KIPP Bayview Elementary School
Charter Petition Submitted to
San Francisco Unified School District
July 2017

For the Term: July 1, 2018 – June 30, 2023
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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, April Chou, hereby certify that the information submitted in this petition for a California public charter school tentatively named KIPP Bayview Elementary School (“KIPP Elementary School” or the “Charter School”), to be operated by KIPP Bay Area Schools, to be located within the boundaries of the San Francisco Unified School District (the “District” or the “SFUSD”), is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, KIPP Elementary School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

- The Charter School 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(c)(1)]

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- 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.

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- The Charter School 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).

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School 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)]

- The Charter School shall not 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). [Ref. 
  Education Code Section 47605(d)(1)]

- If a pupil is expelled or leaves the Charter School 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 a transcript of grades or 
  report card and health information. [Ref. Education Code Section 47605(d)(3)]

- The Charter School 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)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the 
  Charter School's education programs. [Ref. Education Code Section 47605(c)]

- The Charter School 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 Bay Area Schools declares that it shall be deemed the exclusive public school employer of 
  the employees of KIPP Elementary School for purposes of the Educational Employment 
  Relations Act. [Ref. Education Code Section 47605(b)(6)]

- The Charter School 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. Education Code Section 47605(I)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of 
  its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
• The Charter School shall comply with the Ralph M. Brown Act and conduct meetings in conformance with KIPP Bay Area Schools’ established parliamentary rules.

• Should the charter be granted, KIPP Bay Area Schools will provide written notice of the approval and a copy of the petition to the County Superintendent of Schools, the California Department of Education, and the State Board of Education.

______________________________  __________________________
April Chou                                Date
Chief Growth and Operating Officer
KIPP Bay Area Schools
INTRODUCTION

Since 2003, KIPP Bay Area Schools has operated two middle schools serving the San Francisco communities of Bayview-Hunters Point and Western Addition: KIPP Bayview Academy and KIPP San Francisco Bay Academy, both recognized as California Distinguished Schools. We also operate KIPP San Francisco College Prep high school in Bayview-Hunters Point, which just graduated its founding class of seniors in June 2017. We are deeply appreciative of the longstanding partnership between KIPP Bay Area Schools and the San Francisco Unified School District and are proud to be operating these charter schools as part of the educational options offered by the District.

KIPP families have been asking us for an elementary school option for their younger children, because of their desire for their children to have a strong academic foundation starting in the elementary grades. In response to parent and community demand in Bayview-Hunters Point, KIPP Bay Area Schools seeks to open an elementary school that will offer an earlier start on the journey to and through college. We are committed to working with the San Francisco Unified School District to enable that continuous KIPP path through college for students and families in the Bayview-Hunters Point community.

When KIPP Bayview Academy opened in 2003, KIPP was a fifth through eighth grade middle school model. Since that time, KIPP has evolved to a K-12 model in many communities across the country. Thus, KIPP Bay Area Schools has had the benefit of learning from the successful start-up of KIPP elementary schools in other regions such as Chicago, Houston, Los Angeles, New Orleans, New York, Newark, and Washington D.C. KIPP’s success with expanding to elementary schools in other communities helped provide confidence about our ability to successfully meet our parents’ desires to serve elementary grades here in the Bay Area. In the past two years, KIPP Bay Area Schools expanded the middle school in West Oakland to serve transitional kindergarten (“TK”) through 8th grade and launched two new TK-8 schools in Redwood City and East Palo Alto.

The KIPP Elementary School will be founded on the proven principles of the Knowledge is Power Program (“KIPP”), and serve all students regardless of race, gender, socioeconomic status, disability, or characterization as a member of any other protected class. We will provide a rigorous academic program and instill a lifelong love of learning that prepares our students for success in college and in life. 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. While we are proud of our success thus far, we believe that starting with students even earlier, before a significant opportunity gap develops, will enable them to more fully realize their potential. In this petition, we share further details about the impact of an aligned elementary, middle, and high school path on students’ success on college graduation, as well as KIPP’s track record of success serving students in San Francisco and throughout the Bay Area.

The KIPP Elementary School experience will go well beyond the achievement of academic excellence. KIPP Elementary School graduates will be responsible, resourceful citizens of their community and understand the impact of their actions on others. Students will leave fourth grade with the literacy, critical-thinking, and problem solving skills to realize their full potential. They will have grown from four and five year olds who are learning their letters and sounds to nine year olds who tackle challenges with grit and zest and constantly find ways to make their world a better place. They will have built the foundation on which they will grow and continue to grow as learners and citizens.
Our vision is to develop poised, confident, and articulate leaders who will use their education and life experiences to create positive change in their own lives, in their communities, and in the world. By preparing students with the academic skills, intellectual habits, and character traits to achieve success throughout their academic years and in life, KIPP Elementary School hopes to partner with the San Francisco Unified School District to serve as a model of educational excellence. We are fully prepared, willing and committed to implementing the vision set forth in this charter petition.
ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM

Governing Law: The educational program of the 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. Education Code Section 47605(b)(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. Education Code Section 47605(b)(5)(A)(ii).

Mission and Vision

KIPP Elementary School is committed to developing poised, confident, articulate leaders who will use their education and life experiences to create positive change in their own lives, within their communities, and among our global society. KIPP Elementary School will partner with teachers, parents, community members, and the San Francisco Unified School District to accomplish its mission.

Central to the mission of KIPP Elementary School is an unwavering belief that all students can succeed in the nation’s most competitive colleges when provided with extended time for learning inside and outside the classroom, a rigorous, college-preparatory education, and a wide range of supports. An excellent college education is necessary for expanded opportunities in an increasingly competitive and global, 21st-century job market. KIPP Elementary School will prioritize the goal of a college education in achieving personal success and creating a life of choices and opportunities.

KIPP Elementary School’s mission and values shall drive everything at the Charter School, from the culture to the academic program. The school leader and founding staff will further develop KIPP Elementary School’s mission, vision and values prior to the school opening.

Organizational Supports to Achieve the Mission and Vision

KIPP Elementary School will achieve its mission and vision through its partnership with the KIPP Foundation and KIPP Bay Area Schools, and by implementing the school’s own core values. This support structure has led to demonstrated success at many KIPP schools in the Bay Area and nationally. Please refer to the sections below for details on KIPP Bay Area Schools’ track record of success and to Appendix 1 for research demonstrating the efficacy of the KIPP model nationwide.
KIPP Foundation
The KIPP Foundation is the national non-profit organization that trains outstanding educators to open and run high-performing KIPP schools nationwide.

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

Since 1994, KIPP has grown from two teachers in a single classroom to over 31 KIPP regions governed by a local board and led by a local Executive Director, Superintendent, or Chief Executive Officer. There are now 209 schools within these regions, serving approximately 88,000 students. The KIPP Foundation, through its KIPP School Leadership Program, recruits and trains KIPP School Leaders to open new KIPP schools or to succeed founding School Leaders.

Beyond recruiting and training new School Leaders, the KIPP Foundation is responsible for supporting excellence and sustainability across the network and leading network-wide innovation efforts to leverage our growing scale. The KIPP Foundation provides ongoing support services and resources for KIPP regions and schools, such as professional development (“PD”) for leaders and teachers; tools and resources for academics, finance and operations, facilities, and parent and community engagement, among others.

The School Leader of KIPP Elementary School benefits from rigorous and innovative leadership and management training provided by the KIPP Foundation. The training includes an intensive summer institute focused on instructional, operational, and organizational leadership and targeted trainings with a cohort of KIPP School Leaders throughout the year. Please see Appendix 2 for more details about the KIPP leadership model and related training programs.

KIPP Bay Area Schools
KIPP Bay Area Schools is the regional nonprofit charter management organization that holds the charters for KIPP schools in the Bay Area and is responsible for their sustainability, quality, and growth. Our regional organization is able to oversee educational quality and provide operational support so that schools can focus on teaching and learning, and facilitate the sharing of best practices across the region.

KIPP Bay Area Schools enables its charter 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. The KIPP Bay Area Schools team also supports new school design and development by providing guidance, coaching, and direct support for new schools. The KIPP Bay Area Schools team has significant expertise in school design, start-up operations, teacher recruitment and development, and parent and community engagement. Please see Appendix 3 for information on the management team of KIPP Bay Area Schools.
In addition to the three KIPP schools in San Francisco, KIPP Bay Area Schools also operates four other middle schools in the Bay Area (two of which are California Distinguished Schools and National Blue Ribbon Schools), two high schools (both of which are ranked by US World & News Report, Newsweek, and The Washington Post as among the top high schools serving low-income students), and three TK-8 schools located in West Oakland, Redwood City, and East Palo Alto. By partnering with our charter authorizers and leveraging the resources of a regional organization, thousands of KIPP students across the Bay Area have achieved at unprecedented levels. We are committed to replicating these successes with a new elementary school serving grades TK through fourth in Bayview-Hunters Point.

**KIPP Through College**
As part of the KIPP commitment to ensure that its 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 goal of KIPP Through College is for all students to have the access, skills and resources necessary to navigate through college into self-sufficient adulthood.

Across the country, 44% of all students who have completed a KIPP middle school have graduated from a four-year college. This group of KIPP alumni are 95% African American or Latino, with more than 85% having qualified for federal free or reduced price meals. These KIPP alumni have a higher college completion rate than the average of all students across all income levels nationwide (34% percent of all Americans age 25 to 29 have earned a bachelor’s degree or higher). KIPP’s college completion rate is more than four times the rate of comparable 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-20s). For more information about the KIPP Through College Program, please see Appendix 4.

The KTC team provides structured support focused on college readiness, persistence, and completion for our alumni. Services provided by KIPP Through College will be available to students of KIPP Elementary School should they continue at a KIPP middle and high school. In addition, our KIPP Through College team may begin meeting with families early on in their KIPP journey, to help create college savings accounts and reinforce the importance of financial literacy and planning.

