While lower-performing schools make up a larger share of stand-alone charter schools, CMOs and networks also have a substantial share that produces low gains for their students. This study has profound implications for charter schools and charter networks that do not support student learning. Charter boards and authorizers are the accountability side of the charter school equation. They evaluate school performance and, if necessary, dictate remedies. As our analysis shows, disturbing numbers of charter schools and networks have low learning levels. There are brick-and-mortar, online, networked, and stand-alone charter schools with sub-par results.

The number of school closures we observed in the years of this study was small compared to the counts of schools with the lowest student growth and academic achievement. Since primary and secondary education is essential to the social contract, providing a foundation for future opportunities, the claim of “choice” cannot justify derailing students’ preparation. Especially in the post-COVID era, the need for charter boards and authorizers to address under-performance in their schools has never been more critical.

Closure is not the sole remedy. As we learned from our special investigation, the “takeover” of underperforming schools by strong CMOs led to improved student learning for the students who remained enrolled before and after the transfer. The gains did not adversely affect student academic progress in the rest of the CMOs’ schools. This policy tool may have broader utility than previously realized.

At the high end of the performance range, good news exists in the growing share of schools outpacing learning in their local TPS. In both subjects and for both CMO and stand-alone schools, larger shares are “better than” and a smaller share is “weaker than” compared to earlier work.

The real surprise of the study is the number of charter schools that have achieved educational equity for their students: we call them “gap-busting” schools. Ensuring equivalent yearly growth across student groups has two critical consequences. First, ensuring minority and poverty students learn on par with or better than their White peers interrupts or reduces the achievement gap. It happens regularly in a large swath of charter schools. More critically, there is strong evidence that these gap-busting schools can be scaled. Added to the traditional district schools that achieve similar results, this is the life-transforming education that so many students need. Second, these schools deliver hundreds of independent proof points that learning gaps between student groups are not structural or inevitable; better results are possible.

Charter schools function as a portfolio, and their varied impacts on student learning are expected. Charter school boards and authorizers are responsible for ensuring students perform well. Evidence shows that the charter school enterprise benefits students, and its positive outliers (e.g., gap busters) can pressure the rest of the system.

The near-term implication for charter school boards and authorizers is two-pronged. Addressing chronic and/or severe underperformance is necessary and imperative in the current education climate. Identifying high-impact exemplars for probationary charter schools to study and emulate is possible. Transfer of sub-par schools to higher-performing operators could be part of a larger incentive for growth and replication. At the same time, authorizers might consider longer charter terms for charter schools that consistently demonstrate outstanding student learning success.

Education leaders and policy makers need to understand that in efforts to improve, some failure is inevitable. Any subsequent failure to address the poor performance compounds the damage. It also blocks constructive learning for the future. Strong examples of authorizing exist and should be emulated.

Leadership and responsibility demand embracing practices and policies that lead to better results for students, not maintaining the status quo.

3. The larger scale of Charter Management Organizations does not guarantee high performance—but on balance, it helps.

When taken as a whole, schools managed by Charter Management Organizations and charter networks bring a greater learning benefit to students compared to stand-alone charter schools. Despite the differences, both groups of charter schools have had larger student success than traditional public schools with respect to reading. We note, however, that math gains in stand-alone charter schools were equivalent to TPS learning.

Our analysis highlights attributes of higher-performing CMOs and networks that could be useful in future discussions. Size or age of the CMO does not relate to student learning: at every increment of CMO age or portfolio size, we see high- and low-impact CMOs and networks. This further supports earlier CREDO research that showed that CMOs only replicate the quality they already have. The implications of replicating schools with weak results is clear. The big upside is the ability of dozens of CMOs to scale their gap-busting performance. Additionally, CMOs that concentrate their operations within a single state have stronger gains than multistate CMOs, though both groups do well by their students.

Programs of external funding and support to CMOs to grow their networks, represented here by the Charter School Growth Fund, focus on some of the stronger CMOs and networks in our study. After high-performing CMOs receive endorsement, the learning of students in those CMO schools rises in reading but holds steady in math.

The majority of new CMO schools are no better or worse than the parent organization has already produced, so decisions to approve applications by CMOs to open new schools must consider the contributions to student learning of schools in the existing portfolio.

CMO growth accelerators help augment board and authorizer reviews through their extensive selection process; the growth of their grant-receiving CMOs maintains the strong student learning that led to their selection. The expansion of these high-quality schools and networks benefits more students and communities.

4. Charter schools and networks improve over time, as do the systems that oversee them.

Insights about improvement in schools and networks stem from this study and CREDO's prior multistate studies.

In the years of this study, student growth in charter schools was the strongest observed in any of CREDO's multistate studies. Added to the results from the previous two studies, a strong trend of improvement becomes clear. We see substantial increases in student learning in CMOs in both tested subjects and in reading for stand-alone charter schools. Even the finding of no difference in math learning in stand-alone charter schools vis a vis TPS, a decline from the 2017 study results, still marks an improvement from the statistically significant negative results in the first CMO vs. stand-alone comparisons in 2013.

A better understanding of the improvement in the sector comes from two different findings. The first is that the largest share of improvement comes from existing charter schools. Compared to the National Assessment of Education Progress (NAEP) trend, evidence of schools getting better over time is welcome news.

Second, new schools opened with stronger results than at any time in the past. Growth in the number of CMOs since the last study plays a role. Many stand-alone charter schools also pushed their results upward. Strengthening authorizer standards and practices, a drive that took root in the 2010s, also sets a higher bar that resulted in better schools opening.

Finding ways to improve student academic outcomes is an ambition shared by policy and community leaders, educators, funders and parents. Charter school results show that change for the better is possible in the larger education system. The key to improvement lies outside any particular school or network model, though many are worthy of emulation. It is simply not possible to drive single solutions through the diverse landscape that is U.S. public education. Lessons from the charter school experience and results may be helpful in charting a future course in public education.

3.3 Implications

The **charter school policy framework** sets the conditions for charter schools' growing positive outcomes. It is the fundamental common denominator in every case, and its role is powerful.

The framework offers a divergent approach from the conventional strategy for public schools. The “flexibility for accountability” construct is not just a catchphrase. It is a distinctly different mode of operation. The “loose-tight” parameters of the framework create incentives to which schools and networks respond. The incentives find positive support in this study's findings and the broader trends. While our study design cannot make causal claims (because randomly assigning schools to the traditional or charter school approach has yet to happen), it can deliver a plausible argument of the value of the policy based on available evidence.

On the “loose” side of the approach, the framework establishes a **policy of possibility** where educators, leaders and boards of directors have the discretion to build and deliver curriculum and instruction that meets high standards for learning and is responsive to local needs.

According to this study, there are a lot of positive possibilities. The process has led to many successful schools nationwide, often with meaningful innovations. The diversity of schools illuminates an important feature of the framework: success is attainable via **many paths**. Over time, many have sought and gained permission to expand and then shown the ability to create strong student learning at scale.

Students in these schools, especially minority students and those in poverty, make larger advances than in local public schools. Beyond the benefits for their students, successful charter schools deliver **critical proof points** of ways to improve outcomes for students. In the current regulatory climate, it is difficult to imagine how similar efforts could become conventional among traditional public schools.

Beyond flexibility in school design, school teams have the leeway to tinker with their operations. The results show that existing charter schools have improved over time. The proportion of charter schools with superior results is on the rise. The share that lags behind the local TPS alternatives is also shrinking. This means schools and networks use their discretion and autonomy to foster a **standing capacity to adapt over time**.²

Accordingly, the framework also aims to be “tight” at key points as schools open and mature. Authorizers are expected to behave as **governors of quality**. They set the bar to receive initial permission to operate, which exerts quality and safety controls at the outset. Others have documented stronger standards among authorizers in the review and approval of new applications (Mumma & West, 2018). The findings of stronger new schools in this study compared to earlier results attest to the effort and to the CMO replications and new charter schools that meet the higher bar.

² We saw that capacity in stark terms when we examined how charter schools in three states responded to the COVID-instigated school closure orders (CREDO, 2022). Rapid transformation into remote instructional mode; acquisition and distribution of food, technology, or internet access; and strengthening of personal supports were widespread. Return to in-person instruction in the fall of 2020 was nearly universal. These points rest admittedly on smaller bases of qualitative evidence, but they provide human dimensions to the point that the present quantitative analysis illuminates nationally. See also: Boast et al. (2020); Henderson et al. (2021); Childs et al. (2022).

Authorizing is a delicate job that requires resources, expertise and substantial political acumen and courage. There is growing attention to authorizers adopting rigorous standards and practices and using a variety of performance data to evaluate schools that apply for renewal (NACSA, 2016).

Poorly performing charter schools are often ignored. A number of these schools were observed during this study window. There is data to assess policy leaders and authorizers to hold them accountable for protecting children's futures. As tough as closing schools is, the disservice of not closing poorly performing schools has large and lingering ripple effects.

Our results show that the framework of charter schools helps current students and strengthens public education overall. We contend these incentives have broader applicability in public schools and see signs of their spread. Collaborations between charter schools and local district schools have grown over time. Some states, including Kentucky and Maine, have adopted policies to give educators freedom in adjusting instruction and boosting performance. However, uptake is slow.

In the year 2023, the importance of strong academic achievement among America's students has never been greater. The students hit hardest by school closures during the coronavirus pandemic are precisely those whom this research illuminates as being able to benefit the most from charter schools. In this study thousands of charter schools have proved that we can do better for our students. The current number of students benefiting from these schools is 3.7 million, but the number could drastically increase if more schools agreed to the same arrangement. Whether it be termed "charter school" or something else, the deduction from this data is that when both sides of the equation—flexibility and accountability—are working together for more schools, more students' academic results will improve.

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Long-Term Impacts of KIPP Middle and High Schools on College Enrollment, Persistence, and Attainment

Final Report

September 12, 2023

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Executive Summary

The Knowledge Is Power Program (KIPP) is the nation’s largest network of public charter schools. KIPP began as a network of charter middle schools designed to serve underserved communities, with the goal of closing achievement gaps and preparing students to succeed in college. KIPP has since expanded its model to include elementary and high schools in most regions, and expanded its goals to include preparing students to persist in multiple postsecondary pathways.

Prior research has demonstrated that KIPP has large positive impacts on student achievement (Angrist et al. 2010; Tuttle et al. 2013; Gleason et al. 2014; Tuttle et al. 2015; Knechtel et al. 2017). However, less is known about the network’s impacts on longer-term outcomes, such as entry into and success in college. Prior studies have examined whether the success of other charter school networks like KIPP in improving student test scores can translate into success in improving longer-term college outcomes; the results were mixed, with findings that vary across charter school operators and grade levels (Greene 2016; Angrist et al. 2016; Davis and Heller 2019; Place and Gleason 2019).

In this report, we present the results of the second phase of a long-term tracking study that follows 2,066 students who applied to enter 21 oversubscribed KIPP middle schools through an admission lottery in 2008, 2009, or 2011. The first phase of our study examined the impacts of KIPP middle schools on enrollment and early persistence in four-year colleges using the first two of these three cohorts (Coen et al. 2019). This report builds on the 2019 study in two important ways: We increased the study’s statistical power by adding a third cohort of students, and we tracked the students over a longer period. For all three of the study cohorts, we can observe college enrollment and college persistence patterns for three years; for the first two study cohorts, we can also examine college persistence and college graduation rates over five years. In addition, this phase of the study introduces a new analysis that separately examines the effects of attending both a KIPP middle school and a KIPP high school, providing a more detailed picture of how college outcomes vary across students who attended KIPP for varying lengths of time.

The study uses a randomized controlled trial design to ensure that students who were offered admission to a KIPP middle school (the treatment group) are similar on average to students who did not receive an offer of admission (the control group) on both observable characteristics, such as prior test scores, and unobservable characteristics, such as levels of motivation and parental support. The study focuses on two primary research questions:

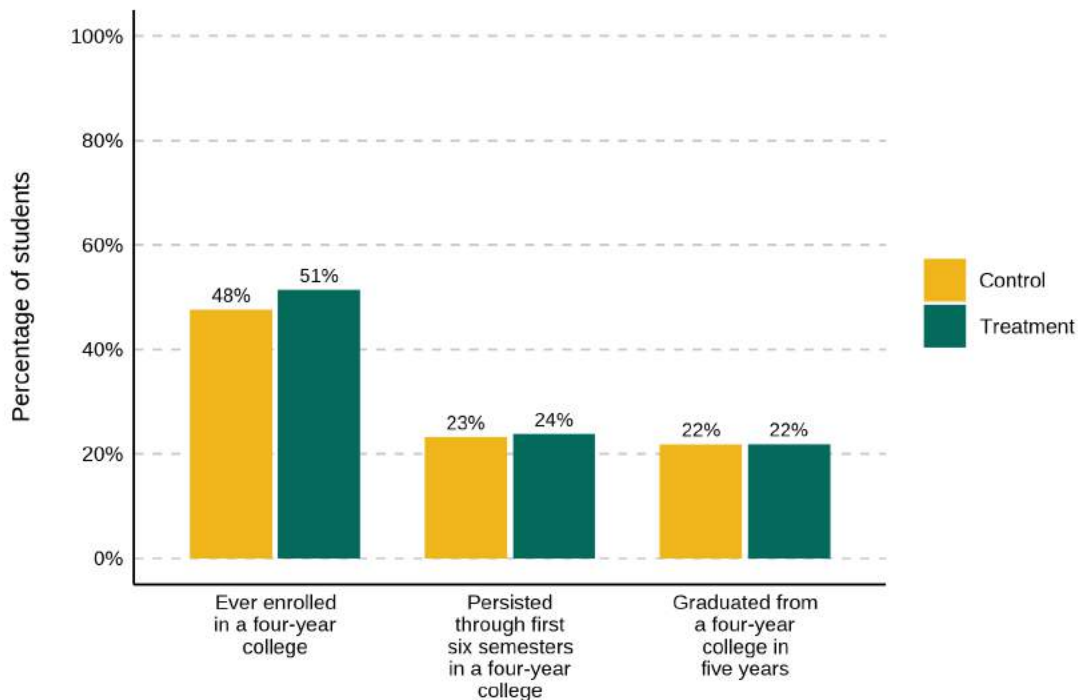
1. What impact do KIPP middle schools have on students’ enrollment in a four-year college during the first three years after high school graduation?
2. What impact do KIPP middle schools have on persistence in four-year college programs during the first three years after high school graduation?

Because we can track our first two cohorts over a longer period (five years after high school graduation), we also explored the impacts of KIPP middle schools on four-year college degree completion. To collect information about these outcomes, we gathered data from the National Student Clearinghouse on college enrollment and graduation. Our primary impact estimates of KIPP middle schools compare students who received an admission offer through the lottery with students who did not receive an offer. These intent-to-treat (ITT) impact estimates use a conservative approach that includes students in the treatment group even if they declined to enroll in a KIPP school after receiving an admission offer.

KIPP middle schools had a positive impact on enrollment in four-year college programs, but the effect was not statistically significant. On average, students who received an admission offer to a KIPP middle school were 3.8 percentage points more likely to enroll in a four-year college than students who applied to KIPP but were not offered admission (p -value = 0.123) (Figure ES.1). Students who received

an admission offer had a rate of persistence in four-year colleges that was very similar (within 1 percentage point) of those who were not offered admission (p -value = 0.784). Among our first two cohorts, students who received an admission offer to a KIPP middle school also graduated from a four-year degree program at rates similar to those of students not offered admission (p -value = 0.992). In an exploratory analysis, we also adjusted each impact estimate by accounting for which students ended up attending a KIPP middle school (this is often referred to as a “treatment-on-the-treated” impact estimate). With this adjustment, the impact estimates generally increase in magnitude but still do not reach statistical significance.

Figure ES.1. Impact of KIPP middle schools on four-year college enrollment, persistence, and graduation



Note: Study includes 2,066 students who applied to enter KIPP through middle school admission lotteries. The college graduation outcomes includes 1,177 students from the first two cohorts. The model pools all 21 lottery schools (13 lottery schools for the college graduation outcome) and estimates outcome means by regressing the outcome measure on treatment status using inverse probability weights and controlling for student-level covariates and the lottery school, year, and grade. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups.

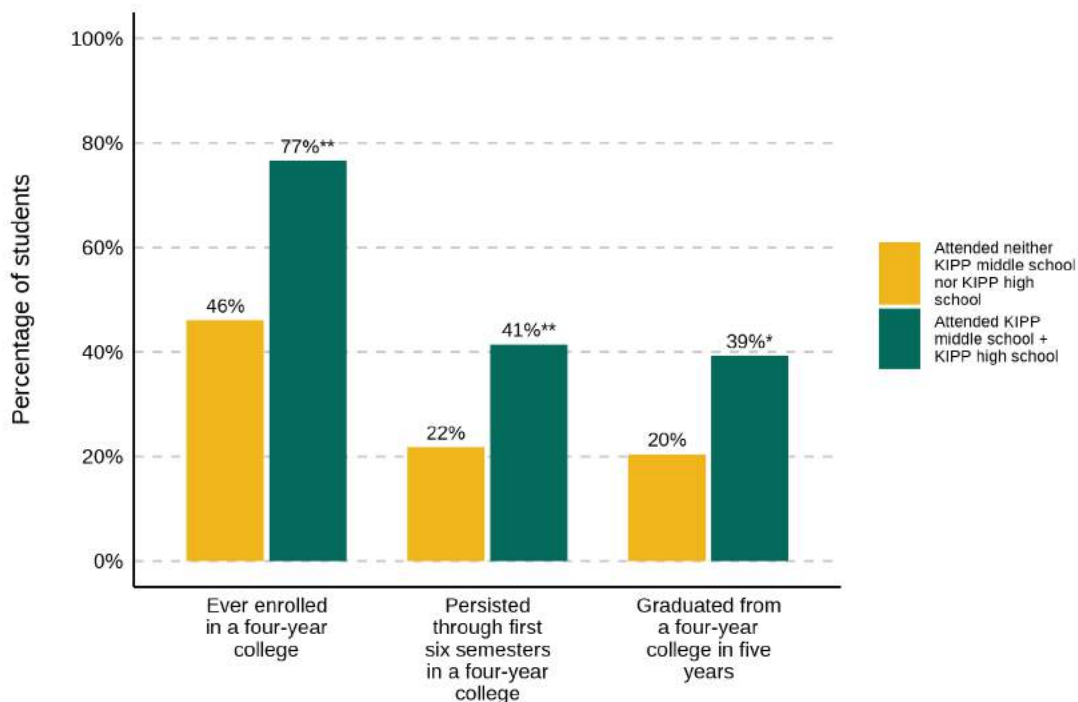
In a separate exploratory analysis, we also examined the combined effect of attending KIPP for both middle school and high school compared with never attending KIPP. Because many of KIPP’s college-preparation and support programs take place in KIPP high schools, it is plausible that the direct effects of attending a KIPP middle school on college-related outcomes could differ substantially from the combined effect of attending KIPP for both middle and high school. To examine this issue, we estimated an instrumental variables (IV) model based not only on the randomized admission lotteries described above, but also on the differences between KIPP regions in the availability of KIPP high schools—in other words, differences in KIPP middle school students’ opportunities to go on to attend a KIPP high school. We measured the availability of KIPP high schools in a region using what we refer to as the high school ratio (*HSR*) which represents the capacity of the region’s KIPP high schools relative to the capacity of KIPP middle schools at the time the student was making the transition from middle to high school. Approximately half of the students in our study’s treatment group who attended KIPP middle schools went on to attend a KIPP high school, and a much smaller share of students in the control group attended

a KIPP high school. Because this analysis deviates from our primary analysis in several ways, the analysis is considered exploratory.

Attending both a KIPP middle school and a KIPP high school had large, positive impacts on students' college enrollment and college persistence rates (Figure ES.2). Compared to students who did not attend KIPP, students who attended both a KIPP middle and high school were 30.5 percentage points more likely to enroll in a four-year college within three years of graduating high school (p -value < 0.000) and 19.7 percentage points more likely to persist for at least three years in a four-year college upon graduating high school (p -value < 0.000).

KIPP middle and high schools also had a large and statistically significant combined effect on college graduation rates. Compared to students who did not attend KIPP schools, students who attended KIPP middle and high schools were 18.9 percentage points more likely to graduate from a four-year college within five years after high school (p -value = 0.025).

Figure ES.2. Impact of KIPP middle and high school attendance on four-year college enrollment, persistence, and graduation



Note: Study includes 2,066 students who applied to enter KIPP through middle school admission lotteries. The college graduation outcome includes 1,177 students from the first two cohorts. Estimates use the lottery and *HSR* as instruments for whether a student ever attended a KIPP middle school and a KIPP high school. The model pools all 21 lottery schools (13 lottery schools for the college graduation outcome) and estimates outcome means by regressing the outcome measure on treatment status using inverse probability weights and controlling for student-level covariates and the lottery school, year, and grade. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups.

*Impact estimate is significantly different from zero at the .05 level, two-tailed test.

**Impact estimate is significantly different from zero at the .01 level, two-tailed test.

HSR = high school ratio.

The magnitude of these impact estimates is large, and effects of this size have substantial policy relevance. For example, these impacts match or exceed the gaps in college attainment rates in the United States among Black and Hispanic students, compared to White students. Nationally, among students ages

25 to 29, 45 percent of White Americans have a bachelor’s degree compared to only 26 percent of Black Americans and 23 percent of Hispanic Americans—degree completion gaps of 19 and 22 percentage points, respectively (National Center for Education Statistics 2022). Our study shows that KIPP middle and high schools have a combined effect of approximately 19 percentage points on college completion rates, for a group of students that is almost entirely composed of Black or Hispanic students from low-income families. An effect of this size, extrapolated nationwide, would be large enough to nearly close the degree-completion gap for Hispanic students or entirely close the degree-completion gap for Black students in the United States.

Previous research on KIPP high schools and interviews with KIPP college support staff suggest that these findings may be driven by the college preparatory culture at network high schools, as well as college-related supports delivered to KIPP high school students and alumni. To prepare students for the intellectual challenges of college, KIPP high schools make rigorous coursework (including Advanced Placement [AP] courses) available to all students (“KIPP High School Excellence Blueprint” 2019). Prior research has shown that KIPP middle school students who have the opportunity to attend a KIPP high school enroll in more AP courses and, correspondingly, take or intend to take more AP exams than KIPP middle school students without access to a KIPP high school (Tuttle 2015). KIPP high schools also work to establish a “college-going culture” by providing a range of college-related supports to high school students and alumni. For example, every KIPP high school student is paired with a college counselor who provides support in identifying and applying to college programs that are well matched to students’ capabilities, goals, and needs (“Match Matters in Your Region” 2014). KIPP regions also help students and families with financial aid applications and support students in identifying and applying to precollege summer programs, like enrichment programs on college campuses. Further, KIPP regions also provide alumni with additional advice and support after they graduate from high school. For example, advisors or peer mentors meet with alumni to check in on their academic progress through virtual counseling and on-campus visits. In recent years, KIPP has broadened supports for students and alumni to include career-centered counseling and supports for multiple viable postsecondary pathways, including four-year degree programs as well as associate degree programs, career and technical education (CTE) programs, and the military. These college- and career-related supports are largely directed to KIPP high school students and high school alumni. For students who attend a KIPP middle school but do not attend a KIPP high school (including those in regions without any KIPP high schools), these support programs are more limited and the lack of consistent contact with KIPP during high school can make accessing services more challenging. The academic preparation and breadth of college-related services directed to KIPP high school students and, to a lesser extent, the advising supports provided to high school alumni could help to explain why attendance at a KIPP high school is so central to the impacts we observed in this study.

The study has important implications for KIPP, as well as for other charter-school networks and school districts seeking to support student success in college. For example, our findings suggest that KIPP could deliver large, long-term benefits to its students by continuing to expand access to KIPP high schools and encouraging its middle school students to remain enrolled at KIPP through high school graduation. However, it remains to be seen whether KIPP’s impacts on college enrollment and persistence will ultimately translate into improved employment and earnings outcomes for these KIPP alumni. Prior research suggests charter high school attendance may have some positive effects on long-term earnings (Sass et al. 2016; Dobbie and Fryer 2020), but such a study does not exist for KIPP schools in particular. As KIPP alumni pursue four-year college programs as well as alternative pathways, further research may also examine whether KIPP middle and high schools are affecting the earnings and employment outcomes of alumni who choose to pursue other options after high school, such as employment or military service, alongside those who choose to pursue a college degree before entering the labor market.

I. Introduction

A. The Knowledge Is Power Program

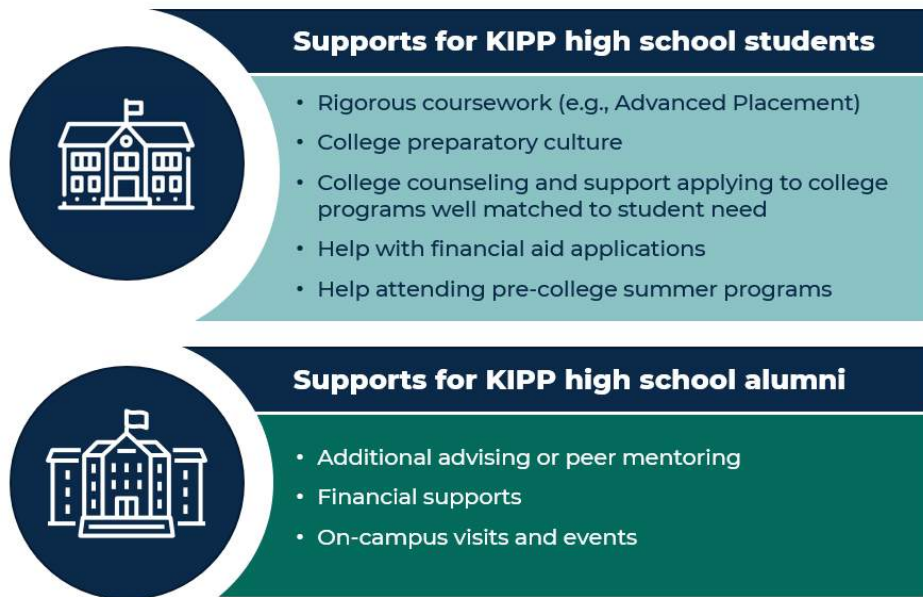
The Knowledge Is Power Program (KIPP) is the nation’s largest network of public charter schools, serving nearly 120,000 students across a network of 280 schools located throughout the United States in the 2022-2023 school year. KIPP schools largely enroll students of color from low-income households: approximately 88 percent of KIPP students qualify for free or reduced-price school meals and 94 percent are African American or Hispanic. KIPP’s model focuses on preparing these students for success in college and career, with an approach that emphasizes academic excellence, strong counseling and advising, and empowering effective teachers and school leaders.

To support students’ efforts to choose and prepare for a postsecondary pathway that fits their goals, KIPP provides access to rigorous, college preparatory coursework (including Advanced Placement courses) as well as counseling and other college and career-related supports to students and alumni through the KIPP Forward program. With direction and resources from the national KIPP Foundation, regional KIPP Forward teams coordinate the delivery of various forms of support for local KIPP students (generally high school students) and KIPP alumni (generally alumni attending or planning to attend postsecondary institutions).

In the current study, all students who attended a KIPP high school had access to these college-related supports (Figure I.1). Most students received services through KIPP’s former postsecondary support program known as “KIPP through College,” which primarily supported students to prepare and succeed in traditional college pathways, with a focus on four-year college degrees. However, in recent years, the KIPP network expanded its mission, tasking schools to “prepare students with the skills and confidence to pursue the paths they choose—*college, career and beyond.*” In 2021, KIPP rebranded the network’s postsecondary support program as “KIPP Forward,” marking a formal, networkwide shift to provide counseling and support for multiple viable postsecondary pathways (including four- and two-year degree programs, career and technical education programs, and the military). While all students in our study sample who attended KIPP high schools had access to the general supports listed in Figure I.1, some students in the sample may have experienced more career-related services because of the shift to KIPP Forward.¹ Additional details about the college-related supports offered to students in our study sample can be found in Appendix D.

¹ Students in our sample who attended KIPP and were still in high school in 2017 and 2018 may have had access to more career-related services and information about alternative postsecondary pathways than older students in our sample.

Figure I.1. College-related supports offered to KIPP high school students and alumni during the study period



Source: Interviews with KIPP staff from 10 KIPP regions, conducted in summer 2022, and KIPP Foundation materials.

B. KIPP’s early impacts on student achievement

Prior research has shown that KIPP schools have large positive impacts on student achievement, as measured by standardized test scores (Angrist et al. 2010; Tuttle et al. 2013; Gleason et al. 2014; Tuttle et al. 2015; Knechtel et al. 2017). For example, Tuttle et al. (2013) used a random assignment design to estimate the impacts of 13 oversubscribed KIPP middle schools on student achievement. The design used the schools’ admission lotteries to identify a treatment group of students who received a lottery-based admission offer and compared their outcomes to an equivalent control group of students who did not receive a lottery-based admission offer. For students who attended KIPP, the study found that these KIPP middle schools produced a large and statistically significant gain in students’ math achievement of 0.36 standard deviations after two years and a gain in English language arts (ELA) achievement of 0.15 standard deviations, which was positive but not statistically significant. That study concluded when these students were still in middle school, but now enough time has elapsed to observe whether these students entered college and are completing or have completed college degrees.

The Tuttle et al. (2013) study also paired the lottery study with a nonexperimental analysis and verified that a matched comparison group design produced estimates of KIPP’s achievement impacts that were similar to the lottery-based estimates for schools where both approaches were possible. Further, the study used the matched comparison group approach to examine the impacts of a broader sample of 41 KIPP middle schools and found that KIPP’s achievement impacts were positive and statistically significant in both reading and math throughout four years of middle school. These middle schools also had positive and statistically significant impacts on test scores in the subjects of science and social studies.

Other studies have also provided evidence that KIPP schools have positive impacts on student achievement for elementary and high school students. A study of KIPP elementary schools found that a

lottery-based admission offer to KIPP resulted in positive and statistically significant impacts on three of four measures of students' reading and mathematics skills after three years (Tuttle et al. 2015). Additional evidence from that study suggested that KIPP prekindergarten programs positively affected student achievement above and beyond the effect of KIPP elementary schools (Knechtel et al. 2017). There is also evidence of positive effects in KIPP high schools. In a matched comparison group analysis, Tuttle et al. (2015) found that KIPP high schools had a positive and statistically significant impact on new KIPP entrants (students who did not transition from a KIPP middle school) in the subjects of math, ELA, and science (but not social studies). The study also found that KIPP high schools have positive effects on several aspects of college preparation, including exposure to guidance counseling about college, applying to college, and taking Advanced Placement (AP) courses and exams. Specifically, the study found KIPP has an 11-percentage point impact on the likelihood of students having in-depth discussions at school about how to pay for college (p -value = 0.00). KIPP students were also 5 percentage points more likely to apply to at least one college or university by spring of senior year (p -value = 0.04). Lastly, students with the opportunity to attend a KIPP high school enrolled in 0.9 more AP courses (p -value = 0.00) and, correspondingly, have taken or intend to take 0.82 more AP exams (p -value = 0.00).

C. Prior research on long-term charter school effects

While the evidence of KIPP's effectiveness in improving student test scores is widely known, less is known about the network's impacts on longer-term outcomes, such as entry into and success in college. These are important questions given that success in college, career, and beyond is a central pillar of KIPP's mission. There are also questions about whether the success of charter school networks like KIPP in improving student test scores can translate into success in improving longer-term college outcomes (Greene 2016). Doubts about this have been bolstered by the mixed results from other recent studies of charter schools' long-term effects, which may differ across charter school operators and grade levels. For example, one study found that a set of charter high schools in Boston had large positive impacts on test scores and on enrollment in four-year college programs (Angrist et al. 2016). Another study found similar positive impacts on college enrollment of a Chicago charter high school (Davis and Heller 2019). However, a national study of charter middle schools found that there were no long-term effects of attending a charter middle school on college enrollment, on average (Place and Gleason 2019). Moreover, that study found no relationship between the schools' effects on middle school test scores and the schools' effects on college enrollment. In other words, the schools in that study that were successful in improving middle school test scores did not improve students' postsecondary outcomes as well.

D. Current study on KIPP's long-term effects

This study is the first randomized controlled trial to estimate the long-term impact of receiving an admission offer at a KIPP middle school. The first phase of our study, completed in 2019, revealed that KIPP middle schools have a positive and statistically significant impact on students' enrollment in four-year colleges, as well as a positive—but not statistically significant—impact on college persistence over two years (Coen et al. 2019). This analysis included two cohorts of KIPP students who applied to enter 1 of 13 KIPP middle schools in 2008 or 2009.

This report presents the results of the study's second phase, which builds on the 2019 study in several important ways. First, we increase the precision of the study's impact estimates by adding a third cohort of students who applied to 14 KIPP middle schools in 2011, nearly doubling the study's sample size. Second, we track the students over a longer period (through spring 2022): for all three of the study cohorts, we can observe college enrollment and college persistence patterns for three years after high

school graduation; for the two older study cohorts, we can also examine college persistence and college graduation rates over five years. Finally, this phase of the study includes new exploratory analyses that examine the effect of KIPP high schools alongside the effect of KIPP middle schools, providing a more detailed picture of how college outcomes vary across students who attended KIPP for varying lengths of time.

II. Research Methods

In this chapter, we describe the data and methods we used to estimate the effects of KIPP middle schools on students' postsecondary outcomes. We begin by summarizing our research questions and estimation approach before defining the study sample, data sources, primary and secondary outcomes, and analytical model.

A. Research questions and overview of estimation methods

The study aimed to answer the following primary research questions:

1. What is the impact of KIPP middle schools on students' enrollment in a four-year college?
2. What is the impact of KIPP middle schools on persistence in four-year college programs for at least three years?

To answer these research questions, we used a lottery-based study design derived from the admission process at oversubscribed KIPP middle schools. When a KIPP school had more applicants than the number of available seats, it used a random lottery to determine who received an admission offer. The study used the school lotteries to form treatment and control groups, making it essentially a randomized experiment—the gold standard for estimating impacts. In a properly conducted random assignment study, the treatment group is similar to the control group at the time of the lottery on both observable characteristics (such as prior test scores) and unobservable characteristics (such as levels of motivation and parental support).

During the study period, KIPP continued to expand, with several regions opening new high schools or expanding existing ones, affording some KIPP middle school graduates with more opportunities to remain a part of KIPP beyond eighth grade. Other regions, however, had not opened a KIPP high school by the time the students in our sample graduated middle school. To better understand experiences of students after they applied to a KIPP middle school, we explored the effects of attending a KIPP middle school *and* a KIPP high school on our primary four-year college enrollment and persistence outcomes. To distinguish the effects of attending both KIPP middle and high schools with the effect of attending just a KIPP middle school, the study used an instrumental variables (IV) model that took advantage not only of the randomized admission lotteries described above, but also of the differences between KIPP regions in the availability of KIPP high schools. More specifically, in each region we measured students' opportunity to attend a KIPP high school by the ratio of the number of 9th-grade seats available at KIPP in the region relative to the number of KIPP 8th-grade graduates in that region. In regions where a larger number of high school seats were available, the opportunity to attend a KIPP high school was assumed to be higher. Because this analysis deviates from our primary analysis in several ways, the analysis is considered exploratory.

The study's analyses of the combined effects of KIPP middle and high schools aimed to answer the following exploratory research questions:

- What is the combined impact of KIPP middle and high school attendance compared with no KIPP attendance on students’ enrollment in a four-year college?
- What is the combined impact of KIPP middle and high school attendance compared with no KIPP attendance on persistence in four-year college programs for at least three years, or graduation from four-year college programs in five years?

The study includes three cohorts of students who participated in admission lotteries across 21 different KIPP middle schools (Table II.1). The first two cohorts of students participated in the first nationwide randomized controlled trial of KIPP middle schools (Tuttle et al. 2013), while the third cohort participated in Mathematica’s evaluation of KIPP’s federal Investing in Innovation (i3) grant (Tuttle et al. 2015). In the two original studies, we compared the achievement outcomes of students who received a KIPP admission offer to the achievement outcomes of students who did not receive an admission offer through the lotteries. This follow-up study estimates the impacts of these middle schools on students’ entrance into college and persistence in postsecondary programs approximately 12 to 14 years after the lottery.

Table II.1. KIPP middle schools included in analytic sample

State	City	KIPP school	Year opened	2008 lottery	2009 lottery	2011 lottery
CA	Los Angeles	Academy of Opportunity	2003		X	
CA	Los Angeles	Los Angeles College Prep	2003		X	X
CA	San Lorenzo	Summit Academy	2003	X	X	
DC	Washington	DC KEY Academy	2001		X	
DC	Washington	DC WILL Academy	2006		X	
GA	Atlanta	WAYS Academy	2003		X	X
GA	East Point	South Fulton Academy	2003	X	X	X
MD	Baltimore	Ujima Village Academy	2002			X
MA	Lynn	Academy Lynn	2004	X	X	X
NY	New York City	Academy New York	1995		X	X
NY	New York City	Infinity Middle School	2005			X
NY	New York City	STAR Harlem Middle School	2003			X
NC	Gaston	Gaston College Preparatory	2001			X
PA	Philadelphia	Philadelphia Charter School	2003			X
PA	Philadelphia	West Philadelphia Preparatory	2009			X
TX	Austin	Austin College Preparatory	2002		X	
TX	Austin	Austin College Prep with Austin Academy of Arts	2009			X
TX	Dallas	TRUTH Academy	2003		X	X
TX	Houston	Academy Middle	1995	X	X	
TX	Houston	Sharpstown College Prep	2007			X
TX	San Antonio	Aspire Academy	2003		X	

B. Study sample and data collection

The study sample consists of 2,066 students who applied to enter grade 5 or grade 6 at an oversubscribed KIPP middle school for either the 2008–2009, 2009–2010, 2010–2011, or 2011–2012 school year. The

study includes data from a total of 36 admission lotteries at the 21 schools, with each lottery representing a distinct combination of school, cohort, and entry grade. As of summer 2022, all students in the sample would have been old enough to have completed at least their third year of college if they followed a standard grade progression through middle and high school (Table II.2). In addition, 57 percent of the sample was old enough to observe college persistence and graduation outcomes for at least five years.

For a KIPP school to be eligible for the study, it had to (1) be oversubscribed—have more applicants than open seats—for 5th or 6th grade by its scheduled lottery date, (2) conduct a lottery to randomly select students for admission offers and produce a randomly ordered waitlist of students not selected for admission via the lottery, (3) make subsequent offers of admission to fill additional open seats following the randomly ordered waitlist, and (4) not exhaust the randomly ordered waitlist of original lottery participants through the start of the school year.

Table II.2. Overview of possible college semester exposure by cohort

Year cohort entered KIPP	Entry grade	Number of lotteries	Potential college semesters by summer 2022	Treatment (N)	Control (N)	Percentage of sample
2008	5	3	12	76	100	9
2008	6	1	14	33	33	3
2009	5	6	10	276	230	24
2009	6	9	12	150	279	21
2011	5	11	6	359	268	30
2011	6	6	8	99	163	13
Total		36		993	1,073	

Note: Because we do not directly observe high school graduation in our study sample, we assume a standard grade progression to estimate a student's potential number of college semesters.

The two original studies excluded students from the sample if they were automatically admitted to the school without participating in the lottery, as would typically happen for students who had a sibling already enrolled in the school. As a result, no students in the study's treatment or control group had any siblings enrolled at KIPP at the time of the lottery. Parental consent was obtained for eligible applicants to participate in the study prior to the schools' admission lotteries, which ensured that there was no systematic relationship between the likelihood of consent for given students and whether they received an admission offer to the school (and thus were in the treatment group) or did not receive an admission offer (and thus were in the control group). The average consent rate among lottery participants was 75 percent and was statistically equivalent for treatment and control students (74 percent and 76 percent, respectively).

To help confirm that the lotteries resulted in treatment and control groups with similar characteristics, we tested for differences between the two groups on key baseline student characteristics. Of the 23 baseline indicators available for the sample, the treatment and control group differ by less than 0.11 standard deviations in all cases. There were no statistically significant differences on the study's four baseline and pre-baseline achievement measures, and there was a statistically significant difference on only 1 of 19 measures of the students' demographic characteristics (Table II.3). These small differences are consistent with the random amount of variation we would expect in a sample of this size. In our regression model to estimate impacts, we also control for any remaining differences in baseline characteristics.

These baseline characteristics also provide a picture of how the students in the study compare to broader populations of students. Most of the sample consists of students of color from low-income households. Among the treatment group, approximately 48 percent of the students are Hispanic, 43 percent are Black, 77 percent are eligible for free or reduced-price lunch, 61 percent of families have incomes of less than \$35,000 a year, 43 percent speak another language than English at home, and 43 percent of the mothers of students never enrolled in any type of postsecondary program. In terms of academic achievement, treatment group students had baseline test scores that were close to the average for their school district (scoring at the 46th percentile in reading and the 48th percentile in math).²

Table II.3. Baseline equivalence for the analytic sample

Baseline characteristic	Treatment	Control	Difference	Number with valid data
Baseline reading score (z-score)	-0.106	-0.149	0.043 (0.054)	1,161
Baseline math score (z-score)	-0.050	-0.121	0.070 (0.058)	1,167
Pre-baseline reading score (z-score)	-0.111	-0.171	0.059 (0.057)	1,073
Pre-baseline math score (z-score)	-0.116	-0.127	0.011 (0.060)	1,078
Student is female	0.502	0.488	0.015 (0.028)	1,879
Age relative to cohort (in years)	-0.004	-0.028	0.024 (0.025)	1,893
Student is Hispanic	0.479	0.485	-0.006 (0.019)	1,875
Student is White	0.024	0.033	-0.009 (0.008)	1,865
Student is Black	0.435	0.411	0.025 (0.017)	1,865
Student is other ethnicity	0.064	0.075	-0.012 (0.012)	1,865
Student has an Individualized Education Program	0.118	0.140	-0.022 (0.020)	1,584
Student received free or reduced-price lunch	0.773	0.750	0.023 (0.021)	1,696
Primary language at home is English	0.575	0.570	0.004 (0.021)	1,850
Household has only one adult	0.275	0.243	0.032 (0.024)	1,939
Family income is less than \$15,000	0.193	0.183	0.010 (0.022)	1,568
Family income is \$15,000 to less than \$25,000	0.217	0.225	-0.008 (0.024)	1,568
Family income is \$25,000 to less than \$35,000	0.196	0.227	-0.032 (0.028)	1,568

² This sample of students at oversubscribed KIPP middle schools is also broadly representative of the overall population of KIPP schools at the time the studies began. See Appendix A for additional detail.

Baseline characteristic	Treatment	Control	Difference	Number with valid data
Family income is \$35,000 to less than \$55,000	0.203	0.177	0.026 (0.023)	1,568
Family income is greater than \$55,000	0.191	0.188	0.004 (0.025)	1,568
Mother has less than a high school education	0.165	0.210	-0.045* (0.020)	1,735
Mother completed high school education	0.261	0.235	0.026 (0.024)	1,735
Mother has some college education	0.259	0.291	-0.033 (0.027)	1,735
Mother has at least a college education	0.316	0.264	0.052 (0.026)	1,735

Note: Standard errors reported in parentheses. The difference between lottery winners and nonwinners is based on a regression of the characteristic on treatment status and site indicators for the original analytic sample of 2,066. The lottery nonwinner mean is unadjusted, and the lottery winner mean is the sum of the lottery nonwinner mean and the regression-adjusted difference between groups. Missing data were not imputed: sample sizes differ by row, due to variation in data availability by site. All the baseline characteristics in this table are included as covariates in the study’s primary impact model.

*Significantly different from zero at the 0.05 level, two-tailed test.

C. Data sources

Our data source for measuring students’ college outcomes is the National Student Clearinghouse (NSC), which provides data on college enrollment, persistence, and degree completion at colleges and universities enrolling more than 97 percent of all public and private students in the United States (Dundar and Shapiro 2016). We requested data from the NSC on postsecondary enrollment patterns through the spring 2022 semester for 1,177 of the 1,179 students in the original randomized controlled trial study and 889 of the 891 students from the i3 evaluation for whom we have valid birthdates (for a total of 2,066 of the 2,070 students, or 99.8 percent). The NSC provides information on whether the students in our sample match a student in their database of those who attended a postsecondary institution. Students for whom there is a match are considered to have enrolled in a postsecondary institution. Students for whom there is no NSC match are defined as not having attended any postsecondary institution. In addition to using NSC enrollment data, we also used the NSC’s indicator for college graduation to measure graduation rates for the first two cohorts of students in the study. (We did not measure college graduation rates for cohort 3 because most of the students in this cohort did not have enough time to complete four years of college by spring 2022, the final semester in our NSC data set).

It is possible that some students in our sample attended college but were not successfully matched in the NSC database due to data errors in names or birthdates, as well as colleges or students withholding enrollment data to the NSC (Dynarski et al. 2015). We used several approaches to mitigate this risk. We crosschecked multiple sources of students’ birthdates in our sample, and if there was a discrepancy, we submitted both birthdates to the NSC. If a student had a middle name or a hyphenated last name, we submitted permutations of student names to the NSC to ensure that our request included each student’s official name in the NSC database. Finally, the NSC reported the number of student matches that were blocked by the school or student and thus not included in our analysis (and coded as not enrolling). The rates were similar in the treatment and control groups (4 percent for the control group and 2 percent for the treatment group). Appendix A provides more information on our NSC data request.

In addition to the NSC database, we downloaded administrative data from the Integrated Postsecondary Education Data System, which provides information on college enrollment, graduation, financial aid, and demographics. The KIPP Foundation also provided student rosters for KIPP schools for the duration of the follow-up period, so we could ascertain the number of years that each student in the sample (including those in the treatment and control groups) attended a KIPP middle school or high school. For baseline data on the sample (measuring the characteristics of students before they applied to a KIPP middle school lottery), we used data collected for the original KIPP study and the i3 study, including lottery application records; a baseline survey of parents, which included demographic and socioeconomic information; and administrative records from states, districts, or schools that provided baseline and pre-baseline test score data for the study sample.³

Finally, to better describe the extent of college supports provided to KIPP students and alumni across study cohorts and schools in different regions, we conducted interviews with KIPP staff in regions served by the KIPP middle and high schools in our sample. Through these interviews, we collected information about the types of college-related support services available to students and alumni during the study period. We also asked staff about changes to programming over the last ten years, including changes related to the COVID-19 pandemic and the KIPP network's evolution to support diverse postsecondary pathways in addition to four-year college programs. Interviews took place in summer 2022 and included staff from 10 of the 13 regions served by KIPP schools in our study. The interviews cover regions that include 86 percent of the KIPP middle schools and 83 percent of the students in the study sample.

D. Outcomes

Our analysis focused on two primary outcomes: college enrollment and college persistence.⁴ We define our primary measures as:

- ***Ever enrolled in a four-year college.*** Student was enrolled in a four-year college within three years following the student's expected high school graduation date.
- ***Persisted through first six semesters in a four-year college.*** Student was enrolled in a four-year college for six consecutive semesters, following the student's expected high school graduation date.

While the KIPP network seeks to counsel and support students who may choose a variety of career pathways, it is heavily focused on helping students to enroll and succeed in four-year postsecondary programs with relatively high graduation rates, particularly among first-generation, Pell Grant-eligible students of color. As such, the study's primary analyses focus on enrollment and persistence in four-year postsecondary programs (rather than two-year programs).

Because we do not directly observe high school graduation in the data collected for this study, we assume each student followed a standard grade progression from the date of their middle school admission lottery through to the end of high school.⁵ As a result, patterns of grade retention among students in the sample

³ In coordination and agreement with NSC and Arnold Ventures, a restricted use file containing the data used to conduct the impact analyses is available to external researchers upon request. Requests for the restricted use file can be sent to researchrequests@kipp.org.

⁴ Prior to collecting any data or performing data analyses, we preregistered the study's choice of primary outcomes and analytical methods through the Open Science Framework, hosted by the Center for Open Science (Nichols-Barrer et al. 2021).

⁵ If the NSC data reported that a student was enrolled in college full time one year prior to their expected high school graduation date, we assumed the student graduated high school one year early and adjusted their high school (continued)

could introduce bias into our outcome measures if grade-retention rates differ significantly between the treatment and control groups. If grade-retention rates differed in the two groups, this could be a source of bias because those who were held back a year in middle or high school would not have an opportunity to enroll in college “on time” in the fall after their *expected* high school graduation date (because they remained in secondary school for at least one year longer than expected).

In our sample, we can observe grade-retention rates among students who attended a KIPP school using data provided by the KIPP Foundation. Across both middle and high school, 7 percent of students who ever enrolled in a KIPP school repeated a grade while enrolled at KIPP. We cannot directly observe grade-retention rates outside of KIPP, and therefore we cannot directly compare the retention rates of the treatment and control groups. However, prior studies have shown that students at KIPP middle schools have tended to repeat a grade at higher rates than students at traditional public schools (Nichols-Barrer et al. 2016; Tuttle et al. 2013; Tuttle et al. 2015). If a larger share of treatment students than control students repeated a grade in their middle or high school years, this could lead to higher rates of on-time college enrollment in the control group even if the two groups were equally likely to proceed to college immediately following their high school graduation.

To help address this issue, this study’s primary measure of college enrollment considers a student to have enrolled in college if they appear in a four-year college program at any point within the first three years after high school graduation (the longest follow-up period available for all of the study’s cohorts).⁶ The three-year window is more likely to capture the college enrollment outcomes of students who were held back in middle school or high school (and we also estimate the effects of KIPP on “on-time” college enrollment as a secondary outcome).

Our first study examining the long-term effects of KIPP middle schools (Coen et al. 2019) was limited to a two-year follow-up period, and only examined two cohorts of KIPP middle school students. The outcomes examined in this study use a three-year follow-up period. Tracking students for an additional year allows us to identify patterns in delayed enrollment—for instance, if the comparison group “catches up” to the treatment group—as well as rates of persistence over a longer period. In addition, this study has added a third cohort of KIPP middle students, nearly doubling the study’s sample size.

Using data through spring 2022, we are also able to measure college degree completion rates for our first two cohorts.⁷ Our primary college graduation outcome measures four-year degree completion within five years of expected high school graduation. We also defined an outcome identifying whether a student had either graduated or remained “on-track” to complete a four-year degree program (students were defined as being “on-track” if they were enrolled in college on a part-time or full-time basis in the tenth semester after high school).

graduation date accordingly. If a student was enrolled part-time in college prior to their expected high school graduation, we classified the student as being dual-enrolled in both high school and college and did not adjust their high school graduation date.

⁶ The NSC data allow us to identify whether students withdrew or completed each college semester in which they enrolled. Our primary measure of college enrollment includes all students who enrolled in college during the first three years after high school, irrespective of whether they withdrew in their first semester. As a sensitivity test, we also examine a secondary version of this outcome that excludes withdrawals (requiring that the student completes their first enrolled semester).

⁷ There is evidence that the NSC database is more likely to omit graduation indicators from two-year college programs compared to four-year programs (Dynarski et al. 2015). As a result, we do not estimate impacts on graduation rates for two-year degree programs.

To better understand and contextualize results for our primary outcome measures, we also estimated impacts on secondary measures of college enrollment and persistence. This included examining enrollment and persistence at any type of college, including two-year programs. Examining other types of colleges allows the study to explore the postsecondary trajectories of students who began in a two-year program before transferring to a four-year program. We also measured several alternative ways of defining college persistence, including the total number of semesters enrolled over three years (and five years for the first two cohorts) and the total number of consecutive semesters enrolled, among others. A full list of secondary outcome measures of college enrollment and persistence is included in Appendix B.

Lastly, in addition to these alternative ways of defining enrollment and college persistence, we examined whether KIPP affects the types of colleges that students select. To do so, we used measures of each college’s selectivity, average graduation rate, and the socioeconomic makeup of the student body.⁸ Details about these outcome measures are provided in Appendix B as well.

E. Analytical approach

Intent-to-treat impacts. Our primary impact estimates compare students who received an admission offer through the lottery to students who did not receive an admission offer at the time of the lottery. These “intent to treat” (ITT) impact estimates use a conservative approach that includes students in the treatment group even if they declined to enroll in a KIPP school after receiving an admission offer. Therefore, the estimates capture the impact of receiving an admission offer. We estimated the impacts of KIPP on postsecondary outcomes using the regression model in equation (1), which compares outcomes of treatment and control students while adjusting for differences in their baseline characteristics:

$$(1) \quad y_{ik} = \alpha + \delta * T_{ik} + \beta * X_{ik} + \gamma_k + \varepsilon_{ik}$$

In this model, i and k index students and school lotteries, respectively, and y is the student-level outcome of interest (either binary or continuous). T is a binary treatment status variable indicating whether the student received an admission offer by lottery to the KIPP school to which they applied, and X is a set of control variables that capture student-level characteristics. These control variables include baseline and pre-baseline math and reading test scores; gender; age (standardized by grade and year to reflect whether a student is young or old for their grade); race/ethnicity; household income; mother’s education; whether a household has only one adult; and if the student receives free or reduced-priced lunch, has an individual education plan, and primarily speaks English at home. The regression model also controls for the school to which the student applied, the year, and the grade they were in (sometimes referred to as *lottery fixed effects*).

The regression model also includes a set of dummy variables, one for each covariate, indicating whether the value of a covariate is missing for each student. Missing data in baseline control variables were primarily imputed using single stochastic regression imputation as part of the original two studies. This approach was selected as it represents the most rigorous method of accounting for missing covariate data without biasing the magnitude or standard error of the impact estimates. Specifically, imputation of missing values was conducted separately by treatment status, and included all of the covariates in the regression used for our main impact analysis. The model also included a stochastic component randomly selected from the set of all residuals in the imputation regression to ensure that the variance of the

⁸ Our analysis of college program attributes included the first college attended after high school graduation for students who enrolled in multiple colleges during the study period. For the impact analyses, students who did not attend college received a value of zero for each college program attribute outcome.

imputed values is the same as the variance of observed values in the treatment or control group, respectively. In addition, there were some students for whom this regression imputation procedure was not possible because they were excluded from the original two studies (due to missing outcomes, for instance) or who were missing the covariate data needed to conduct this procedure. For these students, we used a dummy imputation approach by setting all missing covariates to a value of zero and including imputation indicators in the regression model.⁹

To estimate the impact model (equation 1), we used a linear probability model for any binary outcomes and incorporated sample weights that account for the fact that some students have a higher probability of receiving an admission offer (either based on their inclusion in a particular lottery stratum defined by a student characteristic or because they have a sibling in the lottery).

Our model is the same one used to estimate achievement impacts in the initial two studies of KIPP middle schools. We tested the model by successfully replicating the middle school achievement impacts from the original KIPP middle school study, using the follow-up study's updated and merged data files. We also conducted a series of sensitivity analyses to check if our results were sensitive to our model specification. We estimated impacts using models without covariates, without imputation for baseline covariates, and using a logit instead of a linear probability model for binary outcomes. In addition, we checked results using two alternative weighting approaches: (1) inverse-variance weights, which give greater weight to the lottery sites with more precise site-level impact estimates; and (2) equal site weights, which estimate the impact of the average KIPP lottery site. Our primary approach weights the KIPP lottery sites according to each site's weighted sample size, so it effectively yields an estimate of the impact of KIPP on the average lottery participant. Results from our sensitivity analyses are included as Appendix B.1 and show that the primary impacts are not sensitive to any of these modeling decisions.

In addition to our primary analyses for the full study sample, we conducted several exploratory subgroup analyses. First, we examined whether KIPP's impacts differed for key subgroups of students, including subgroups defined by a student's race, gender, socioeconomic status, and baseline achievement level. Due to small sample sizes these subgroup analyses are only exploratory, and the results can be found in Appendix B. To examine other potential underlying patterns in the impact estimates, we also tested whether the impact of KIPP differed by the grade level of the lottery applicant (grade 5 or 6) as well as by study cohort. Additional details and summary of findings for these analyses can also be found in Appendix B.

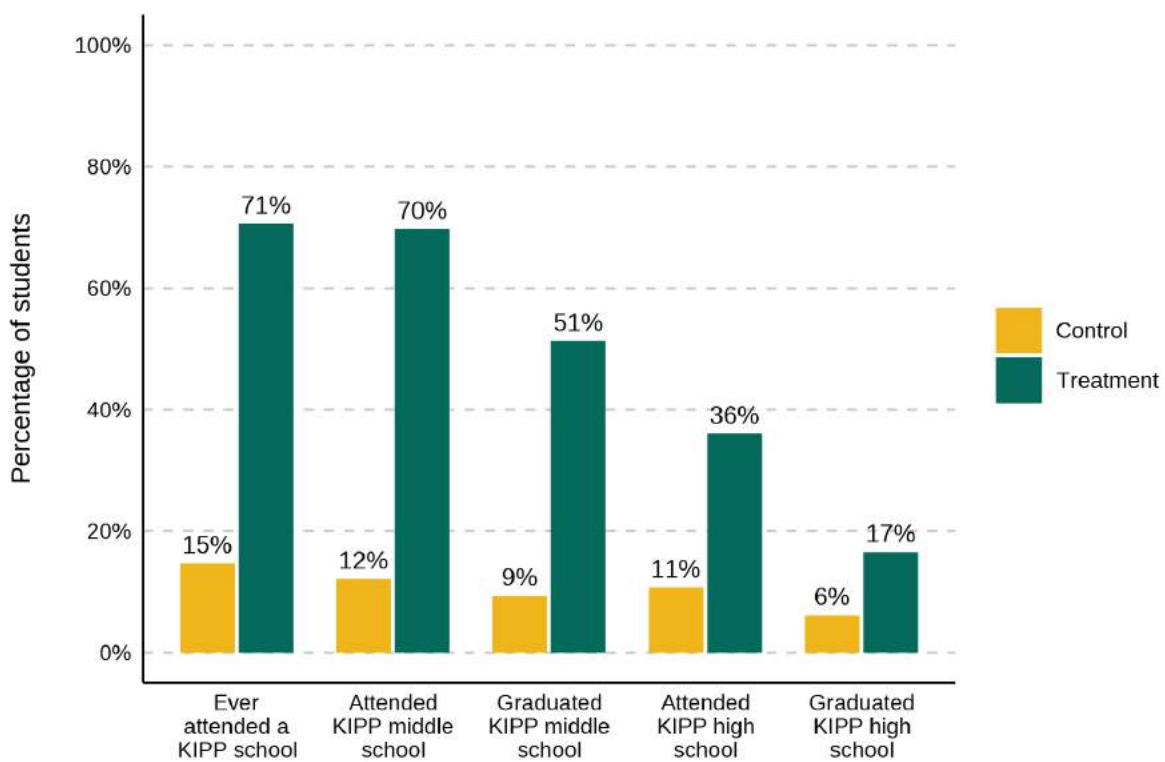
Treatment-on-the-treated impacts. Our primary impact estimates (the ITT impacts) measure the effect of receiving an admission offer to a KIPP middle school, regardless of whether treatment group students actually attended a KIPP middle school (or, conversely, whether control-group students who did not receive an admission offer attended KIPP in a later year). In our sample, a significantly larger proportion of treatment students attended a KIPP school (71 percent) than control students (15 percent), as shown in Figure II.1. In terms of years of attendance, the average treatment student attended KIPP schools for 3.62 years, compared to 0.76 years for the average control student. In other words, students in the treatment group attended KIPP for about 2.9 years longer on average than students in the control group.

While treatment students attended KIPP schools longer than students in the control group, only 36 percent of treatment students attended a KIPP high school for any length of time. The relatively low prevalence of

⁹ While we use these imputed baseline covariates in our analysis of KIPP's impacts, none of the imputed values were included in the tests of baseline equivalence discussed previously in this chapter. For the analysis of baseline equivalence, students missing data on a given variable were simply treated as being missing from the sample.

KIPP high school attendance in the sample could be related to several different factors. For instance, some students who received admission offers to KIPP never enrolled in a KIPP middle school, or they enrolled but did not graduate from a KIPP middle school—decreasing their likelihood of ever attending a KIPP high school. In addition, some students who completed middle school at KIPP did not continue to a KIPP high school because KIPP did not have an operational high school in their region at the time, or the region had one or more high schools but did not have the capacity to enroll all rising 9th-grade KIPP students. Still other students may have graduated from a KIPP middle school and had the opportunity to continue in the KIPP network but declined the opportunity to attend a KIPP high school. Nevertheless, compared with the control group a significantly larger proportion of the treatment group attended a KIPP high school (36 percent compared to 11 percent) and graduated from a KIPP high school (17 percent compared to 6 percent).

Figure II.1. Exposure to KIPP middle and high schools, by lottery group



Note: We estimated sample means by regressing KIPP attendance on treatment status using inverse probability weights. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups. The difference for each indicator is statistically significant (p -value < 0.01). Sample size = 2,066.

To estimate the effect of attending a KIPP middle school, as opposed to having the opportunity to attend, we conducted an exploratory analysis that involved estimating an IV model, which used the outcome of a KIPP admission lottery as an instrument for whether a student ever attended a KIPP middle school. This “treatment-on-the-treated” (TOT) model requires additional assumptions that are not needed to estimate ITT impacts.¹⁰ Specifically, to adjust for the patterns of KIPP middle school attendance in both the

¹⁰ The TOT estimates are sometimes referred to as complier average causal effect (CACE) estimates. Technically, they provide an estimate of the effect of attending a KIPP middle school for students who comply with the lottery outcome. In other words, these compliers attend a KIPP middle school if they receive an admission offer and do not attend KIPP if they do not receive an admission offer.

treatment group and the control group, the analysis assumes that the impact of attending KIPP experienced by students in the treatment group is the same on average as the impact of attending KIPP experienced by students in the control group. Our estimating equation follows the model used in the original KIPP study. We used two-stage least squares to first estimate the effect of receiving an admission offer on KIPP middle school attendance (IV equation 1), and in the second stage estimated the impact of KIPP middle school attendance (as predicted by the lottery) on student outcomes (IV equation 2).

$$(IV \text{ equation } 1) \quad attendKIPPMS_i = \mu + \rho * T + \sigma * X_{ik} + v_k + j_{ik}$$

$$(IV \text{ equation } 2) \quad y_{ik} = \alpha + \delta * \widehat{attendKIPPMS}_{ik} + \beta * X_{ik} + \gamma_k + \varepsilon_{ik}$$

In IV equation 2, δ is the parameter of interest, representing the impact of attending a KIPP middle school at any point after the initial school lottery. Because students who attend a KIPP middle school have an increased likelihood of attending a KIPP high school, part of this estimated impact for a portion of the sample may reflect the influence of also attending a KIPP high school. In other words, the KIPP middle school impact captures any effects on college outcomes of these middle schools for the full sample as well as any additional effects of KIPP high schools for a portion of the sample.

Estimating the combined effect of KIPP middle and high schools. As discussed above (Figure II.1) approximately half of the students in the treatment group who attended a KIPP middle school also attended a KIPP high school. As a result, estimates from the TOT model represented by IV equations 1 and 2 reflect the combined effect of KIPP middle and high schools for about half of the treatment group, and the effect of KIPP middle schools alone for the remaining half of the treatment group. Because many of KIPP’s college-preparation and support programs are concentrated on students in KIPP high schools, it is plausible that the direct effects of attending a KIPP middle school on college-related outcomes could differ substantially from the combined effect of attending KIPP for both middle and high school. To examine this issue, we estimated the following IV model designed to measure the effects of attending KIPP middle and high schools:

$$(IV \text{ equation } 3) \quad attendKMS_{ik} = \mu + \rho_{M1} * T_{ik} + \rho_{M2} * HSR_{ik} + \sigma_M * X_{ik} + v_{kM} + j_{ikM}$$

$$(IV \text{ equation } 4) \quad attendKHS_{ik} = \mu + \rho_H * T_{ik} + \rho_{H2} * HSR_{ik} + \sigma_H * X_{ik} + v_{kH} + j_{ikH}$$

$$(IV \text{ equation } 5) \quad y_{ik} = \alpha + \delta_1 * \widehat{attendKMS}_{ik} + \delta_2 * \widehat{attendKHS}_{ik} + \beta * X_{ik} + \gamma_k + \varepsilon_{ik}$$

In this model, we first predicted attendance at a KIPP middle school (*attendKMS*) and attendance at a KIPP high school (*attendKHS*) using two first-stage equations (3 and 4). We then estimated the impact of KIPP middle school attendance (δ_1) and high school attendance (δ_2) on college outcomes in the second stage. Although attending a KIPP middle and high school are included separately in this equation, it is important to note that nearly all students in the treatment group who attended a KIPP high school had previously attended a KIPP middle school. In interpreting the results of this model, we therefore focus on the combined effect of attending a KIPP middle school and then a KIPP high school, relative to attending neither (that is, no KIPP attendance). This combined δ effect is represented by the sum of δ_1 and δ_2 .

There are two key instrumental variables included in the first-stage equations.¹¹ The first, T , is a student’s treatment status (whether they received a lottery-based, middle school admission offer). The second, HSR , represents the capacity of the region’s KIPP high schools relative to the capacity of KIPP middle schools at the time the student was making the middle to high school transition. HSR is defined as follows:

$$HSR_{ik} = \left(\frac{\text{\# of 9th graders in KIPP high schools in the region in student's 9th grade year}}{\text{\# of 8th graders in KIPP middle schools in the region in student's 8th grade year}} \right)$$

We used the HSR variable as an instrument in this model because it measures the extent to which a KIPP middle school student had “the opportunity to attend a KIPP high school.” A ratio greater than 1 signifies that KIPP high schools had the capacity to enroll more students than the number of graduating 8th graders at KIPP middle schools in that region. When this was the case, a student who graduated from a KIPP middle school would be guaranteed a seat in a KIPP high school if they desired one. A ratio less than 1 signifies that there was an insufficient number of seats in KIPP high schools to enroll all of the region’s rising 9th-grade students. Around the time students in our study were entering high school, KIPP was in the process of broadly expanding from a network of middle schools to a K–12 model. Moreover, the timing of expansion (for example, the number of new KIPP high schools that opened in a given year) varied from region to region, and some regions did not open any high schools in time for the students in our sample to attend a KIPP high school. In other regions, a KIPP high school was able to accommodate a large portion of the students in the study who wanted to continue at KIPP after middle school. For example, one region participating in our study (KIPP Northern California) had opened two high schools by fall 2011, in time to enroll the first two cohorts in our study. At that time, the high schools in this region had capacity to enroll approximately three-fourths of the graduates from KIPP middle schools, so the HSR variable was equal to approximately 0.75 for the students in these two cohorts. In contrast, a region like KIPP Baltimore did not open any KIPP high schools in time to serve the three cohorts in our study, so the HSR variable there was equal to 0.

To provide valid impact estimates, this IV model must satisfy two important conditions. First, IV equations 3 and 4 (the first stage of model) must provide strong predictions about which students attend KIPP middle schools and which students attend KIPP high schools. Second, the instruments used in the model must satisfy the assumption that they are not correlated with the study’s outcomes of interest (college enrollment and persistence) through any channel other than their influence on the endogenous variables of KIPP middle and high school attendance. In Appendix C, we present the results of a variety of empirical tests assessing the extent to which the model satisfies these two conditions.

¹¹ In practice there are five instruments in total, because T and HSR are also interacted with each other, and each is interacted with an indicator for whether a student was in grade 5 or grade 6 when they applied to enter KIPP.

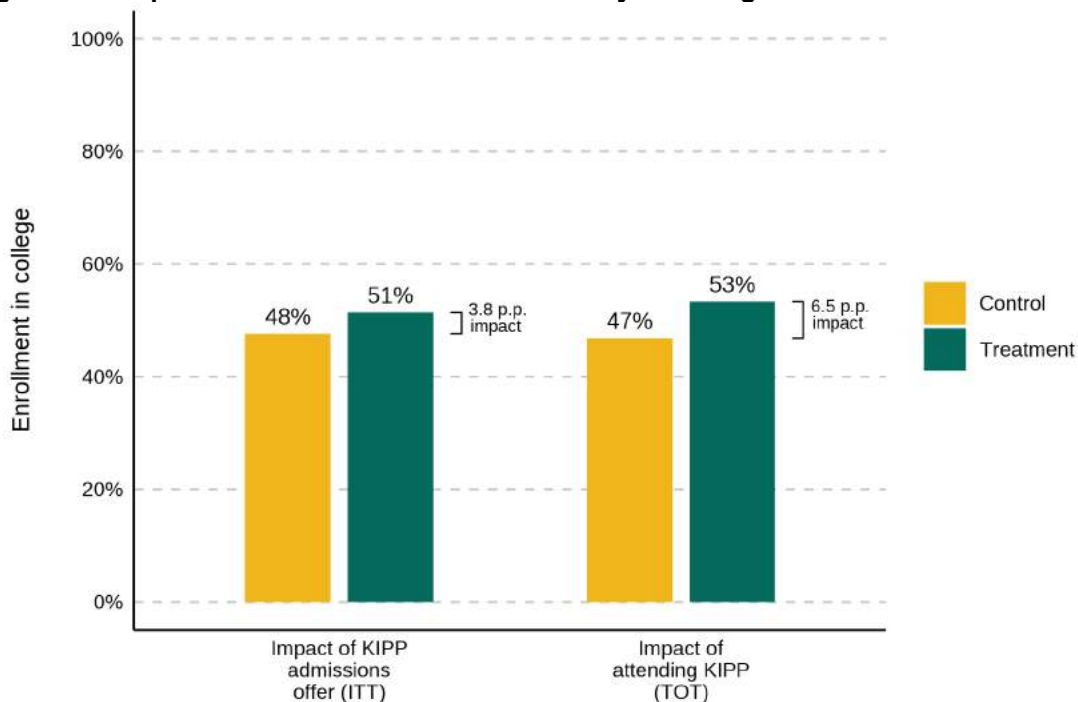
III. KIPP’s Impact on College Enrollment and Persistence

In this section we present three sets of findings from our analyses of the impact of KIPP on college outcomes. First, we present the impacts of KIPP middle schools on our primary college enrollment and college persistence outcomes. We estimate these outcomes for the full sample, on key subgroups of students and by study cohort, and under different model assumptions in a series of sensitivity analyses (findings from the sensitivity analyses are provided in Appendix B). Second, we estimate the impact of KIPP middle schools on college graduation rates, as well as impacts on the outcome of being “on-track” for degree completion five years after high school. Finally, we build on these analyses to examine the joint effect of attending both a KIPP middle school and a KIPP high school on college enrollment, college persistence, and college graduation outcomes.

A. Primary impacts of KIPP middle schools on college enrollment and persistence

KIPP middle schools had a positive impact on enrollment in four-year colleges, but the effect was not statistically significant. On average, students who received a lottery-based admission offer to a KIPP middle school were 3.8 percentage points more likely to enroll in a four-year college than students who applied to KIPP but did not receive an admission offer (*p*-value 0.123). In particular, 51.4 percent of treatment students enrolled in a four-year college within three years of high school graduation, compared with 47.6 percent of control students (Figure III.1).