**Learning from Other KIPP Regions and Schools**
KIPP Elementary School will not only be a part of the KIPP Bay Area Schools organization, but also part of a national network. As a result of this affiliation, each of our charter schools is able to learn from peer organizations from across the country.

KIPP Elementary School will be able to build on the lessons and strategies of our three TK-8 schools here in the Bay Area or sister schools in regions like KIPP Los Angeles to inform the design of the Charter School. The process of designing the elementary school includes 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 exemplary charter schools and strategies; some of the design of KIPP Elementary School will also benefit from observations and reflections of mistakes and struggles of other charter schools.
Some examples of ways in which KIPP Elementary School 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.

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.

- **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, assistant principals, operations managers) to enable cross-school sharing and collaboration

As referenced earlier, KIPP Bay Area Schools also operates three TK-8 schools in West Oakland, Redwood City, and in East Palo Alto. While the KIPP schools in the Peninsula are not yet fully scaled, the K-8 school in West Oakland was an expansion of KIPP Bridge Academy, a successful middle school recognized as a California Distinguished School. Through the process of adding elementary grades to an existing middle school, we have developed a rigorous academic program for grades TK-4 that is aligned with the core curriculum for KIPP Bay Area Schools’ high-performing middle schools. Many on the team that helped to design the core curriculum for these schools will also be engaged in building the curriculum, setting targets, and developing assessments alongside the KIPP Elementary School leadership. KIPP Elementary School will be able to learn from the design and successes to date of the three Bay Area KIPP TK-8 schools, while also adapting practices and approaches, so that they are tailored to the needs of the Bayview-Hunters Point context and its student population.
Target Population

KIPP believes that all students should have access to a top-quality education, one that will prepare them for success in college and in life. KIPP’s school model provides opportunities for historically underserved students to accelerate academically while participate in enriching extracurricular experiences. Approximately 96% of students in KIPP Bay Area Schools are students of color and 77% receive free or reduced price meals through the Federal School Lunch Program. KIPP Elementary School aims to serve a similar student population, targeting traditionally underserved students in the San Francisco Unified School District, in particular Bayview-Hunters Point and surrounding neighborhoods. We are proud to operate two KIPP Bay Area Schools in Bayview-Hunters Point and to be in a position to make a positive impact.

The rationale for KIPP Elementary School is in direct response to parent demand. Over the years, we have partnered closely with parents of KIPP Bayview Academy on their children’s education and a common theme we have heard is the desire to send their elementary-age children to a similarly safe, structured, and academically rigorous school. More recently, we have met with parents at meetings held at KIPP Bayview Academy, at events hosted by other organizations (such as the YMCA, Boys & Girls Club, College Track, and Wu Yee child centers), and at other community events (such as Juneteenth). To broaden our outreach, we have also spoken with parents one-on-one in public parks and in the residential areas of Bayview Hunters-Point. Our conversations reveal that many parents are unable to access a school that meets the needs of their children and are seeking more options. Parent demand for another educational option within the Bayview-Hunters Point community is further reflected by the signatures of parents who are interested in enrolling their student in KIPP Elementary School (please see Appendix 29).

In addition to parent demand, one of the variables that led us to consider opening an elementary school includes results from KIPP schools elsewhere in the country. Performance data from KIPP Los Angeles (“KIPP LA”) show that by the end of 2nd grade, KIPP LA elementary students perform similarly to newly enrolled 5th grade students at KIPP LA schools. At KIPP Bayview Academy, we have historically enrolled students who are performing below grade level, and if we can start to serve students at younger ages, we can make a remarkable difference in their educational trajectory. A KIPP elementary school in the Bayview-Hunters Point would give us the opportunity to build foundational skills in these children and better prepare them for future success in middle and high school. KIPP Elementary School would enable an aligned KIPP transitional kindergarten through 12th grade experience for families of the Bayview-Hunters Point community, including younger siblings of students already attending KIPP Bayview Academy, KIPP San Francisco Bay Academy or KIPP San Francisco College Prep. Additionally, we would be able to partner with parents earlier to plan long-term for college.

Lastly, we are seeking to open KIPP Elementary School to offer families of the Bayview-Hunters Point another high-quality public school option in their own community. Our conversations with families have been consistent with research showing that parents in the Bayview-Hunters Point often choose to send their children to schools outside their own neighborhood, even though there are seats available in nearby public schools. We envision KIPP Elementary School to be a top choice for Bayview-Hunters Point families seeking a high-quality neighborhood school for their young children.

1 Source: SFUSD Student Assignment 4th Annual Report: 2014-15 School Year
Of the public elementary options currently in the Bayview-Hunters Point and neighboring areas, only two out of eight schools\(^2\) had more than a third of their students meeting or exceeding state standards in ELA and math. Outlined below are the demographics and recent California Smarter Balanced Assessment results for elementary schools in or neighboring the Bayview-Hunters Point of the SFUSD.

**Figure 1: Demographics and outcomes for KIPP schools in San Francisco and other SFUSD elementary schools, 2015-16 school year\(^3\)**

<table>
<thead>
<tr>
<th>School</th>
<th>Total enrollment</th>
<th>Demographics - %</th>
<th>% meeting / exceeding standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIPP Bayview Academy (gr. 5-8)</td>
<td>288</td>
<td>FRPM 78% EL 13%</td>
<td>ELA 64% Math 37%</td>
</tr>
<tr>
<td>KIPP San Francisco Bay Academy (gr. 5-8)</td>
<td>374</td>
<td>80% EL 28%</td>
<td>51% 28%</td>
</tr>
<tr>
<td>KIPP San Francisco College Prep (gr. 9-12)</td>
<td>312</td>
<td>82% EL 11%</td>
<td>80% 50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Total TK – 4th enrollment</th>
<th>Demographics - %</th>
<th>% meeting / exceeding standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco Unified School District</td>
<td>22,863(^4)</td>
<td>47% EL 27%</td>
<td>ELA 53% Math 50%</td>
</tr>
<tr>
<td>Visitacion Valley</td>
<td>350</td>
<td>86% EL 52%</td>
<td>46% 49%</td>
</tr>
<tr>
<td>Taylor (Edward R.)</td>
<td>557</td>
<td>78% EL 65%</td>
<td>43% 47%</td>
</tr>
<tr>
<td>El Dorado</td>
<td>203</td>
<td>72% EL 35%</td>
<td>26% 19%</td>
</tr>
<tr>
<td>Hillcrest</td>
<td>392</td>
<td>87% EL 60%</td>
<td>29% 31%</td>
</tr>
<tr>
<td>Malcolm X</td>
<td>76</td>
<td>89% EL 14%</td>
<td>14% 26%</td>
</tr>
<tr>
<td>Carver (George Washington)</td>
<td>188</td>
<td>84% EL 9%</td>
<td>12% 11%</td>
</tr>
<tr>
<td>Harte (Bret)</td>
<td>151</td>
<td>82% EL 50%</td>
<td>9% 5%</td>
</tr>
<tr>
<td>Drew (Charles)</td>
<td>170</td>
<td>70% EL 7%</td>
<td>10% 5%</td>
</tr>
</tbody>
</table>

A closer look at the data, as outlined in Figure 2, shows that less than 30% of Black and Latino students in these SFUSD elementary schools are not meeting state standards.

**Figure 2: Outcomes for Black and Latino Students at KIPP schools in San Francisco and other SFUSD elementary schools, 2015-16 school year\(^5\)**

<table>
<thead>
<tr>
<th>School</th>
<th>% meeting / exceeding ELA standards</th>
<th>% meeting / exceeding Math standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIPP Bayview Academy (gr. 5-8)</td>
<td>Black 57% Latino 71%</td>
<td>Black 28% Latino 38%</td>
</tr>
<tr>
<td>KIPP San Francisco Bay Academy (gr. 5-8)</td>
<td>41% Latino 52%</td>
<td>15% 28%</td>
</tr>
<tr>
<td>KIPP San Francisco College Prep (gr. 9-12)</td>
<td>85% Latino 80%</td>
<td>47% 49%</td>
</tr>
</tbody>
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\(^2\) Excludes OnePurpose School, which does not yet have performance data available.

\(^3\) Source: California Department of Education DataQuest

\(^4\) San Francisco Unified School District reported enrollment on DataQuest is 22,863 students. This does not include schools operated by San Francisco County Office of Education.

\(^5\) Source: California Department of Education DataQuest
At these schools, only 4-14% of Black students met or exceeded state standards in ELA and as few as 0% of Black students met or exceeded state standards in math. For Latino students, 6-28% met or exceeded state standards in ELA and 3-27% met or exceeded state standards in math.

We have spoken with parents whose children attend these schools, including Malcolm X, Bret Harte, ER Taylor, and El Dorado elementary schools. We have heard firsthand their concerns about their children falling behind and their desire for a more rigorous program with better services and a healthier school culture. KIPP Elementary School will serve a similar student population, targeting high-poverty and underserved students in the Bayview-Hunters Point community. KIPP will also strive to serve a student population that reflects the ethnic diversity in the broader communities surrounding the Bayview-Hunters Point neighborhood. As explained in our subsequent “Track Record of Success” section, existing KIPP schools have consistently served this demographic of students well, and believe the KIPP model will help to address the achievement gap for students in this community.

In its first year, KIPP Elementary School will start with transitional kindergarten, kindergarten, and first grade, and then expand each year until reaching all grade levels. Fully scaled, the Charter School will serve approximately 469 students. Appendix 5 includes details related to enrollment projections and assumptions.

**Figure 3: KIPP Elementary School Projected Student Enrollment by Year**

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<tbody>
<tr>
<td>Kindergarten</td>
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<td>56</td>
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<td>84</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; grade</td>
<td>0</td>
<td>56</td>
<td>56</td>
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<td>0</td>
<td>64</td>
<td>64</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>137</td>
<td>221</td>
<td>313</td>
<td>405</td>
<td>437</td>
<td>469</td>
<td>469</td>
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* KIPP Elementary School is planned to reach approximately full scale in school year 2023-24, in the 6<sup>th</sup> year of the Charter School.
KIPP believes that elementary school years are crucial, formative years, and that the choices students make during these years will set them on a path of success in life. We will create a personalized learning environment for its students and a cohesive school culture, where all students and families are known and feel a sense of community and belonging. As an open-enrollment, non-selective public school, KIPP Elementary School will be tuition-free and will admit any student, regardless of ethnic, socioeconomic or religious background or upon any of the characteristics listed in Education Code Section 220. Please see Element H for additional details about the enrollment policies of KIPP Elementary School.

Attendance

A Rigorous Schedule and Academic Calendar

Instructional Day
A typical day for a KIPP student will be based on the following two components:

- **Core Academic Subjects.** Students will be engaged in the standard curriculum areas of English-language arts, mathematics, science, and social studies
- **Enrichment.** The extracurricular program may include drama, school newspaper, yearbook, student government, and service projects. The elective program may also include additional subjects in music, visual arts, foreign language, physical education, technology, and design labs.

A typical school day and bell schedules for a KIPP Elementary School student are reflected in Appendix 6. Despite the extended school day, we have found that KIPP students enthusiastically attend school each day and KIPP students in the Bay Area have averaged a 97% or better attendance rate.

Annual School Calendar
KIPP Elementary School will meet or exceed the instructional minutes requirement as set forth in Education Code section 47612.5 and may offer a before/after school, Saturday, and/or summer school component. The summer school component, if offered, will scheduled to commence prior to the beginning of the school year (typically August). KIPP Elementary School will have at least 175 days of instruction, specifically:

For students in transitional kindergarten / kindergarten: 36,000 minutes
For students in first through third grade, inclusive: 50,400 minutes
For students in fourth grade: 54,000 minutes

A sample annual school calendar is attached in Appendix 7. KIPP Elementary School's actual calendar may change from year to year.

Extended Time
KIPP Elementary School will utilize an extended day and year model not only for academic remediation and acceleration, but also to broaden student opportunities and experiences. Examples include:

- **Before and After School Programs:** KIPP Elementary School will offer more time in school, which may include before and/or after school programs. These programs will be developed and determined by the School Leader of KIPP Elementary School to best fit the needs of the students of KIPP Elementary School. Examples of potential before and after school programs include 1:1
mentoring time, chess club, coding club, and dance. Programs will be staffed by a combination of KIPP Bay Area Schools staff and/or qualified service providers.

- **Summer Session Program**: KIPP Elementary School may offer a summer that includes a staff development program that provides the 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 will continue their preparation by designing a curriculum for the fall that addresses the specific needs and interests of the students.

The summer session will be brought to life when the students enter the classrooms. During this time, students will be introduced to the concepts, challenges, strengths, and rewards of working as a team and family. Above all, students will be welcomed into the KIPP culture, and learn what it means to be a KIPP student through introductions to elements of KIPP culture that emphasize hard work, teamwork, and a culture of high expectations. On the first day of school, all children will 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 Elementary School and, in the future, high-school and college.

### What it Means to be an Educated Person in the 21st Century

At KIPP Elementary School, becoming a 21st Century learner means:

- Students possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of humanities, mathematics, and science
- Students are effective and confident communicators, and are comfortable utilizing a wide range of technologies
- Students are critical thinkers and problem solvers
- Students have an appreciation for the humanities and show respect for diverse cultures
- Students are self-motivated, competent and possess a life-long love of learning
- Students possess a strong desire to serve the community in which they live
- Students have the desire, discipline, and dedication to achieve their highest aspirations and dreams

### 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. Our focus at KIPP Elementary School will therefore also be on developing outstanding educators who have high degrees of success in delivering a rigorous academic program.

The content of the educational program at KIPP Elementary School will center 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 will be college and career-preparatory, with the necessary supports in place for all students to access the curriculum.

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

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 direct impact on students’ academic success, graduation rates, and overall well-being and connection to their school community.

Academic Impact: School climate encompasses many factors, and there is substantial evidence that a positive school climate engages students in learning and promotes academic achievement and success. A meta-analysis of over 200 studies by Joe Durlak and colleagues published in Child Development found that in schools intentionally implementing comprehensive and continuous social-emotional learning programs, students’ attitudes toward school and learning improved, they gained an average of over 10 points on standardized academic tests, and their problem behaviors, including violence, diminished.  

Graduation Rate Impact: A study of 276 Virginia high schools found that a school climate characterized by lower rates of bullying and teasing was predictive of higher graduation rates four years later. Schools with high levels of bullying and teasing had dropout rates 29% above the state average, compared with schools with a low level of bullying and teasing, which had a dropout rate 28% below average. The association between school climate and graduation rates was just as strong as the association between student poverty and graduation rates.  

School and Life Success: In a 2004 book summarizing the research on Social-Emotional Learning, Joe Zins and colleagues concluded that the most important factors in students’ success in school and life is their sense of attachment and commitment to school and seeing the school as a source of positive recognition, contribution, pride, and purpose in their lives.  

KIPP Elementary School will intentionally implement comprehensive and continuous social-emotional learning curricula and programs and foster both a positive school culture and climate. This will also enable students to develop self-knowledge, relational awareness, and community orientation that will sustain their success beyond their years at KIPP Elementary School. The section on How Learning Best Occurs explains in more detail how KIPP Elementary School’s values, social-emotional learning program, and commitment to restorative practices will form the basis of the Charter School’s culture and climate.

Developing 21st Century Learners through Personalization

Leveraging technology to achieve personalization is a component of enabling high academic achievement at KIPP Elementary School. Our goal will be for each student to have full mastery of the

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knowledge and skills necessary for college and the competitive world beyond. This means that our students must be prepared to be creators, not just consumers, of the innovation that surrounds us in San Francisco and the broader Bay Area.

It all begins with personalization, so that students can 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 Elementary School, teachers will 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)

How Learning Best Occurs

KIPP Elementary School’s vision and strategy to support students in Bayview-Hunters Point is based on 14 years of experience serving this community, beginning with KIPP Bayview Academy, which has served middle school students since 2004, and including KIPP San Francisco College Prep, which has served high school students since 2013. KIPP Elementary School will also draw on the experience and lessons of 11 other KIPP schools in the Bay Area, as well as the collective experience of 200+ other KIPP schools nationwide.

KIPP Elementary School will be built on the core beliefs, practices and lessons learned from high-performing schools in our community and throughout our country.

Further on, the key descriptions of the school experience of KIPP Elementary School is captured in three sections on how learning best occurs:

- Through a rigorous, standards-based curriculum
- Through high quality instruction
- Through a positive school culture

KIPP’s Guiding Principles for All Schools

At KIPP, teachers, students, and families are all united around the same goal: college and a choice-filled life. We believe that an excellent college-preparatory education will set students up for success in whatever life path they choose. KIPP Elementary School will be built upon the following guiding principles of all KIPP schools:

- **High Expectations:** We set clearly defined and measurable high expectations for academic achievement and conduct in order to create and reinforce a culture of achievement and
support. We know that every student is different and we personalize learning based on a student’s needs, skills, and interests.

- **Strength of Character:** Success in life depends on both academics and character. We help students foster character strengths that are essential for their own success and well-being. And we aim for them to be empowered to express their voices with power and to improve the world around them.

- **Highly Effective Teachers and Leaders:** Great schools require great teachers and school leaders. We empower our educators to lead school teams, and we invest in training to help them grow as professionals.

- **Safe, Structured, and Nurturing Environments:** Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. Our schools provide a safe, structured, and nurturing environment with minimal distractions and more time for both academics and extracurricular opportunities, so our students love school and maximize their learning.

- **KIPP Through College:** Our counselors and advisors support students as they prepare for and select the right college for their needs and interests. After high school, we help KIPP alumni navigate the social, academic, and financial challenges they might encounter while in college.

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**Learning Best Occurs with a Rigorous, Standards-Based Curriculum**

**Starting with the End in Mind**

The curriculum framework described herein is based upon Common Core State Standards and California State Standards for kindergarten through fourth grade. The framework is designed to ensure that graduates of KIPP Elementary School are prepared for the rigor and intensity of college-preparatory middle and high school coursework. Teachers will work with the School Leader to supplement this curriculum with their own innovations, research, and expertise.

**Ideal KIPP Elementary School Fourth Grader: Starting with the End in Mind**

*KIPP Elementary School fourth graders are academic scholars who possess a lifelong love of learning.* The academic program at KIPP Elementary School will prepare every student for the intensity and rigor of middle school and college-preparatory high school academics. The courses offered at KIPP Elementary School will be grounded in rigor and high engagement. KIPP Elementary School teaching staff will create learning environments that actively engage the student body. KIPP Elementary School hopes that students will leave the Charter School with an intellectual curiosity for all academic disciplines and the academic preparation to be successful in middle school, high school, college, and the competitive world beyond.

*KIPP Elementary School fourth graders are creative and critical thinkers.* Students at the KIPP Elementary School will 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 will develop an intellectual curiosity and creativity for all academic disciplines. Students will also possess the ability to listen to different arguments and perspectives as a way to guide and form their own opinions and thinking.

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

*KIPP Elementary fourth graders will exemplify the school values.* For the students of KIPP Elementary School failure is not an option. Students will acquire the personal qualities and the skills to confront difficulty and challenges, thoughtfully problem solve, and move forward. Students will learn they must approach life challenges and obstacles with a sense of possibility and resilience. Students will learn to be honest citizens who give back to their communities and take responsibility for their actions. Students will learn the importance of being part of a functioning team and learn how to work cooperatively in class with their teammates. Students will gain the skills in communication and problem solving and learn how to manage impulses.