Figure III.1. Impact of KIPP middle schools on four-year college enrollment



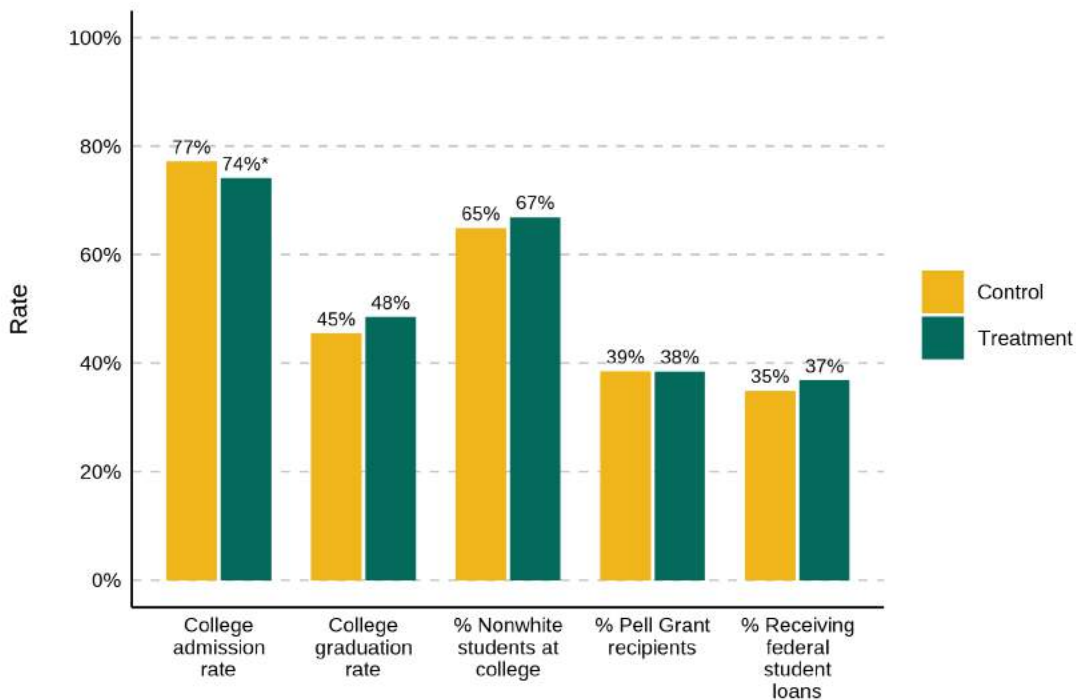
Note: Study includes 2,066 students who applied to enter KIPP through middle school admission lotteries, and compares the outcomes of students who received an admission offer to KIPP (treatment group) to those who did not receive an admission offer (control group) at the time of the lottery. Exploratory estimates of the impact of KIPP attendance use the lottery as an instrument for whether a student ever attended a KIPP middle school. The model pools all 21 lottery schools, controls for baseline covariates, and includes weights to account for probability of assignment to the treatment or control group.

ITT = intent-to-treat; p.p. = percentage points; TOT = treatment-on-the-treated.

In our exploratory analysis estimating impacts among students who ended up attending a KIPP middle school, we find that the impact estimate is almost twice the size of the impact estimate based on admission offers alone, but this still does not reach statistical significance.¹² The impact of attending a KIPP middle school on enrolling in a four-year college is 6.5 percentage points and represents an increase from 46.8 percent in the control group to 53.3 percent in the treatment group (*p*-value 0.116).

While KIPP middle schools did not have a detectable impact on college enrollment rates, they did have a modest (but statistically significant) positive effect on the selectivity of college programs that students attend. Students admitted to KIPP middle schools attend more selective colleges, on average, compared to control-group students. Among students in the study sample who went to college, the average college attended by a college-going treatment student had an admission rate of 74 percent, compared to 77 percent for control-group students. However, we saw no significant differences between the treatment and control groups on other college-program attributes, such as college graduation rates, the percentage of students who are non-White, the percentage of students who received Pell Grants, or the percentage of students who received federal loan grants (Figure III.2). In Appendix B we also estimate the effect of KIPP middle schools on alternative measures for these college attributes and find no significant differences.

Figure III.2. Types of colleges attended for the treatment and control groups



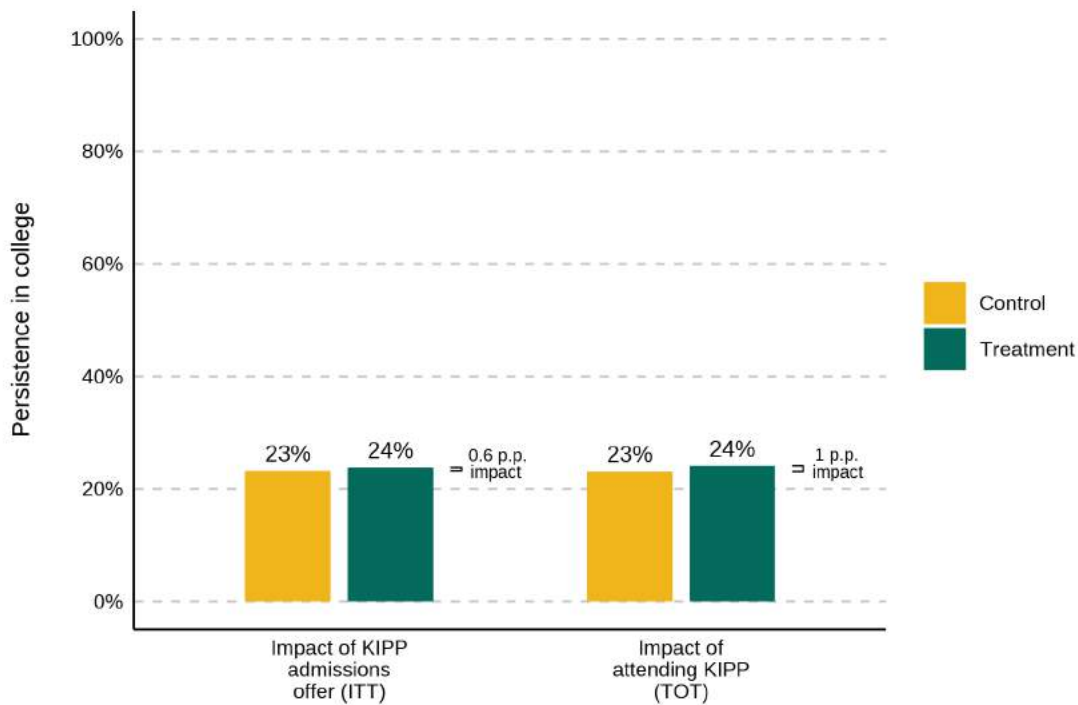
Note: Sample size contains students who ever attended a postsecondary institution. All measures have a sample size of 1,359 except college graduation rate, where the rate was missing from colleges attended by four students.

*Difference is significantly different from zero at the .05 level, two-tailed test.

¹² Our treatment-on-the-treated model adjusts for the rate of KIPP middle school attendance in both the treatment group (70 percent) and the control group (12 percent). Implicitly, this model assumes that attending KIPP has the same impact on college outcomes for the students from the treatment group and control group who attended a KIPP middle school. An alternative, outlined in Bloom (2006), avoids this assumption by adjusting only for rates of KIPP middle school attendance in the treatment group and ignoring attendance patterns in the control group. Under this alternative model, the estimated impact of attending KIPP would be 5.1 percentage points for enrollment in four-year colleges and the impact estimate remains statistically insignificant.

Next, we measured whether KIPP middle schools had an impact on rates of persistence in four-year college programs. As shown in Figure III.3, we did not find evidence that KIPP middle schools impact college persistence rates over three years. Here we define “persistence” as enrollment in a four-year college beginning in the fall after high school graduation and continuing without interruption for three years (or six semesters). In our sample, 23.8 percent of students who received an admission offer to a KIPP middle school ended up entering and persisting in a four-year college through their first six semesters, compared to 23.3 percent of students who did not receive an admission offer to a KIPP middle school—a difference of 0.6 percentage points (*p*-value 0.785). Even after accounting for which students ended up attending a KIPP middle school, the difference between the treatment and control group remains small and statistically insignificant.

Figure III.3. Impact on persistence through six semesters in a four-year college



Note: Study includes 2,066 students who applied to enter KIPP through middle school admission lotteries, and compares the outcomes of students who received an admission offer to KIPP (treatment group) to those who did not receive an admission offer (control group) at the time of the lottery. Exploratory estimates of the impact of KIPP attendance use the lottery as an instrument for whether a student ever attended a KIPP middle school. The model pools all 21 lottery schools, controls for baseline covariates, and includes weights to account for probability of assignment to the treatment or control group.

ITT = intent-to-treat; p.p. = percentage points; TOT = treatment-on-the-treated.

We summarize the study’s primary intent-to-treat and exploratory treatment-on-the-treated impact estimates for college enrollment and persistence in Table III.1, with standard errors for each impact estimate reported in parentheses. We also examined whether our findings on four-year college enrollment and early persistence were sensitive to the specifications of our impact model and found that the impact estimates remained consistent when using alternative estimation models, different approaches to dealing with missing baseline data, or alternative sample weights. The full results of these sensitivity analyses can be found in Appendix B.

Table III.1. Primary impact estimates for college enrollment and persistence

Primary outcome	Impact of KIPP middle school admission offer (primary results)				Impact of attending a KIPP middle school (exploratory results)			
	Treatment mean	Control mean	Impact estimate	p-value	Treatment mean	Control mean	Impact estimate	p-value
Ever enrolled in a four-year college	51.4%	47.6%	3.8 p.p. (2.4 p.p.)	0.123	53.3%	46.8%	6.5 p.p. (4.1 p.p.)	0.116
Persisted through first six semesters (four-year college)	23.8%	23.2%	0.6 p.p. (2.1 p.p.)	0.785	24.1%	23.1%	1.0 p.p. (3.5 p.p.)	0.781

Note: Standard errors are reported in parentheses under each impact estimate. Study includes 2,066 students who applied to enter KIPP through middle school admission lotteries, and compares the outcomes of students who received an admission offer to KIPP (treatment group) to those who did not receive an admission offer (control group) at the time of the lottery. Estimates of the impact of KIPP attendance use the lottery as an instrument for whether a student ever attended a KIPP middle or high school. The model pools all 21 lottery schools, controls for baseline covariates, and includes weights to account for probability of assignment to the treatment or control group.

p.p. = percentage points.

In addition to our full lottery sample, we also investigated whether the impact of KIPP middle schools differed for subgroups of students, such as students with lower family income or lower baseline academic achievement. While subgroup sample sizes were small, we found no evidence that the long-term effects of KIPP middle schools differed for groups of students based on race, gender, income, mother’s education, or baseline test scores. There was some suggestive evidence that KIPP’s impacts on primary outcomes may have been somewhat lower for low-income students and students with low baseline math scores; however, after adjusting for multiple comparisons across subgroup findings, these impacts were no longer statistically significant (see Appendix B).

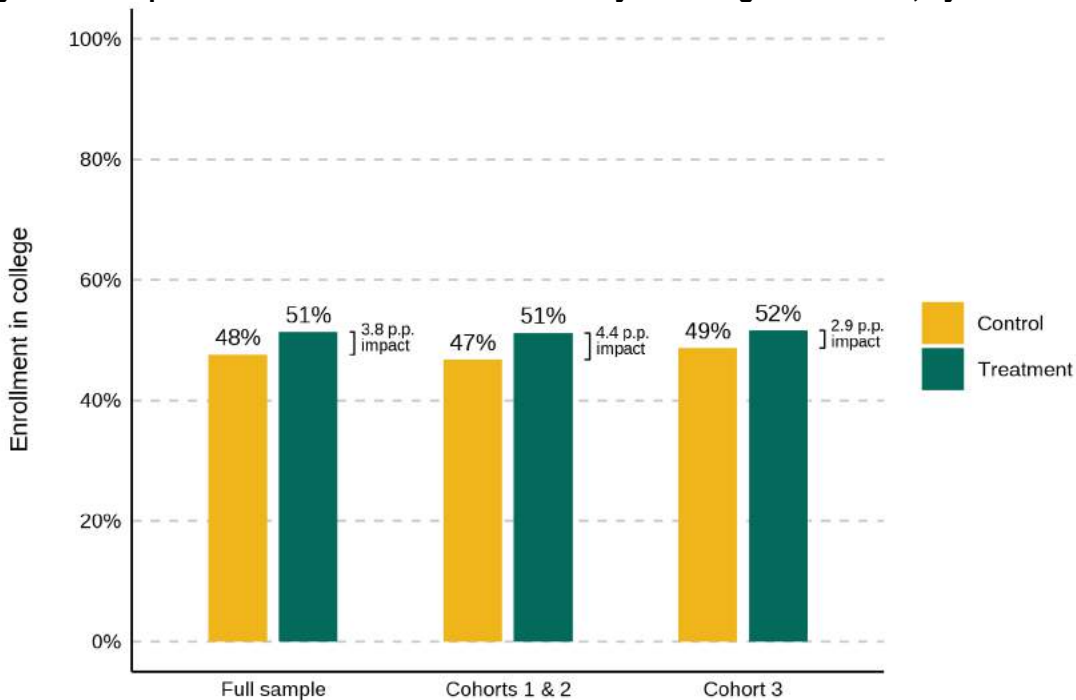
Finally, to better understand how KIPP impacts may have changed over time (and assist in comparing the results in this report to the study’s earlier report [Coen et al. 2019], which focused only on cohorts 1 and 2), we estimated impacts on our primary outcomes for cohort 3 (applicants to KIPP middle schools in 2011) separately from cohorts 1 and 2 (applicants in 2008 or 2009). This allows us to track the earlier cohorts’ educational outcomes over a longer period as well as compare KIPP’s effects between the earlier and later cohorts.

While the estimated impacts of KIPP middle schools on both four-year college enrollment and persistence were larger in magnitude for cohorts 1 and 2 than for cohort 3, the estimates for the two groups were not statistically distinguishable from one another. For instance, although treatment students in cohorts 1 and 2 enrolled in four-year colleges at similar rates as treatment students in cohort 3 (51 percent compared to 52 percent; Figure III.4), cohort 1 and 2 treatment students were 4.4 percentage points more likely to enroll in college than their peers in the control group (p -value = 0.202), whereas cohort 3 treatment students were 2.9 percentage points more likely to enroll in college than their peers in the control group (p -value = 0.383). However, the difference in impacts across cohorts was not statistically significant (p -value = 0.746).

Similarly, estimated impacts on college persistence rates were more positive for students in cohorts 1 and 2, relative to cohort 3, but none of the cohorts experienced an impact that was statistically significant (Figure III.5). Cohort 1 and 2 treatment students were 2.8 percentage points more likely to persist in college than their peers in the control group (p -value = 0.343), whereas cohort 3 treatment students were 2.3 percentage points less likely to persist in college than their peers in the control group (p -value =

0.416). The difference in impacts across cohorts was not statistically significant (p -value = 0.199). Appendix B provides a complete set of cohort-level impact estimates for these outcomes.

Figure III.4. Impact of KIPP middle schools on four-year college enrollment, by cohort

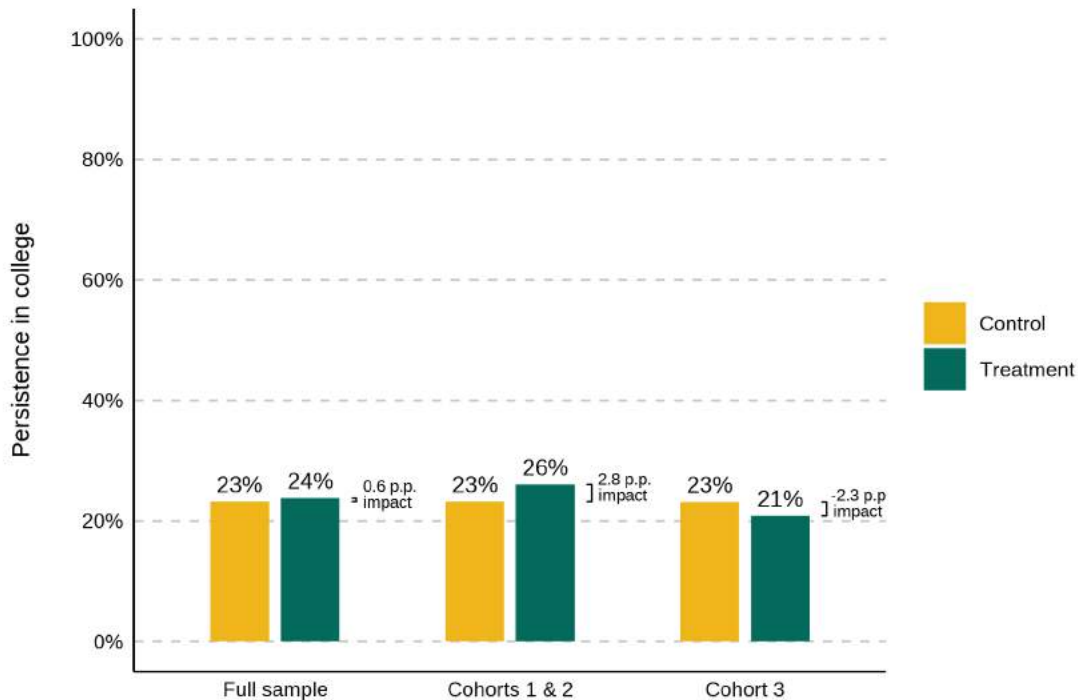


Note: Study includes 2,066 students who applied to enter KIPP through middle school admission lotteries (1,177 students who applied in 2008 or 2009 [Cohorts 1 and 2] and 889 students who applied in 2011 [Cohort 3]) and compares the outcomes of students who received an admission offer to KIPP (treatment group) with those who did not receive an admission offer (control group) at the time of the lottery. The model pools all 21 lottery schools and estimates outcome means by regressing the outcome measure on treatment status using inverse probability weights and controlling for student-level covariates and the lottery school, year, and grade. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference.

p.p. = percentage points.

It is important to note that the study’s estimates on college enrollment rate for cohorts 1 and 2 from the previous phase (Coen et al. 2019) are slightly smaller in magnitude than the findings presented in this report. The results differ because the enrollment outcome used in the current report tracks students for three years after high school, whereas the previous report tracked students for only two years after high school. After following cohorts 1 and 2 for a third year, the impact of KIPP middle schools on college enrollment became smaller because, in their third year after high school, students in the comparison group entered college at a slightly higher rate than students in the treatment group who had not entered college previously. In other words, students who attended KIPP middle schools were more likely to enter college one or two years after high school, rather than waiting until the third follow-up year.

Figure III.5. Impact on persistence through six semesters in a four-year college, by cohort



Note: Study includes 2,066 students who applied to enter KIPP through middle school admission lotteries (1,177 students who applied in 2008 or 2009 [Cohorts 1 and 2] and 889 students who applied in 2011 [Cohort 3]) and compares the outcomes of students who received an admission offer to KIPP (treatment group) with those who did not receive an admission offer (control group) at the time of the lottery. The model pools all 21 lottery schools and estimates outcome means by regressing the outcome measure on treatment status using inverse probability weights and controlling for student-level covariates and the lottery school, year, and grade. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups.

p.p. = percentage points.

B. Impacts on four-year degree completion

KIPP middle schools had little to no impact on four-year degree completion rates among the first two cohorts in the study. On average, 21.9 percent of cohort 1 and 2 students who received a lottery-based admission offer to a KIPP middle school completed a four-year degree within five years of their expected high school graduation date, compared to 21.8 percent of students who applied to KIPP but did not receive an admission offer. The 0.1 percentage point difference is not statistically significant (p -value = 0.992).

We also estimated if KIPP middle schools had an impact on whether students remained “on-track” to graduate college five years after high school. In addition to students who completed a four-year degree within five years, this outcome also includes students who remained enrolled in a four-year degree program in the tenth semester after high school. Our findings for this outcome suggest students in the treatment group remained on-track for graduation at higher rates than the control group after five years (35.5 percent of treatment students, versus 34.3 percent of control students), but the 1.3 percentage point difference is not statistically significant (p -value = 0.698; Table III.2). In our exploratory analysis accounting for which students ended up attending a KIPP middle school, the impact estimates for degree completion (and being on-track for degree completion) remain small and statistically insignificant.

Table III.2. Impact estimates for college graduation and longer-term college persistence

Outcome	Impact of KIPP middle school admission offer (primary results)				Impact of attending a KIPP middle school (exploratory results)			
	Treatment mean	Control mean	Impact estimate	p-value	Treatment mean	Control mean	Impact estimate	p-value
Graduated from a four-year college in five years	21.9%	21.8%	0.0 p.p. (2.7 p.p.)	0.992	21.9%	21.8%	0.0 p.p. (4.8 p.p.)	0.992
Enrolled in a four-year program in 10th semester (or graduated in 10 semesters or fewer)	35.5%	34.3%	1.3 p.p. (3.2 p.p.)	0.698	36.2%	34.0%	2.3 p.p. (5.7 p.p.)	0.691

Note: Standard errors are reported in parentheses under each impact estimate. Sample includes 1,177 students who applied to enter KIPP through middle school admission lotteries in 2008 and 2009 and compares the outcomes of students who received an admission offer (treatment group) to those who did not receive an admission offer (control group) at the time of the lottery. Estimates of the impact of KIPP attendance use the lottery as an instrument for whether a student ever attended a KIPP middle school. The model pools 13 lottery schools, controls for baseline covariates, and includes weights to account for probability of assignment to the treatment or control group.

p.p. = percentage points.

C. Exploratory analysis of the combined impact of attending a KIPP middle school and a KIPP high school

Thus far, we have observed that KIPP middle schools have a modest positive effect on college enrollment, but the estimated impacts are not statistically significant (either for the overall sample or for subgroups of interest). We also did not find evidence that KIPP middle schools affect college persistence or graduation rates. However, the students in our study’s treatment group who attended KIPP middle schools fall into two groups: approximately half attended KIPP only for middle school, and the other half went on to attend a KIPP high school. Among this latter group, the joint effect of attending KIPP for both middle and high school could differ substantially from the effect of attending KIPP for middle school alone. To investigate this question, we estimated the combined impact of KIPP middle and high schools on the college outcomes of students who attended both types of schools.

There are strong reasons to hypothesize that KIPP high schools could be especially important in driving college outcomes. KIPP’s college-support programs and services tended to be strongly concentrated at the high school level. At the time the students in the study sample were attending high school, these services included rigorous, college-preparatory coursework; individualized college counseling, including support identifying schools well matched to students’ needs; support throughout the college application and financial aid application process; and help applying to and attending precollege summer programs. In contrast, only a small number of regions offered college-related programs and services to students in middle school (such as high school placement support and college tours). In addition, staff in all regions reported that it was much more difficult to maintain contact with and provide support to middle school alumni who did not also attend a KIPP high school.

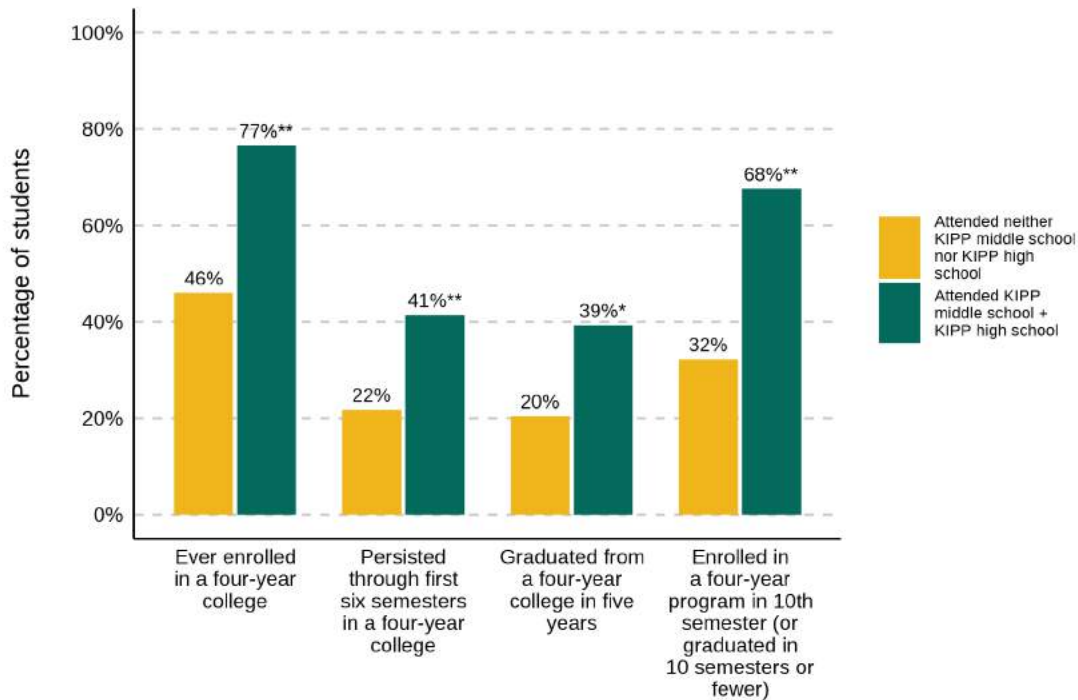
Prior literature on charter schools also suggests that the combined effect of attending a charter middle and high school may be greater than the effect of attending a middle school alone. Booker et al. (2011) compare college outcomes for students in Florida who attended both a charter middle and high school with those who attended only a charter middle school. They find a statistically significant impact of 8 percentage points on college attendance within five years of graduation for students who attended both a

charter middle and high school. Using a larger sample of Florida students, Sass et al. (2016) replicate these findings, reporting a similar impact on college attendance within six years of graduation. Sass et al. also find a statistically significant impact of 12 percentage points on college persistence in at least two consecutive years for students who went on to attend a charter high school. In addition, one study found positive (but not significant) effects of a New York City charter middle school on students' college enrollment in a setting where nearly half the students who received an admission offer to the charter middle school also attended the network's charter high school (Dobbie and Fryer 2015). Further, among studies that have found a positive effect of charter schools on college outcomes, almost all have examined the effect of charter high schools (Angrist et al. 2016; Davis and Heller 2019). In contrast, prior research on the long-term effects of charter middle schools suggests that attending a charter middle school alone may not have an effect on college enrollment (Place and Gleason 2019).

Consistent with this prior literature, we found that attending both a KIPP middle school and a KIPP high school had large, positive impacts on students' college enrollment, college persistence, and college graduation rates. Estimates of the combined impact of attending KIPP for both middle and high school are shown in Figure III.6, and detailed findings are provided in Table III.3. Compared to students who did not attend KIPP, students who attended both a KIPP middle and high school were 30.5 percentage points more likely to enroll in a four-year college within three years of graduating high school (p -value < 0.000) and 19.7 percentage points more likely to persist for at least three years in a four-year college upon graduating high school (p -value < 0.000). Seventy-seven percent of students who attended a KIPP middle and high school went on to enroll in a four-year college, compared to 46 percent of students who attended neither. We found similar impacts on the study's primary persistence outcome: 41 percent of students who attended a KIPP middle and high school enrolled in college immediately after high school and persisted for at least three years—this is almost double the share of students who did not attend KIPP (22 percent).

KIPP middle and high schools also had a large and statistically significant combined effect on college graduation rates. Compared to students who did not attend KIPP, students who attended KIPP middle and high schools were 18.9 percentage points more likely to graduate from a four-year college within five years after high school (p -value = 0.025). Accounting for students who remained enrolled in college five years after high school, the difference in college persistence rates is even larger: KIPP middle and high school attendees were 35.3 percentage points more likely to either graduate from college or to continue pursuing a degree after five years, relative to students who never attended KIPP (p -value < 0.000).

Figure III.6. Impact of KIPP middle and high school attendance on four-year college enrollment, persistence, and graduation



Note: Study includes 2,066 students who applied to enter KIPP through middle school admission lotteries. College graduation and “on-track” graduation outcomes include 1,177 students from the first two cohorts. Estimates use the lottery and *HSR* as instruments for whether a student ever attended a KIPP middle and a KIPP high school. The model pools all 21 lottery schools (13 lottery schools for the college graduation and “on-track” graduation outcomes) and estimates outcome means by regressing the outcome measure on treatment status using inverse probability weights and controlling for student-level covariates and the lottery school, year, and grade. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups.

*Impact estimate is significantly different from zero at the .05 level, two-tailed test.

**Impact estimate is significantly different from zero at the .01 level, two-tailed test.

HSR = high school ratio.

Table III.3. Impact of KIPP middle and high school attendance on four-year college enrollment, persistence, and graduation

Outcome	Mean (attended KIPP MS + KIPP HS)	Mean (attended neither KIPP MS nor KIPP HS)	Impact estimate	p-value
Ever enrolled in a four-year college	76.6%	46.0%	30.5 p.p.** (6.7 p.p.)	0.000
Persisted through first six semesters (four-year college)	41.4%	21.8%	19.7 p.p.** (5.6 p.p.)	0.000
Graduated from a four-year college in five years	39.3%	20.4%	18.9 p.p.* (8.4 p.p.)	0.025
Enrolled in a four-year program in 10th semester (or graduated in 10 semesters or fewer)	67.6%	32.3%	35.3 p.p.** (9.5 p.p.)	0.000

Note: Standard errors are reported in parentheses under each impact estimate. The enrollment and persistence outcomes include 2,066 students from all three cohorts. College graduation and “on-track” graduation

outcomes include 1,177 students from the first two cohorts. Estimates of the impact of attending a KIPP middle and high school using the KIPP admission lottery as an instrument for the ratio of 9th-grade seats to 8th-grade seats within each region. The model pools all 21 lottery schools (13 lottery schools for the college graduation and “on-track” graduation outcomes) and estimates outcome means by regressing the outcome measure on treatment status using inverse probability weights and controlling for student-level covariates and the lottery school, year, and grade. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups.

*Impact estimate is significantly different from zero at the .05 level, two-tailed test.

**Impact estimate is significantly different from zero at the .01 level, two-tailed test.

HS = high school; MS = middle school; p.p. = percentage points.

The magnitude of these impact estimates is large, and effects of this size have substantial policy relevance. The combined impact of attending KIPP for both middle and high school is strongly positive for college enrollment (30.5 percentage points), persistence (19.7 percentage points), graduation rates (18.9 percentage points), and “on-track” for graduation rates (35.3 percentage points). For example, these impacts match or exceed the gaps in college attainment rates in the United States among Black and Hispanic students, compared to White students. For example, nationally among 25- to 29-year-olds, 45 percent of White Americans have a bachelor’s degree compared to only 26 percent of Black Americans and 23 percent of Hispanic Americans—degree completion gaps of 19 and 22 percentage points, respectively (National Center for Education Statistics 2022). Our study shows that KIPP middle and high schools have a combined effect of approximately 19 percentage points on college completion rates among our sample, which is almost entirely comprised of Black or Hispanic students from low-income families. An effect of this size, extrapolated nationwide, would be large enough to nearly close the degree-completion gap for Hispanic students or entirely close the degree-completion gap for Black students in the United States.

IV. Discussion

This study provides new evidence about how KIPP affects the long-term college outcomes of its students. Viewed in isolation, the KIPP middle schools in our sample had modest positive effects on college enrollment but little effect on college persistence rates or college graduation rates. However, during the period of our study, the KIPP network was undergoing a major wave of expansion, opening KIPP high schools in more regions and delivering intensive college-support and college-related alumni services to the students who attended those high schools. For the subset of students who attend a KIPP middle and high school, the results are dramatic. Compared with otherwise equivalent non-KIPP students, these students were 30.5 percentage points more likely to enroll in a four-year college within three years of graduating high school and 19.7 percentage points more likely to persist for at least three years in a four-year college. Similarly, students who attended a KIPP middle and high school were 18.9 percentage points more likely to graduate from a four-year college within five years after high school, compared to students who attended neither.

This pattern in our results aligns well with the prior literature on the long-term effects of charter high schools relative to charter middle schools. Studies of other charter high schools find positive impacts on four-year college enrollment (Angrist et al. 2016; Davis and Heller 2019). For example, Angrist et al. (2016) find that students who attended a set of six charter high schools in Boston were 18 percentage points more likely to enroll in a four-year college. Further, studies that compare students who attend both a charter middle school and charter high school to students who only attend a charter middle school find positive impacts of charter high schools on college attendance and persistence (Booker et al. 2011; Sass et al. 2016). For example, Sass et al. (2016) find statistically significant impacts of 9 percentage points on college attendance and 12 percentage points on college persistence for students who attended both a

charter middle school and charter high school. Meanwhile, studies of charter middle schools suggest a marginal impact on college outcomes. For example, Place and Gleason (2019) find a small and not statistically significant impact of 3 percentage points on four-year college enrollment for students admitted to a nationwide sample of 30 oversubscribed charter middle schools. Dobbie and Fryer (2015) examined the long-term effects of a New York City charter middle school on college enrollment. Like our study, a portion of these charter middle school students could attend the local charter high school, and the long-term effects of attending the charter middle school alone were positive but insignificant.

While our findings are not surprising, the magnitude of the combined KIPP middle and high school effect is dramatic and exceeds what has been found in this prior literature. It is possible that this large effect results from combining the well-established benefits of attending a KIPP middle school (a substantial boost to students' academic achievement) with the strong emphasis on college-related supports found in KIPP high schools. To prepare students for the intellectual challenges of college, KIPP high schools make rigorous coursework (including Advanced Placement [AP] courses) available to all students ("KIPP High School Excellence Blueprint" 2019). Prior research has shown that KIPP middle school students with the opportunity to attend a KIPP high school enroll in more AP courses and, correspondingly, take or intend to take more AP exams than KIPP middle school students without access to a KIPP high school (Tuttle 2015). KIPP high schools also foster a college-going culture by aligning academic policies and courses of study to college standards and offering a range of college-related supports through the KIPP Forward program ("KIPP High School Excellence Blueprint" 2019). For example, all KIPP high school students are paired with a college counselor who provides support throughout the college application process through workshops and individual counseling sessions. KIPP college counselors are trained to support students in identifying and applying to college programs that are well matched to students' capabilities, goals, and needs, and have relatively high graduation rates (particularly for first-generation, Pell Grant-eligible students of color) ("Match Matters in Your Region" 2014). KIPP Forward staff also help students and families with financial aid applications and support students in attending precollege summer programs, like enrichment programs on college campuses. Further, the KIPP Forward program also provides alumni additional advising in the form of advisors or peer mentors who meet with alumni to check-in on their academic progress through virtual counseling and on-campus visits.

One implication of our findings is that KIPP could deliver large potential benefits to its middle school students by expanding access to KIPP high schools and encouraging its middle school students to remain enrolled at KIPP through high school graduation. There is evidence that the KIPP network is making efforts in this direction: 80 percent of KIPP regions currently operate at least one KIPP high school. Most KIPP regions also now offer elementary schools as well, and it is possible that the combined effects of attending KIPP for grades K–12 on a continuous basis could differ meaningfully from what we observed for the students in this study sample.

While the combined impacts of KIPP middle and high schools are dramatic and substantial, it remains to be seen whether they will ultimately translate into improved employment and earnings outcomes for these KIPP alumni. Prior research suggests that there may be potentially positive effects of charter high school attendance on long-term earnings. Sass et al. (2016) find a statistically significant increase of 12 percentage points (or \$2,318) on maximum annual earnings five to seven years after high school graduation for students who attended both charter middle schools and high schools, relative to students who only attended charter middle schools. Dobbie and Fryer (2020) find a similarly positive but not statistically significant effect of attending a No Excuses charter school (defined by high behavioral expectations and an extended school day) in Texas on annual earnings nine years after high school graduation. It would be valuable to learn if the alumni of KIPP middle and high schools are able to

translate success in college into even longer-run success in the workforce. As KIPP alumni pursue four-year college programs as well as alternative pathways, further research may also examine if KIPP middle and high schools are affecting the earnings and employment outcomes of alumni who choose to pursue other options after high school, such as employment or military service, alongside those who choose to pursue a college degree before entering the labor market.

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Appendix A

Additional Information on Study Sample and NSC Data Requests

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The study sample consists of 2,066 students who applied to enter grade 5 or grade 6 at an oversubscribed KIPP middle school for the 2008–2009, 2009–2010, or 2011–2012 school year. The study includes data from 21 KIPP middle schools holding a total of 36 admission lotteries, with each lottery representing a distinct combination of school, cohort, and entry grade. Sample sizes differ considerably by school, as some schools had more eligible seats for the lottery and/or had more applicants to those seats. Because of this, we present aggregated impact estimates for the overall sample rather than estimating school-level impacts. Table A.1 provides treatment and control group sample sizes for each KIPP middle school that students applied to in our study sample.

Table A.1. Sample sizes by KIPP middle schools

State	City	KIPP School	Treatment sample size	Control sample size
CA	Bay Area	Summit Academy	160	76
CA	Los Angeles	Academy of Opportunity	17	66
CA	Los Angeles	LA College Preparatory School	63	148
DC	Washington, DC	KEY Academy	16	17
DC	Washington, DC	WILL Academy	6	11
GA	Atlanta	South Fulton Academy	216	96
GA	Atlanta	WAYS Academy	27	17
MD	Baltimore	Ujima Village Academy	12	24
MA	Massachusetts	Academy Lynn Middle School	92	140
NY	New York City	Academy Middle School	113	34
NY	New York City	Infinity Middle School	45	44
NY	New York City	STAR Harlem Middle School	13	24
NC	Eastern North Carolina	Gaston College Preparatory	20	9
PA	Philadelphia	Philadelphia Charter School	36	18
PA	Philadelphia	West Philadelphia Preparatory	17	20
TX	Austin	Austin College Prep	11	45
TX	Austin	Austin College Prep with Austin Academy of Arts & Letters ^a	28	56
TX	Dallas-Fort Worth	TRUTH Academy	40	43
TX	Houston	Academy Middle School	46	153
TX	Houston	Sharpstown College Prep	6	20
TX	San Antonio	Aspire Academy	9	12
Total			993	1,073

^a In Cohorts 1 and 2, the KIPP Austin sample includes only students from Austin College Prep. In Cohort 3, the KIPP Austin sample includes students from two distinct schools (Austin College Prep and Austin Academy of Arts & Letters) that were treated analytically as one site in this cohort due to elevated rates of joint application and crossover enrollment patterns among lottery participants in the two schools.

Table A.2 provides additional information on our data request to the National Student Clearinghouse (NSC). In particular, we provide the postsecondary data opt-out rates reported by the NSC for the treatment and control groups. Students and institutions have the option of refusing to share records through the NSC database; these cases consist of students who were matched to a college according to the NSC, but either they or their school opted out of allowing their data to be shared. In our data set, we cannot differentiate between a student who blocked their enrollment data from being shared and a student who did not go to college. However, we can identify whether opt-out rates are biasing our impact estimates by examining the overall opt-out rates separately by the treatment and control group. We find that the rates are similar and thus should not be biasing our impact estimates: 2.3 percent of the treatment group and 3.6 percent of the control group opted out of sharing their college enrollment data.

We also examined match rates separately by treatment and control group for the cases when we included a single record request for a student, as compared to cases when we included multiple record requests for the same student. We used the same process for both the treatment and control groups to determine which students warranted submitting multiple records. Specifically, when a student had a hyphenated name or multiple first and/or last names, we submitted a batch of multiple records for that student with the different name permutations in the NSC submission file. There were also a few students in both the treatment and control groups that listed multiple birth dates in our sample file. In those cases, we submitted records with each of the recorded birth dates in our data set. If the NSC provided any matched postsecondary records for a student with multiple submissions, we classified the student as having enrolled in a postsecondary program.

We find that the match rates were slightly higher for the students with multiple record submissions compared to a single record submission. Overall, for any college type and all years of available data, 72.8 percent of students with multiple submitted records matched to the NSC, compared to 68.1 percent of students with a single submitted record. (This overall match rate is substantially higher than the enrollment rate in four-year college programs cited in the study’s primary findings, because a considerable portion of the matched students only enrolled in two-year college programs and because some of the students in older cohorts enrolled in college after the study’s three-year follow-up period.) The slightly higher match rate for students with multiple submitted records compared to a single record persists when examining the results separately by treatment status: The difference in match rate between multiple and single record requests is 3.9 percentage points and 5.0 percentage points for the treatment and control groups, respectively. Overall, these differences are still relatively low and do not indicate that submitting multiple or single records for students appreciably affected the match rates used to define the study’s outcomes in the treatment and control group.

Table A.2. Summary of postsecondary data requested and returned

Characteristic	Full sample	Treatment group	Control group
Percentage of students who opted out of sharing data with the NSC	3.0%	2.3%	3.6%
Match rate from submitting single records	68.1%	70.1%	66.3%
Number of single record requests	1,695	789	906
Match rate from submitting multiple records	72.8%	74.0%	71.3%
Number of multiple record requests	371	204	167
Overall sample size	2,066	993	1,073

Note: The NSC reports a count of the number of students in the data request file who were found in NSC records but had opted out of sharing their data. The means presented in the first row of this table represent the raw

proportion of the treatment or control group students in the data request who opted out and are not adjusted for selection probability or site. The match rates reported cover any college type and all years of available data. They are also raw means that are not adjusted for each student's KIPP-lottery selection probability or lottery site.

The study's sample of KIPP middle schools is broadly representative of the overall population of KIPP students at the time the study began. For example, 93 percent of students in sample schools were either Black or Hispanic compared with 95 percent of students attending KIPP schools in 2008, 2009, or 2011 (Table A.3). Approximately 51 percent of both sample school students and those in the overall KIPP population were male. However, the study does include a substantially larger number of Hispanic students and a smaller number of Black students compared to the overall KIPP network. The study conducted subgroup analyses to test whether the pattern of college impacts among Black students is similar to the pattern observed among Hispanic students in our sample.

Table A.3. Characteristics of study schools compared to the national KIPP network

Baseline characteristic	KIPP middle schools in the study sample	All KIPP network middle schools
Student is male	49%	49%
Student is female	51%	51%
Student is Hispanic	45%	31%
Student is White	3%	2%
Student is Black	48%	64%
Student is other race/ethnicity	4%	3%
Student has an Individualized Education Program	9%	9%
Student received free or reduced-price lunch	82%	84%
Number of middle schools (2008–2009)	4	52
Number of middle schools (2009–2010)	13	55
Number of middle schools (2011–2012)	15	61
Number of students (2008–2009)	1,382	14,337
Number of students (2009–2010)	4,406	16,123
Number of students (2011–2012)	5,254	19,123

Source: KIPP Report Cards 2008–2012.

Note: KIPP Report Cards include data for students enrolled in the fall of the school year for all schools that were operational during the previous school year. For schools that were operational for the first time in either the 2008, 2009, or 2011 school year, we used data reported in the following year's Report Card. The averages presented in this table are weighted based on school enrollment in the respective year. The number of middle schools in the study sample for 2011–2012 is 15 because Austin College Prep and Austin Academy of Arts & Letters were two distinct schools in the KIPP network; however, they were treated analytically as one site in Cohort 3 due to elevated rates of joint application and crossover enrollment patterns among lottery participants in the two schools.

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Appendix B

Supplementary Analyses: Middle School Impacts

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1. Sensitivity analyses

We conducted a series of sensitivity analyses for the study's primary analysis estimating the impacts of KIPP middle schools. These analyses tested whether the results are robust to different approaches to regression modeling, covariate selection, baseline imputation, and sample weights. Table B.1 presents impact estimates for each of these analyses, as well as the estimates from our primary impact model for ease of comparison.

Logit model. To estimate our primary impacts, we used an ordinary least squares (OLS) regression model. When estimating impacts on binary outcomes (that is, the outcome has two possibilities, such as enrolled in college or not enrolled in college), an OLS regression model is also known as a linear probability model (LPM). Different model forms can plausibly produce different results, so we reestimated impacts on our primary outcomes using a logit model to test how sensitive our findings are to the model type. We used the same covariates as our primary impacts model. To compare findings between logit and LPM results, we converted our logit results to treatment and control means and reported the marginal impact (the difference between the treatment and control means), which is directly comparable to the impact estimate from an LPM.

We find that the logit impact estimates are almost identical to the LPM impact estimates. For our logit results, we find a positive but statistically insignificant impact of KIPP middle schools on four-year college enrollment of 3.9 percentage points (compared to 3.8 percentage points for the LPM result) and a positive but not significant difference of 0.4 percentage points for persisting through a student's first six college semesters (compared to 0.6 percentage points for the LPM result).

Baseline imputation. Our primary impact model uses baseline data on test scores, socioeconomic characteristics, and demographic characteristics as covariates. For students missing data for some of the covariates, we imputed values by conducting single stochastic regression imputation. Imputation was conducted separately by treatment status, and each imputation included a stochastic component randomly selected from the set of all residuals in the imputation equations to ensure that the variance of the imputed values is the same as that of the observed values (see Chapter II of this report and Tuttle et al. [2013] for more information on the imputation process).

To test whether our imputation method affected any of the study's primary findings, we estimated results using two alternative models. First, we replaced all imputed baseline values with a value of 0 (zero imputation model) but kept the model identical to our primary approach otherwise (including using imputation flags as covariates). Second, we estimated impacts without including any baseline covariates (no covariates model). These models still controlled for the school, grade, and year of the student's application to a KIPP middle school.

We find that the magnitude and directionality of the impacts are similar between our primary model and our alternative imputation models. The zero-imputation model resulted in slightly lower impact estimates for college enrollment and persistence: The enrollment impact fell from 3.8 percent to 3.0 percent, and the persistence impact fell from 0.6 percent to 0.0 percent. However, for the no covariates model, the enrollment impact estimate decreased by only 0.1 percentage points and the persistence impact estimate increased by 0.5 percentage points.

Sample weights. Our primary impact model includes sample weights, known as inverse probability weights, to account for the fact that not all students in the lottery have the same probability of being admitted to the KIPP school (that is, being selected into the treatment group). Some students have a

higher probability of admission, either based on their inclusion in a priority group defined by a student characteristic or because they have a sibling in the lottery. The primary sample weights follow the original RCT studies (Tuttle et al. 2013; Tuttle et al. 2015) and are based on the procedure used in Gleason et al. (2010).

In the simple case, where all students interested in attending a particular KIPP school enter the lottery and no preferences are given for siblings or other characteristics, the sample weight for a given student is based on the probability that he or she ended up in the treatment or control group. This probability is used in the calculation of each student's base weight. In particular, the base weight assigned to treatment (or control) group members is set to the inverse of the probability of being selected into the treatment (or control) group. We then normalize this weight to account for the fact that the sample will be representative of the set of all consenting lottery participants at that site. We set this normalization factor such that the weights of each experimental group sum to one-half of the total sample size within the site. Thus, the sum of all students' weights within a site will be equal to the overall sample size in that site (that is, the number of consenting lottery participants), with the sum of weights among treatments equal to that among controls.

In sites with sibling preference rules (that is, siblings of students already enrolled in a KIPP school have a higher likelihood of winning the lottery), the basic approach to calculating sample weights is the same as in the simple case above. The difference, however, is in the calculation of the probability of admission. No longer can we simply use the number of admitted students divided by the number of lottery participants. This is because the exact probabilities of admission depend on the number of sets of siblings who participate in the lottery at the school, as well as the number of students within each sibling set.

To test whether our impact results are being driven by our choice of sample weights, we reestimated our primary impacts using two alternative weighting approaches that alter the relative weight of sites in the estimation—the treatment and control groups continue to contribute equally within sites, but these normalizations affect the relative weight of different sites in the analysis. First, we weight school impacts equally (known as equal site weights). Second, we weight schools by the treatment group sample size, which is an alternative version of inverse-variance weights in the sense that it still provides greater weight to the lottery sites with more precise site-level impact estimates. Within each site, the alternative weights still account for differences between applicants in their probability of being offered admission (based on factors such as whether they have siblings applying to the school). Besides the change in weighting approach, the model is identical to our primary impacts model.

We find that these alternative weighting approaches do not change the size of the impact estimates in meaningful ways. The impact estimate for the primary enrollment outcome slightly increases when we weight schools equally and slightly decreases when we weight schools proportional to the treatment group sample size. Both of the alternative approaches slightly increase the magnitude of the impact estimates for the primary persistence measure. The difference between the main sample weights and the alternative ones is how sites are weighted relative to one another. Thus, the change in estimated impacts implies that sites with larger persistence impacts are being weighted somewhat more heavily when using the alternative approaches (either weighting schools equally or weighting by treatment group sample size).

Table B.1. Impact estimates on primary outcomes using alternative model specifications

Outcome	Model	Treatment mean	Control mean	Impact estimate	p-value
Ever enrolled in four-year college	Linear probability model (primary)	51.4%	47.6%	3.8 p.p. (2.4 p.p.)	0.123
Persisted through first six semesters (four-year college)	Linear probability model (primary)	23.8%	23.2%	0.6 p.p. (2.1 p.p.)	0.785
Ever enrolled in four-year college	Logit	51.4%	47.5%	3.9 p.p. (2.4 p.p.)	0.101
Persisted through first six semesters (four-year college)	Logit	23.7%	23.3%	0.4 p.p. (2.0 p.p.)	0.863
Ever enrolled in four-year college	Zero imputation	51.0%	48.0%	3.0 p.p. (2.5 p.p.)	0.230
Persisted through first six semesters (four-year college)	Zero imputation	23.5%	23.5%	0.0 p.p. (2.1 p.p.)	0.982
Ever enrolled in four-year college	No covariates	51.3%	47.6%	3.7 p.p. (2.6 p.p.)	0.163
Persisted through first six semesters (four-year college)	No covariates	24.0%	23.0%	1.1 p.p. (2.3 p.p.)	0.632
Ever enrolled in four-year college	Weight schools equally	49.8%	46.8%	3.0 p.p. (2.8 p.p.)	0.280
Persisted through first six semesters (four-year college)	Weight schools equally	22.6%	21.1%	1.6 p.p. (2.2 p.p.)	0.476
Ever enrolled in four-year college	Weight schools by treatment group sample size	54.2%	49.7%	4.5 p.p. (2.5 p.p.)	0.075
Persisted through first six semesters (four-year college)	Weight schools by treatment group sample size	26.2%	24.9%	1.3 p.p. (2.4 p.p.)	0.579

Note: Standard errors are reported in parentheses under each impact estimate. The study includes 2,066 students who applied to enter KIPP through a middle school via admission lotteries, and compares the outcomes of students offered admission to KIPP (treatment group) to those not offered admission (control group) at the time of the lottery.

p.p. = percentage points.

2. Subgroup analyses

We also explored whether KIPP impacts differed for key subgroups for our primary outcome measures. We examined subgroups defined for students with low baseline math or reading scores (below district mean), low household income (less than \$35,000 a year), and low mother’s education (completed high school or less); as well as for students who are male, mainly speak another language than English at home, and are Hispanic, Black, or eligible for free or reduced-price lunch. Given our sample size, the subgroup sizes are small, and results should be interpreted with caution. Our overall sample size is only powered to detect college enrollment impacts of around 5.4 percentage points. Most of the subgroups are less than half the size of our overall sample, so the true impacts would need to be much larger for us to be able to reliably detect these effects as being statistically different from zero.

To estimate subgroup impacts, we use the same model as our primary specification (see Equation [1] in Section II.E of the report) but add in a term that represents the interaction between a subgroup indicator and the treatment variable. The coefficient on the interaction term represents how the estimated effect of KIPP on a given outcome among that subgroup differs from the effect among students who are not in the

subgroup. A positive estimate for the interaction effect indicates that KIPP has a more positive effect on college enrollment or persistence among the subgroup than among other students. Similarly, a negative estimate indicates that KIPP has a more negative effect among the subgroup than among other students. Estimates that are indistinguishable from 0 imply that KIPP's effect is no different for students in the subgroup than for those not in the subgroup. As with our primary model, we control for baseline student achievement, demographics, socioeconomic factors, the school to which the student applied, the year, and the grade they were in. We also use inverse probability weights to account for students having different probabilities of being offered admission to a KIPP middle school.

Table B.2 presents our subgroup findings. In general, we do not find any significant subgroup-level differences in the effects of KIPP middle schools on college enrollment or persistence. That said, there is some evidence that KIPP has a more negative effect on college enrollment among students with low baseline math scores and a more negative effect on college persistence among students from low-income households. Due to the large number of significance tests in these subgroup analyses, we also performed a multiple comparison adjustment across all subgroup findings, by outcome measure.¹³ After we applied the multiple comparison adjustment, none of the subgroup-level results remained statistically significant. In other words, although the magnitudes and directionality of the subgroup interaction effects vary widely, this appears to be a byproduct of “noise” in the data related to the small sample sizes in these subgroup analyses. These results imply that the effect of KIPP middle schools does not appear to be concentrated among particular subgroups of students.

¹³ The multiple comparison correction assessed the significance of findings across subgroups for each outcome. We first ranked subgroups by p -value, calculated the Benjamini-Hochberg critical value for each p -value (equal to the rank of the finding divided by the total number of findings, then multiplied by 0.05). Any statistically significant finding with an impact p -value smaller than its critical p -value is considered to maintain its statistical significance (Benjamini & Hochberg, 1995).

Table B.2. Impact estimates on primary outcomes on student subgroups

Outcome	Subgroup	Interaction effect	p-value	Treatment subgroup size
Ever enrolled in four-year college	Low baseline math scores	-14.8 p.p.** (5.7 p.p.)	0.009 ^a	271
Persisted through first six semesters (four-year college)	Low baseline math scores	-3.4 p.p. (4.9 p.p.)	0.496	271
Ever enrolled in four-year college	Low baseline reading scores	-1.1 p.p. (5.8 p.p.)	0.852	277
Persisted through first six semesters (four-year college)	Low baseline reading scores	-5.4 p.p. (4.8 p.p.)	0.262	277
Ever enrolled in four-year college	Low household income	9.5 p.p. (5.8 p.p.)	0.099	449
Persisted through first six semesters (four-year college)	Low household income	5.9 p.p. (4.9 p.p.)	0.230	449
Ever enrolled in four-year college	Low mother's education	4.8 p.p. (5.2 p.p.)	0.359	323
Persisted through first six semesters (four-year college)	Low mother's education	-0.2 p.p. (4.4 p.p.)	0.967	323
Ever enrolled in four-year college	Male	8.9 p.p. (5.1 p.p.)	0.079	451
Persisted through first six semesters (four-year college)	Male	0.9 p.p. (4.2 p.p.)	0.839	451
Ever enrolled in four-year college	Main language at home not English	8.6 p.p. (5.0 p.p.)	0.089	341
Persisted through first six semesters (four-year college)	Main language at home not English	0.3 p.p. (4.2 p.p.)	0.950	341
Ever enrolled in four-year college	Hispanic	2.3 p.p. (5.0 p.p.)	0.650	384
Persisted through first six semesters (four-year college)	Hispanic	-6.7 p.p. (4.3 p.p.)	0.118	384
Ever enrolled in four-year college	Black	-4.6 p.p. (5.1 p.p.)	0.368	438
Persisted through first six semesters (four-year college)	Black	2.2 p.p. (4.4 p.p.)	0.621	438
Ever enrolled in four-year college	Eligible for FRPL	-5.8 p.p. (6.4 p.p.)	0.368	606
Persisted through first six semesters (four-year college)	Eligible for FRPL	-11.2 p.p.* (5.5 p.p.)	0.041 ^a	606
Ever enrolled in four-year college	Black males	-2.9 p.p. (5.3 p.p.)	0.588	204
Persisted through first six semesters (four-year college)	Black males	-2.1 p.p. (4.3 p.p.)	0.628	204
Ever enrolled in four-year college	Hispanic males	8.8 p.p. (5.5 p.p.)	0.105	187
Persisted through first six semesters (four-year college)	Hispanic males	-1.9 p.p. (4.2 p.p.)	0.647	187

Note: We used nonimputed baseline data to identify each subgroup. Standard errors are reported in parentheses. The study compares the outcomes of students offered admission to KIPP (treatment group) to outcomes of students not offered admission (control group) at the time of the lottery. Impacts are based on a regression model that pools all lottery schools, controls for baseline covariates, and includes weights to account for probability of assignment to the treatment or control group. Low math and reading scores = below-average test scores (z-scores < 0); FRPL = free or reduced-price lunch; Low income = less than \$35,000 in household income a year; Low mother's education = high school degree or lower.

^a Finding is not statistically significant at the 0.05 level of significance after correcting for multiple comparisons across subgroups within outcome measure.

p.p. = percentage points; FRPL = free or reduced-price lunch.

* Significantly different from zero at the .05 level, two-tailed test.

** Significantly different from zero at the .01 level, two-tailed test.

3. Cohort analyses

Table B.3 presents detailed findings by study cohort. In this analysis, we estimated impacts on our primary outcomes for Cohort 3 (applicants to KIPP middle schools in 2011) separately from Cohorts 1 and 2 (applicants in 2008 or 2009) using the same model as our primary specification (equation 1 in Section II.E). With the addition of a third cohort and another year of outcome data, this analysis enables us to track the earlier cohorts' educational outcomes over a longer period and compare KIPP's effects between the earlier and later cohorts.

As noted in Chapter III, impacts of KIPP middle schools on both four-year college enrollment and persistence were larger in magnitude for Cohorts 1 and 2 than for Cohort 3, although the estimates for the two groups were not statistically distinguishable from one another. Table B.3 shows that the impact estimate on college enrollment for Cohorts 1 and 2 was 1.5 percentage points larger than for Cohort 3, whereas the estimated impact on college persistence rates was 5.1 percentage points larger among Cohorts 1 and 2 than for Cohort 3. Despite the potential change in effects, differences between impacts were not statistically significant for enrollment (p -value = 0.416) or persistence (p -value = 0.199).

Nonetheless, any differences across cohorts may be explained by several factors including disruptions to learning during the COVID-19 pandemic, related changes in KIPP's alumni support model during the study period, and changes across cohorts in the KIPP schools included in the analysis or in the types of colleges students selected. Our follow-up period tracks college outcomes during the 2019–2020 and 2020–2021 school years, which were heavily disrupted by the COVID-19 pandemic. Cohort 3 students, just having begun their postsecondary careers at the time (on-track 5th grade applicants would have enrolled in college in fall 2019 and 6th grade applicants in fall 2018), may have felt the effects of the pandemic on their postsecondary education to a greater extent than students in the earlier cohorts (who would have been further along in college or would have graduated when the pandemic began).

Table B.3. Primary impact estimates of KIPP middle school admission offer for college enrollment and persistence, by cohort

Primary outcome	Cohorts 1 & 2 (2008 and 2009 lotteries)				Cohort 3 (2011 lottery)				Difference between Cohorts 1 & 2 and Cohort 3	
	Mean (treatment)	Mean (control)	Impact estimate	p- value	Mean (treatment)	Mean (control)	Impact estimate	p- value	Difference between impact estimates	p-value of difference
Ever enrolled in four-year college	51.2%	46.8%	4.4 p.p. (3.5 p.p.)	0.202	51.6%	48.7%	2.9 p.p. (3.3 p.p.)	0.383	-1.5%	0.746
Persisted through first six semesters (four-year college)	26.0%	23.2%	2.8 p.p. (3.0 p.p.)	0.343	20.8%	23.1%	-2.3 p.p. (2.8 p.p.)	0.416	-5.1%	0.199

Note: Standard errors are reported in parentheses under each impact estimate. The study includes 1,177 students who applied to enter KIPP through a middle school via admission lotteries in 2008 and 2009 (Cohorts 1 and 2) and 889 students who applied in 2011 (Cohort 3) and compares the outcomes of students offered admission to KIPP (treatment group) to outcomes of those not offered admission (control group) at the time of the lottery. Estimates of the impact of KIPP attendance use the lottery as an instrument for whether a student ever attended a KIPP middle or high school. The model pools all 13 lottery schools in Cohorts 1 and 2 and all 14 lottery schools participating in Cohort 3, controls for baseline covariates, and includes weights to account for probability of assignment to the treatment or control group. The p-value of the difference in impacts measures whether the difference in Cohorts 1 and 2 impact and Cohort 3 impact is statistically significantly different than zero.

p.p. = percentage points.

The pandemic also disrupted KIPP’s alumni support model in important ways. Although many KIPP regions had intended to expand alumni support services in 2020 and 2021, qualitative data from our interviews with KIPP Forward staff suggest that KIPP students actually began receiving fewer and less intensive supports during the first two years of the pandemic; for example, KIPP Forward limited or discontinued in-person activities, college visits from KIPP staff, and KIPP alumni gatherings during college breaks. In Appendix D, we provide additional information learned through our qualitative interviews of KIPP staff related to services offered to KIPP students and alumni and how services changed over time or were disrupted during the pandemic.

4. Entrance grade-level analyses

Table B.4 presents the impact estimates of KIPP for our primary enrollment, persistence, and graduation outcomes by the grade in which students applied for admission to KIPP. In this analysis, we estimated impacts on our primary outcomes for students who applied for admission in grade 5 separately from those of students who applied in grade 6 using the same model as our primary specification (equation 1 in Section II.E).

The purpose of this analysis is to quantify differences in impacts of KIPP between students who applied for admission in grade 5 compared to grade 6. When the lotteries took place, most KIPP middle schools had atypical grade configurations (enrolling grades 5 through 8) compared with most traditional public middle schools, which typically enroll grades 6 through 8. Therefore, grade 5 applicants would have sought to transfer into KIPP before their school’s natural final grade. Grade 6 applicants, meanwhile, sought to enroll in KIPP a year after most of their cohort, during a more natural transition year out of

traditional public schools. This may mean that grade 6 entrants to KIPP experienced challenges acclimating to KIPP or may have fallen further behind others in their cohort who entered in grade 5.

We found that KIPP had more favorable impacts on college enrollment, persistence, and graduation among students who applied and received an admission offer to KIPP via lottery in grade 5 compared to grade 6. In fact, KIPP middle schools had positive impacts among students who received an admission offer to a KIPP middle school in grade 5 and negative impacts among students who received an admission offer in grade 6, although only the impact of college enrollment among grade 5 applicants was statistically significant. For this finding, students who received a lottery-based admission in grade 5 were 7.2 percentage points more likely to enroll in a four-year college three years after high school than students who applied but did not receive an offer in grade 5 (p -value = 0.018). Meanwhile students who received an admission offer in grade 6 were 3.2 percentage points less likely to enroll in a four-year college than grade 6 applicants who were not offered admission (p -value = 0.429). In other words, the impact of KIPP middle schools on college enrollment was 10.4 percentage points higher among grade 5 treatment students than grade 6 treatment students, a difference in impacts that is statistically significant (p -value = 0.034).

The impact of KIPP middle schools on college persistence was small but favorable among students in the grade 5 treatment group and small and negative among the grade 6 treatment group. Grade 5 treatment students were 2.5 percentage points more likely to persist through three years at a four-year college compared to grade 5 control students (p -value = 0.359), whereas grade 6 treatment students were 2.8 percentage points less likely to persist in college compared to students in the grade 6 control group (p -value = 0.369). The difference in impacts (5.3 percentage points) is not statistically significant (p -value = 0.187).

We do not find any significant differences between KIPP's effect on four-year college graduation among students who were offered admission to KIPP in grade 5 compared to grade 6. In our sample of Cohorts 1 and 2 students, those who were offered admission to a KIPP middle school in grade 5 were 2.4 percentage points more likely to graduate from a four-year college in five years than students who were not offered admission to a KIPP middle school in grade 5 (p -value = 0.500). KIPP had the opposite effect among students offered admission in grade 6, decreasing the likelihood of graduating from a four-year college by 2.7 percentage points (p -value = 0.426). The difference in impacts, 5.1 percentage points, is also not statistically significant different than zero (p -value = 0.280). However, when we consider students who are on-track to graduate (enrolled at a four-year college in the 10th semester after high school graduation) in addition to those who had graduated in that time, we see the pattern strengthen: KIPP had a 7.8 percentage point impact on being enrolled in the 10th semester or having graduated by the 10th semester among students who were offered admission to KIPP in grade 5 (p -value = 0.064) and a negative 6.6 percentage point impact among students offered admission in grade 6 (p -value = 0.151). Although neither impact is statistically significant, the difference between impacts (14.4 percentage points) is significantly different (p -value = 0.016).

Table B.4. Impact estimates of KIPP middle school admission offer for college enrollment, persistence, and graduation, by lottery entrance grade

Primary outcome	Grade 5 applicants				Grade 6 applicants				Difference between grade 5 and grade 6 applicants	
	Mean (treatment)	Mean (control)	Impact estimate	p-value	Mean (treatment)	Mean (control)	Impact estimate	p-value	Difference between impact estimates	p-value of difference
Ever enrolled in four-year college	54.8%	47.6%	7.2 p.p.* (3.0 p.p.)	0.018	44.9%	48.1%	-3.2 p.p. (4.1 p.p.)	0.429	-10.4%*	0.034
Persisted through first six semesters (four-year college)	26.1%	23.7%	2.5 p.p. (2.7 p.p.)	0.359	19.7%	22.5%	-2.8 p.p. (3.1 p.p.)	0.369	-5.3%	0.187
Graduated from a four-year college in five years	26.2%	23.7%	2.4 p.p. (3.6 p.p.)	0.500	16.3%	19.0%	-2.7 p.p. (3.3 p.p.)	0.426	-5.1%	0.280
Enrolled in a four-year program in 10th semester (or graduated in 10 semesters or fewer)	41.9%	34.2%	7.8 p.p. (4.2 p.p.)	0.064	27.3%	33.91%	-6.6 p.p. (4.6 p.p.)	0.151	-14.4%*	0.016

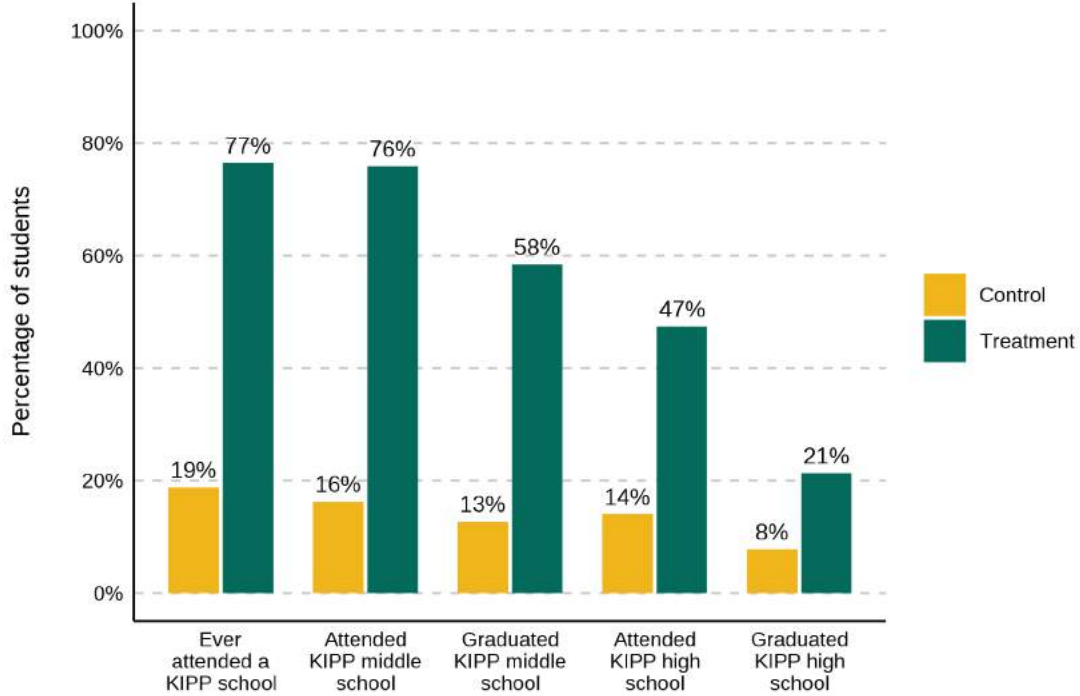
Note: Standard errors are reported in parentheses under each impact estimate. The college enrollment and persistence outcomes include 1,309 students who applied to enter KIPP through a middle school via admission lotteries in grade 5 and 757 students who applied in grade 6, and compares the outcomes of students offered admission to KIPP (treatment group) to outcomes of students not offered admission (control group) at the time of the lottery. The college graduation and “on-track” to graduate outcomes include 682 students in Cohorts 1 and 2 who applied to enter KIPP through a middle school via admission lotteries in grade 5 and 495 students who applied in grade 6 in Cohorts 1 and 2, and compares the outcomes of students offered admission to KIPP (treatment group) to outcomes of students not offered admission (control group) at the time of the lottery. Estimates of the impact of KIPP attendance use the lottery as an instrument for whether a student ever attended a KIPP middle or high school. The model pools all 13 lottery schools in Cohorts 1 and 2 and all 14 lottery schools participating in Cohort 3, controls for baseline covariates, and includes weights to account for probability of assignment to the treatment or control group. The p-value of the difference in impacts measures whether the difference in impacts for grade 5 and grade 6 lottery applicants is statistically significantly different than zero.

p.p. = percentage points.

When interpreting the differences in impacts across lottery grade, it is important to keep in mind that grade 6 applicants were entering at a natural transition grade. Grade 5 applicants, on the other hand, were presumably established at a school outside of KIPP while seeking to transfer to KIPP, which suggests that these students may have been unsatisfied with the traditional public school system, more committed to KIPP, or both. Entrance grade, therefore, could be considered a proxy measure of one's commitment and desire to attend KIPP. In fact, while we know that, overall, students in our study who were offered admission to KIPP went on to attend and graduate from KIPP middle schools and KIPP high schools at higher rates compared to students not offered admission (Figure II.1), we further see that grade 5 applicants attended and graduated from KIPP middle and KIPP high schools at higher rates than grade 6 applicants (Figures B.1 and B.2, respectively). Seventy-six percent of treatment students who applied for admission in grade 5 went on to attend a KIPP middle school, compared to 60 percent of students in the grade 6 lottery, and 58 percent of treatment students in grade 5 lotteries graduated from a KIPP middle school, compared to 39 percent of grade 6 treatment students. This pattern persisted through high school, where 47 percent of treatment students who applied for admission in grade 5 lotteries attended a KIPP high school with 21 percent graduating from a KIPP high school, compared to just 16 percent of treatment students who applied in grade 6 attending and 8 percent graduating from a KIPP high school.

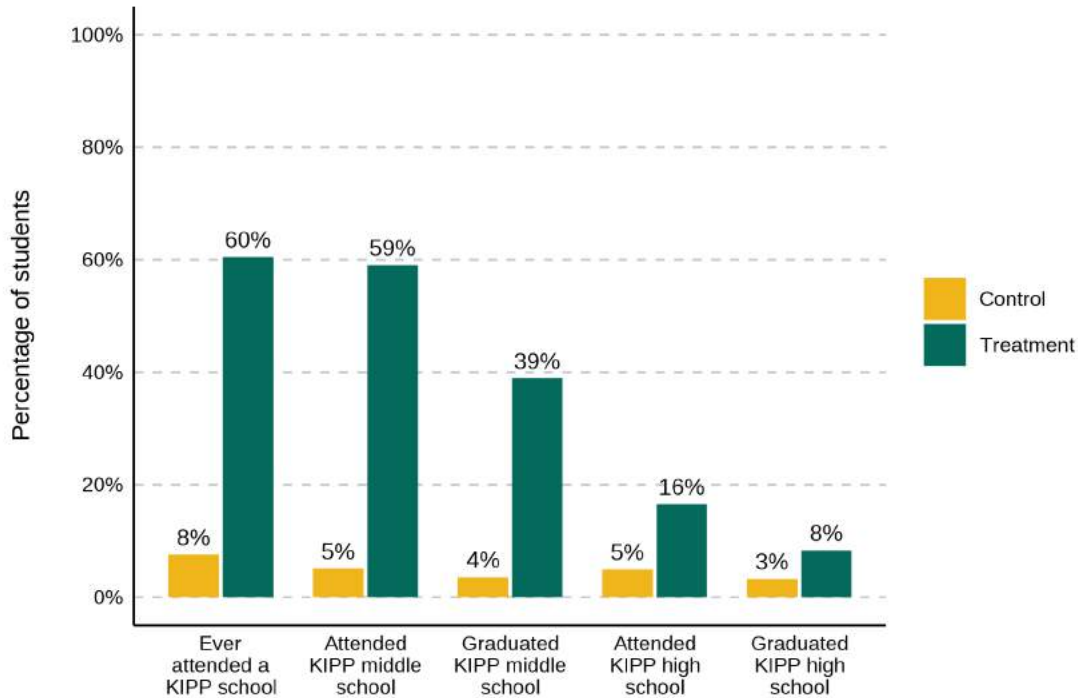
As we saw in our analysis of KIPP attendance in Chapter III, students in our study who attended both a KIPP middle school and a KIPP high school experienced positive and statistically significant impacts on college enrollment, persistence, and graduation. These findings, coupled with the fact that grade 5 students tend to enroll and remain in KIPP longer than grade 6 applicants, explains the differential effects of KIPP by student entry grade. For instance, students who enter KIPP in grade 6 but leave before completing middle school (about 20 percent of students in our sample) likely experienced two transitions during this time—into KIPP and then back into a traditional public school—which may contribute to their weaker college attainment outcomes later on.