**Personalized Learning at KIPP Elementary School**

KIPP Elementary School will also include a personalized learning component to enhance teaching and learning to better prepare each of our students for success in college completion and beyond. In addition to classroom instruction, students will have access to technology and adaptive solutions within classrooms that enable greater differentiation of instruction and the personalization of learning. These technologies and solutions are designed to enhance classroom instruction and to support group work and individual practice and will be used with the guidance of classroom teachers. This approach to personalized learning enhances the work of excellent educators, in service of empowering students as learners. Instructional tools may provide real-time data to support a teacher’s work and enable them to better meet a student’s academic needs. Because we place great value on the critical relationship between a teacher and student, KIPP Elementary School’s personalized learning strategy is rooted in the belief that technology enhances teaching and learning, but does not supplant it. For example, a student may learn a new math concept in class and will be able to access Khan Academy tools and lessons to further practice the concept and gain exposure to alternative explanations and illustrations of the concept.

Teachers will 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)

In addition, all students at KIPP Elementary School will learn to use computer technology through their coursework. Ultimately, our long-term goal is to see our students have the opportunity to be creators, not just consumers, in the knowledge economy.

Over the last few years and with the support of KIPP Bay Area Schools’ regional Academics team, we have made strategic investments and have undergone significant change management to implement personalized learning and instructional technology best practices. Here are some examples of these investments:

• Hired regional staff to develop personalized learning at all schools
• Supported schools to work towards a 1:1 student to device ratio
• Curated a portfolio of instructional tools and developed best practices for implementation and integration into instruction
• Conducted professional development for teachers and school leaders on effectively integrating personalized, technology-enabled learning into instructional strategies
• Upgraded our technology infrastructure to broaden students’ access to technology and to support instructional technology

**Professional Development and Teacher Supports**

KIPP Elementary School will provide targeted professional development for faculty based on individual goals, school goals, and the needs of students based on data. Professional development content is developed by a variety of sources including school leaders, the regional academics team, the KIPP Foundation, and external partners. Professional development takes place at both the school level and regional level. Throughout the year, the KIPP Elementary School team and regional academics team will provide targeted professional development to staff in instructional design, classroom management, student culture, data driven instruction, and other topics including Common Core State Standards and differentiation through the integrated use of technology in the classroom.

Additionally, KIPP Bay Area Schools has invested in the following supports for our staff during the past several years, supports which will be further incorporated into this new elementary school:

• Implemented research-based, CCSS-aligned curricula in Mathematics, English language arts (“ELA”), and History
• Adopted Next Generation Science Standards (“NGSS”) across all schools
• Created Regional Learning Days to support teachers and leaders in the CCSS shifts
• Provided regional summer learning sessions for math, science and ELA Teachers, School Leaders, and Assistant Principals related to CCSS curriculum and assessment.
• Implemented common regional CCSS-aligned regional performance tasks in math and ELA (writing) in grades 3-8
• Focused instructional coaching and classroom observations on CCSS teaching and learning shifts, including the use of common tools, monitoring and feedback cycles across KIPP Bay Area Schools
KIPP Bayview Elementary School Appeal Petition

- Continued the use of a regional assessment management system (Illuminate) to share assessments, collect and analyze results and access CCSS-aligned item banks for building classroom assessments
- Transitioned to a CCSS-aligned mathematics course sequence
- Led communities of practice to deepen leaders’ understanding of the CCSS and NGSS in order to lead the implementation
- Built a data and assessment infrastructure to meet the demands of our growing region

In KIPP Elementary School, staff will have flexibility to work together to adapt curricula in order to best match student needs and the demands of CCSS and NGSS. Incoming student strengths, needs and performance levels determine the manner in which standards-aligned curriculum is adjusted and implemented. The Charter School’s expectation is to accelerate student learning so that all students demonstrate mastery of standards and are prepared to enter college-preparatory middle schools and beyond. Please refer to Element E for additional detail on professional development.

**Implementing a Rigorous, Standards-Based Curriculum**

KIPP Elementary School will correlate its curriculum objectives to the Common Core State Standards adopted by the California State Board of Education. KIPP Elementary School will provide age-appropriate curriculum for Mathematics, Science, and Humanities. These courses will be supplemented by offering additional instruction to provide both remediation and extra time for critical thinking skills and advanced curriculum in preparation for entering college-preparatory middle and high school programs.

KIPP Elementary School will combine the rigorous Common Core State Standards with the pedagogical methodologies that have proven successful in established KIPP schools. The state standards are supplemented with character education, study skills, extra-curricular activities, technology, music, and community service. Clear and specific standards-based academic objectives are mastered at each grade level as students move through the curriculum with KIPP Elementary School’s rigorous approach.

**Implementing the Common Core State Standards**

Developing 21st century learners also means aligning to a rigorous, standards based curriculum. The Common Core State Standards, adopted by California in 2010, detail what K-12 students should know in English language arts and mathematics at the end of each grade. The initiative seeks to establish consistent learning standards across the states as well as ensure that students graduating from high school are prepared to enter two or four-year college programs or enter the workforce. KIPP Bay Area Schools is committed to ensuring that our students meet the challenging demands of the Common Core State Standards.

We view our school’s adoption of Common Core State Standards as 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 Common Core State Standards are requiring us to invest even more in our teachers and leaders. KIPP Bay Area Schools’ strategies have been implemented across all schools during the past several years and will be further incorporated into this new KIPP Elementary School:

- Implemented Eureka Math and KIPP Wheatley (both research-based, CCSS-aligned curricula) in grades K-8
• Provided regional summer learning sessions for math and ELA Teachers, School Leaders, and Assistant Principals related to CCSS curriculum and assessment
• Implemented common regional CCSS-aligned regional performance tasks in math and ELA (writing) in grades 3-4
• Focused instructional coaching and classroom observations on CCSS teaching and learning shifts, including the use of regional tool, monitoring and feedback cycles
• Led Regional Learning Days to support teachers and leaders in the CCSS shifts
• Continued the use of a regional assessment management system (Illuminate) to share assessments, collect and analyze results and access CCSS-aligned item banks for building classroom assessments
• Transitioned to a CCSS-aligned mathematics course sequence that better prepares our students for high school and college level mathematics
• Led communities of practice to deepen leaders’ understanding of the Common Core State Standards in order to lead the implementation
• Built a data and assessment infrastructure to meet the demands of our growing region

Curriculum Framework
The curriculum framework described herein is based upon Common Core State Standards and Next Generation Science Standards for transitional kindergarten through fourth grade. The framework is designed to ensure that graduates of KIPP Elementary School are prepared for the challenges of college-preparatory middle and high schools. Teachers work with the School Leader to supplement this curriculum with their own innovations, research, and expertise.

KIPP Elementary School’s curriculum will draw upon research-based programs.

Transitional Kindergarten and early grades
KIPP Elementary School is prepared to offer transitional kindergarten, which will offer a modified curriculum that is age and developmentally appropriate. The TK curriculum will be aligned to the California Preschool Learning Foundations as developed by the California Department of Education. The TK classroom 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 will align with preparing scholars for success in the kindergarten classroom the following year. KIPP Elementary School TK teachers will have the appropriate credential to work with this age group.

KIPP Elementary School is also committed to collaborating with the San Francisco Unified School District to establish strong outcomes for students from early grades. We share in the broader vision to improve student outcomes and look forward to supporting, learning from, and sharing our learnings to support the collective effort in the community.

Humanities
Literacy Vision: Our scholars love and enjoy reading and writing because they engage in texts at their own 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.
KIPP Elementary School will align its humanities curriculum to the Common Core State Standards. The humanities curriculum will focus heavily on literacy, a fundamental and vital skill that is crucial in every area of academics and life. KIPP Elementary School will promote literacy across all subject areas providing a text-based program in subjects including humanities, math, and science.

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

The elements of reading, writing, speaking and listening are addressed in each humanities classroom. Because these literacy skills are interconnected and require constant reinforcement, students will have opportunities to break down reading, writing, speaking, and listening into their foundational elements. They will also experience and develop literacy skills holistically and in the context of practical, relevant literature and non-fiction material. As part of this focus, students will read a variety of culturally and historically diverse literature in their humanities classes through read aloud, shared and independent texts.

In order to develop students as critical readers, students will learn to analyze texts and determine author’s purpose, bias, and credibility. Through performances and read-aloud sessions, students will learn to interpret and respond to the devices that poets and playwrights use to direct the reader.

Students will learn the writing process, grammar skills, public speaking, note taking, and learn to identify social and cultural influences and differences in writing. Students will work collaboratively and independently to research, write, revise, and present papers.

Recognizing that students have diverse learning needs, students will receive differentiated instruction through both the materials and instructional strategies. Students whose skills need remediation receive intervention support during school and/or extra tutorials after school in phonics, reading comprehension, spelling, grammar, and the writing process.

For a sample literacy instructional blueprint, please see Appendix 8.

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.

KIPP Elementary School will implement and adapt its math curriculum, Eureka Math, to the Common Core State Standards, for both content and mathematical practice.

The math curriculum will provide the students of KIPP Elementary School with the knowledge and skills they need to excel in middle school mathematics, paving the way to rigorous high school and college
coursework. KIPP Elementary School students will learn number sense, patterns and relationships, how to use data, tables, graphs, and charts, and learn to apply this knowledge to their everyday lives. The math program focuses on conceptual understanding and problem solving as well as on fluency and procedures to the point of mastery.

The math program will 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 Elementary School will use a curriculum that reflects the major instructional shifts required to ensure mastery of the CCSS math standards. The use of a common math curriculum at KIPP Elementary School 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.

KIPP Elementary School will make sure that students will have the basic skills necessary to learn grade-level content and engage in mathematical practices. Students will develop a strong conceptual understanding of grade level content along with procedural fluency and the problem-solving skills to apply that learning. The math program at KIPP Elementary School will utilize technology and provide students with personalized and differentiated learning so they can demonstrate mastery of the Common Core State Standards.