Figure B.1. Exposure to KIPP middle and high schools, by lottery group (grade 5 lottery applicants)



Note: We estimated sample means by regressing KIPP attendance on treatment status using inverse probability weights. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups. The difference for each indicator is statistically significant (p -value < 0.01). Sample size = 1,309.

Figure B.2. Exposure to KIPP middle and high schools, by lottery group (grade 6 lottery applicants)



Note: We estimated sample means by regressing KIPP attendance on treatment status using inverse probability weights. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups. The difference for each indicator is statistically significant at the 0.01 level of significance, except for the difference between KIPP high school graduation rates, which is statistically significant at the 0.05 level. Sample size = 757.

5. Impacts on secondary measures of college enrollment and persistence

Table B.5 presents definitions for the study’s secondary measures of college enrollment and persistence. For secondary enrollment measures, we estimated the impact of KIPP middle schools for “on-time” college enrollment in the fall after high school graduation, enrollment in a two-year college, or enrollment in any type of college. To measure if students’ initial enrollment represented a serious effort to continue in the program, we also included a version of the enrollment outcome that also requires students to remain enrolled through the end of their first semester.

Because we had a limited follow-up period in which to observe persistence patterns among the entire study sample, we examined persistence in multiple ways that allowed for flexibility around late entry into college, noncontinuous enrollment, and different follow-up periods across cohorts. For one measure (the percentage of possible semesters that a student enrolled in college), we also included more than three years of college data from the first two cohorts (which had a chance to persist in college for up to seven years). We estimated impacts separately for two-year and four-year colleges, as well as for overall college persistence, since students may shift from two-year to four-year programs. We also estimated the average number of consecutive semesters enrolled, the shares of students enrolled in the third and fifth semester following high school graduation, and the number of semesters enrolled out of the number of total possible semesters a student could attend college (depending on their cohort and the grade in which they applied to KIPP).

Table B.5. Overview of secondary outcome measures of college enrollment and persistence

Outcome	Definition
Enrollment outcomes	
Ever enrolled in any college	Student enrolled in college within the study at any point after high school graduation and within the three-year follow up period, separately for students enrolled in any college or in a two-year college.
Enrolled in four-year college without withdrawing	Student enrolled in a four-year college within three years after expected high school graduation and did not withdraw from the first semester they enrolled in.
Enrolled on time in college	Student enrolled in college in the fall after their expected high school graduation date. We measured this outcome separately for students who enrolled in any college, in a four-year college, or in a two-year college.
Persistence outcomes	
Enrolled in college for at least three consecutive years and in a four-year program in sixth semester	Student was enrolled in a four-year postsecondary program in the sixth semester following expected high school graduation, and any two-year or four-year postsecondary program between the first and fifth semester.
Enrolled in college in sixth semester	Student was enrolled in any postsecondary program in the sixth semester following expected high school graduation. We measured this outcome separately for students enrolled in any college, in a four-year college, or in a two-year college.
Persisted through first 10 semesters at a four-year college (or graduated in 10 semesters or fewer)	Student was continuously enrolled in a four-year college on a part-time or full-time basis for five years—10 semesters—after expected high school graduation or had graduated from a four-year program within 10 semesters. We measured this outcome for Cohorts 1 and 2 only, as Cohort 3 has only up to four years of enrollment data.
Enrolled in four consecutive semesters with the first three years following high school graduation	Continuous enrollment for at least four semesters in one or more postsecondary programs, during the first three years after their expected high school graduation date. We measured this outcome separately for students enrolled in any college, in a four-year college, or in a two-year college.
Total number of semesters enrolled in three years	This measure counts the number of semesters a student enrolled within the first three years after high school graduation.
Total number of semesters enrolled in five years	This measure counts the number of semesters a student enrolled within the first five years after high school graduation. We measured this outcome for Cohorts 1 and 2 only, as Cohort 3 has only up to four years of enrollment data.
Number of consecutive semesters enrolled	This measure counts the number of consecutive semesters a student enrolled, beginning the fall after their expected high school graduation and continuing for six semesters. If a student did not enroll in college in the first semester following high school graduation, they received a zero for this variable. We measured this outcome separately for students who persisted in any college, persisted only in a four-year college, or persisted only in a two-year college.
Percentage of possible semesters enrolled	This is the share of semesters that a student was enrolled in college following expected high school graduation for all available years of data. This outcome is set equal to 100 percent if the student graduated from a four-year program within five years of expected high school graduation. The denominator for Cohort 1 and 2 is top coded to 10 semesters. The denominator for Cohort 3 5th and 6th grade students is six and eight semesters, respectively.

Intent-to-treat (ITT) impacts on secondary outcome measures. Tables B.6 and B.7 present the exploratory ITT impact estimates for our secondary outcome measures. The ITT impacts are estimated using the same regression model used for the primary impacts (equation 1 in section II.E) and thus represent the impact of an admission offer to a KIPP middle school.

We do not find evidence that receiving an admission offer to a KIPP middle school affects these other measures of college enrollment. The estimated impacts on these secondary outcomes are positive but not statistically significant (Table B.6). For example, 67.3 percent of the treatment group and 64.6 percent of the control group enrolled in any type of college within three years of high school graduation, but the difference is not statistically significant (p -value = 0.261). The rates are similar when looking at students who did not withdraw from the first semester at any school: 66.4 percent of the treatment group and 63.5 percent of the control group did not withdraw (p -value = 0.231). In the case of on-time enrollment at four-year colleges, the estimated impact is again not significant (p -value = 0.098), although the magnitude of the estimated impact is similar to the estimated impact on our primary enrollment outcome: 4.3 percentage points for on-time enrollment and 3.8 percentage points for any enrollment.

We also find no significant impacts of KIPP on measures of enrollment in two-year college programs (typically community college or associates degree programs). The rate of enrollment in a two-year college within three years of expected high school graduation was similar among students offered admission to a KIPP middle school (24.7 percent) and those not offered admission (22.3 percent).

Table B.6. Impact estimates on secondary college enrollment measures (intent-to-treat)

Outcome	Treatment mean	Control mean	Impact estimate	Sample size	p -value
Ever enrolled					
Any college	67.3%	64.6%	2.7 p.p. (2.4 p.p.)	2,066	0.261
Four-year colleges	51.4%	47.6%	3.8 p.p. (2.4 p.p.)	2,066	0.123
Two-year colleges	24.7%	22.3%	2.4 p.p. (2.1 p.p.)	2,066	0.265
Ever enrolled without withdrawing					
Any college	66.4%	63.5%	2.9 p.p. (2.4 p.p.)	2,066	0.231
Four-year colleges	50.8%	46.7%	4.0 p.p. (2.4 p.p.)	2,066	0.098
Two-year colleges	23.8%	21.8%	2.0 p.p. (2.1 p.p.)	2,066	0.342
On-time college enrollment					
Any college	57.7%	54.3%	3.4 p.p. (2.5 p.p.)	2,066	0.171
Four-year colleges	44.6%	40.2%	4.3 p.p. (2.4 p.p.)	2,066	0.073
Two-year colleges	13.1%	14.0%	-0.9 p.p. (1.7 p.p.)	2,066	0.594

Note: Standard errors are reported in parentheses under each impact estimate. The study includes 2,066 students who applied to enter KIPP through a middle school via admission lotteries, and compares the outcomes of students offered admission to KIPP (treatment group) to outcomes of students not offered admission (control group) at the time of the lottery. Impacts are based on a regression model that pools all lottery schools, controls for baseline covariates, and includes weights to account for probability of assignment to the treatment or control group.

p.p. = percentage points.

Similar to the results for enrollment, for these secondary measures of college persistence, we continue to find a pattern of small (albeit positive) and statistically insignificant KIPP middle school impacts (Table B.7). For example, students offered admission to KIPP persisted continuously for one-tenth of a semester longer at four-year colleges (1.93 semesters versus 1.84 semesters in the control group), although this impact was not significantly significant (p -value = 0.437).

Because entering and persisting in college would result in students being enrolled at the end of the three-year follow-up period, we also examined impacts on enrollment in the third spring after expected high school graduation. Again, the estimated impact of KIPP was positive but not statistically significant—32.6 percent of the treatment group and 30.5 percent of the control group was enrolled in a four-year college in that semester (p -value = 0.366). Among the first two cohorts, 24.7 percent of the treatment group and 24.6 percent of the control group was continuously enrolled in a four-year college for 10 semesters after high school graduation, or had graduated within that time (p -value = 0.971).

Our final persistence measure—the percentage of possible semesters enrolled—takes advantage of all available years of data for each cohort. However, as with our other measures, we find no significant differences between the treatment and the control group. Students offered admission to a KIPP middle school enrolled in a four-year college in 45.3 percent of possible college semesters compared with 44.4 percent among the control group (p -value = 0.655).

Table B.7. Impact estimates on secondary college persistence measures (intent-to-treat)

Outcome	Treatment mean	Control mean	Impact estimate	Sample size	p -value
Persisted through first six semesters					
Four-year colleges	23.8%	23.2%	0.6 p.p. (2.1 p.p.)	2,066	0.785
Any college, ending in a four-year college in sixth semester	25.6%	24.8%	0.8 p.p. (2.1 p.p.)	2,066	0.701
Enrolled in fifth spring after high school graduation or graduated from a four-year program					
Four-year college	24.7%	24.6%	0.1 p.p. (2.8 p.p.)	1,177	0.971
Enrolled three springs after high school graduation					
Any college	40.4%	38.1%	2.3 p.p. (2.3 p.p.)	2,066	0.328
Four-year colleges	32.6%	30.5%	2.0 p.p. (2.2 p.p.)	2,066	0.366
Two-year colleges	7.9%	7.6%	0.3 p.p. (1.3 p.p.)	2,066	0.822
Enrolled in four consecutive semesters in three years					
Any college	38.8%	37.6%	1.3 p.p. (2.4 p.p.)	2,066	0.589
Four-year colleges	31.6%	29.8%	1.8 p.p. (2.3 p.p.)	2,066	0.422
Two-year colleges	4.9%	6.1%	-1.2 p.p. (1.1 p.p.)	2,066	0.249

Outcome	Treatment mean	Control mean	Impact estimate	Sample size	p-value
Consecutive semesters enrolled in three years					
Any college	2.41	2.33	0.08 (0.12)	2,066	0.526
Four-year colleges	1.93	1.84	0.10 (0.12)	2,066	0.437
Two-year colleges	0.33	0.41	-0.08 (0.05)	2,066	0.145
Percentage of possible semesters enrolled					
Any college	45.3%	44.4%	0.9 p.p. (2.0 p.p.)	2,066	0.655
Total semesters enrolled					
In three years, any college	2.90	2.80	0.10 (0.12)	2,066	0.431
In five years, any college	4.16	3.92	0.25 (0.26)	1,177	0.350
In five years, four-year colleges	3.23	3.00	0.22 (0.25)	1,177	0.378

Note: Standard errors are reported in parentheses under each impact estimate. The study includes 2,066 students who applied to enter KIPP through a middle school via admission lotteries, and compares the outcomes of students offered admission to KIPP (treatment group) to outcomes of students not offered admission (control group) at the time of the lottery. Impacts are based on a regression model that pools all lottery schools, controls for baseline covariates, and includes weights to account for probability of assignment to the treatment or control group.

p.p. = percentage points.

Treatment-on-the-treated (TOT) impacts on secondary outcome measures. Tables B.8 and B.9 present exploratory TOT impact estimates for our secondary outcome measures (for completeness we also include our two primary outcome measures in the table as well). The TOT impacts use the KIPP admission lottery as an instrument for whether a student ever attended a KIPP middle school. Thus, the effect estimates represent the impact of *attending* a KIPP middle school, rather than the intent-to-treat (ITT) impacts that represent the impact of an *admission offer* to a KIPP middle school. Because only 77 percent of treatment group students attended a KIPP middle school, while 12 percent of control students ended up attending a KIPP middle school, the TOT impacts increase the magnitude of the effect size compared to the ITT impacts.

Similar to an admission offer to a KIPP middle school (ITT model), *attending* a KIPP school (TOT model) did not have a statistically significant impact on any of our secondary enrollment and persistence measures at the 5 percent level. Under the TOT model, attending a KIPP school increased the likelihood of on-time college enrollment in any type of college by 7.4 percentage points; however, the impact was just shy of reaching statistical significance (p -value = 0.069).

Table B.8. Impact estimates on secondary college enrollment measures (treatment-on-the-treated)

Outcome	Treatment mean	Control mean	Impact estimate	Sample size	p-value
Ever enrolled					
Any college	68.8%	64.0%	4.7 p.p. (4.1 p.p.)	2,066	0.252
Four-year colleges	53.3%	46.8%	6.5 p.p. (4.1 p.p.)	2,066	0.116
Two-year colleges	25.9%	21.8%	4.1 p.p. (3.6 p.p.)	2,066	0.257
Ever enrolled without withdrawing					
Any college	67.9%	62.9%	5.0 p.p. (4.1 p.p.)	2,066	0.223
Four-year colleges	52.9%	45.9%	6.9 p.p. (4.1 p.p.)	2,066	0.092
Two-year colleges	24.8%	21.4%	3.4 p.p. (3.6 p.p.)	2,066	0.334
On-time college enrollment					
Any college	59.4%	53.6%	5.9 p.p. (4.2 p.p.)	2,066	0.163
Four-year colleges	46.8%	39.4%	7.4 p.p. (4.1 p.p.)	2,066	0.069
Two-year colleges	12.6%	14.2%	-1.6 p.p. (2.9 p.p.)	2,066	0.588

Note: Standard errors are reported in parentheses under each impact estimate. The study includes 2,066 students who applied to enter KIPP middle schools via admission lotteries and compares the outcomes of students offered admission to KIPP (treatment group) to outcomes of students not offered admission (control group) at the time of the lottery. Estimates of the impact of KIPP attendance use the lottery as an instrument for whether a student ever attended a KIPP middle or high school. The regression model pools all 21 lottery schools, controls for baseline covariates, and includes weights to account for probability of assignment to the treatment or control group. Standard errors are reported in parentheses under each impact estimate. Sample for college graduation rate variables = 2,062. Sample for five-year outcomes = 1,177.

p.p. = percentage points.

Table B.9. Impact estimates on secondary college persistence measures (treatment-on-the-treated)

Outcome	Treatment mean	Control mean	Impact estimate	Sample size	p-value
Persisted through first six semesters					
Four-year colleges	24.1%	23.1%	1.0 p.p. (3.5 p.p.)	2,066	0.781
Any college, ending in a four-year college in sixth semester	26.0%	24.6%	1.4 p.p. (3.6 p.p.)	2,066	0.697
Enrolled in fifth spring after high school graduation or graduated from a four-year program					
Four-year college	24.8%	24.6%	0.2 p.p. (5.0 p.p.)	1,177	0.970

Outcome	Treatment mean	Control mean	Impact estimate	Sample size	p-value
Enrolled three springs after high school graduation					
Any college	41.6%	37.7%	3.9 p.p. (4.0 p.p.)	2,066	0.320
Four-year colleges	33.6%	30.1%	3.4 p.p. (3.7 p.p.)	2,066	0.358
Two-year colleges	8.0%	7.5%	0.5 p.p. (2.1 p.p.)	2,066	0.819
Enrolled in four consecutive semesters in three years					
Any college	39.5%	37.3%	2.2 p.p. (4.0 p.p.)	2,066	0.583
Four-year colleges	32.6%	29.5%	3.1 p.p. (3.8 p.p.)	2,066	0.415
Two-year colleges	4.2%	6.4%	-2.1 p.p. (1.8 p.p.)	2,066	0.243
Consecutive semesters enrolled in three years					
Any college	2.45	2.31	0.14 (0.21)	2,066	0.519
Four-year colleges	1.98	1.82	0.16 (0.21)	2,066	0.430
Two-year colleges	0.29	0.42	-0.13 (0.09)	2,066	0.140
Percentage of possible semesters enrolled					
Any college	45.8%	44.3%	1.5 p.p. (3.3 p.p.)	2,066	0.650
Total semesters enrolled					
In three years, any college	2.95	2.78	0.17 (0.21)	2,066	0.423
In five years, any college	4.30	3.86	0.44 (0.46)	1,177	0.337
In five years, four-year colleges	3.36	2.95	0.41 (0.45)	1,177	0.366

Note: Standard errors are reported in parentheses under each impact estimate. The study includes 2,066 students who applied to enter KIPP middle schools via admission lotteries and compares the outcomes of students offered admission to KIPP (treatment group) to outcomes of students not offered admission (control group) at the time of the lottery. Estimates of the impact of KIPP attendance use the lottery as an instrument for whether a student ever attended a KIPP middle or high school. The regression model pools all 21 lottery schools, controls for baseline covariates, and includes weights to account for probability of assignment to the treatment or control group. Standard errors are reported in parentheses under each impact estimate. Sample for college graduation rate variables = 2,062. Sample for five-year outcomes = 1,177.

p.p. = percentage points.

6. Impacts on measures of college type

In Chapter III of this report, we highlight differences in the types of colleges students in the treatment and control groups attend. Most notably, we found that (among students who went to college) students in the treatment group attend more selective colleges, as measured by the average college admission rate.

To examine the direct impact of KIPP middle schools on whether students attend a college with certain attributes, we separately estimated impacts on enrollment rates in various types of college programs for all students in the study sample (including students who never enrolled in college). To do so, we defined a set of binary outcomes for college attributes including a college’s selectivity, average graduation rate, and the socioeconomic makeup of the student body. Table B.10 presents definitions for the study’s measures of college program attributes.

Table B.10. Overview of college program attributes measures

Outcome	Definition
College admission rate	Four binary variables measuring whether a student enrolled in a college with an admission rate of (1) 25 percent or lower, (2) greater than 25 percent and less than or equal to 50 percent, (3) greater than 50 percent and less than or equal to 75 percent, or (4) greater than 75 percent. We used the admission rate at the college in which the student was most recently enrolled.
College graduation rate	Four binary variables measuring whether a student enrolled in a college with a graduation rate falling in different ranges (for the college in which the student most recently enrolled). We used the same cut-points as for the college admission variables described previously.
Share of Pell Grant recipients	Two binary variables measuring whether a student enrolled in a college with a low or high percentage of students who received Pell Grants during the 2018–2019 school year (College Board 2022). One variable measured whether a student went to a college with above-average recipients of Pell Grants (school average was greater than 31 percent). The second variable measured whether a student went to a college with below-average recipients of Pell Grants (school average was less than or equal to 31 percent).

We find no evidence that KIPP middle schools impacted students’ rates of enrollment across these types of college programs (Table B.11). Admission to a KIPP middle school did not result in students being more likely to enroll in highly selective colleges, colleges with higher graduation rates, or colleges with higher rates of Pell Grant recipients.

Table B.11. Secondary impact estimates on college type (intent-to-treat)

Outcome	Treatment mean	Control mean	Impact estimate	p-value
College admission rate				
Went to college with admission rate ≤25%	4.1%	2.6%	1.4 p.p. (0.9 p.p.)	0.103
Went to college with admission rate >25% and ≤50%	9.7%	7.7%	2.0 p.p. (1.4 p.p.)	0.163
Went to college with admission rate >50% and ≤75%	16.5%	15.5%	1.0 p.p. (1.8 p.p.)	0.570
Went to college with admission rate >75%	37.1%	38.8%	-1.7 p.p. (2.6 p.p.)	0.508
College graduation rate				
Went to college with grad rate ≤25%	16.1%	17.3%	-1.2 p.p. (1.8 p.p.)	0.509
Went to college with grad rate >25% and ≤50%	19.4%	20.1%	-0.7 p.p. (2.0 p.p.)	0.732
Went to college with grad rate >50% and ≤75%	20.3%	18.4%	1.9 p.p. (2.0 p.p.)	0.350
Went to college with grad rate >75%	11.5%	8.8%	2.7 p.p. (1.7 p.p.)	0.117

Outcome	Treatment mean	Control mean	Impact estimate	p-value
Pell Grants rate				
Went to college with above average rate of recipients	42.6%	42.3%	0.3 p.p. (2.5 p.p.)	0.908
Went to college with below average rate of recipients	24.7%	22.3%	2.5 p.p. (2.2 p.p.)	0.275

Note: Standard errors are reported in parentheses under each impact estimate. The study includes 2,066 students who applied to enter KIPP through a middle school via admission lotteries, and compares the outcomes of students offered admission to KIPP (treatment group) to outcomes of students not offered admission (control group) at the time of the lottery. Impacts are based on a regression model that pools all lottery schools, controls for baseline covariates, and includes weights to account for probability of assignment to the treatment or control group.

p.p. = percentage points.

Appendix C

Supplementary Analyses: Combined Middle and High School Impacts

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1. Testing the validity of the instrumental variable model

To examine the impact of attending a KIPP middle school and a KIPP high school, we estimated a two-stage least squares (2SLS) model designed to measure the effects of attending KIPP middle and high schools. The “first stage” of the 2SLS model is presented as Equations (3) and (4) below (and in Chapter II of this report), in which the model’s instrumental variables predict KIPP middle and high school attendance; the second stage of the 2SLS model is presented in Equation (5) (also in Chapter II), which is used to estimate the impact of KIPP middle and high school attendance on college outcomes:

$$\text{(IV equation 3) } attendKMS_{ik} = \mu + \rho_{M1} * T_{ik} + \rho_{M2} HSR_{ik} + \sigma_M * X_{ik} + v_{kM} + j_{ikM}$$

$$\text{(IV equation 4) } attendKHS_{ik} = \mu + \rho_H * T_{ik} + \rho_{H2} HSR_{ik} + \sigma_H * X_{ik} + v_{kH} + j_{ikH}$$

$$\text{(IV equation 5) } y_{ik} = \alpha + \delta_1 * \widehat{attendKMS}_{ik} + \delta_2 * \widehat{attendKHS}_{ik} + \beta * X_{ik} + \gamma_k + \varepsilon_{ik}$$

In this model, we first predicted attendance at a KIPP middle school (*attendKMS*) and attendance at a KIPP high school (*attendKHS*) using two first-stage equations (Equations [3] and [4]). We then estimated the impact of KIPP middle school attendance (δ_1) and high school attendance (δ_2) on college outcomes in the second stage (Equation [5]). In interpreting the results of this model, we focus on the combined effect of attending a KIPP middle school and then a KIPP high school, relative to attending neither (that is, no KIPP attendance). This combined effect is represented by the sum of δ_1 and δ_2 .

In this appendix, we detail the steps taken to test the model’s validity. Specifically, we assess the extent to which the model satisfies the following two conditions: (1) the first stage of the model must provide strong predictions about which students attend KIPP middle schools and about which students attend KIPP high schools; and (2) the instruments used in the model must satisfy the assumption that they are not correlated with students’ college outcomes through any channel other than their influence on the endogenous variables of KIPP middle and high school attendance.

To test the first condition, we used F-tests to measure the combined strength of the model’s instrumental variables in predicting, separately, KIPP middle school attendance and KIPP high school attendance. To assess the second condition, we conducted a placebo test to examine the validity of the model’s instrumental variables, including treatment status and the high school ratio (HSR) instrumental variable.¹⁴ The placebo test estimated the same 2SLS model represented by Equations (3) through (5), but it used students’ *middle school test scores* as the dependent variable in the second stage. In other words, the placebo test checked whether the model produces results that imply that KIPP high schools have an impact on students’ earlier middle school test scores (which is implausible, because students completed middle school before enrolling in a KIPP high school). Conversely, if the instruments in the 2SLS model are working as intended, we would expect this placebo test to show that attending a KIPP high school does not affect students’ earlier middle school test scores.

As we explain below, we found that the model’s instrumental variables are very strong predictors of KIPP middle school attendance and KIPP high school attendance. However, the placebo test revealed some

¹⁴ The *HSR* measures the capacity of the region’s KIPP high schools relative to the capacity of KIPP middle schools at the time the student was making the transition from middle to high school. *HSR* is calculated separately for each region, cohort, and entrance grade as the number of 9th grade students in KIPP high schools in the region in the student’s 9th grade year divided by the number of 8th grade students in middle schools in the region in the student’s 8th grade year.

evidence that the HSR instrument is correlated with students’ earlier middle school achievement levels for the study’s full sample. To address this potential source of bias, we also present the results of two sensitivity tests. The first sensitivity test shows that the overall pattern of impact estimates in the main model remains highly consistent after restricting the sample to a set of KIPP regions that do not produce problematic results in the placebo test. The second sensitivity test includes region-level fixed effects in both the Stage 1 and Stage 2 equations, which effectively removes any between-region variation in the HSR instrument. This test examines whether the HSR instrument could be biased by any selective region-level patterns in where KIPP chose to open high schools during the study period (for example, the possibility that KIPP might have prioritized opening high schools in regions where KIPP middle schools were especially successful). This test does not reveal evidence of bias in the HSR instrument: Most of the relevant variation in *HSR* likely comes from within-region variation in access to a KIPP high school, rather than across-region variation that could potentially be correlated with the quality of KIPP middle schools.

Condition 1: Predictive strength of the instrumental variables

We assessed the strength of the model’s instrumental variables (including the student’s middle school lottery result and *HSR*)¹⁵ in predicting the model’s two endogenous variables (KIPP middle school and KIPP high school attendance). When 2SLS models rely on weak instruments—those that are not strongly correlated with the endogenous variables—the resulting estimated effects of those variables from the Stage 2 equation may be biased (Bound et al. 1995). Stock and Yogo (2005) provide a test of weak instruments based on the *F*-statistic from a test of the null hypothesis that the coefficients on the instruments are jointly equal to 0 in the Stage 1 equation. For example, they suggest that a set of five instruments in a model in which two endogenous variables are being predicted should be considered sufficiently strong if the *F*-statistic exceeds 19.45. The joint significance of the instrumental variables in the first stage of our 2SLS greatly exceeded this benchmark for both the equation predicting KIPP middle school attendance ($F[5, 2020] = 184.96$; p -value = 0.000) and the equation predicting KIPP high school attendance ($F[5, 2020] = 96.44$; p -value = 0.000) (Table C.1). Notably, it appears that each of our two primary instruments (the lottery result and *HSR*) is strongly related to the endogenous variables.

Table C.1. First-stage regression coefficients on primary instruments and F-test results, full sample

First-stage outcome	Impact estimate	Impact estimate <i>p</i> -value	Sample size	<i>F</i> -statistic	<i>F</i> -statistic <i>p</i> -value
Attended a KIPP middle school					
Receiving admission offer (treatment indicator)	62.3 p.p.** (5.0 p.p.)	0.000	2,066	184.96	0.000
<i>HSR</i>	17.3 p.p.** (4.0 p.p.)	0.000	2,066		
Attended a KIPP high school					
Receiving admission offer (treatment indicator)	16.7 p.p.** (4.0 p.p.)	0.000	2,066	96.44	0.000
<i>HSR</i>	30.6 p.p.** (3.0 p.p.)	0.000	2,066		

¹⁵ In practice, there are five instruments in total: student middle school lottery result (treatment indicator), *HSR*, treatment indicator interacted with *HSR*, treatment indicator interacted with entry grade, and *HSR* interacted with entry grade.

Note: Standard errors are reported in parentheses under each impact estimate. The impact estimates represent the estimated effect of these instrument on the likelihood of attending KIPP in the first-stage equations. These equations controlled for five instrumental variables (treatment indicator, the *HSR* at the time the student entered high school, the treatment indicator interacted with *HSR*, the treatment indicator interacted with lottery grade level, and *HSR* interacted with the lottery grade level), as well as student characteristics. The *F*-statistic is a measure of the joint significance of the full set of instrumental variables.

p.p. = percentage points; *HSR* = high school ratio.

Condition 2: Instrumental variables are not correlated with college outcomes, except through their influence on attendance at KIPP middle schools and KIPP high schools

To produce unbiased impact estimates, the instruments in the 2SLS model should not be correlated with the study's long-term college outcomes of interest, except through their influence on the endogenous variables of KIPP middle school attendance and KIPP high school attendance. The assumption would be violated if, for instance, the *HSR* instrument (the ratio between the number of available grade 9 seats in a KIPP region and the number of graduating KIPP 8th graders in that region) is also related to the underlying quality of KIPP middle schools in the region. We are more concerned with the possibility that the instruments related to *HSR* might violate this assumption.¹⁶

Although we cannot directly test this assumption, we conducted several placebo tests to examine whether the instruments are correlated with outcomes that might be related to students' later college outcomes and on which one would not expect KIPP high school attendance to have any direct effect. To test the validity of the *HSR* instrument, we estimated the 2SLS model with various measures of students' middle school test scores serving as the dependent variable in Stage 2. The idea here is that *HSR* should not be correlated with middle school achievement (that is, it should not be correlated with those outcomes through its influence on KIPP high school attendance, because students' middle school tests are completed before they reach high school). If *HSR* is significantly related to middle school test scores, that would suggest that it may be proxying for unobserved characteristics correlated with students' academic performance, and hence may be an unreliable instrument.

We conducted the placebo test using four different middle school test outcomes—students' math and English language arts (ELA) scores both one and two years after the admission lottery to a KIPP middle school. For each middle school test outcome, the main analysis uses the sample of students with valid data for that outcome (meaning the sample sizes vary by outcome).

The results of the placebo test were mixed (Table C.2). As expected, attendance at a KIPP middle school was positively and significantly related to middle school test scores, as was shown in the original KIPP studies (Tuttle et al. 2013, 2015). Also as expected, in three of the four placebo tests, KIPP high school attendance was not significantly related to students' middle school test scores. However, the remaining (fourth) placebo test found that KIPP high school attendance was negatively and statistically significantly related to Year 1 middle school mathematics scores. To the extent that one focuses on the results of this fourth placebo test rather than the other three placebo tests, the results suggest that the *HSR* variable (which could be a proxy for a region's capacity or demand for opening KIPP high schools) may be negatively correlated with factors affecting students' college outcomes (assuming that students' middle school math scores are positively correlated with their college outcomes). Such patterns could have arisen

¹⁶ Earlier studies of KIPP (Tuttle et al. 2013, 2015) assessed the validity of the treatment indicator, showing that the result of the middle school lottery was not correlated with a large set of baseline student and family characteristics.

by chance or through strategic decisions made by KIPP about where to place high schools (for instance, in places where KIPP middle school graduates were in greater need of supports).

Table C.2. Second-stage impacts of attending a KIPP middle school or a KIPP high school on middle school academic achievement, full sample

Outcome	Impact estimate of middle school attendance	Impact estimate <i>p</i> -value	Impact estimate of high school attendance	Impact estimate <i>p</i> -value
Year 1 mathematics achievement	0.44** (0.10)	0.000	-0.44** (0.13)	0.001
Year 1 ELA achievement	0.21* (0.10)	0.032	-0.24 (0.14)	0.091
Year 2 mathematics achievement	0.33** (0.12)	0.006	0.20 (0.16)	0.221
Year 2 ELA achievement	0.36** (0.12)	0.003	-0.19 (0.15)	0.221

Note: Standard errors are reported in parentheses under each impact estimate. The model estimates the impact of KIPP middle school and high school attendance on early academic achievement, controlling first-stage estimates of middle and high school attendance and student characteristics. First-stage estimates predicting KIPP attendance use the treatment indicator, the *HSR* at the time the student entered high school, the treatment indicator interacted with *HSR*, and lottery grade level interacted separately with the treatment indicator and *HSR* as instruments for whether a student ever attended a KIPP middle or high school.

HSR = high school ratio.

2. Sensitivity analyses

Because the placebo test produced a different set of results for Year 1 middle school test scores compared to Year 2 middle school test scores, we tested whether the results would be robust under different modeling specifications. First, we tested whether the results would be robust when using a more consistent sample—specifically, students in KIPP regions that were able to provide valid middle school test score data for both Year 1 and Year 2. In practice, there was one region (KIPP Southern California) that was able to provide Year 1 but not Year 2 test scores. We included data from this region in our main placebo test analysis but excluded them from a test of the sensitivity of the placebo test results, to create a consistent sample of regions across the middle school test score outcomes in the placebo test. As it turned out, this was a region in which there were no KIPP high schools (*HSR* = 0).

Second, we tested the validity of the *HSR* instrument as an instrumental variable by including region-level fixed effects in the Stage 1 and Stage 2 equations. In our primary model, variation in the *HSR* comes from both the differences between regions and differences over time within KIPP regions. Between-region variation in *HSR* could potentially be affected by selective patterns in where KIPP opened high schools during the study period if the regions with more-successful middle schools tended to open or expand KIPP high schools more rapidly. Including region fixed effects in the model addresses this issue directly, by limiting the analysis to within-region variation in *HSR*.

In this section, we describe the Stage 1 and 2 results of these sensitivity analyses. The consistent-sample analysis passes the placebo test and produces impact estimates that are consistent with the results we reported for the full sample in Chapter III of the main report. The region-level fixed effects analysis produced findings smaller in magnitude, but these, too, pass the placebo test.

Condition 1: Predictive strength of the instrumental variables (sensitivity analyses)

As in the original model, we found that when excluding KIPP Southern California from our analysis sample, the model’s full set of instruments still strongly predicted KIPP middle school attendance ($F[5, 1828] = 183.64$; p -value = 0.000) and KIPP high school attendance ($F[5, 1828] = 85.89$; p -value = 0.000) in Stage 1 (Table C.3). In the region fixed effects analysis, the model’s full set of instruments also strongly predicted KIPP middle school attendance ($F[5, 2008] = 170.67$; p -value = 0.000) and KIPP high school attendance ($F[5, 2008] = 44.96$; p -value = 0.000) in Stage 1.

Table C.3. First-stage regression coefficients on primary instruments and F-test results, sensitivity analyses

First-stage outcome	Impact estimate	Impact estimate p-value	Sample size	F-statistic	F-statistic p-value
Excluding KIPP Southern California					
Attended a KIPP middle school					
Receiving admission offer (treatment indicator)	61.7 p.p.** (5.1 p.p.)	0.000	1,874	183.64	0.000
HSR	20.2 p.p.** (4.4 p.p.)	0.000	1,874		
Attended a KIPP high school					
Receiving admission offer (treatment indicator)	18.1 p.p.** (3.8 p.p.)	0.000	1,874	85.89	0.000
HSR	32.7 p.p.** (3.5 p.p.)	0.000	1,874		
Including region fixed effects					
Attended a KIPP middle school					
Receiving admission offer (treatment indicator)	62.2 p.p.** (5.0 p.p.)	0.000	2,066	170.67	0.000
HSR	3.3 p.p. (11.1 p.p.)	0.767	2,066		
Attended a KIPP high school					
Receiving admission offer (treatment indicator)	16.3 p.p.** (3.8 p.p.)	0.000	2,066	44.96	0.000
HSR	-13.2 p.p. (11.1 p.p.)	0.234	2,066		

Note: Standard errors are reported in parentheses under each impact estimate. The impact estimates represent the estimated effect of these instruments on the likelihood of attending KIPP in the first-stage equations. These equations controlled for five instrumental variables (treatment indicator, the HSR at the time the student entered high school, the treatment indicator interacted with HSR, the treatment indicator interacted with lottery grade level, and HSR interacted with the lottery grade level), as well as student characteristics. The F-statistic is a measure of the joint significance of the full set of instrumental variables.

HSR = high school ratio; p.p. = percentage points.