For a sample math instructional blueprint, please see Appendix 9.

Science
Science is an essential part of the academic program. KIPP Elementary School will align its science curriculum to state-adopted literacy standards, Common Core State Standards, and Next Generation Science Standards. KIPP Elementary School 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.

At KIPP Elementary School, we will be utilizing a robust and holistic science curriculum locally developed at the Lawrence Hall of Science called Amplify Science. Through hands-on practice beginning in kindergarten, the science curriculum emphasizes learning the knowledge, processes, and skills that students need in order to understand the scientific method and its implications. Content and skills are integrated throughout a cohesive learning progression beginning in Kindergarten. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines and are learned through experimentation and investigation and require a written element, such as lab write-ups and reports, as an end product.

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 questioning. 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, and humanities. 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. A broad, multicultural history of science component spans the entire curriculum, as do skills development, a study of the impact of humans on the environment, and an integration of literacy, math and technology skills.

**Non-Core Curriculum Framework**

*Physical Education*
KIPP Elementary School will offer a structured physical education program in accordance with the California State Standards for physical education. Both content skills and life skills will be emphasized in the physical education program. Students will 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 Elementary School; the social rules that govern team interaction and competition are taught and reinforced.

*Arts Education*
KIPP Elementary School will offer a robust arts education program to grow the talents of students. Instruction is organized to target the strands of artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. In addition, literacy skills are woven into these classes.

**Learning Best Occurs with High Quality Instruction**

There are many educational theories and practices that have proven to be effective in the classroom environment and KIPP Elementary School does not subscribe to only one approach. We believe in allowing successful teachers to teach in an environment that supports proven practices and strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day.

As outlined in the earlier section on How Learning Best Occurs, the KIPP Elementary School experience will be based on principles and beliefs that set the foundation for excellent schools. Several of these foundational principles and beliefs center on high quality instruction, as outlined below:

**School-wide Staff Culture and Staff Alignment Achieves Ambitious Goals.**
Enabling students to achieve ambitious goals will require a cohesive team rowing in the same direction. This will entail building collaboration between teachers and school leadership.

**Key Practices:**
- Teachers and staff will feel accountable for the success of all students and connected to the Charter School’s mission, culture, and priorities.
- High teacher expectations will be clearly articulated and school leaders hold teachers accountable.
• The leadership team will meaningfully engage all teachers and staff as a team on a consistent basis (e.g., morning meetings, staff celebrations) and prioritize building and maintaining a positive staff culture.
• The leadership team will aim to foster a teaching culture that encourages and motivates teachers to engage in a path of continuous development toward teaching excellence (i.e., a culture where teachers are passionate about learning from within their school, learning from others outside of their school, and helping to foster an innovative spirit).
• Teachers will be aligned with both their grade-level team (i.e., 4th grade team) and content team (i.e., TK-4 humanities team) to ensure a coherent TK-4th grade sequence and shared grade-level experience for students.
• Assistant Principals, content chairs, and grade level chairs (and other leaders as determined by the Charter School’s specific staffing model) will be developed to drive grade-level and department alignment and a culture of continuous improvement.

Transparent Behavior Expectations Increase Student Engagement, Time-on-task, and Learning
Establishing clear student behavior expectations will allow teachers to focus increasingly on instruction and learning and will provide clear and consistent norms that support student reflection, practice, and development. Additionally, supporting students to adhere to expectations and professional behavior will increase students’ life preparedness.

**Key practices:**
• There will be consistent, school-wide student behavior expectations.
• Behavior expectations will foster self and social awareness, and encourage students to empathize with and be respectful to classmates. These competencies are necessary to build healthy classrooms where opportunities for risk-taking and vulnerability are prevalent.
• Teachers will explicitly share and teach the expectations (especially to all incoming students through a formal orientation) and will hold all students accountable.
• Students will be able to articulate expectations, follow expectations consistently, and respond appropriately when reminded.
• Students will have regular opportunities to reflect on their behavior and actions and will use a restorative process to discuss how their choices lead to certain outcomes and how to respond to those outcomes.
• Systems and structures will be in place to regularly monitor fidelity to behavior expectations at the school and classroom level (including time for norming and practice to ensure that what is recorded on paper will be effectively operationalized day to day).

Great Instruction is Achieved Through Clear Academic Strategy and Consistent, School-Wide Practices
KIPP Elementary School will set a high bar for instruction and align the day-to-day student experience with the Charter School’s vision for college readiness. Decisions around what instructional excellence looks like will be consistent and calibrated throughout the Charter School.

**Key practices:**
• The School Leader will make intentional decisions about instructional design (methods, time, curriculum, and assessments) based on research and results and will relentlessly implement the essential enabling systems, including data-driven instruction, progress monitoring, instructional coaching, content teams, and workshops.
• The leadership team will identify a common set of classroom practices to be adopted
  school-wide (e.g., how students enter the classroom, what happens in the first 10 minutes
  of class, use of exit tickets, etc.) and prioritized instructional moves (e.g., cold calling,
  checking for understanding, turn and talks, etc.) that will be emphasized and monitored
  school-wide.
• Teachers will plan and implement common, structured lesson types and methods that:
  o Go beyond guided instruction (e.g., employing inquired-based learning instead of
    the traditional “I Do, We Do, You Do” lesson format)
  o Are necessary for success in middle school, high school, and college (e.g., seminars)
  o Require a rigorous approach that codifies excellence
  o Intentionally align and develop TK through 4th grade rather than at the sole
    discretion of individual teachers
• Teachers will deliver high-frequency, academic feedback to students, incorporating it into
  lessons and the daily and weekly school schedule.
• Teachers will continuously adjust instruction to meet the needs of all students

**Instructional Content Expertise is Critical to Drive Students to College-Readiness Levels**
In addition to strong instructional practices, teachers also need strong content and early literacy
expertise. For example, teaching children to read requires a teacher with expertise in phonics, decoding,
and reading comprehension skills for fiction and nonfiction texts so that the teacher can effectively
identify each student’s skill gaps and literacy target instruction. When teachers have deep content
knowledge and share content knowledge across grades, schools increase their ability to achieve long-
term, college-ready goals

**Key practices:**
• The School Leader, regardless of her or his specific content-area expertise, will be able to
  describe how each class is driving toward content-specific goals and will have a working
  knowledge across content areas to keep tabs on day-to-day progress of students
• Teachers will have a deep understanding of common core standards
• The School Leader will prioritize content expertise when hiring, considering college major,
  standardized test performance, prior non-teaching job experience, and will balance this with
  being mission-aligned and ability to effectively engage students
• The leadership team will actively develop all teachers’ content expertise:
  o Teachers will receive internal and external content-based professional development
  o Content and grade level teams will meet regularly to engage in high-leverage
    practices: looking at student work, lesson study, data driven instruction, and teach-
    backs
  o There will be instructional leaders and coaches with deep expertise in specific
    content areas and effectively deliver content-based coaching

Please see Appendix 10 for KIPP’s Framework for Excellent Teaching, for additional description of
our approach to quality instruction.
Learning Best Occurs with a Healthy School Culture

At KIPP Bay Area Schools, 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 will build strong culture by teaching KIPP Elementary School’s core values, fostering the development of social emotional competencies, and using restorative practices to repair any harm to individuals and to the community when mistakes are made. KIPP Elementary School will build its culture and climate through three paths:

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<th>School Culture and Climate Paths</th>
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<tr>
<td>Establishing Community Values</td>
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<td>Interactive modeling of</td>
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<td>the school’s values</td>
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<td>Research-based</td>
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<td>character traits</td>
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Establishing Community Values
At KIPP Elementary School, 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. For this reason, social-emotional learning and culture and climate-building will be integrated throughout the curriculum.

During student orientation, we will focus on establishing school values and essential character traits of all members of our community, both students and staff. We will do this by establishing rituals, routines, and team-building activities. Our goal as a community will be to create a safe, supportive space where students can develop a strong value system and learn, change, and grow.

Social and Emotional Learning
All students will be supported in social and emotional development. 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. Like our academic approach, we will infuse the bulk of our social emotional support into the general education curriculum through community circles and by using situations that arise at school as learning opportunities to teach the social emotional learning (“SEL”) competencies and character traits. The graphic below outlines the core tenets of SEL:
KIPP Elementary School will support teachers to in turn support students’ social emotional learning in an approach that mirrors the Response to Intervention system:

In Tier 1:
- Proactively-focused social and emotional learning curriculum for all students
- Students developing 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

In Tier 2:
- Comprehensive early indication system that includes academic and non-academic domains
  - Student Success Team (“SST”)/Response to Intervention (“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

Restorative Practices
Restorative practices complement the focus on SEL. Through restorative practices, KIPP Elementary School students will have the opportunity to learn strategies to manage their emotions and understand how their behavior impacts the school community. At KIPP Elementary School, we will recognize that all people make mistakes and that mistakes are actually opportunities to grow and learn. We will 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.

**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 she or he does not talk during the lesson. As the student explains the importance of being on task, they understand 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 her or his 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 circumstance and impact.

**Restorative chats**
Staff members at KIPP Elementary School will use restorative chats 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 chat guides the student 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 will use a number of strategies to ensure all students are learning, remembering that the goal is to restore relationships so that student can engage in learning. Teachers will 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 Elementary School students will 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 student may seek to repair relationships, speak to peers about a challenge she or he is having, or engage in self-reflection. Relationships are at the core of this approach.

Modeling healthy responses
We will teach KIPP Elementary School staff 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 Elementary School community will:

- Hold all members of the school community to high and realistic expectations
- Foster strong relationships among all members of the school community
- Recognize that individuals 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 students meet academic and social expectations
- Frequently and clearly talk about and model appropriate behavior
- Provide consequences that are clear, logical, restorative and firm
- See and discuss students as individuals
- Restore students to the learning community by teaching pro-social skills and building on individual strengths

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

Students with Special Needs

KIPP believes that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn. This common belief covers the realm from students behind grade level to special education students to English Learners (“EL”).