Condition 2: Instrumental variables are not correlated with outcomes, except through their influence on middle and high school attendance (sensitivity analyses)

In the second stage, we reestimated impacts of KIPP middle school and KIPP high school attendance using each alternative model specification. For our analysis on the same subsample of regions with valid

test score data as Stage 1, we re-estimated impacts on Year 1 math and ELA scores.¹⁷ In our region fixed effects model, we re-estimated Stage 2 impacts on all four test score outcomes. In both instances, the estimated relationship between *HSR* and Year 1 math scores fell substantially in magnitude and was no longer statistically significant at the 5 percent level (Table C.4). The impacts on Year 1 ELA scores also remained statistically insignificant. The lack of significant findings in these sensitivity analyses suggests the main placebo test is sensitive to the sample of included KIPP regions as well as to the influence of between-region variation in the *HSR*. In other words, limiting the sample to regions that had data on middle school test scores in both Year 1 and Year 2 or controlling for any bias in the model that may arise from which regions had KIPP high schools lessens any concerns raised by the placebo test results in the main sample.

Table C.4. Second-stage impacts of attending a KIPP middle school or a KIPP high school on middle school academic achievement, sensitivity analyses

Outcome	Impact estimate of middle school attendance	Impact estimate <i>p</i> -value	Impact estimate of high school attendance	Impact estimate <i>p</i> -value
Excluding KIPP Southern California				
Year 1 mathematics achievement	0.29** (0.11)	0.006	-0.27 (0.15)	0.061
Year 1 ELA achievement	0.08 (0.11)	0.471	-0.03 (0.15)	0.868
Year 2 mathematics achievement	0.33** (0.12)	0.006	0.20 (0.16)	0.221
Year 2 ELA achievement	0.36** (0.12)	0.003	-0.19 (0.15)	0.221
Including region fixed effects				
Year 1 mathematics achievement	0.39** (0.11)	0.000	-0.31 (0.19)	0.110
Year 1 ELA achievement	0.19 (0.11)	0.093	-0.23 (0.22)	0.287
Year 2 mathematics achievement	0.28 (0.16)	0.070	0.27 (0.26)	0.301
Year 2 ELA achievement	0.34* (0.16)	0.033	-0.14 (0.25)	0.570

Note: Standard errors are reported in parentheses under each impact estimate. The model estimates the impact of KIPP middle school and high school attendance on early academic achievement, controlling first-stage estimates of middle and high school attendance and student characteristics. First-stage estimates predicting KIPP attendance use the treatment indicator, the *HSR* at the time the student entered high school, lottery grade level, and lottery grade level interacted separately with the treatment indicator and *HSR* as instruments for whether a student ever attended a KIPP middle or high school.

HSR = high school ratio.

¹⁷ Because KIPP Southern California did not report Year 2 test scores, this region is already excluded in the Year 2 impacts presented in Table C.2. Given that the placebo test on Year 2 scores demonstrated no relationship between the *HSR* and test scores using the full sample, no additional sensitivity analyses were conducted on Year 2 achievement outcomes.

Combined impact of KIPP middle and high school attendance on college enrollment, persistence, and graduation (sensitivity analyses)

As a final step to assess the validity of the model, we also repeated the impact analysis (IV Equations [3] through [5]) for the study’s main college enrollment and persistence outcomes, to understand whether the impact estimates are sensitive to the decision to restrict the data to the alternative sample of regions with valid test score data or to include region fixed effects in the model—two decisions that pass the study’s placebo test. Findings from these analyses are provided in Table C.5 (our primary impacts are presented in the first set of columns for reference). Overall, the sensitivity analysis that included the subsample of regions with valid test score data yielded similarly large, positive, and statistically significant results. With the restricted sample, the combined middle school plus high school impact estimates remained positive and statistically significant for the outcomes of college enrollment, college persistence for three years, and college persistence for five years. For the college graduation outcome, the combined impact of KIPP middle and high schools increased from 18.9 to 20.4 percentage points when excluding KIPP Southern California; due to the smaller sample size in the restricted sample, the impact estimate for this outcome also became statistically insignificant at the 0.05 level (the *p*-value increased from 0.025 to 0.080). When removing within-region variation in the *HSR* in the fixed effects model, the combined middle school plus high school impact estimates remained positive and statistically significant for the outcomes of college enrollment, college graduation in five years, and college persistence for five years. For the college persistence outcome, the combined impact of KIPP middle and high schools decreased from 19.7 to 15.7 percentage points, becoming statistically insignificant at the 0.05 level (the *p*-value increased from 0.000 to 0.075).

Table C.5. Impact of KIPP middle school and high school attendance on four-year college enrollment, persistence, and graduation: Full sample and sensitivity analyses

Primary outcome	Full sample		Sample excluding KIPP Southern California		Full sample with region fixed effects	
	Impact estimate of attending KIPP MS + KIPP HS	<i>p</i> -value	Impact estimate of attending KIPP MS + KIPP HS	<i>p</i> -value	Impact estimate of attending KIPP MS + KIPP HS	<i>p</i> -value
Ever enrolled in four-year college	30.5 p.p.** (6.7 p.p.)	0.000	26.5 p.p.** (6.9 p.p.)	0.000	28.0 p.p.** (10.0 p.p.)	0.005
Persisted through first six semesters (four-year college)	19.7 p.p.** (5.6 p.p.)	0.000	18.8 p.p.** (5.8 p.p.)	0.001	15.7 p.p. (8.8 p.p.)	0.075
Graduated from a four-year college in five years	18.9 p.p.* (8.4 p.p.)	0.025	20.4 p.p. (11.7 p.p.)	0.080	24.0 p.p.* (10.7 p.p.)	0.025
Enrolled in a four-year program in 10th semester (or graduated in 10 semesters or fewer)	35.3 p.p.** (9.5 p.p.)	0.000	33.3 p.p.** (12.6 p.p.)	0.008	38.4 p.p.** (13.0 p.p.)	0.003

Note: Standard errors are reported in parentheses under each impact estimate. Estimates of the impact of attending a KIPP middle school and a KIPP high school using the KIPP admission lottery as an instrument for the ratio of 9th grade seats to 8th grade seats within each region. The models that use the full sample pool all 21 lottery schools (13 lottery schools for the college graduation and “on-track” graduation outcomes); the model that excludes KIPP Southern California pools 20 lottery schools (12 lottery schools for the graduation outcomes). All models estimate outcome means by regressing the outcome measure on treatment status using inverse probability weights and controlling for student-level covariates and the lottery school, year, and grade. The control mean is unadjusted, and the treatment mean is the sum of the control mean and the regression-adjusted difference between groups.

HS = high school; MS = middle school; p.p. = percentage points.

* Impact estimate is significantly different from zero at the .05 level, two-tailed test.

** Impact estimate is significantly different from zero at the .01 level, two-tailed test.

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Appendix D

Findings from KIPP Staff Interviews

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Introduction

To contextualize the quantitative impact findings described in the main report, we conducted interviews with KIPP staff from regions that participated in our study. Specifically, in a subset of the KIPP regions in the study sample, we interviewed one staff member per region who had a strong familiarity with their region’s college-related supports.

This appendix highlights regional approaches to supporting KIPP students and alumni to prepare for and apply to college and then persist in college to earn a college degree, as described by staff from each region. Although KIPP’s postsecondary programming continues to evolve, the interview data we collected focused primarily on the supports offered to KIPP students and alumni during our study period. This includes supports offered in KIPP middle schools between the 2008–2009 and 2014–2015 school years, high school supports offered between the 2012–2013 and 2018–2019 school years, and postsecondary supports offered between 2016 and 2022 (Table D.1). For this analysis, we were particularly interested in facets of the programs that may explain the importance of KIPP high school access for college outcomes, as well as any changes to these support programs that could help to explain differences between the KIPP impact estimates observed for the first two study cohorts (students who applied to KIPP middle schools in 2008 or 2009) relative to the third study cohort (students who applied to KIPP middle schools in 2011). In particular, the estimates suggested somewhat more favorable effects of KIPP on college outcomes in the first two cohorts.

Table D.1. School years applicable to the full study sample and to each cohort of students

School level/ Cohort	2008– 09	2009– 10	2010– 11	2011– 12	2012– 13	2013– 14	2014– 15	2015– 16	2016– 17	2017– 18	2018– 19	2019– 20	2020– 21	2021– 22	2022
Full sample															
Middle school	MS	MS	MS	MS	MS	MS	MS								
High school					HS	HS	HS	HS	HS	HS	HS				
College									C	C	C	C	C	C	C
By cohort															
Cohort 1	MS	MS	MS	MS	HS	HS	HS	HS	C	C	C	C			
Cohort 2		MS	MS	MS	MS	HS	HS	HS	HS	C	C	C	C		
Cohort 3				MS	MS	MS	MS	HS	HS	HS	HS	C	C	C	C

Note: This table lists only the school years applicable to students who entered KIPP middle schools in grade 5, followed a standard grade progression in middle school and high school, and proceeded to college immediately after high school graduation. Some students in our sample also entered KIPP middle schools for the first time in grade 6 and would have started high school and college one year earlier.

MS = middle school; HS = high school; C = college.

In the sections that follow, we begin by describing the procedures used to conduct interviews with staff from KIPP study regions. Next, we detail findings about the college-related supports available to our study sample, including in what grade levels services were offered, types of services, engagement with services, and services KIPP staff identified as most important for promoting college enrollment and persistence outcomes. We then conclude with a discussion about how college-related supports changed over the course of the study period, including disruptions and adaptations made related to the COVID-19 pandemic and the KIPP network’s evolution to support diverse postsecondary pathways in addition to four-year college programs.

Overview of regional staff interviews

Although the KIPP Foundation, which serves as the central office for the KIPP network, provides frameworks and resources for college support programming, regional KIPP staff are ultimately responsible for coordinating service delivery for students in their region. Accordingly, to understand the scope of college support programming across regions, we aimed to speak with at least one staff member from each region included in our study sample. The KIPP Foundation connected us with staff who could speak to the college-related support services offered during the study period in their region. In some cases, we spoke with staff who had left their role in the region or who were newer to their role or region, but who had knowledge of the services offered during the study period.

In total, we interviewed staff from 10 of the 13 regions in our study sample. Interviewed regions covered 86 percent of schools in the study sample and 83 percent of students in the study sample. On average, staff had nearly 11 years of experience working in their region, and all had held a leadership role in their region's college support program during the study period. Specifically, during the study period, most of the staff we interviewed (8 regions) directed their region's college support program—overseeing all middle school, high school, and postsecondary programming—while the other two staff led smaller teams delivering specific services (high school counseling and postsecondary programs, respectively).

We conducted 30-minute interviews with these 10 KIPP staff in the summer of 2022. Before the interviews, staff were also asked to fill out a spreadsheet recording information about services in their region, including the span of years and grades in which each service was offered and the level of engagement with each service (for example, whether all, most, or some students accessed the service).

During the interviews, we asked KIPP staff to describe the service offerings in their region in greater detail, explain how these service offerings varied across middle school and high school, describe their postsecondary programming, and provide additional information about student engagement with these services. We also asked about changes to programming over the last ten years. Staff who were not in their roles for the entirety of the study period relied on institutional memory to report on their region's service offerings in certain years, and most staff could only provide estimated dates for service changes.

College Support Programming Characteristics

To identify the most common college-related support services available to students in the study sample, we asked staff to describe the services offered in middle school, high school, and after high school during the study period. Further, we asked them questions about which grade levels were offered services, student engagement with services, and which services were most critical in promoting college enrollment and persistence.

Program structure

Staff described the typical service timeline in their region, including at what grade level services were first offered. **Most regions (seven of 10) began providing college-related supports in high school**, with about half first offering services in 9th grade. Only three regions offered programming beginning in middle school,¹⁸ and two of these did not operate any KIPP high schools during the study period. In these two regions, KIPP staff continued to provide support to middle school alumni while they attended a non-KIPP high school and in college.

We also asked staff about which students were eligible for college-related supports during the study period, including whether students who attended a KIPP middle school but did not attend a KIPP high school could still receive services. **Between 2018 and 2020, most regions with a KIPP high school (five of eight) reduced or eliminated services for KIPP middle school alumni who did not go on to attend a KIPP high school.** Three of these regions shifted to an opt-in model for KIPP middle school alumni services, in which program staff delivered services upon request but did not actively reach out to students, and two regions discontinued services for middle school alumni altogether. Regions described similar reasons for the shift, including that they did not have the staff capacity to support all the KIPP middle school alumni, especially as the number of alumni continued to grow; that the region wanted to encourage families to stay in the KIPP network for high school; and that middle school alumni had low levels of engagement with services before the shift. In some regions, for example, fewer than half of middle school alumni had been engaging with services before the region decided to scale back middle school programming.

Three regions with a KIPP high school did offer services to middle school alumni during the full study period. However, two of them also noted limitations in their service offerings for these students; for example, one region noted that donors preferred that competitive services, like college scholarships, go to students who graduated from a KIPP high school. Another region described challenges engaging middle

Interview findings underscore the importance of attending a KIPP high school for receiving college support services.

During the study period, most regions provided college-related support services starting in high school.

During the years Cohort 3 students were in high school and college, most regions with a KIPP high school discontinued or limited support services for students who did not attend a regional KIPP high school.



“We discontinued the KIPP middle school program in 2020 ... the choice was really because of capacity. Our alumni base is exponentially growing. For the KIPP Forward team to continue to fund and support [these students]; it became more difficult.

¹⁸ Although several other regions identified that some services like college fairs and high school course selection supports may have been available to middle school students, they emphasized that formal programming (in which college support staff were directly involved) started only in high school.

school alumni because they had left the KIPP network and were no longer attending school on KIPP campuses, and noted that these students received only a portion of typical college support services.

Service offerings

To understand the prevalence of specific college-related supports and when they were provided, we asked staff to describe the supports available to students during middle school, during high school, and after high school during the study period.

In the three regions that offered college-related supports during middle school, the most common service offering was high school placement support (Table D.2). Both regions without a high school offered high school placement services, including support identifying high schools that had demonstrated success sending students to college and completing high school applications. In addition, one region offered career assessments for 8th graders; another offered selective summer programs and several lessons for middle school students on college topics; and another offered college tours to middle school students.

Across all regions, including those without KIPP high schools, students were offered college-related supports during high school, including college counseling services and support with financial aid applications (Table D.2). All regions offered college counseling, including matching students with a college counselor, providing support throughout the college application process for students and families through workshops or individual counseling sessions, and support with college essay writing. Further, all regions offered support with financial aid applications, including making FAFSA forms available in counselors' offices, sending FAFSA forms home to families, and offering workshops for families to support them with completing the forms. Finally, all regions offered students support on enrolling in pre-college summer programs, such as enrichment programs and internships.

Similarly, across all regions, supports were available to students during college, including academic progress check-ins, financial supports, and on-campus visits (Table D.2). All regions offered college students opportunities to meet with a counselor or peer mentor to check in on their academic progress or review their academic transcript. Similarly, all regions offered students opportunities to receive financial supports, which could range from small awards (\$200–\$300) to buy books and other supplies, to larger scholarships of several thousand dollars or more. Financial incentives or supports often required students to meet with a KIPP advisor or submit their college transcript to KIPP to demonstrate their investment and progress in college and help KIPP advisors pinpoint their support. Most regions (nine of 10) reported that only some alumni took advantage of financial supports (as opposed to most or all alumni). Further, all regions offered on-campus visits from an advisor or peer, which could include one-on-one visits or meeting up with other alumni on the same campus or in the region; opportunities for virtual mentoring; and various holiday or school break events hosted by the region.

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"We have the Book Fellowship program. ...It's \$200. In exchange for that money, kids share their transcripts with us. It's been a wide-reaching program. We've been able to get it out to a lot of kids. It also helps us to see their transcripts."

Table D.2. Proportion of regions that offered specific college-related supports during middle school, high school, and college during the study period

College-related support	Proportion of regions that offered
Supports offered during middle school	
High school placement support	20%
Career assessments	10%
Selective summer programs	10%
College open houses	10%
Supports offered during high school	
College counseling	100%
Support with financial aid applications	100%
Pre-college summer programs	100%
Career assessments	90%
College open houses, tours, and trips	90%
Career and college fairs	90%
Dual enrollment coursework	90%
Standardized test preparation support	80%
High school course selection	70%
Standardized tests hosted at KIPP school (or KIPP provides transport)	60%
Supports offered in the period between high school and college	
Summer melt mitigation supports	60%
Supports offered during college	
Academic progress discussions with a counselor or peer	100%
Financial supports	100%
On-campus visits with a counselor or peer	100%
Virtual mentoring with a counselor or peer	100%
Holiday or school break events	100%
Formal “Near peer” advisor system	40%
Other peer support systems	40%
Internship support and career coaching	30%

Source: Interviews with KIPP staff from 10 KIPP regions, conducted in summer 2022.

Note: This table shows the proportion of interviewed regions that offered the support for at least two years during the applicable reference period, namely 2008–2014 for middle school supports, 2012–2018 for high school supports, and 2016–2022 for college supports.

Engagement with services

We asked staff to describe the share of students who engaged with each service offering during middle school, high school, and college during the study period and to describe successes and challenges engaging students with services.

Across all regions, the share of students engaging with high school services varied. For example, all 10 regions reported that all or most students accessed college counseling and financial aid application support during high school. In contrast, of the nine regions that organized college tours, including travel, only six regions reported that most or all students accessed this opportunity. Similarly, although dual

enrollment coursework was accessible in nine regions, only five regions actively endorsed dual enrollment coursework for high school students. Even in regions where dual enrollment was endorsed, student participation varied widely; for example, one region reported 80 percent of students took dual enrollment courses, whereas another reported only 10 to 15 percent took these courses. Staff reported that some services were required and others were voluntary for high school students; however, even when staff reported that services were required, they noted that not all students participated.

To engage students with services during high school, staff mentioned specific programmatic strategies, including prioritizing rapport-building with students and families, and offering programming during the summer. Specifically, one region described the importance of building individual relationships with students, including in the earlier years of high school. Another region mentioned the importance of including parents in the college preparation process, rather than telling them what to do to prepare for college. Several regions offered intensive programming in the summer between high school and college; two of these regions emphasized this offering as a critical engagement strategy. Summer programming included activities such as transition days, where staff would meet with students to finalize financial aid paperwork and look at their course schedules, and extensive follow-up with students in the summer before college matriculation.

Both regions that did not have KIPP high schools during the study period reported challenges providing college-related supports to middle school alumni. These regions reported challenges

keeping in contact with students after middle school, especially as students were no longer physically present in a KIPP school. They also described how the large caseloads of their college counseling staff made it challenging, if not impossible, to engage with all middle school alumni. One region described offering most college-related supports starting in 11th grade, noting that staff typically had little contact with middle school alumni in the first two years of high school.



“There has never been a KIPP high school in our region ... We lose contact with them in high school, that’s the biggest challenge ... When kids go to college is when we’re most connected ... We’ve tried to do a better job communicating with them early on, but that’s not the case.”

Regions reported that student engagement with services during college tended to drop off after two to four semesters. A few regions reported engagement dropping off after the first year of college, and others reported engagement declining after the first two years. In contrast, one region reported increased engagement in the latter years of college, explaining that students sought out services more when they were closer to graduating. Even in the first two years of college, however, regions described challenges engaging students with programming. Two regions noted that some students found the college supports too intrusive or inappropriate given their age (they felt they were adults now and did not want further support from their middle or high school provider) and were hesitant to engage with KIPP because they did not want to share their grades or appear like they needed help. Three regions highlighted that some students did not need the supports because they were receiving services from their college or other selective scholarship programs, and two regions described challenges in communicating available services to students and having to rely on individual outreach.

Most critical services to promote college enrollment and persistence

We asked staff to reflect on which services offered during the study period were most critical for promoting student college enrollment and persistence. **To promote college enrollment, staff most frequently described the importance of connecting college planning to career aspirations and providing supports for identifying best-match colleges.** Some

regions described how connecting college planning to career goals helped motivate students and made the results of their college planning feel more tangible. Other regions described the importance of helping students identify colleges that match their interests, goals, and financial needs so that students' applications are

successful, and students are more likely to enroll if accepted. Regions described various strategies for helping students build strong lists of colleges they planned to apply to, including exposing students to schools that they may not have heard of; guiding students to consider the costs of attending schools when choosing schools of interest; and focusing students on the need to identify good-fit schools earlier in the application process.

Regions also mentioned other impactful strategies. For example, regions highlighted the importance of college support staff building rapport with students when helping them navigate the complex college planning process. Other regions described the

importance of encouraging students to apply to schools through Early Decision, a process offered by some colleges that enables students to apply early with a commitment to enroll if accepted. Staff felt applying using Early Decision helped increase student engagement in pre-college activities and made their applications more competitive. In addition, staff highlighted other region-specific services that they thought were critical to promoting college enrollment, including standardized test prep boot camps; instant admission days, in which colleges interviewed students at their school building and made same-day admission decisions; office hours with counselors, in which groups of students worked with counselors on college applications; and intensive, region-funded summer programs for students on college campuses.

To promote college enrollment and persistence, staff most frequently highlighted the importance of financial supports during college and supports in the transition from high school to college. Most staff described the importance of specific financial supports: these included \$200 awards for books and supplies, larger scholarships funded by local donors, and the KIPP Foundation microgrants program started in 2020 to help prevent students from leaving college in response to the COVID-19 pandemic. Staff noted higher rates of persistence in students who received these awards, and shared that students felt the awards made a difference in their financial situations during college. Staff also described the effectiveness of other related strategies in boosting persistence, including supporting students and families to understand their financial awards letters, and sending students small care packages during college to keep them connected to a KIPP advisor.



"If [students have] never heard of [a college], it is hard to convince [them] to look at it and think about it. The thing we try to do is introduce schools that are unknowns that we think are good fits on their wish lists."



"Our matriculation numbers are pretty high. I would attribute that to our 1:1 advising— [counselors] spend a lot of time with students over those two years, following up with students and families, lots of conversations and support. It takes that much to articulate what they want to do and where they want to go."

Most staff also highlighted the positive impacts of supports in the college transition period on college enrollment and persistence outcomes. Many regions (five of 10) match students with a transition counselor or peer mentor who works with students in 12th grade and continues to support them throughout the summer before students move to alumni advisor caseloads; in some regions, transition counselors continue to work with students through their first semester or two of college. Transition support staff may work with students to apply for financial awards, complete matriculation paperwork and other transition tasks, build confidence and other interpersonal skills, and introduce students and families to their persistence advisor and other available supports during college. Regions reported these supports limited “summer melt,” when students do not matriculate in the fall after high school, by enabling staff to identify and alleviate barriers to matriculation early by providing targeted supports. Staff also described how the continuity of supports built student trust in their advisors and the program, encouraging students to continue engaging with supports later in college.

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“Our [summer] melt has decreased based on that college transition specialist (CTS), even in the midst of COVID ... With the CTS being on campuses and meeting with the college team and students each week, [we are] able to learn much earlier students who are going to be at high risk of melt, and triage those students, meet with them and talk about [their goals] ... That has been a tremendous impact.”

Some staff also described how strong relationships between students and program staff increase students’ comfort in seeking support and the ability of staff to provide tailored services, thus promoting persistence. Further, some staff reported that on-campus college visits from advisors, peer mentors, and other local alumni promoted persistence by solidifying connections to the program and encouraging students’ sense of belonging on campus.

Changes to Programming Over Time

To identify how college-related supports may have evolved during the study period, we asked staff to describe changes in their support programs over the last 10 years, and, where possible, to identify the years in which changes occurred. We also asked staff about changes to the types and intensity of services prompted by the COVID-19 pandemic. Finally, many staff reported changes prompted by the networkwide evolution to support more diverse postsecondary pathways beyond supporting only students’ transitions to a four-year college.¹⁹

Students in Cohort 3 may have experienced different types of supports in high school and college, compared to students in the first two cohorts.

In high school, Cohort 3 students had access to expanded service offerings, including services oriented toward diverse postsecondary pathways.

In the early years of college, Cohort 3 students had access to additional financial supports but also experienced service disruptions and other changes due to the COVID-19 pandemic. Cohort 1 and 2 students experienced these changes in the later years of college, when students are typically less engaged with supports.

¹⁹ We did not ask staff to describe changes in programming related to alternative career pathways explicitly; however, we were able to glean information on these changes from staff responses to other questions.

Expansion of services offered in high school and college

Between roughly 2015 and 2018, the years in which Cohort 3 students were in high school, **regions reported expanding the college-related supports offered during high school, including additional supports during the transition from high school to college and expanded college preparatory coursework (Table D.3).**

As discussed previously, many regions identified college transition supports as critical to promoting enrollment and persistence. Further, all these regions described implementing these supports, or making significant changes to these supports, between 2015 and 2019. For example, many regions described changes they made to their counselor staffing structures, including adding summer transition counselors or ensuring that transition or persistence advisors had more frequent touchpoints with students while still in high school.

Since 2015, regions also reported expanding high school coursework offerings and college preparatory supports. During this time, the KIPP network supported regions to expand access to and student participation in Advanced Placement (AP) classes as part of a networkwide “AP for All” effort. In addition, some regions (four of 10) described adding or expanding dual enrollment course offerings, further increasing students’ access to advanced coursework. Others added career assessments to facilitate goal-setting discussions, or increased supports for standardized test preparation and test-taking.

Regions also mentioned varied programmatic shifts to increase student engagement with services during and after high school. Namely, a few regions reported attempts to deepen service offerings for 9th and 10th grade students, including increased supports to help students understand their academic transcripts and build soft skills at an earlier stage in high school. Other regions mentioned efforts to deepen parental involvement with college supports during high school and to build support networks of alumni during college.

Between roughly 2018 and 2022, when most Cohort 3 students first had the opportunity to make the transition to college, **most regions (seven of 10) also expanded financial supports for college students (Table D.3).** Two regions described adding or expanding Book Scholarship or Book Fellowship programs, in which students received \$200 for books and supplies in exchange for sharing their transcript or meeting with a KIPP college advisor. Other regions reported students making use of KIPP Foundation Bridge Fund and KIPP network microgrant funds, made available in 2020 and 2022, respectively; because of both KIPP network programs, staff described students having access to more funds to support college persistence than previously offered in the region. Further, two other regions used regional and local donor funds to expand financial support offerings, including persistence scholarships and larger stipends.

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“A few years ago, we changed how the persistence team operated... Before, [the college transition specialist (CTS)] was working in the regional office and would come in now and then and kids didn’t know or trust [them] ... now the CTS works with them through their first full year of college, as their main contact person, checking transcripts, doing benchmarks, checking if they are on the right track and the ones visiting campuses.”

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“When we first started, there was not a lot [of money] for scholarships ... We had students who probably dropped out because of a few thousand dollars ... Now we have persistence scholarships and micro grants.”

Table D.3. Proportion of regions that expanded specific college-related supports for high school students between 2015 and 2018, and for college students between 2018 and 2022

College-related support	Proportion of regions that expanded
Supports offered during high school	
Dual enrollment	40%
Support for standardized test prep and test taking	40%
Career assessments	30%
College support classes	20%
Supports offered in the period between high school and college	
Summer melt mitigation supports	60%
Supports offered during college	
Microgrants and other financial supports	70%

Source: Interviews with KIPP staff from 10 KIPP regions, conducted in summer 2022.

Note: This table shows the proportion of interviewed regions that offered the support for the first time or improved or increased the support during the applicable reference period.

Reduction of services offered in high school and college

While regions largely expanded high school and college supports over the last 10 years, **staff also described discontinuing specific services that were not beneficial to students or were too costly or burdensome on staff to administer.** For example, one region discontinued its dual enrollment course offerings in 2017, due to inconsistencies in the quality of course instruction from community college professors. One region discontinued college and career fairs in high school, and another stopped holiday break events in college, both citing the cost and staff capacity associated with coordinating the events. Two regions ended their formal peer-to-peer advisory programs, in which KIPP alumni attending college provided support to high school students interested in their college or other KIPP alumni on campus; both regions decided to prioritize supports from a KIPP college advisor rather than a peer, and one region also cited ending the program because funding had ended. In response to declining engagement with services after the first few years of college, one region described focusing college supports on first- and second-year students at four-year colleges and third- and fourth-year students at community colleges.

Changes related to the COVID-19 pandemic

We asked staff to reflect on changes to postsecondary programming over the last five years related to the COVID-19 pandemic. When the COVID-19 pandemic began in the spring of the 2019–2020 school year, college-going students in the third study cohort were early in their college careers (typically completing just their second semester), whereas students in the first two study cohorts had already been in college for several years (completing their third or fourth years). Because student engagement is highest with KIPP supports during the first few semesters of college and these semesters are critical for later persistence, changes to KIPP supports due to the COVID-19 pandemic may have affected students in the third study cohort most acutely.

Changes in services offered in college

Understandably, many students in our sample experienced disruptions in their postsecondary careers due to the COVID-19 pandemic. In response, KIPP staff cited several programmatic changes to provide students the supports they needed to remain on-track while minding the importance of public safety. Of the five regions that described programming changes related to the pandemic, **three regions reported disruptions to in-person postsecondary programming, and two**

regions reported expanded services to meet student need. As discussed earlier, several regions identified on-campus visits from an advisor or peer as an important strategy in promoting college persistence. Three regions, however, reported pausing in-person visits during the pandemic due to health and safety concerns.

Other regions described expansions in services in response to the pandemic. For example, two regions reported increasing virtual mentoring supports for high school and college students. Other regions mentioned using funds from the KIPP Foundation microgrants program, which was established at the start of the pandemic to provide emergency support to alumni enrolled in college and certificate programs, giving their college students unprecedented financial support for tuition and materials. Another region reported adding extensive wraparound services for students in the period between high school and college to address food insecurity, child care needs, and other financial challenges exacerbated by the pandemic.

Changes in alumni enrollment and persistence in college

Consistent with declines in college enrollment observed nationwide (National Student Clearinghouse Research Center, 2020), **all 10 regions described declines in college matriculation rates related to the COVID-19 pandemic.** Regions attributed these declines to various pandemic-related factors, including learning loss and lower standardized test scores because of learning disruptions; lower in-person exposure to college campuses before college; affordability concerns, especially for four-year programs away from home; and financial challenges that motivated students to delay enrollment or choose working over attending school.

Half of regions reported declines in four-year college enrollment, specifically. They described increased hesitancy to invest in four-year programs and an uptick in interest in enrolling first in two-year programs. Two regions reported that all types of college enrollment had declined, including enrollment in four- and two-year programs.

Of the four regions that commented on changes in college persistence related to the pandemic, three described persistence challenges. For example, one region reported their students were not able to access mental health resources during the pandemic and generally “did not thrive in the virtual space,” which affected persistence. Another region reported that students were persisting, but often taking longer to complete college.



“Before COVID, persistence advisors’ goal was to visit every student at least once ... [this was] highly successful: The most engagement from alumni before COVID [was] when counselors were able to go see them. During COVID they did virtual coffees or lunches ... but [these were] not as effective as in-person visits.”



“We are seeing more and more of our families start at two-year programs, or going to work, or choosing a different degree pathway because of finances.”

Changes related to the networkwide transition to support diverse postsecondary pathways

In the early years of the study period, the KIPP network promoted supports that prepared and encouraged students to pursue traditional four-year college pathways. However, in 2017, with the input of families and school communities, the network expanded its mission, tasking schools to “prepare students with the skills and confidence to pursue the paths they choose—*college, career and beyond*—so they can lead fulfilling lives and build a more just world.” In 2021, the KIPP network rebranded the KIPP Through College support program as KIPP Forward, marking a formal, networkwide commitment to support diverse postsecondary pathways. As described in the 2022 summer training for KIPP Forward staff, the network now encourages regions to implement the following postsecondary-related supports:

- Counseling and support for multiple viable postsecondary pathways—including bachelor’s program matriculation and graduation as well as matriculation to associate degree programs, career and technical education (CTE) programs, and the military²⁰—while continuing to emphasize the value of a bachelor’s degree
- Career-centered counseling, in which students are supported to consider postsecondary pathways through the lens of their highest career aspirations (this marks a departure from counseling that started with the students’ academic profile and identified feasible options from there)
- Efforts to track more expansive long-term outcomes of postsecondary supports, such as alumni fulfillment (including happiness and well-being) and career success

To do this, the network is providing counselors and other KIPP Forward staff with the following:

- Information on the kinds of non-bachelor programs, partners, and trainings students may explore
- Direction and structure for counseling toward diverse postsecondary outcomes, including consistent use of career matching tools to support all students toward their career
- Direction and structure for ensuring positive student experience, including methods for ensuring students understand the choices available to them and feel empowered by their counselor

During interviews, regional staff described programmatic changes over the last five years in line with this network-wide evolution. **Staff most commonly reported shifts in how they talked about career planning with high school students (five of 10 regions).**

These regions described consistently coupling college planning with career discussions, including two regions that described starting high school supports with career exploration and goal setting before talking about college and other postsecondary pathways. These five regions also described providing additional information about different postsecondary pathways so students could understand their options. Two regions, however, reported that they were still figuring out how to include career discussions during high school. For example, in one region, staff reported noticing a gap in

“A couple things have changed ... [now] we don’t initiate conversations with college, but with career, and what [students] need to be successful. This is more tangible and tactile for students on the fence [of college and career].”

²⁰ Counselors are not encouraged to counsel toward joining the workforce immediately following high school if the student does not have plans for further credentialing.

students' ability to connect their reason for being in school with their long-term plans, but that the region was still tackling how to incorporate career discussions.

A few staff described changes to staffing models to accommodate counseling toward diverse postsecondary pathways. Two regions mentioned they had added or were planning to add additional staff, including career advisors, to expand their career counseling services. Another region described a complete reorganization of their postsecondary programming team, to include staff and services intended to reengage students who had not chosen college immediately following high school.

It remains to be seen whether KIPP's more recent efforts to support alternative postsecondary pathways—while still emphasizing the value of bachelor's programs—will affect the pattern of long-term impacts observed among students in this study. This shift to support a more diverse set of postsecondary pathways began in 2017 when most Cohort 3 students were in their final years of high school, so any changes made right away could have affected students' postsecondary outcomes. For example, a larger proportion of KIPP high school graduates may have decided to enroll in a two-year program rather than a four-year program immediately after graduation. On the other hand, the full set of changes in postsecondary support services provided to KIPP students may not have occurred until more recent years and so may not have influenced sample members' immediate postsecondary outcomes. To examine how this evolution in KIPP's postsecondary support model may have affected students, future studies may estimate the effects of KIPP on additional postsecondary outcomes, such as enrollment and persistence in associate degree and career and technical education programs. It may also be valuable to examine KIPP's impacts on broader labor market outcomes (such as employment and earnings) that could be affected by KIPP's evolving approach to supporting alumni in pursuing their aspirations and goals. Finally, studies of KIPP's impacts on later cohorts of middle or high school entrants may more fully capture the effects of this evolution in KIPP's postsecondary support services.

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Appendix 25 - Financial Packet (as required by OUSD)

KIPP Bridge Academy
Budget Narrative
July 15, 2024

This document serves as the budget narrative for the KIPP Bridge Charter Renewal application to OUSD. It provides an overview of our financial position, including an outline of funding sources, enrollment, major expenses and financial health metrics.

Overview

KIPP Bridge operates with a sound financial model, enabling multi-year health and financial sustainability. Due to a focus on a fiscally sound business and management structure, KIPP Northern California has received unqualified audit opinions year after year. KIPP Northern California closed FY23 with a fund balance of approximately 132% of annual expenses. We ended FY23 with cash reserves totaling approximately 111% of annual expenses. KIPP Bridge is projected to remain steady financially due to the thoughtful planning outlined below.

Funding Sources

KIPP Bridge’s funding sources will be diverse. The per-pupil payments from local and state sources and federal school funding programs cover approximately 91.4% of the Charter School’s operating expenses, and will be combined with other grants and donations. The table below provides an overview of the amount and sources of our funds; this is further elaborated upon in the appendices *Financial Packet_MYB projection FY25-FY28* and *Financial Packet_Bridge Cash Flow FY25-FY28*.