KIPP Elementary School welcomes students with special needs. KIPP Elementary School recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the San Francisco Unified School District and/or a Special Education Local Plan Area (“SELPA”) to ensure that a free appropriate public education is provided to all students with exceptional needs.

KIPP Elementary School’s dedicated staff of specialists, counselors, and psychologists will work closely together with our teachers to ensure that the needs of each student, especially those with Individualized Education Programs (“IEP”), are met. The special education staff meets regularly for
professional and program development and to share best practices for supporting special education students.

Differentiation is an essential component to all instruction at KIPP. We work to support the needs of all students, including those who may be academically behind or academically accelerated.

**Academically Low-Achieving Students**

**Identification and Assessment**

KIPP Elementary School will use a variety of methods, including parent and teacher referrals, as well as sources of data, to identify students who are most in need of additional support. This includes regular benchmark assessments, standardized tests, state and national assessments (including the California Assessment of Student Performance and Progress (“CAASPP“) and other methods. 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. Student Success Teams, composed of the student, the student’s parent or guardian, the School Leader, and a KIPP Elementary School 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 will be tracked and interventions 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.

**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 to help 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 KIPP Elementary School’s 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. 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.

**Family Involvement**

Families are an essential component of supporting student success. Teachers regularly notify parents about the academic experience of their student(s). Weekly 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. 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 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 Elementary School will ensure 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 opportunity to continue learning after they complete the day’s objective during class.

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

**Special Education**

**General Assurances and Overview**

KIPP Elementary School embraces its responsibility to enroll and support all students who qualify for enrollment, and pledges to ensure that a free appropriate public education ("FAPE") is provided to all students with exceptional needs. The Charter School will comply with all applicable state and federal laws in serving students with exceptional needs, 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(b). The specific manner in which special education and related services will be provided and funded shall be set forth in an MOU. The language is not meant to preclude alternative arrangements.

KIPP Elementary School will apply and become an independent local education agency ("LEA") member in a SELPA for purposes of special education. The Charter School will make written verifiable assurances that it will become an LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). Upon official acceptance in a SELPA, KIPP Elementary School will provide the District evidence of membership.

KIPP Elementary School intends to apply to become an LEA member in the El Dorado County Charter SELPA. Please see Appendix 11 for a letter from the El Dorado County Charter SELPA indicating the likelihood of approval. As an LEA member of the SELPA, KIPP Elementary School will receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.
In the event KIPP Elementary School seeks membership in a different state-approved SELPA, KIPP Elementary School will provide notice to the District, the SELPA, and the California Department of Education before June 30 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 Elementary School charter, it may require an update of the parties’ MOU to reflect these changes in legal status.

Pursuant to 47641(a), if KIPP Elementary School is approved as an independent LEA, it will assume full responsibility for providing special education and related services to eligible students of the Charter School, in accordance with state and federal law. KIPP Elementary School agrees to follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. KIPP Elementary School agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students' records. KIPP Elementary School will participate in the state’s quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). KIPP Elementary School will participate in internal validation review.

Services for Students Under the “IDEA”
KIPP Elementary School is committed to providing a free and 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 his/her 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 Elementary School 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 Elementary School 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 Elementary School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.
KIPP Elementary School will be 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 Elementary School shall ensure that all special education staff hired or contracted by KIPP Elementary School is qualified pursuant to SELPA policies, as well as meet all legal requirements. KIPP Elementary School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Together, KIPP Bay Area Schools and KIPP Elementary School will carefully review enrollment of students with IEPs each year in order to determine staffing of special education teachers and other specialists at the Charter School. All special education teachers will receive coaching and support from the regional Special Education team at KIPP Bay Area Schools to ensure that all aspects of the IEP and any possible 504 plans are properly implemented.

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

**Identification and Referral**

KIPP Elementary School 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 Elementary School shall identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services.

KIPP Elementary School 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 Elementary School 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 Elementary School shall never use assessment or evaluation as a means of denying admission for any student.

If KIPP Elementary School becomes an independent LEA for special education purposes, the Charter School shall be solely responsible for compliance with state and federal Child Find requirements. KIPP Elementary School 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 Elementary School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. KIPP Elementary School shall obtain parent/guardian consent to assess students and no assessment or evaluation shall be used for admissions purposes.

If KIPP Elementary School operates as an independent LEA for special education purposes, then, in the event that the Charter School 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 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; and
- Parent input.

KIPP Elementary School will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) 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 his/her 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; and
• Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
• A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

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 Elementary School 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.

**IEP Development**

KIPP Elementary School 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 Elementary School 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 Ed Code Section 56345(b). KIPP Elementary School shall provide all home-school coordination and information exchange. KIPP Elementary School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

KIPP Elementary School 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 his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student’s progress.

KIPP Elementary School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for KIPP Elementary School’s non-special education students. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student’s progress toward achieving the annual goal is measured, the student’s progress during the relevant period, the extent to
which it is anticipated the student will achieve the annual goal prior to the next annual review, and
where needed, the reasons the student did not meet the goal.

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 school. Once the request is received, KIPP Elementary School will have thirty (30)
days, not including school vacations greater than five (5) days, to hold the IEP meeting.

**IEP Meetings**

KIPP Elementary School shall arrange and notice the necessary IEP meetings. IEP team membership shall
be in compliance with state and federal law. KIPP Elementary School shall be responsible for having the
following individuals in attendance at the IEP meetings: the School Leader and/or KIPP Elementary
School 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 Elementary
School and/or about the student. KIPP Elementary School 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, resource
specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental
rights.

KIPP Elementary School 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 school will ensure his/her participation using other methods, such as conferencing by
telephone or meeting at the parent’s home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon
the parent or guardian’s written consent, the IEP will be implemented by KIPP Elementary School. 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 his/her 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 his/her circumstances.

IEP meetings will be held according to the following schedule:
• Yearly to review the student’s progress and make any necessary changes
• Every three years to review the results of a mandatory comprehensive reevaluation of the student’s progress
• After the student has received a formal assessment or reassessment
• When 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 his or her disability
• If the parent or guardian has requested a review of the student’s progress.

**Interim and Initial Placements of New Charter School Students**
KIPP Elementary School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. KIPP Elementary School 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 Elementary School from another school outside of the same SELPA as KIPP Elementary School, with a current IEP within the same academic year, KIPP Elementary School 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 exceptional needs who has an IEP and transfers into KIPP Elementary School from a different school within the same SELPA as KIPP Elementary School, within the same academic year, KIPP Elementary School shall continue to provide services comparable to those described in the existing approved IEP, unless the parent(s)/guardian(s) and KIPP Elementary School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to KIPP Elementary School with an IEP from outside of California during the same academic year, KIPP Elementary School 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 Elementary School 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 Elementary School, and develops a new IEP, if appropriate that is consistent with federal and state law.

KIPP Elementary School will cooperate with the District regarding sharing information as necessary.
**Mental Health**
Whenever necessary, as evidenced by student need, assessment or recommendation of mental health provider or a referral for assessment of eligibility for mental health as a related service will be made to address a student’s mental health needs and potentially access other supports or services for a student and his/her family.

**Professional Development for KIPP Elementary School Staff**
KIPP Elementary School shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, 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 Placements/Non-Public Agencies**
KIPP Elementary School 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 Elementary School and no student shall be denied admission nor counseled out of KIPP Elementary School 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.

**Reporting**
KIPP Elementary School, 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; and
- The basis of exit from KIPP Elementary School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of KIPP Elementary School. 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 Elementary School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child’s IEP.

KIPP Elementary School is committed to the assessment, identification, and placement of students with special needs in the appropriate and least restrictive environment. KIPP Elementary School understands the requirement by IDEA 2004 to follow procedures to provide access to due process and the protections conferred by procedural safeguards, which are required by federal law.

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

KIPP Elementary School 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 Elementary School 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 Elementary School 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 Elementary School shall defend the case.

**SELPA Representation**
KIPP Elementary School understands that it shall represent itself at all SELPA meetings.

**Funding**
KIPP Elementary School understands that it will be subject to the allocation plan of the SELPA.

**Section 504 of the Rehabilitation Act**
KIPP Elementary School 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 Elementary School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by KIPP Elementary School.

KIPP Elementary School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by KIPP Elementary School 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 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 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 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.

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**English Learners**

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

Given the demographics of the District, a significant percentage of the incoming students at KIPP Elementary School are likely to be EL. 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 Elementary School 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 Elementary School will have the necessary supports to ensure that regardless of English proficiency, all EL students are included in curricular and extra-curricular 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 Elementary School 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.
Such services may include supplemental small group English language classes, 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 for every student who is new to the California public school system. For students who are not new to the state public school system, we will determine their EL classification based on prior records.

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) days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient. 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.

KIPP Elementary School’s teachers will also be responsible for observing students with an eye towards detecting limited English proficiency. Should a student not be officially identified as EL, she or he will be monitored regularly via various assessment techniques to ensure their retention of the material.

KIPP Elementary School 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 EPLAC shall be used to fulfill the requirements under the Every Student Succeeds Act 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 of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

Strategies for English Learner Instruction and Intervention

Structured Immersion Program
In accordance with research on language acquisition and state goals, all students who are EL will be supported to become proficient in the English language as quickly as possible. Based on a substantial research base proving the benefits of a structured English immersion program, KIPP Elementary School will implement a comprehensive structured immersion program for its EL students.

It is the goal of KIPP Elementary School that all of its students leave the Charter School proficient in the English language and with pride and support for their home language. English proficient students will participate in a mainstream English language arts program with a curriculum based on the Common

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10 The thirty-day requirement applies to 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 based upon the date last tested at the prior school of enrollment.
Core State Standards and College and Career Readiness Standards. Teachers of English Learners at KIPP Elementary School will teach based on the English Language Development standards as set forth by the California Department of Education. KIPP Elementary School teachers will be trained to use Specially Designed Academic Instruction in English (“SDAIE”) techniques to meet the needs of English Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. In addition to core content, students who are assessed as EL receive assistance in oral language development. KIPP Elementary School 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 instruction will be in English; however, the level of English used for instruction both oral and written will be modified appropriately for each EL student. Language acquisition will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum. They may also receive small group differentiated instruction within their core content classes.

In addition to the structured English immersion modifications teachers will make in their mainstream classes within the Charter School’s extended day schedule, there will be ample time that can be used for additional intensive English language instruction. For example, students who enter the Charter School with an EL designation can be tutored during intervention/enrichment periods. The Charter School will use proven methodologies including increased time for reading and math, individualized instruction, and extra tutorials for students who are acquiring English. Examples of instructional models that may be employed with EL students include:

- **Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

- **Academic Language Scaffolding.** The term "scaffolding" is used to describe the step-by-step process of building students’ ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins’s research into Cognitive Academic Language Proficiency (Chamot & O’Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can
be used in any classroom context. (See Gibbons [2002] for specific scaffolding strategies.)

Teachers at KIPP Elementary School will use techniques that maximize comprehensible input. Teachers will create learning environments that allow students to practice academic English and produce comprehensible output. At KIPP Elementary School, teachers will understand that in order for students to gain proficiency in both functional and academic English, students must be exposed to multiple opportunities for receiving comprehensible input and producing comprehensible output. Furthermore, all teachers will receive professional development on communicating with students designated as EL and in techniques for detecting whether a student has English language deficiencies. In addition, staff may be trained in various teaching strategies such as, scaffolding techniques and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.”

**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 special services are warranted.

Upon a student’s reaching proficiency in the English language, specialized English-learning services will no longer be required. An EL student may be considered as having acquired a “reasonable level of English proficiency" and may be reclassified as Fluent English Proficient utilizing, but not limited to, the following criteria:

- Assessment of language proficiency using an objective assessment instrument including but not limited to 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 two years.

KIPP Elementary School 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, modifications to the instructional program shall be made. In addition, KIPP Elementary
School 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 Elementary School 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 Elementary School, 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.

Monitoring and Evaluation of Program Effectiveness
KIPP Elementary School 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 adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Promotional Standards
Mastery of the objectives at each grade level is the basis for promotion. Teachers will 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 will be offered for all students as part of the standard program of the Charter School.

The goal of KIPP Elementary School is to ensure that all students succeed. Students who are in jeopardy of retention will be individually counseled and given extra help in their specific areas of concern. Supplemental instruction will provide teachers with the time needed to do remediation or extension work when necessary. There will also be 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.

In addition to progress reports, in-class tests and teacher observations, students’ CAASPP or NWEA MAP scores, and where applicable, the ELPAC test scores will also be taken into account for promotional purposes.

LCFF / LCAP Annual Goals and Annual Actions to Achieve Goals for Student Subgroups in Education Code Section 52052
In Element B, pursuant to Education Code section 47605(b)(5)(B), KIPP Elementary School provides extensive details about intended student outcomes that align with the eight state priorities, as well as
the annual goals and specific actions in the state priorities. In Element B, KIPP Elementary School has also complied with all requirements pursuant to Education Code section 47605(b)(5)(A)(ii), including the development of school wide and student subgroup goals, and annual actions, as applicable to the eight state priorities identified in Education Code section 52060(d).

Pursuant to Education Code Section 47606.5, KIPP Elementary School will produce a Local Control and Accountability Plan (“LCAP”), which shall update the goals, annual actions, and student outcomes identified in Element B, using the LCAP template adopted by the State Board of Education. KIPP Elementary School shall submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33.

**KIPP’s Track Record of Success**

KIPP Elementary School believes it will be able to implement the aforementioned structures and practices because it is modeled after successful KIPP schools that are operating in low-income urban and rural neighborhoods across the country. While over 96% of KIPP’s students are students of color and over 87% receive free meals through the federal school lunch program, KIPP makes no excuses based on race, gender, socioeconomic status or disability.

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

**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 cultures. 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 is the first report to ever include KIPP schools at all K-12 levels. The report examines KIPP’s elementary school impacts over the past decade. Some of the key findings are as follows:

- KIPP elementary schools have positive, statistically significant, and educationally meaningful impacts on three of four measures of reading and mathematics skills (i.e. letter-word identification, passage comprehension, and calculation).

- KIPP elementary and middle schools have positive impacts on school satisfaction, particularly among parents. More than three-quarters of KIPP elementary parents in 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).

• Parents of students at KIPP elementary schools are 10 percentage points more likely than the
comparison group to believe their child is very likely to complete college (81 versus 71 percent).

• 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. A complete copy of the 2015 Mathematica Policy Research Report can be
found in Appendix 12.

KIPP Bay Area Schools’ Track Record of Success
KIPP Elementary School will be based upon the track record of success of the 11 KIPP K-8, middle and
high schools serving students and families throughout the Bay Area. An independent study conducted by
SRI International published in 2008 found that Bay Area KIPP schools have large and statistically
significant effects on students’ academic achievement. The report also found that Bay Area KIPP schools
do not attract higher performing students. In fact, the study found that students with lower prior English
language arts and math scores on the California Standards Test were more likely to choose KIPP than
higher performing students from the same neighborhood.

KIPP’s Track Record of Success in Bayview-Hunters Point
KIPP has served students in Bayview-Hunters Point for the past 14 years at our middle school, KIPP
Bayview Academy. Our students are showing strong progress. For the 2015-16 school year, 64% of
students at KIPP Bayview Academy met or exceeded ELA standards and 37% did so in Math; and for the
2014-15 school year, 46% of students met or exceeded standards in ELA and 28% did so in Math.
Additionally, KIPP Bayview Academy’s historical Academic Performance Index has significantly
outperformed the State goal of 800, with an API of 838 in 2012-13, 864 in 2011-12, and 867 in 2010-11.
KIPP Bayview Academy has successfully educated and supported students at high levels and was named
a California Distinguished School in 2011.

The figure below shows KIPP Bayview Academy’s results on the California Assessment of Student
Performance and Progress for the 2015-16 school year compared with the SFUSD elementary schools
from Figures 1 and 2. The CAASPP assessments are computer-based tests that measure student

11 Katrina R. Woodworth, Jane L. David, Roneeta Guha, Haiwen Wang, Alejandra Lopez-Torkos. “San Francisco
knowledge of CCSS in English language arts/literacy and mathematics. These new assessments replace the former paper-based, multiple-choice assessments for students in grades three through eight and eleven.

**Figure 4: ELA and Math results on the CAASPP for KIPP Bayview Academy compared to SFUSD Elementary Schools in Bayview-Hunters Point**, 2015-16 school year

In 2015, our high school, KIPP San Francisco College Prep, moved to the Bayview-Hunters Point neighborhood. In 2017, KIPP San Francisco College Prep graduated 78 students, 96% of whom are going to college. We are excited to build on our track record of success with middle and high school to offer a continuous educational program to Bayview-Hunters Point’s younger scholars.

KIPP Elementary School will also be built on the successes of the all KIPP schools across the Bay Area. The figure below shows KIPP Bay Area Schools’ results on the CAASPP for the 2015-16 school year compared to schools across California.

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12 Specific schools are listed in Figures 1 and 2 on pages 13 – 14.
Figure 5: ELA and Math results on the CAASPP for KIPP Bay Area Schools compared to California, 2015-16 school year

Please see Appendix 13 for additional information on KIPP Bay Area Schools’ successes.

Sharing Best Practices and Collaboration
KIPP Elementary School will carry out the spirit of partnership and looks forward to collaborating with the San Francisco Unified School District to close the achievement gap. We intend to learn from and to share learning in a variety of areas, including how we might engage with San Francisco Unified School District initiatives. Furthermore, KIPP Elementary School welcomes the opportunity to share information about any of our programmatic elements including our adoption of social emotional learning and restorative justice practices, our supports for students with special needs, and our focus on culturally-responsive teaching.

As an example of local district collaboration, KIPP Bay Area Schools partnered closely with the Franklin-McKinley School District in East San Jose to help redesign two district elementary schools. KIPP shared our approach to developing a strong culture in new schools, shared sample school design plans, hosted school leaders on school visits locally and at KIPP schools in Los Angeles, and helped the Franklin-McKinley School District interview school leader candidates. KIPP Bay Area Schools is also a part of a district-charter compact with the Franklin-McKinley School District, which was awarded a Gates Foundation Compact grant. For more information on KIPP Bay Area Schools’ partnership with the Franklin-McKinley School District, please see Appendix 14.

Across the KIPP network, KIPP aspires to build a community of districts and educators to facilitate the exchange of ideas so that we can all help students achieve at the highest levels. Examples of district-charter collaboration can be found in Houston, Texas and the Arkansas Delta. In Houston, Spring Branch
Independent School District, YES Prep, and KIPP Houston partner to provide more high-quality school choices for students in the Spring Branch area, and to accelerate and support the culture of post-secondary success within Spring Branch. In Arkansas, Helena-West Helena School District, Lee County School District, and KIPP Delta have partnered to offer KIPP Through College services to the families of hundreds of juniors and seniors at Central High School and Lee High School. Additionally, KIPP offers development and hands-on training to administrators interested in learning about our principal development model. The KIPP Leadership Design Fellowship (“KLDF”) creates a unique space for participants to collaborate and share ideas before, during, and after the 8-month program. Leaders from 70+ organizations educating over 8.7 million children have participated in the program to-date.

KIPP also shares best practices and emphasizes transparency of data by publishing an Annual Report Card\(^\text{13}\) outlining achievement and attainment data for each school in the KIPP network.

\(^{13}\) KIPP National Results: http://www.kipp.org/results/national-results/
ELEMENT 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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in 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. 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. Education Code Section 47605(b)(5)(B).