	Amounts and Sources of Funds			
Revenues	Year 0: 2024-25	Year 1: 2025-26	Year 2: 2026-27	Year 3: 2027-28
LCFF Sources	\$6.8M	\$7.05M	\$7.59M	\$7.83M
Federal	\$289K	\$300K	\$340K	\$347K
Other State	\$2.55M	\$1.91M	\$1.77M	\$1.77M
Local (incl. Grants and Philanthropy)	\$2.05M	\$1.66M	\$1.14M	\$1.01M
Total	\$11.78M	\$10.92M	\$10.83M	\$10.95M

If KIPP Bridge’s financial goals were to fall short, the organization’s substantial fund balance would provide a cushion while the Charter School made necessary changes to its operating model.

Enrollment

Enrollment is the biggest driver of revenue for our schools. In recent years, we have revised long-term enrollment targets across grades as we plan for FY25 through FY30 at Bridge for FY25+). The table below provides updated enrollment projections by year and by grade.

	Maximum Student Enrollment for Each Year by Grade Level and Total Enrollment
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Grade Level	Year 1: 2025-26	Year 2: 2026-27	Year 3: 2027-28	Year 4: 2028-29	Year 5: 2029-30
<i>TK</i>	20	20	20	20	24
<i>K</i>	47	56	56	56	56
<i>1</i>	40	50	56	56	56
<i>2</i>	51	40	54	56	56
<i>3</i>	52	51	43	56	56
<i>4</i>	51	53	56	44	56
<i>5</i>	55	60	66	66	66
<i>6</i>	70	70	70	70	70
<i>7</i>	65	65	65	65	65
<i>8</i>	60	63	63	65	65
Total	511	528	549	554	570

Personnel Expenses

KIPP Bridge will maintain a fiscally sustainable administrative staff in order to allocate as many funds as possible to direct instructional materials and teaching staff. In FY25, returning teachers will receive a raise of 4.5%, on average; Returning non-teacher FTEs will receive a 3.5% raise on average. KIPP Bridge’s staffing model aligns with our multi-year projections for enrollment and is affordable over the long-term. Long-term, KIPP Bridge will be operating with a school staff-to-student ratio of approximately 1:10. The table below provides our staffing levels by year and by role.

	Staffing Model for Each Year and each role				
	Year 1: 2025-26	Year 2: 2026-27	Year 3: 2027-28	Year 4: 2028-29	Year 5: 2029-30
School Leader	2.0	2.0	2.0	2.0	2.0
Assistant Principal / Content Specialist	5.0	4.0	4.0	4.0	4.0
Core Teachers	21.0	19.0	19.0	19.0	19.0
Elective Teachers	4.0	4.0	4.0	4.0	4.0
Mental Health Clinician	2.0	2.0	2.0	2.0	2.0
Instructional Aide	4.0	3.0	3.0	3.0	3.0
Operations	7.8	7.8	7.8	7.8	7.8
Expanded Learning Opportunity	8.0	8.0	8.0	8.0	8.0
SpEd Teachers	7.0	7.0	7.0	7.0	7.0

SpEd Mental Health Clinician	<i>1.8</i>	<i>1.9</i>	<i>1.9</i>	<i>2.0</i>	<i>2.0</i>
Total Staff	62.6	58.7	58.7	58.8	58.8

Equity-Centered Financial Supports

As KIPP Bridge serves predominantly students from marginalized communities, with an unduplicated rate of 76.6%, it's of utmost importance that this school delivers on our promise of providing an excellent education to our students. KIPP NorCal fundraises regionally to support KIPP Bridge in funding academic roles that are above and beyond what is affordable on public funding alone. This enables the Charter School to deliver strong instructional programming, which contributes to their growing academic success. In particular, KIPP Bridge will have four (4) instructional FTEs on staff in FY26 who are funded through regional philanthropy funds from KIPP NorCal.

Cash Flow Statement

	Jul-2024	Aug-2024	Sep-2024	Oct-2024	Nov-2024	Dec-2024	Jan-2025	Feb-2025	Mar-2025	Apr-2025	May-2025	Jun-2025	TOTAL
A. BEGINNING CASH	3,671,000	3,663,801	3,656,602	3,649,403	3,642,204	3,635,005	3,627,805	3,620,606	3,613,407	3,606,208	3,599,009	3,591,810	
B. RECEIPTS													
LCFF Sources													
State Aid	\$ 566,882.63	\$ 566,882.63	\$ 566,882.63	\$ 566,882.63	\$ 566,882.63	\$ 566,882.63	\$ 566,882.63	\$ 566,882.63	\$ 566,882.63	\$ 566,882.63	\$ 566,882.63	\$ 566,882.63	\$ 6,802,591.54
EPA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In Lieu Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue	\$ 24,136.01	\$ 24,136.01	\$ 24,136.01	\$ 24,136.01	\$ 24,136.01	\$ 24,136.01	\$ 24,136.01	\$ 24,136.01	\$ 24,136.01	\$ 24,136.01	\$ 24,136.01	\$ 24,136.01	\$ 289,632.15
Other State Revenue	\$ 212,873.59	\$ 212,873.59	\$ 212,873.59	\$ 212,873.59	\$ 212,873.59	\$ 212,873.59	\$ 212,873.59	\$ 212,873.59	\$ 212,873.59	\$ 212,873.59	\$ 212,873.59	\$ 212,873.59	\$ 2,554,483.05
Other Local Revenue	\$ 170,797.13	\$ 170,797.13	\$ 170,797.13	\$ 170,797.13	\$ 170,797.13	\$ 170,797.13	\$ 170,797.13	\$ 170,797.13	\$ 170,797.13	\$ 170,797.13	\$ 170,797.13	\$ 170,797.13	\$ 2,049,565.57
All Other Financing Sources													\$ -
Other Receipts/Non-Rev													\$ -
TOTAL RECEIPTS	\$ 974,689.36	\$ 974,689.36	\$ 974,689.36	\$ 974,689.36	\$ 974,689.36	\$ 974,689.36	\$ 974,689.36	\$ 974,689.36	\$ 974,689.36	\$ 974,689.36	\$ 974,689.36	\$ 974,689.36	\$ 11,696,272.31
C. DISBURSEMENTS													
Certificated Salaries	\$ 278,879.04	\$ 278,879.04	\$ 278,879.04	\$ 278,879.04	\$ 278,879.04	\$ 278,879.04	\$ 278,879.04	\$ 278,879.04	\$ 278,879.04	\$ 278,879.04	\$ 278,879.04	\$ 278,879.04	\$ 3,346,548.54
Non-Certificated Salaries	\$ 107,886.27	\$ 107,886.27	\$ 107,886.27	\$ 107,886.27	\$ 107,886.27	\$ 107,886.27	\$ 107,886.27	\$ 107,886.27	\$ 107,886.27	\$ 107,886.27	\$ 107,886.27	\$ 107,886.27	\$ 1,294,635.28
Employee Benefits	\$ 116,082.25	\$ 116,082.25	\$ 116,082.25	\$ 116,082.25	\$ 116,082.25	\$ 116,082.25	\$ 116,082.25	\$ 116,082.25	\$ 116,082.25	\$ 116,082.25	\$ 116,082.25	\$ 116,082.25	\$ 1,392,987.04
Books and Supplies	\$ 60,460.13	\$ 60,460.13	\$ 60,460.13	\$ 60,460.13	\$ 60,460.13	\$ 60,460.13	\$ 60,460.13	\$ 60,460.13	\$ 60,460.13	\$ 60,460.13	\$ 60,460.13	\$ 60,460.13	\$ 725,521.60
Services and Oper Exp	\$ 325,211.27	\$ 325,211.27	\$ 325,211.27	\$ 325,211.27	\$ 325,211.27	\$ 325,211.27	\$ 325,211.27	\$ 325,211.27	\$ 325,211.27	\$ 325,211.27	\$ 325,211.27	\$ 325,211.27	\$ 3,902,535.30
Capital Outlay	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 106,152.70
Other Outgo	\$ 84,523.38	\$ 84,523.38	\$ 84,523.38	\$ 84,523.38	\$ 84,523.38	\$ 84,523.38	\$ 84,523.38	\$ 84,523.38	\$ 84,523.38	\$ 84,523.38	\$ 84,523.38	\$ 84,523.38	\$ 1,014,280.56
All Other Financing Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Disbursements/Non Exp													0
TOTAL DISBURSEMENTS	\$ 981,888.42	\$ 981,888.42	\$ 981,888.42	\$ 981,888.42	\$ 981,888.42	\$ 981,888.42	\$ 981,888.42	\$ 981,888.42	\$ 981,888.42	\$ 981,888.42	\$ 981,888.42	\$ 981,888.42	\$ 11,782,661.01
D. CAPITAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
E. NET INC/DEC (B - C)	\$ (7,199.06)	\$ (7,199.06)	\$ (7,199.06)	\$ (7,199.06)	\$ (7,199.06)	\$ (7,199.06)	\$ (7,199.06)	\$ (7,199.06)	\$ (7,199.06)	\$ (7,199.06)	\$ (7,199.06)	\$ (7,199.06)	\$ (86,388.70)
F. ENDING CASH (A + D)	\$ 3,663,800.78	\$ 3,656,601.72	\$ 3,649,402.67	\$ 3,642,203.61	\$ 3,635,004.55	\$ 3,627,805.49	\$ 3,620,606.43	\$ 3,613,407.37	\$ 3,606,208.32	\$ 3,599,009.26	\$ 3,591,810.20	\$ 3,584,611.14	

Cash Flow Statement

	Jul-2025	Aug-2025	Sep-2025	Oct-2025	Nov-2025	Dec-2025	Jan-2026	Feb-2026	Mar-2026	Apr-2026	May-2026	Jun-2026	TOTAL
A. BEGINNING CASH	3,584,611	3,575,765	3,566,919	3,558,073	3,549,227	3,540,381	3,531,535	3,522,689	3,513,843	3,504,997	3,496,151	3,487,304	
B. RECEIPTS													
LCFF Sources													
State Aid	\$ 587,500.95	\$ 587,500.95	\$ 587,500.95	\$ 587,500.95	\$ 587,500.95	\$ 587,500.95	\$ 587,500.95	\$ 587,500.95	\$ 587,500.95	\$ 587,500.95	\$ 587,500.95	\$ 587,500.95	\$ 7,050,011.35
EPA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In Lieu Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue	\$ 25,014.07	\$ 25,014.07	\$ 25,014.07	\$ 25,014.07	\$ 25,014.07	\$ 25,014.07	\$ 25,014.07	\$ 25,014.07	\$ 25,014.07	\$ 25,014.07	\$ 25,014.07	\$ 25,014.07	\$ 300,168.81
Other State Revenue	\$ 159,236.56	\$ 159,236.56	\$ 159,236.56	\$ 159,236.56	\$ 159,236.56	\$ 159,236.56	\$ 159,236.56	\$ 159,236.56	\$ 159,236.56	\$ 159,236.56	\$ 159,236.56	\$ 159,236.56	\$ 1,910,838.75
Other Local Revenue	\$ 138,108.64	\$ 138,108.64	\$ 138,108.64	\$ 138,108.64	\$ 138,108.64	\$ 138,108.64	\$ 138,108.64	\$ 138,108.64	\$ 138,108.64	\$ 138,108.64	\$ 138,108.64	\$ 138,108.64	\$ 1,657,303.74
All Other Financing Sources													\$ -
Other Receipts/Non-Rev													\$ -
TOTAL RECEIPTS	\$ 909,860.22	\$ 909,860.22	\$ 909,860.22	\$ 909,860.22	\$ 909,860.22	\$ 909,860.22	\$ 909,860.22	\$ 909,860.22	\$ 909,860.22	\$ 909,860.22	\$ 909,860.22	\$ 909,860.22	\$ 10,918,322.65
C. DISBURSEMENTS													
Certificated Salaries	\$ 272,285.48	\$ 272,285.48	\$ 272,285.48	\$ 272,285.48	\$ 272,285.48	\$ 272,285.48	\$ 272,285.48	\$ 272,285.48	\$ 272,285.48	\$ 272,285.48	\$ 272,285.48	\$ 272,285.48	\$ 3,267,425.72
Non-Certificated Salaries	\$ 113,596.98	\$ 113,596.98	\$ 113,596.98	\$ 113,596.98	\$ 113,596.98	\$ 113,596.98	\$ 113,596.98	\$ 113,596.98	\$ 113,596.98	\$ 113,596.98	\$ 113,596.98	\$ 113,596.98	\$ 1,363,163.78
Employee Benefits	\$ 110,741.32	\$ 110,741.32	\$ 110,741.32	\$ 110,741.32	\$ 110,741.32	\$ 110,741.32	\$ 110,741.32	\$ 110,741.32	\$ 110,741.32	\$ 110,741.32	\$ 110,741.32	\$ 110,741.32	\$ 1,328,895.83
Books and Supplies	\$ 49,078.90	\$ 49,078.90	\$ 49,078.90	\$ 49,078.90	\$ 49,078.90	\$ 49,078.90	\$ 49,078.90	\$ 49,078.90	\$ 49,078.90	\$ 49,078.90	\$ 49,078.90	\$ 49,078.90	\$ 588,946.85
Services and Oper Exp	\$ 295,175.49	\$ 295,175.49	\$ 295,175.49	\$ 295,175.49	\$ 295,175.49	\$ 295,175.49	\$ 295,175.49	\$ 295,175.49	\$ 295,175.49	\$ 295,175.49	\$ 295,175.49	\$ 295,175.49	\$ 3,542,105.90
Capital Outlay	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 106,152.70
Other Outgo	\$ 68,982.05	\$ 68,982.05	\$ 68,982.05	\$ 68,982.05	\$ 68,982.05	\$ 68,982.05	\$ 68,982.05	\$ 68,982.05	\$ 68,982.05	\$ 68,982.05	\$ 68,982.05	\$ 68,982.05	\$ 827,784.56
All Other Financing Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Disbursements/Non Exp													0
TOTAL DISBURSEMENTS	\$ 918,706.28	\$ 918,706.28	\$ 918,706.28	\$ 918,706.28	\$ 918,706.28	\$ 918,706.28	\$ 918,706.28	\$ 918,706.28	\$ 918,706.28	\$ 918,706.28	\$ 918,706.28	\$ 918,706.28	\$ 11,024,475.35
D. CAPITAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
E. NET INC/DEC (B - C)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (106,152.70)
F. ENDING CASH (A + D)	\$ 3,575,765.08	\$ 3,566,919.02	\$ 3,558,072.97	\$ 3,549,226.91	\$ 3,540,380.85	\$ 3,531,534.79	\$ 3,522,688.73	\$ 3,513,842.67	\$ 3,504,996.62	\$ 3,496,150.56	\$ 3,487,304.50	\$ 3,478,458.44	

Cash Flow Statement

	Jul-2026	Aug-2026	Sep-2026	Oct-2026	Nov-2026	Dec-2026	Jan-2027	Feb-2027	Mar-2027	Apr-2027	May-2027	Jun-2027	TOTAL
A. BEGINNING CASH	3,584,611	3,575,765	3,566,919	3,558,073	3,549,227	3,540,381	3,531,535	3,522,689	3,513,843	3,504,997	3,496,151	3,487,304	
B. RECEIPTS													
LCFF Sources													
State Aid	\$ 632,612.29	\$ 632,612.29	\$ 632,612.29	\$ 632,612.29	\$ 632,612.29	\$ 632,612.29	\$ 632,612.29	\$ 632,612.29	\$ 632,612.29	\$ 632,612.29	\$ 632,612.29	\$ 632,612.29	\$ 7,591,347.52
EPA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In Lieu Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue	\$ 28,292.80	\$ 28,292.80	\$ 28,292.80	\$ 28,292.80	\$ 28,292.80	\$ 28,292.80	\$ 28,292.80	\$ 28,292.80	\$ 28,292.80	\$ 28,292.80	\$ 28,292.80	\$ 28,292.80	\$ 339,513.57
Other State Revenue	\$ 147,114.49	\$ 147,114.49	\$ 147,114.49	\$ 147,114.49	\$ 147,114.49	\$ 147,114.49	\$ 147,114.49	\$ 147,114.49	\$ 147,114.49	\$ 147,114.49	\$ 147,114.49	\$ 147,114.49	\$ 1,765,373.87
Other Local Revenue	\$ 94,594.62	\$ 94,594.62	\$ 94,594.62	\$ 94,594.62	\$ 94,594.62	\$ 94,594.62	\$ 94,594.62	\$ 94,594.62	\$ 94,594.62	\$ 94,594.62	\$ 94,594.62	\$ 94,594.62	\$ 1,135,135.40
All Other Financing Sources													\$ -
Other Receipts/Non-Rev													\$ -
TOTAL RECEIPTS	\$ 902,614.20	\$ 902,614.20	\$ 902,614.20	\$ 902,614.20	\$ 902,614.20	\$ 902,614.20	\$ 902,614.20	\$ 902,614.20	\$ 902,614.20	\$ 902,614.20	\$ 902,614.20	\$ 902,614.20	\$ 10,831,370.36
C. DISBURSEMENTS													
Certificated Salaries	\$ 265,085.46	\$ 265,085.46	\$ 265,085.46	\$ 265,085.46	\$ 265,085.46	\$ 265,085.46	\$ 265,085.46	\$ 265,085.46	\$ 265,085.46	\$ 265,085.46	\$ 265,085.46	\$ 265,085.46	\$ 3,181,025.46
Non-Certificated Salaries	\$ 109,658.28	\$ 109,658.28	\$ 109,658.28	\$ 109,658.28	\$ 109,658.28	\$ 109,658.28	\$ 109,658.28	\$ 109,658.28	\$ 109,658.28	\$ 109,658.28	\$ 109,658.28	\$ 109,658.28	\$ 1,315,899.36
Employee Benefits	\$ 106,430.45	\$ 106,430.45	\$ 106,430.45	\$ 106,430.45	\$ 106,430.45	\$ 106,430.45	\$ 106,430.45	\$ 106,430.45	\$ 106,430.45	\$ 106,430.45	\$ 106,430.45	\$ 106,430.45	\$ 1,277,165.37
Books and Supplies	\$ 58,277.50	\$ 58,277.50	\$ 58,277.50	\$ 58,277.50	\$ 58,277.50	\$ 58,277.50	\$ 58,277.50	\$ 58,277.50	\$ 58,277.50	\$ 58,277.50	\$ 58,277.50	\$ 58,277.50	\$ 699,329.95
Services and Oper Exp	\$ 295,014.55	\$ 295,014.55	\$ 295,014.55	\$ 295,014.55	\$ 295,014.55	\$ 295,014.55	\$ 295,014.55	\$ 295,014.55	\$ 295,014.55	\$ 295,014.55	\$ 295,014.55	\$ 295,014.55	\$ 3,540,174.58
Capital Outlay	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 106,152.70
Other Outgo	\$ 68,147.97	\$ 68,147.97	\$ 68,147.97	\$ 68,147.97	\$ 68,147.97	\$ 68,147.97	\$ 68,147.97	\$ 68,147.97	\$ 68,147.97	\$ 68,147.97	\$ 68,147.97	\$ 68,147.97	\$ 817,775.64
All Other Financing Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Disbursements/Non Exp													0
TOTAL DISBURSEMENTS	\$ 911,460.26	\$ 911,460.26	\$ 911,460.26	\$ 911,460.26	\$ 911,460.26	\$ 911,460.26	\$ 911,460.26	\$ 911,460.26	\$ 911,460.26	\$ 911,460.26	\$ 911,460.26	\$ 911,460.26	\$ 10,937,523.06
D. CAPITAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
E. NET INC/DEC (B - C)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (106,152.70)
F. ENDING CASH (A + D)	\$ 3,575,765.08	\$ 3,566,919.02	\$ 3,558,072.97	\$ 3,549,226.91	\$ 3,540,380.85	\$ 3,531,534.79	\$ 3,522,688.73	\$ 3,513,842.67	\$ 3,504,996.62	\$ 3,496,150.56	\$ 3,487,304.50	\$ 3,478,458.44	

Cash Flow Statement

	Jul-2027	Aug-2027	Sep-2027	Oct-2027	Nov-2027	Dec-2027	Jan-2028	Feb-2028	Mar-2028	Apr-2028	May-2028	Jun-2028	TOTAL
A. BEGINNING CASH	3,584,611	3,575,765	3,566,919	3,558,073	3,549,227	3,540,381	3,531,535	3,522,689	3,513,843	3,504,997	3,496,151	3,487,304	
B. RECEIPTS													
LCFF Sources													
State Aid	\$ 652,430.74	\$ 652,430.74	\$ 652,430.74	\$ 652,430.74	\$ 652,430.74	\$ 652,430.74	\$ 652,430.74	\$ 652,430.74	\$ 652,430.74	\$ 652,430.74	\$ 652,430.74	\$ 652,430.74	\$ 7,829,168.86
EPA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In Lieu Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue	\$ 28,902.16	\$ 28,902.16	\$ 28,902.16	\$ 28,902.16	\$ 28,902.16	\$ 28,902.16	\$ 28,902.16	\$ 28,902.16	\$ 28,902.16	\$ 28,902.16	\$ 28,902.16	\$ 28,902.16	\$ 346,825.89
Other State Revenue	\$ 147,108.11	\$ 147,108.11	\$ 147,108.11	\$ 147,108.11	\$ 147,108.11	\$ 147,108.11	\$ 147,108.11	\$ 147,108.11	\$ 147,108.11	\$ 147,108.11	\$ 147,108.11	\$ 147,108.11	\$ 1,765,297.27
Other Local Revenue	\$ 84,087.49	\$ 84,087.49	\$ 84,087.49	\$ 84,087.49	\$ 84,087.49	\$ 84,087.49	\$ 84,087.49	\$ 84,087.49	\$ 84,087.49	\$ 84,087.49	\$ 84,087.49	\$ 84,087.49	\$ 1,009,049.90
All Other Financing Sources													\$ -
Other Receipts/Non-Rev													\$ -
TOTAL RECEIPTS	\$ 912,528.49	\$ 912,528.49	\$ 912,528.49	\$ 912,528.49	\$ 912,528.49	\$ 912,528.49	\$ 912,528.49	\$ 912,528.49	\$ 912,528.49	\$ 912,528.49	\$ 912,528.49	\$ 912,528.49	\$ 10,950,341.92
C. DISBURSEMENTS													
Certificated Salaries	\$ 265,562.37	\$ 265,562.37	\$ 265,562.37	\$ 265,562.37	\$ 265,562.37	\$ 265,562.37	\$ 265,562.37	\$ 265,562.37	\$ 265,562.37	\$ 265,562.37	\$ 265,562.37	\$ 265,562.37	\$ 3,186,748.40
Non-Certificated Salaries	\$ 106,715.73	\$ 106,715.73	\$ 106,715.73	\$ 106,715.73	\$ 106,715.73	\$ 106,715.73	\$ 106,715.73	\$ 106,715.73	\$ 106,715.73	\$ 106,715.73	\$ 106,715.73	\$ 106,715.73	\$ 1,280,588.75
Employee Benefits	\$ 108,822.22	\$ 108,822.22	\$ 108,822.22	\$ 108,822.22	\$ 108,822.22	\$ 108,822.22	\$ 108,822.22	\$ 108,822.22	\$ 108,822.22	\$ 108,822.22	\$ 108,822.22	\$ 108,822.22	\$ 1,305,866.62
Books and Supplies	\$ 58,694.25	\$ 58,694.25	\$ 58,694.25	\$ 58,694.25	\$ 58,694.25	\$ 58,694.25	\$ 58,694.25	\$ 58,694.25	\$ 58,694.25	\$ 58,694.25	\$ 58,694.25	\$ 58,694.25	\$ 704,330.97
Services and Oper Exp	\$ 303,009.85	\$ 303,009.85	\$ 303,009.85	\$ 303,009.85	\$ 303,009.85	\$ 303,009.85	\$ 303,009.85	\$ 303,009.85	\$ 303,009.85	\$ 303,009.85	\$ 303,009.85	\$ 303,009.85	\$ 3,636,118.20
Capital Outlay	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 8,846.06	\$ 106,152.70
Other Outgo	\$ 69,724.08	\$ 69,724.08	\$ 69,724.08	\$ 69,724.08	\$ 69,724.08	\$ 69,724.08	\$ 69,724.08	\$ 69,724.08	\$ 69,724.08	\$ 69,724.08	\$ 69,724.08	\$ 69,724.08	\$ 836,688.98
All Other Financing Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Disbursements/Non Exp													0
TOTAL DISBURSEMENTS	\$ 921,374.55	\$ 921,374.55	\$ 921,374.55	\$ 921,374.55	\$ 921,374.55	\$ 921,374.55	\$ 921,374.55	\$ 921,374.55	\$ 921,374.55	\$ 921,374.55	\$ 921,374.55	\$ 921,374.55	\$ 11,056,494.62
D. CAPITAL EXPENDITURES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
E. NET INC/DEC (B - C)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (8,846.06)	\$ (106,152.70)
F. ENDING CASH (A + D)	\$ 3,575,765.08	\$ 3,566,919.02	\$ 3,558,072.97	\$ 3,549,226.91	\$ 3,540,380.85	\$ 3,531,534.79	\$ 3,522,688.73	\$ 3,513,842.67	\$ 3,504,996.62	\$ 3,496,150.56	\$ 3,487,304.50	\$ 3,478,458.44	

LCFF Calculator

	FY2025	FY2026	FY2027	FY2028
Target Funding				
School Unduplicated % - Based on prior year				
School Unduplicated % - Annual	90.1%	91.8%	91.8%	91.2%
School Unduplicated % - Rolling Average	91.7%	91.7%	91.2%	91.6%
COLA Rate	0.76%	-0.20%	2.00%	2.00%
Base Grant - TK-3 Rate	9,995	9,975	10,174	10,378
Base Grant - 4-6 Rate	10,145	10,125	10,328	10,534
Base Grant - 7-8 Rate	10,446	10,425	10,634	10,847
Base Grant - 9-12 Rate	12,106	12,082	12,324	12,570
Grade Level Supplement - TK-3	10.4%	10.4%	10.4%	10.4%
Grade Level Supplement - 4-6	0.0%	0.0%	0.0%	0.0%
Grade Level Supplement - 7-8	0.0%	0.0%	0.0%	0.0%
Grade Level Supplement - 9-12	2.6%	2.6%	2.6%	2.6%
Base Grant & Grade Level Supplement - TK-3	11,034	11,012	11,232	11,457
Base Grant & Grade Level Supplement - 4-6	10,145	10,125	10,328	10,534
Base Grant & Grade Level Supplement - 7-8	10,446	10,425	10,634	10,847
Base Grant & Grade Level Supplement - 9-12	12,421	12,396	12,644	12,897
School Unduplicated %	91.7%	91.7%	91.2%	91.6%
x Supplemental Grant Factor	20.0%	20.0%	20.0%	20.0%
= Supplemental Grant Addition	18.3%	18.3%	18.2%	18.3%
	Ravenswood City Elementary	Ravenswood City Elementary	Ravenswood City Elementary	Ravenswood City Elementary
Local District				
School Unduplicated %	91.7%	91.7%	91.2%	91.6%
Local District Unduplicated %	90.9%	90.9%	90.9%	90.9%
= Effective Unduplicated % (minimum of above)	90.9%	90.9%	90.9%	90.9%
- Concentration Grant Threshold	-55.0%	-55.0%	-55.0%	-55.0%
= Concentration Grant Eligible % (minimum of zero)	35.9%	35.9%	35.9%	35.9%
x Concentration Grant Factor	65.0%	65.0%	65.0%	65.0%
= Concentration Grant Addition	23.4%	23.4%	23.4%	23.4%
Base Grant & Grade Level Supp & Supp Grant & Conc Grant - TK-3	34,339	34,277	34,878	35,531
Base Grant & Grade Level Supp & Supp Grant & Conc Grant - 4-6	14,376	14,348	14,625	14,924
Base Grant & Grade Level Supp & Supp Grant & Conc Grant - 7-8	14,803	14,773	15,059	15,368
Base Grant & Grade Level Supp & Supp Grant & Conc Grant - 9-12	0	0	0	0
ADA - TK-3	184.95	190.34	203.81	217.16
ADA - 4-6	154.21	162.74	173.67	162.92
ADA - 7-8	110.13	114.46	116.55	118.30
ADA - 9-12	0.00	0.00	0.00	0.00
= ADA - Total	449.29	467.54	494.03	498.39
LCFF Funding Target (sumproduct)	6,802,592	7,050,011	7,591,348	7,829,169
	\$ 6,802,592	\$ 7,050,011	\$ 7,591,348	\$ 7,829,169

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: KIPP Bridge Academy
 (name continued) _____
 CDS #: 01 61259 0115014
 Charter Approving Entity: Oakland Unified
 County: Alameda
 Charter #: 938
 Fiscal Year: 2024/25

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total			
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	4,081,554.92	0.00	4,081,554.92	4,230,006.81	4,554,808.51	4,697,501.31
Education Protection Account State Aid - Current Year	8012	1,190,453.52	0.00	1,190,453.52	1,233,751.99	1,328,485.82	1,370,104.55
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,530,583.10	0.00	1,530,583.10	1,586,252.56	1,708,053.20	1,761,563.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		6,802,591.54	0.00	6,802,591.54	7,050,011.35	7,591,347.52	7,829,168.86
2. Federal Revenues							
Every Student Succeeds Act (Titles I - V)	8290	0.00	271,601.55	271,601.55	282,433.05	294,840.25	305,089.51
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	18,030.60	18,030.60	17,735.76	44,673.32	41,736.38
Total, Federal Revenues		0.00	289,632.15	289,632.15	300,168.81	339,513.57	346,825.89
3. Other State Revenues							
Special Education - State	StateRevSE	0.00	0.00	0.00	0.00	0.00	0.00
All Other State Revenues	StateRevAO	112,722.70	2,441,760.35	2,554,483.05	1,910,838.75	1,765,373.87	1,765,297.27
Total, Other State Revenues		112,722.70	2,441,760.35	2,554,483.05	1,910,838.75	1,765,373.87	1,765,297.27
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	2,049,565.57	0.00	2,049,565.57	1,657,303.74	1,135,135.40	1,009,049.90
Total, Local Revenues		2,049,565.57	0.00	2,049,565.57	1,657,303.74	1,135,135.40	1,009,049.90
5. TOTAL REVENUES							
		8,964,879.81	2,731,392.51	11,696,272.31	10,918,322.65	10,831,370.36	10,950,341.92
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	198,816.60	2,100,851.13	2,299,667.73	2,298,318.94	2,304,330.52	2,291,486.40
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	1,046,880.80	0.00	1,046,880.80	969,106.78	876,694.94	895,261.99
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		1,245,697.40	2,100,851.13	3,346,548.54	3,267,425.72	3,181,025.46	3,186,748.40
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	0.00	0.00	0.00	0.00	0.00	0.00
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	1,294,635.28	0.00	1,294,635.28	1,363,163.78	1,315,899.36	1,280,588.75
Clerical and Office Salaries	2400	0.00	0.00	0.00	0.00	0.00	0.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		1,294,635.28	0.00	1,294,635.28	1,363,163.78	1,315,899.36	1,280,588.75

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: KIPP Bridge Academy
(name continued) _____

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total			
3. Employee Benefits							
STRS	3101-3102	0.00	0.00	0.00	0.00	0.00	0.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	189,220.37	156,484.95	345,705.32	346,393.67	322,884.12	325,093.76
Health and Welfare Benefits	3401-3402	419,016.44	346,525.94	765,542.38	695,970.73	680,314.39	704,949.97
Unemployment Insurance	3501-3502	13,124.46	10,853.91	23,978.36	23,544.37	21,699.88	21,374.38
Workers' Compensation Insurance	3601-3602	25,657.36	21,218.60	46,875.96	46,768.95	45,418.94	45,120.11
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	115,427.04	95,457.98	210,885.02	216,218.11	206,848.05	209,328.41
Total, Employee Benefits		762,445.67	630,541.37	1,392,987.04	1,328,895.83	1,277,165.37	1,305,866.62
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	19,953.82	0.00	19,953.82	20,873.22	22,120.59	22,766.86
Materials and Supplies	4300	471,438.92	0.00	471,438.92	335,424.37	370,800.37	412,612.92
Noncapitalized Equipment	4400	232,804.87	0.00	232,804.87	231,298.79	305,031.50	267,546.15
Food	4700	1,324.00	0.00	1,324.00	1,350.48	1,377.49	1,405.04
Total, Books and Supplies		725,521.60	0.00	725,521.60	588,946.85	699,329.95	704,330.97
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	0.00	0.00	0.00	0.00	0.00	0.00
Dues and Memberships	5300	0.00	0.00	0.00	0.00	0.00	0.00
Insurance	5400	95,024.23	0.00	95,024.23	99,370.32	105,391.67	108,478.81
Operations and Housekeeping Services	5500	451,141.53	0.00	451,141.53	471,161.46	501,290.74	516,127.44
Rentals, Leases, Repairs, and Noncap. Improvements	5600	904,086.60	0.00	904,086.60	942,464.28	969,722.57	991,104.13
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	2,412,951.21	0.00	2,412,951.21	1,929,846.10	1,925,163.17	1,981,393.14
Communications	5900	39,331.73	0.00	39,331.73	99,263.73	38,606.43	39,014.68
Total, Services and Other Operating Expenditures		3,902,535.30	0.00	3,902,535.30	3,542,105.90	3,540,174.58	3,636,118.20
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)							
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	106,152.70	0.00	106,152.70	106,152.70	106,152.70	106,152.70
Total, Capital Outlay		106,152.70	0.00	106,152.70	106,152.70	106,152.70	106,152.70
7. Other Outgo							
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	1,014,280.56	0.00	1,014,280.56	827,784.56	817,775.64	836,688.98
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:							
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		1,014,280.56	0.00	1,014,280.56	827,784.56	817,775.64	836,688.98
8. TOTAL EXPENDITURES		9,051,268.51	2,731,392.51	11,782,661.01	11,024,475.35	10,937,523.06	11,056,494.62
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(86,388.70)	0.00	(86,388.70)	(106,152.70)	(106,152.70)	(106,152.70)

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: KIPP Bridge Academy
(name continued) _____

Description	Object Code	FY 2024/25			Totals for 2025/26	Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total			
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0.00	0.00	0.00			
2. Less: Other Uses	7630-7699	0.00	0.00	0.00			
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00			
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(86,388.70)	0.00	(86,388.70)	(106,152.70)	(106,152.70)	(106,152.70)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	3,386,103.30	0.00	3,386,103.30	3,299,714.60	3,193,561.90	3,087,409.20
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00			
c. Adjusted Beginning Balance		3,386,103.30	0.00	3,386,103.30	3,299,714.60	3,193,561.90	3,087,409.20
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,299,714.60	0.00	3,299,714.60	3,193,561.90	3,087,409.20	2,981,256.50
Components of Ending Fund Balance							
a. Nonspendable							
Revolving Cash	9711	0.00		0.00			
Stores	9712	0.00	0.00	0.00			
Prepaid Expenditures	9713	0.00	0.00	0.00			
All Others	9719	480,965.60	0.00	480,965.60	374,812.90	268,660.20	162,507.50
b. Restricted	9740		0.00	0.00			
c. Committed							
Stabilization Arrangements	9750	0.00		0.00			
Other Commitments	9760	0.00		0.00			
d. Assigned							
Other Assignments	9780	0.00		0.00			
e. Unassigned/Unappropriated							
Reserve for Economic Uncertainties	9789	2,818,749.00	0.00	2,818,749.00	2,818,749.00	2,818,749.00	2,818,749.00
Undesignated / Unappropriated Amount	9790	(0.00)	0.00	(0.00)	0.00	0.00	0.00

Appendix 26 - Performance Report (as required by OUSD)

Charter Renewal Performance Report



Background

According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

...Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal

accountability systems, public governance systems, and multiple measures for evaluating the educational program...

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points and information that may not be available through other sources.

Goals

- Highlight unique areas of success from the charter school's perspective beyond traditional academic measures
- Provide guidance for OCS for further inquiry during the renewal site visit
- Collect additional information related to OCS priority areas that may not be available elsewhere in the petition

Guidelines

The performance report includes requests for descriptive responses as well as data tables. Where descriptive responses are requested, please provide comprehensive yet concise responses. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

A draft of this report needs to be submitted to OCS staff via Epicenter in Word format **at least 2 weeks before** either the renewal site visit or the submission of the charter renewal request, whichever is earlier. **The final draft of this Performance Report needs to be submitted as an Appendix in the Renewal Charter Petition.**

- **Measurable Pupil Outcomes (MPOs):** For the 2024-25 Renewal Cycle (for schools with charters ending in June of 2025), MPOs will be incorporated directly in the District Required Language (available on the Charter Petition Information page of the OCS website). Please note, the District is transitioning away from the Collective MPOs that many charter schools adopted previously.

- **Verified Data:** For the 2024-25 Renewal Cycle, schools submitting Verified Data will need to submit specific data reports depending on the Verified Data source. Schools will include a narrative to this data as part of the Performance Report (See Question 12 on sheet 1). The specific data reports should be submitted separately via Epicenter and should be incorporated as an Appendix in the Renewal Charter Petition, directly after the Performance Report.

Open Responses

<p>1. Instruction</p>	<p>Describe any unique schoolwide instructional practices that have positively impacted student outcomes. Please note any specific practices used in response to the COVID-19 pandemic's impact on student learning.</p>	<p>Science of Reading The school has implemented several new initiatives to further enhance student learning and engagement. These include the adoption of the CKLA phonics curriculum, also known as the Science of Reading, for TK-2nd graders, which is leading to more students mastering the word recognition strand of the reading rope and reading on grade level. This reading growth is demonstrated in our DIBELS data, a verified data source.</p> <p>Social-Emotional Learning (SEL) Program KIPP Bridge Rising has introduced an internally created and run Social-Emotional-Learning (SEL) program for TK-4th grade students, where staff members create criteria for success, run weekly Community Meetings, and recognize students with SEL superstar awards for exemplifying weekly SEL skills. This is in response to an unprecedented need for additional behavioral and social regulation support post-pandemic. KIPP Bridge Upper (5th-8th) has incorporated a weekly check-in with students and their homeroom teacher to facilitate deeper relationships between students and, at least, one teacher in the building.</p> <p>Increasing Number of Reading Groups and Instructional Time To support students reading below a 3rd-grade level, KIPP Bridge has increased the number of targeted reading groups focusing on building phonics and fluency skills. The school has also extended math class time to 90 minutes daily, allowing for reteaching, review, and the introduction of new lessons, ensuring that students have ample time to grasp and apply mathematical concepts.</p> <p>Tier 2 and Tier 3 Reading Intervention for TK-4 All students reading below grade level are progressed monitored using DIBELS assessments every two weeks. That data is used to shift instruction to close literacy gaps and increase mastery. Bridge partners with Ignite reading to provide one-on-one 15 minute student tutoring sessions. This one-on-one support, targeted at specific data driven gaps in reading skill, has increased our students' reading growth and provided students the additional touch points with a teacher needed to make additional growth.</p> <p>Tier 2 Reading Intervention for 5th-8th students: To support students in literacy, all are enrolled in an additional literacy block to support any remediation that may need to occur.</p>
<p>2. Areas of Success</p>	<p>Describe any unique areas of success beyond traditional academic measures.</p>	<p>Suspension and Chronic Absenteeism Rates A notable achievement is the significant decrease in suspensions, from 10% in 2021-22 and 3% in 2022-23 to just 1% in 2023-24. This improvement can be attributed to the school's focus on creating a positive and inclusive learning environment for all students, and a School Leader change at Bridge Upper. Additionally, KIPP Bridge has decreased chronic absenteeism by 7% from the previous year, thanks to the tireless efforts of the operations team. School operations teams and administrators actively engage with families of absent students, partner with community organizations to provide resources for attendance, and organize strong family events to strengthen relationships with families.</p> <p>The school utilizes a Coordination of Services Team (COST) and tiered attendance systems to identify and support students at risk of becoming chronically absent. By investing staff in connecting and following up with families, the school encourages consistent attendance and addresses any barriers or concerns that may impact student presence. The use of incentives has also been effective in promoting regular attendance and fostering a positive school culture.</p> <p>Family Satisfaction The school has seen a 4% increase in family satisfaction through our annual Family Survey from 2022-23 to 2023-24, demonstrating their commitment to building a strong community. The school has strong structures for family engagement, including a KIPP Family Council, and over 15 joyful family events throughout the year, including Back to School Night, 8th Grade Promotion Ceremony, After School Program performances, Art Shows, All-School Team and Family Meetings, Parent Coffees, Pride Parade, Moms & Muffins, Dads & Donuts, Diamano Coura West African Dance Troupe Performance, Step Team Performances, Eid Festival, Human Rights March, Weekly Fun Fridays aligned to Monthly Theme (i.e. Indigenous People's Heritage, Latinx Heritage Month, Disability Awareness Month, etc), and Dia de los Muertos Ofrenda.</p> <p>Teacher Retention and Satisfaction KIPP Bridge's success can also be attributed to its high teacher retention rate of approximately 94%, which leads to strong relationships and high-quality instruction. Moreover, through our bi-annual staff survey, teacher emotional safety and support measures have increased by 21% during the same period, supported by KIPP Nor Cal's Mental Health for All initiative, which provides all staff members with access to high-quality mental health services.</p>

<p>3. Diversity of student enrollment</p>	<p>What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status)? Where have you seen success and how do you plan to modify these practices for student groups who are underrepresented at your school (While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site which may impact the school's enrollment of various student groups (I.E. family affinity groups, increased staffing, etc.)?</p>	<p>KIPP Bridge goes above and beyond to recruit and welcome all students representative of Oakland's diverse communities. Our demographics mirror OUSD, and in the 2022-23 school year, KIPP Bridge had a 16 % SpED rate, 91% of students were socioeconomically disadvantaged, and 55% Black population, compared to OUSD which had a 15% SpED rate, 77% socioeconomically disadvantaged, and 20% Black population.</p> <p>Some strategies the school uses to reach a demographically diverse population include:</p> <ul style="list-style-type: none"> - Variety of languages for marketing and recruitment materials, included languages that are emerging (simplified Chinese and Arabic) - Partner with local community-based organizations to recruit a diverse population of students and provide services to ensure a smooth transition to middle school for new students - Host information sessions and school site visits for families of students with disabilities - Visit and speak at local community based organizations in targeted low-income neighborhoods - Hire and develop diverse staff from the community to implement recruitment activities, including in the native language of families in the community - Post flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhood - Visit and explain to prospective students and their families the mission of the KIPP Bridge at pre-schools, community centers and other local organizations - Conduct parent information sessions to elaborate on the commitment involved with attending KIPP Bridge
<p>4. Student Engagement</p>	<p>Are there opportunities for all students to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on student feedback?</p>	<p>Students are formally engaged in the school's decision-making process by sharing feedback in regular Pulse Surveys. These surveys are designed to quickly gather feedback and insights from students about various aspects of their educational experience. These surveys focus on capturing students' thoughts, feelings, and opinions on topics such as their overall satisfaction with the learning environment, their engagement in class, their relationships with teachers and peers, their understanding of school priorities and policies, and their general well-being.</p> <p>Student voice is also captured in various ways at the school, including student leadership councils and through regular communication and access to their teachers and administration.</p> <p>At KIPP Bridge Rising, the feedback gathered has led to the development of several key initiatives. In response to input from stakeholders, the school has introduced a new Social-Emotional Learning (SEL) program that focuses on building students' social and emotional skills, fostering a positive school culture, and promoting overall well-being. The SEL lessons help students develop essential life skills, such as building healthy relationships and using kind words, and promoting a more supportive and inclusive school community. Additionally, the school has organized a variety of fun family events, such as trunk or treat, bingo night, arts and crafts night, and an Encanto showing, to strengthen the bond between the school and the community it serves.</p> <p>Students in 5th-8th grade have established Advisories, which include student circles where students can bring up feedback and areas the school can improve. An example of a change we made was from student feedback on the type of rims on the basketball courts. Students wanted different rims on the basket to use during recess, and we were able to install them. Students have also given feedback on wanting peers to be kinder to each other and the team is working on incorporating kindness into SEL lessons for SY 2024-25.</p>

<p>5. Family engagement</p>	<p>How do families voice concerns?</p> <p>Are there opportunities for all families to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on family feedback?</p>	<p>A student's teacher is the first place a family should go to voice any concerns. If their concern is not resolved, a member of the leadership team, including the School Leader, will communicate with the family to understand and collaboratively resolve the issue. If the family is not satisfied with this resolution, they may utilize KIPP's grievance procedure, which can include speaking before our Board of Directors and meetings with members of KIPP NorCal's Leadership Team. This procedure ensures a thorough and prompt investigation of any reported unlawful harassment, discrimination, intimidation, or bullying, adhering to our Uniform Complaint Procedures (UCP). These procedures mandate swift action, confidentiality, and protection against retaliation, while providing clear avenues for support, investigation, and resolution to uphold a safe and respectful educational environment.</p> <p>Families have multiple ways to participate in school decision-making and governance. These include the KIPP Family Council, English Learner Advisory Committee, and monthly Coffee with the Principal.</p> <p>We also ensure ample family engagement as part of the annual Local Control and Accountability planning process to provide meaningful engagement opportunities, allowing for refinement and reflection on goals and actionable steps to enhance student outcomes. Families receive invitations to attend various events with the School Leader, as mentioned above. Interpreters are available at these gatherings, and translated materials are provided in the school's most common languages to ensure equitable engagement. Meeting topics cover a range of subjects, including but not limited to: the CA State Dashboard and LCAP alignment, state priorities, specific school goals, and actionable steps to achieve them. Input is gathered through small group exercises during meetings, where families can brainstorm together and share feedback with the community and school leadership. Additionally, the LCAP survey, the School Culture survey, and summarized empathy interview feedback (families of students with IEPs) are all additional opportunities to collect important feedback to be considered in the school's plan.</p> <p>On a regional-level, beginning in the 2021-22 school year, the KIPP Northern California board has two KIPP parents serving as Board of Directors. The two parents currently serving terms have children at KIPP Summit and KIPP King (San Lorenzo) and KIPP San Jose Collegiate and KIPP Heartwood (San Jose). KIPP Bridge parents are also welcome to apply for these board seats when they open again in the 2024-25 school year.</p> <p>An example of a change made based on family feedback is an expansion of our afterschool program to serve all families who apply. We heard from families that afterschool childcare is important to them to maintain their work schedules, and that a lack of capacity in our program forced them into difficult choices. As a result, we offer Extended Learning Opportunities (ELO) to provide students with after-school care until 6 pm daily. During school breaks, including February break, spring break, and summer break, we provide intersession programming to keep students engaged and learning. Another change we implemented was when families expressed a desire for more consistent communication from teachers and the school. In response, the school has increased the frequency of updates sent to families through various channels, including phone calls, Parent Square, and DeansList. This enhanced communication keeps families informed about their children's progress and provides opportunities for meaningful engagement.</p> <p>Another change we made based on family feedback was removing the minimum school day. School used to end early on Wednesday's to make time for staff professional development. However, we heard from families over the years this was logistically challenging and burdensome to their work schedules. We implemented this feedback and now have full school days on Wednesdays.</p>
<p>6. Teacher engagement</p>	<p>Are there opportunities for teachers to be involved in decision-making and the governance of the school?</p> <p>What is an example of a change you have made to the school based on teacher feedback?</p>	<p>Teachers are engaged in the decision-making process in various ways, including bi-annual region-wide teacher surveys, LCAP meetings, and through regular staff development and feedback channels. Teachers have individual check-ins annually with members of leadership, and have the opportunity to give feedback after PDs, and trends in feedback is shared with staff at the following meeting.</p> <p>The New Teacher Project (TNTP) survey is used to assess various aspects of the teaching profession and educational environment at KIPP region-wide. Measurements include teacher satisfaction, school culture, professional development opportunities, leadership effectiveness, and the overall working conditions within the school. TNTP surveys provide valuable insights into the experiences and perspectives of educators, which are then used to inform decision-making, improve policies and practices, and support teacher retention and effectiveness. One result of the survey was region-wide we saw a need to invest in Mental Health services in response to staff need post-pandemic. We rolled out a Mental Health of All Initiative which includes free therapy for all employees through Headspace.</p> <p>Throughout the year, teachers engage in weekly staff meetings where they review data to inform classroom instruction. Beginning in the spring, this development will include a review of longer term data trends that will be used to inform LCAP initiatives for the following school year. Additionally, through individual coaching, teachers will share their feedback and perspectives about their experience, their support needs as well as their ideas for improving student performance.</p> <p>Based on feedback from staff and students, KIPP Bridge has also realigned shared space expectations, particularly in hallways, to ensure a safe and orderly environment conducive to learning. The school has also moved lunch from classrooms to the cafeteria, creating a more social and communal experience for students. Furthermore, in response to input from teachers and families, KIPP Bridge Rising has adopted the CKLA curriculum, which provides a comprehensive and research-based approach to literacy instruction.</p> <p>Teachers at KIPP Bridge also requested increased planning time and a more consistent behavior plan. To address these concerns, the school introduced a new proactive behavior plan for teachers to follow, providing a clear and structured approach to addressing disciplinary issues. Additionally, the afternoon meeting schedule was adjusted to give teachers more time for planning, allowing them to better prepare for their classes and meet the diverse needs of their students.</p> <p>Staff members at KIPP Bridge also expressed a desire for more opportunities to build community. In response, the school has created time for consistent Team and Family appreciation activities, fostering a supportive and collaborative environment where staff members can recognize and support one another.</p> <p>By actively seeking and incorporating feedback from various stakeholders, KIPP Bridge demonstrates their commitment to creating a school community that is responsive, inclusive, and dedicated to the success and well-being of all students.</p>

<p>7. Performance of key student groups</p>	<p>(a) English learners: KIPP Bridge has prioritized support for English Language Learners by increasing the number of ELD classes, allowing for more targeted instruction at various proficiency levels. This differentiated approach ensures that all students receive the appropriate level of language support to thrive academically. KIPP Bridge has also expanded the EL Achieve program to TK-2 graders by having the 3-4 ELD teacher coach the TK-2 ELD teacher and sending EL teachers to various language development professional development opportunities. The school has also begun training staff in integrated ELD to ensure that all teachers are equipped with the skills and strategies to support Multilingual Learners effectively.</p> <p>KIPP Bridge is doing well with foundational literacy, with 62% of English Language Learners in K meeting their end of year benchmark on DIBELS. We are also seeing progress in our preliminary 2023-24 SBAC data: there is a 19% decrease in MLs scoring L1 in Math in grades 3-4 and 4% increase in MLs scoring proficient and a 6% decrease in MLs scoring L1 in grades 5-8. In ELA, we are seeing a 19% increase of MLs scoring proficient and a 14% decrease in MLs scoring L1 in grades 3-8. Additionally, our preliminary ELPAC data shows growth in ELPI from beginner ML students.</p> <p>KIPP Bridge can improve in delivering designated ELD to all multilingual learners at all proficiency levels. Due to staffing shortages, it has been challenging to meet with every multilingual learner and deliver instruction by proficiency level. The leadership team has been creative with assigning administrators and education specialists to prioritize instruction for our multilingual learners at the beginning level and newcomers. With additional staff members assigned to teach designated ELD to multilingual learners this upcoming school year, the goal is to ensure that multilingual learners at each proficiency level receives designated ELD. Additionally, our academics team is working with all leaders to ensure that all content area teachers receive training on developing language objectives for each content area so that multilingual learners continue to develop academic language during integrated ELD.</p> <p>(b) students with disabilities: KIPP Bridge provides special education services to students based on the offer of FAPE in IEPs and this includes students with mild/moderate support needs and students with extensive support needs. The most common services provided includes specialized academic instruction, speech language services, occupational therapy, individual counseling, counseling & guidance, and behavior intervention services.</p> <p>KIPP Bridge has a specialized teaching program (STP) to serve students with moderate/severe disabilities. The STP includes 2 special day classrooms, one for TK-4 and the second for 5-8, and the focus is functional academics, communication, socialization, behavior, and adaptive/daily living skills. The STP also prioritizes meaningful inclusion opportunities based on individual student needs. Students with mild/moderate disabilities participate to the maximum extent appropriate in the general education curriculum and receive special education services through an individualized combination of push-in and pull-out services.</p> <p>The KIPP Bridge special education team includes education specialists, paraeducators, and mental health clinicians. KIPP Bridge special education is also supported by regional special education staff including program specialist, school psychologist, board certified behavior analyst, speech language therapist, occupational therapist, adapted physical education provider, and other contracted providers as needed.</p> <p>An area of strength is KIPP Bridge's special education staff regularly receiving professional development and support at the site-level and through communities of practice at the regional level. For example, education specialists participate in regular trainings, up to ten per year, led by regional program specialists and in community with education specialist peers from other schools in the KIPP Public Schools Northern California network. These trainings cover topics ranging from implementing a behavior intervention plan to reflecting on IEP goal progress and mastery to updating statewide testing accommodations in student IEPs.</p> <p>KIPP Bridge, in partnership with the regional academics team and special education team, is working to improve the differentiation of and use of the general education mathematics curriculum being launch in the 2024-2025 school year called Eureka Squared. Education specialists are receiving curriculum training this summer in order to best prepare to support students with grade level standards and to intervene or remediate curriculum as needed.</p> <p>(c) students in need of remediation: We identify students needing additional support by regularly reviewing critical data such as grades, testing results, and attendance to look for early warning signs of academic struggles and provide targeted interventions. KIPP data demonstrates that socio-economically disadvantaged students meet more thresholds for intervention than all other students.</p> <p>Based on teacher's ongoing review of instructional materials (assignments/exit tickets/internal assessments), teachers are able to create re-teaches, and modify and adapt lessons to meet students where they are while maintaining a high level of rigor.</p> <p>What is working well is using data and small group and instruction pivot and address gaps in learning. Where we could improve is addressing the large gaps in beginning reading skills, even in our middle school grades, as a result of the pandemic. Addressing these foundational skills and extreme learning loss has proved challenging and we are still working to balance grade-level rigor and meeting students where they are.</p> <p>(d) advanced students performing above grade level, and The curriculum we use is rigorous and allows us to scaffold instruction so students can work on more complex tasks if needing additional challenges. We believe in differentiation within the curriculum and not tracking students into different classes based on ability. What's working well is our ability to identify more advanced students through our ongoing data analysis, the rigorous curriculum we use, and where we can improve is utilizing more small group instruction for our highest performing students.</p> <p>(e) any other student groups you are paying particular attention to We are constantly looking at data with an equity lens and analyzing the racial breakdown of data. Our focus is on ensuring our Black students are performing as well as our Latinx population. Our strength is we are doing this regularly, and think of each student on an individual level as well as a subgroup.</p>
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<p>8. Governance</p>	<p>Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?</p> <p>Does the governing board evaluate the school leader? If so, how?</p> <p>Provide an example of a recent issue or policy that the board is working on.</p>	<p>KIPP NorCal's board ensures students, parents, and teachers are at the forefront of decision-making. All board members spend at least one-day in-person at a school per year in order to be close to the environments they are serving, and are regularly invited to joyful community events, such as graduations, anniversary celebrations, and new school openings. Additionally, the board composition is diverse by design, with two parents and two KIPP alumni sitting on the board at all times, ensuring varying perspectives are represented.</p> <p>The board is in charge of evaluating the Chief Executive Officer. During the annual evaluation process, the Board Chair gathers insights from KIPP staff, reflects on available staff and parent survey data, and meets with fellow board members to inform the annual review. Our CEO oversees multiple other Academic-focused staff, who ultimately are closer to the day to day innerworking of a school leader and manage School Leaders-- this includes a Superintendent, Chief of Schools, and multiple Managing Director of Schools. One Managing Director of Schools will manage multiple School Leaders, including KIPP Bridge's two leaders. We ensure to align the School Leader Manager's grade level expertise with the grade level of the school they support (i.e. elementary, middle).</p> <p>A recent policy issue the board has been discussing includes the use Artificial Intelligence in education--- the opportunities, pitfalls, and how KIPP Northern California can, ultimately, capitalize on the positive aspects of AI and guard against the negative to benefit our staff and students.</p> <p>For board meetings, virtual teleconferencing is available for all of KIPP's public meetings, and the community is notified in compliance with the Brown Act. Translation services are also available upon request. All KIPP board meeting agendas and minutes are available online at https://kipppnorcal.org/kippp-board-of-directors/.</p>
<p>9. Innovation</p>	<p>What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?</p>	<p>Personalized Learning and EdTech: KIPP values innovation in the classroom and seeks to discover new methods of teaching students with diverse needs. By utilizing personalized learning approaches and assessments, KIPP can effectively monitor individual student progress and establish high expectations for achievement. To ensure the most accurate and meaningful engagement with these systems, a staff member provides support in the administration of EdTech tools. This individualized process, coupled with the reinforcement of high achievement standards, is designed to enhance student outcomes, engagement, and attendance. By tailoring the learning experience to meet the unique needs of each student, KIPP aims to create an environment that fosters academic success and encourages consistent participation in the educational process.</p> <p>Teacher Quality: Intensive Summer Three-Week Professional Development and Addt'l Instruction Time: KIPP provides high quality professional development for all teachers, based on individual goals, school goals, and the needs of the students based on recent and relevant data. KIPP teachers and staff receive professional development as it relates to the new Common Core State Standards and Culturally Responsive Teaching (CRT) in order for teachers to implement them into classrooms and support students at all levels of proficiency. Teachers new to KIPP receive an additional week of dedicated professional development and onboarding to best prepare them to support students. Additional support includes high-quality dedicated coaching where new teachers have the opportunity to apply what they learned, gain hands-on experience in real classrooms, differentiated instruction, and working directly with diverse learners in a supervised context. We have a rigorous coaching model we use for the entire instructional team built on the premise that real time, data meetings, and coaching sessions help build a reflective, confident teacher.</p> <p>In an effort to close academic gaps, KIPP teachers spend more time instructing students than is required by the state. All teachers commit to this increased instructional time, and KIPP offers competitive teacher salaries to support this "more time" model.</p>
<p>10. Special Education Programming</p>	<p>What is your school's plan to support students with extensive/moderate to severe disabilities? What systems are in place and/or are ready to be deployed?</p>	<p>KIPP offers an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA and San Mateo SELPA. The special education department offers interventions for students with IEPs. Services and interventions include specialized academic instruction, language and speech therapy, adapted physical education, occupational therapy, counseling, psychological services, and behavior intervention services. Students with mild to moderate disabilities receive their services as a mix of push-in and pull-out support. Students with moderate to severe disabilities receive their services primarily in a small group, self-contained classroom with targeted mainstreaming appropriate to the student's individualized program. The program maintains a small student to staff ratio and uses a separate curriculum based on modified standards, CAPTAIN evidence-based practices, and community-based instruction. KIPP is committed to creating supportive and regionally-based classrooms for each grade band in order to make the program as accessible as possible. Additional detail in question 7b.</p>

<p>11. English Learner Programming</p>	<p>What is your school's plan to support English Learner students? What systems are in place and/or are ready to be deployed?</p> <p>What is your school's plan to support newcomer students? What systems are in place and/or are ready to be deployed?</p> <p>What is your school's plan to support Long-Term English Learner students? What systems are in place and/or are ready to be deployed?</p>	<p>A KIPP administrator is trained to support the success of multilingual learner students (Levels 1-4, RFEP and LTELs) in meeting CA state standards, and to administer the ELPAC exam and other interim assessments in order to assess student progress in attaining proficiency in the English language and in finding success after reclassification. KIPP teachers are trained to use techniques and tools that maximized learning for multilingual learners at all points in their academic journey. As a recipient of the California Community Schools Partnership grant, the school has made additional investments by continuing to provide targeted instruction in English language development to multilingual learners at all proficiency levels by assigning a content specialist to teach newcomers and other teachers to teach low intermediate, intermediate, and advanced multilingual learners during designated ELD. Additionally, next year all content area teachers will receive training on writing/choosing high quality language objectives and focus on explicitly teaching academic language within their disciplines.</p> <p>KIPP uses title III funds to support the salary of a title III consortium lead multilingual learner (ML) instructional coach. The duties of this position include the implementation of supplemental programming; training and facilitation of data meetings where teachers, APs, and instructional coaches review student data to drive instructional decisions and the effective implementation of ML instructional strategies; targeted coaching and feedback to schools and across schools through classroom observation; and identification of supplemental regional curricula and educational technology designed to improve outcomes for ML students (Levels 1-4, RFEP and LTELs) throughout all stages in their academic journey.</p>
<p>12. Verified Data</p>	<p>For data that meets the Ed Code definition of "verified data" and adheres to the most recently released State Board of Education guidance, please include a summary of the results from your school's verified data. For additional information, please see the CDE's guidance on Verified Data Criteria and Adopted Indicators.</p> <p>Please also describe how and to what extent the data shows (a) evidence that the school achieved measurable increases in academic achievement (defined by at least one year's progress for each year in the school) and/or (b) evidence of strong postsecondary outcomes (defined by college enrollment, persistence, and completion rates equal to similar peers).</p> <p>Note: Specific data reports should be attached depending on the verified data source. Please contact OCS for guidelines regarding these reports.</p>	<p>Please see our charter petition narrative for an in-depth overview of all data sources, tables, and takeaways. We have uploaded mCLASS by Amplify (DIBELS) raw data to EpiCenter for OUSD's further analysis.</p> <p>Our Verified Data Headlines include the below (we understand CORE data is not technically a verified data source, though allowable for renewal consideration):</p> <ul style="list-style-type: none"> - KIPP Bridge's DIBELS data demonstrates that, on average, a majority of KIPP Bridge kindergarten through 4th graders make average, above average, or well above average reading growth in one year. - The CORE data growth metric and index levels show that, when comparing KIPP Bridge students with their academic peers across California in similar subgroups, middle schoolers in 6th through 8th grades make well above average growth. <p>Our DIBELS and CORE data demonstrates that KIPP Bridge is achieving measurable increases in academic achievement through reading scores and SBAC.</p>

Pupil Mobility														
Student Group	Number of Students							Percent of Total Enrollment						
	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Year 5 (2021-22)	Year 6 (2022-23)	Year 7 (2023-24)	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Year 5 (2021-22)	Year 6 (2022-23)	Year 7 (2023-24)
Students who joined the school after the first day of school	48	24	33	28	96	91	73	10.1%	5.5%	7.4%	5.7%	19.1%	18.3%	15.0%
Students who left the school during the school year	63	42	33	12	44	58	39	13.3%	9.7%	7.4%	2.4%	8.7%	11.7%	8.0%

Enrollment (for Fall 2024-25 of current charter term)

Student Group	Number	Percent of Total
Total Enrollment		-
Asian		-
Black or African American		-
Filipino		-
Hispanic or Latino		-
Native American or Alaskan Native		-
Native Hawaiian or Pacific Islander		-
White		-
Two or More Races		-
Race Not Reported		-
Male		-
Female		-
Homeless Students		-
Foster Youth		-
FRPM-Eligible/Economically Disadvantaged		-
English Learners		-
Special Education/Students with IEPs		-

Expulsions

Student Group	Number of Students						
	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Year 5 (2021-22)	Year 6 (2022-23)	Year 7 (2023-24)
Total	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African	0	0	0	0	0	0	0
Filipino	0	0	0	0	0	0	0
Hispanic or	0	0	0	0	0	0	0
Native	0	0	0	0	0	0	0
Native	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or More	0	0	0	0	0	0	0
Race Not	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0
Homeless	0	0	0	0	0	0	0
Foster Youth	0	0	0	0	0	0	0
FRPM-	0	0	0	0	0	0	0
English Learners	0	0	0	0	0	0	0
Special	0	0	0	0	0	0	0

**Graduation Information (High Schools only) -
For Spring 2024 of current charter term**

If official data is not yet available for Spring 2024, please provide preliminary/unofficial numbers.

5 Year Cohort Graduation	
Cohort Dropout Rate	

Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

Student Group	Number of Students						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% attending 4-year college							
% attending 2-year college							
% attending vocational/ technical training							
% joined military							
% working exclusively							

Teacher Recruitment/Retention (for each year of current charter term)

	Number of Teachers							
	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)	Year 5 (2021-22)	Year 6 (2022-23)	Year 7 (2023-24)	Year 8 (2024-25)
Total # of classroom teachers	38	29	32	32	34	34	31	30
# of new classroom teacher hires	34	17	15	10	10	12	10	9
# of classroom teachers retained from prior year	4	11	17	22	24	22	21	21
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	11	5	3	3	1	5	6	6
# of currently vacant classroom teaching positions (FTEs)								1

**Teacher Ethnicity (for Fall 2024 of
current charter term)**

Group	Number of Teachers
Asian	2
Black or African American	9
Hispanic or Latino	6
White	6
Other Ethnicity or Missing	8
Total Classroom Teachers	31

Demand/Waitlist Information (only for incoming grade levels: TK,K, 6, 9)

Year of Current	Date of lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
<i>Example</i>	<i>4/1/2018</i>	<i>TK</i>	<i>75</i>	<i>40</i>	<i>25</i>
		<i>K</i>	<i>180</i>	<i>100</i>	<i>30</i>
		<i>6</i>	<i>115</i>	<i>100</i>	<i>5</i>
Year 1 (2017-18)	<i>3/1/2017</i>	TK	121	25	1
		K	145	56	2
		6	147	90	47
Year 2 (2018-19)	<i>3/1/2018</i>	TK	14	25	0
		K	65	84	0
		6	39	93	0
Year 3 (2019-20)	<i>3/1/2019</i>	TK	40	10	0
		K	177	65	0
		6	150	81	0
Year 4 (2020-21)	<i>3/1/2020</i>	TK	60	15	0
		K	125	57	1
		6	115	90	0
Year 5 (2021-22)	<i>3/1/2021</i>	TK	40	20	0
		K	147	56	0
		6	98	78	0
Year 6 (2022-23)	<i>3/1/2022</i>	TK	49	22	0
		K	116	54	1
		6	91	62	14
Year 7 (2023-24)	<i>3/1/2023</i>	TK	50	25	0
		K	134	53	0
		6	112	63	6
Year 8 (2024-25)	<i>3/1/2024</i>	TK	75	24	0
		K	115	47	0
		6	104	70	2

Special Education

Instructions: For the table below, please ensure the data is accurate as of the last day of school (if your school uses SEIS, the Current Services Report will be helpful). If you need assistance, please contact the Office of Charter Schools. Please note, OCS may request additional information regarding this data following submission, if needed.

	2022-23	2023-24
# of students with IEPs receiving < 450 service minutes weekly	65	64
# of students with IEPs receiving > 450 service minutes weekly	30	35
# of students with IEPs in NPS placement	0	0
Total SWD enrolled	95	99

Please upload the below CALPADS report to Epicenter. Once uploaded, please certify this item as complete by checking the box to the right.

• 2023-24 End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan By Primary Disability (EOY 4) (If you are submitting prior to EOY certification window, please submit the Revised Uncertified report as of the last day of school).



Facilities and Proposed Material Revisions/Substantial Changes

<p>Facilities</p>	<p>Please respond to the following:</p>	<p>Does the school's current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution.</p> <p>Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term?</p>	<p>Yes, the current lease extends through the end of the charter term.</p>
<p>Proposed Material Revisions/Substantial Changes</p>	<p>Note: Material revision requests typically will need to be submitted separately from the renewal petition. Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:</p>	<p><i>If applicable:</i> Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:</p> <ul style="list-style-type: none"> • Substantial changes to the educational program • Changes in grade levels to be served • Increasing the enrollment cap • Changes to lottery preferences or admission procedures • Changes to the governance structure • Adding or changing school location (with the exception of moving into a District-owned facility) • Entering into or revising a contract with a Charter Management Organization <p>The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.</p>	<p>NA</p>

Appendix 27 - Verified Data– mCLASS by
Amplify (as required by OUSD)

Instructions

mCLASS Measure Data (xx-xx) Tab

1. Copy and paste your mCLASS Data File into the tab labeled 'mCLASS Measure Data (xx-xx)' (For instructions on downloading the mCLASS Raw Data, please refer to the mCLASS one-pager)
2. Rename the 'mCLASS Raw Data (xx-xx)' tab to include the relevant measure and school year. (e.g. 'mCLASS LNF Data (23-24)')
3. Duplicate the 'mCLASS Raw Data (xx-xx)' tab if you wish to include multiple school years of data for each measure and repeat steps 1-2 for each school year appropriately.

Note: Raw data should be student-level data but may be anonymized for privacy

mCLASS Summary Table Tab

1. Delete the example row and populate the summary table for all indicators, all grades tested, and all appropriate student groups.

Note: In cases where student group data cannot be disaggregated at the grade level, please specify the grade span.

School Participation Table

1. After completing the data tabs, fill in the open response on the School Participation Tab.
2. Please be sure each school year you are submitting mCLASS Growth data is accounted for.

Indicator	School year	Student Group	Grade	Percent Met Average or Above Growth
Composite	2022-2023	All	1	31%
Composite	2022-2023	All	2	55%
Composite	2022-2023	All	3	52%
Composite	2022-2023	All	4	66%
Composite	2022-2023	All	K	79%
Composite	2022-2023	Black	K-4	54%
Composite	2022-2023	EL Students	K-4	46%
Composite	2022-2023	Has IEP	K-4	21%
Composite	2022-2023	Latino	K-4	66%
Composite	2023-2024	All	1	71%
Composite	2023-2024	All	2	74%
Composite	2023-2024	All	3	62%
Composite	2023-2024	All	4	82%
Composite	2023-2024	All	K	88%
Composite	2023-2024	Black	K-4	74%
Composite	2023-2024	EL Students	K-4	74%
Composite	2023-2024	Has IEP	K-4	39%
Composite	2023-2024	Latino	K-4	75%

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School Participation

To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Note: Consistent with the U.S. Department of Education's flexibility that was afforded to states in 2019–20 and 2020–21, the 95 percent participation rate requirement should not apply in those years. For additional information, please see the CDE's guidance on Verified Data Criteria and Data Use Procedures.

1. Please demonstrate in the space provided, that your charter school has administered the assessment to, and included the results of, at least 95 percent of pupils for whom the assessment is appropriate. During all assessment periods (beginning of year and end of year in 2022-23 and 2023-24, we have tested between 95%-100% of students, as outlined below.

Assessment:	DIBELS 8th Edition							
School Year:	2022-2023							
Period:	22-23 BOY							
Grade:	Grade K, Grade 1, Grade 2, Grade 3, Grade 4							
District	School	Year_Label	Period_Name	DIBELS 8th Edition	DIBELS 8th Edition %	Not Complete	Not Complete %	Total Students
KIPP PUBLIC SCHOOLS NORT	KIPP Bridge Rising	2022-2023	BOY	207	95%	11	5%	218
Assessment:	DIBELS 8th Edition							
School Year:	2022-2023							
Period:	22-23 EOY							
Grade:	Grade K, Grade 1, Grade 2, Grade 3, Grade 4							
District	School	Year_Label	Period_Name	DIBELS 8th Edition	DIBELS 8th Edition %	Not Complete	Not Complete %	Total Students
KIPP PUBLIC SCHOOLS NORT	KIPP Bridge Rising	2022-2023	EOY	218	100%	0	0%	218
Assessment:	DIBELS 8th Edition							
School Year:	2023-2024							
Period:	23-24 BOY							
Grade:	Grade K, Grade 1, Grade 2, Grade 3, Grade 4							
District	School	Year_Label	Period_Name	DIBELS 8th Edition	DIBELS 8th Edition %	Not Complete	Not Complete %	Total Students
KIPP PUBLIC SCHOOLS NORT	Latest Primary School KIPP Bridg	1 2023-2024	BOY	213	96%	8	4%	221
Assessment:	DIBELS 8th Edition							
School Year:	2023-2024							
Period:	23-24 EOY							
Grade:	Grade K, Grade 1, Grade 2, Grade 3, Grade 4							
District	School	Year_Label	Period_Name	DIBELS 8th Edition	DIBELS 8th Edition %	Not Complete	Not Complete %	Total Students
KIPP PUBLIC SCHOOLS NORT	Latest Primary School KIPP Bridg	1 2023-2024	EOY	217	98%	4	2%	221