Commitment to KIPP’s educational philosophy will empower students at KIPP Elementary School to achieve the following measurable student outcome goals. The following is true of our goals:

- Goals are explicitly aligned with the Charter School’s definition of what it means to be a 21st century learner, the Charter School’s mission and curricula aligned to state and federal standards, including CCSS and NGSS.
- Goals will be measured by multiple and varied benchmark assessments that are aligned to state priorities and federal standards, including CCSS and NGSS, and reflect proficiency measures required by CAASPP assessments.
- Goals will be aligned to state priorities detailed in Education Code Section 52060(d).

The School Leader at KIPP Elementary School will work with KIPP Bay Area Schools’ regional academics team to set goals for our students and our school community that will enable our students to becoming life-long learners who are well-prepared for college and beyond. Goals and outcomes may be modified over time.

**KIPP Elementary School Outcomes that Align with the State Priorities**

As discussed in Element A and pursuant to Education Code Section 47605(b)(5)(B), the following table describes KIPP Elementary School’s annual goals and actions (inclusive of school-wide and subgroups) to address the state priorities, student outcomes aligned with the state priorities, and methods of measurement for outcomes. KIPP Elementary School shall submit its LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33. Please refer to Appendix 15 for a sample LCAP for KIPP Elementary School. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607.

The following represents the initial goals, actions and outcomes for KIPP Elementary School, both school-wide and for all numerically significant subgroups. KIPP Elementary School’s annual LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, will reflect the input of the community and shall be maintained by KIPP Elementary School at the school site. Because each state priority has multiple parts, KIPP Elementary School has separated out the state priorities into “subpriorities.”
### Figure 6: KIPP Elementary School’s Annual Goals, Actions, and Outcomes to Achieve State Priorities

<table>
<thead>
<tr>
<th>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))</th>
</tr>
</thead>
</table>

#### Subpriority A  Teachers

**Goals to Achieve Subpriority**

- KIPP Elementary School will hire and maintain a properly credentialed faculty, who are appropriately assigned.

**Actions to Achieve Goal**

- Implement a rigorous hiring process, including paper screening, formal and informal interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks.
- Offer competitive teacher salaries that allow the Charter School to attract effective, qualified staff.
- Provide professional development each year for all teachers, based on individual goals, school goals, and the needs of the students, as informed by student data. Teachers and staff will receive professional development as it relates to the CCSS so that they can successfully implement them into their classrooms.
- Teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.

**Measurable Outcome**

- Teachers are appropriately assigned and fully credentialed.

**Method of Measurement**

- The School Leader, together with the Human Resources team at KIPP Bay Area Schools, will monitor faculty credentials and assignment.

#### Subpriority B  Instructional Materials

**Goals to Achieve Subpriority**

- All students, including numerically significant subgroups (anticipated to be socioeconomically disadvantaged, Hispanic/Latino, African American, EL, foster youth), will have access to standards-aligned (including CCSS) materials and additional instructional materials as outlined in the charter petition. Teaching staff will have the most up to date standards-aligned instructional materials and professional skills needed to prepare all students for the Charter School’s CCSS curriculum and course selection.

**Actions to Achieve Goal**

- Research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.
- Prioritize the need for excellent resources and provide teachers with the supplies and learning tools that they need to successfully teach CCSS curriculum in the classroom.
- Offer an extensive special education program run by the KIPP Bay Area Schools Regional Support Office in partnership with KIPP Elementary School and the relevant SELPA. Our special education department will offer interventions to students with IEPs.

**Measurable Outcome**

- All students will have access to standards-aligned materials and technology.
• All teachers will have access to instructional materials and technology that are most up-to-date and standards-aligned.

Method of Measurement
• Annual survey with faculty and staff

Subpriority C Facilities

Goals to Achieve Subpriority
• Facilities for KIPP Elementary School will be maintained in good condition.

Actions to Achieve Goal
• Secure appropriate facilities for the needs of the Charter School.
• Create a safe and clean learning environment by maintaining the school facility in good condition. Conduct and document regular reviews of the school facility and address any issues in partnership with the landlord.
• Take the necessary steps to make sure the school facility is safe and secure. This requires regular maintenance on facility, gates, and security systems. KIPP will put into place procedures for emergencies to ensure the safety of our students and staff.

Measurable Outcome
• Facilities will be maintained in good repair to ensure a positive learning environment for students and staff.
• Facilities will show progress made towards repairs and maintenance.

Method of Measurement
• Staff will do regular walkthroughs to rate the condition of the facility and address issues in a timely manner.
• Conduct an annual survey of students, parents, and staff.

State Priority #2 (Implementation of CCSS). Implementation of Common Core State Standards, including how English Learner students will be enabled to gain academic content knowledge and English language proficiency.

Subpriority A CCSS Implementation

Goals to Achieve Subpriority
• Successfully implement CCSS into the classroom.

Actions to Achieve Goal
• Fully-develop curriculum pacing, lessons, and interventions for grades TK - 4 that are fully aligned to CCSS
• Provide data-based professional development each year for all teachers, based on individual goals, school goals, and the needs of the students. KIPP teachers and staff will receive professional development as it relates to CCSS so that they can successfully implement these standards in classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.

Measurable Outcome
• Student performance on CAASPP assessments will exceed the average performance levels of students in schools that serve a similar student population.

Method of Measurement
• Internal benchmark assessments
• CAASPP
## Subpriority B  EL Students & Academic Content Knowledge

<table>
<thead>
<tr>
<th>Goals to Achieve Subpriority</th>
<th>Teachers will use materials and strategies to ensure EL students have access to grade level content.</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal     | • Implement a comprehensive structured English immersion program for EL students.  
                              | • Teachers will use techniques that maximize comprehensible input for EL students.  
                              | • Teachers will utilize data to plan support and interventions to meet the needs of EL students. |
| Measurable Outcome          | • Student performance on CAASPP assessments will exceed the average performance levels of students in schools that serve a similar student population. |
| Method of Measurement       | • Internal benchmark assessments  
                              | • CAASPP |

## Subpriority C  EL Students & English Language Proficiency

<table>
<thead>
<tr>
<th>Goals to Achieve Subpriority</th>
<th>EL students at KIPP Elementary School will achieve proficiency in the English language as quickly as possible, in accordance with research and best practices and timelines through the Charter School’s services and teaching strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>• Provide professional development to teachers on analyzing EL data and implementing research-based best practices to meet their needs.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>• Student performance on CAASPP assessments will exceed the average performance levels of students in schools that serve a similar student population.</td>
</tr>
</tbody>
</table>
| Method of Measurement       | • ELPAC  
                              | • CAASPP  
                              | • Internal benchmark assessments |

## State Priority #3 (Parental Involvement). Parental Involvement, including efforts to seek parent input for making decisions for schools, and how the Charter School will promote parent participation.

## Subpriority A  Achieving/Maintaining Parental Involvement

| Goals to Achieve Subpriority | Parents will be a vital part of KIPP Elementary School and key stakeholders for the students and school.  
                              | Parents of students at KIPP Elementary School will believe in the mission of the Charter School and are dedicated to help achieve the Charter School’s goals. |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Actions to Achieve Goal     | • Ensure parents understand and subscribe to ways to encourage and support the educational goals of their student and the mission of the Charter School.  
                              | • Provide varied communication to parents, including regular calls to parents, home visits, parent-teacher conferences, and other family celebration nights.  
                              | • Administer annual parent survey. |
Measurable Outcome • A majority of parents or guardians will participate in parent-teacher conferences.

Method of Measurement • Faculty will track parental involvement throughout the year.
• The Charter School will administer and reflect annually on outcomes from the parent satisfaction survey.

Subpriority B Promoting Parent Participation

Goals to Achieve Subpriority • Parents will believe in the mission of the Charter School and will be dedicated to help achieve shared goals.

Actions to Achieve Goal • Encourage parents to be active in the Charter School by participating in the KIPP Family Leadership Council (KFLC).
• Provide parent workshops on various topics (i.e., CCSS, technology at home, social-emotional learning, healthy relationships, etc.) to enable parents to better support their student’s education.

Measurable Outcome • 75% parents or guardians respond positively on school survey regarding participation and engagement.

Method of Measurement • Teachers and staff will keep parents aware of student progress.
• The Charter School will administer and reflect annually on outcomes from the parent satisfaction survey.

State Priority #4 (Student Achievement). Pupil achievement, as measured by all of the following, as applicable:

A. Statewide assessments (CAASPP)
B. The California Accountability Model & School Dashboard
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education (not applicable)
D. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher (not applicable)
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 (not applicable)

Subpriority A CAASPP: ELA/Literacy and Mathematics

Goals to Achieve Subpriority • Students will exceed the average performance levels of students in schools that serve a similar student population on the CAASPP.
• Students within each subgroup will exceed the average performance levels of subgroup students in the District on the CAASPP.

Actions to Achieve Goal • Teachers and staff will monitor student progress throughout the year and differentiate accordingly.
- Provide ongoing professional development and coaching for teachers to deliver high-quality instruction and supports for students.
- Provide differentiated instruction and learning opportunities for students.
- Provide technology and other resources for teachers to monitor student progress through assessments.
- Invest in student information systems to support data-driven instruction and differentiated instructional strategies.

| Measurable Outcome | • KIPP Elementary School will exceed the average performance levels of schools that serve a similar student population.
• Students who fall within a subgroup will exceed the average performance levels of subgroup students in the District on the CAASPP. |
|-------------------|-------------------------------------------------------------------------------------------------|
| Method of Measurement | • CAASPP
• California Modified Assessment (as appropriate)
• Benchmark Exams |

### Subpriority B  California Accountability Model & School Dashboard

#### Goals to Achieve Subpriority
- KIPP Elementary School will exceed the average performance levels of similar schools.
- Students who fall within a subgroup will exceed the average performance levels of subgroup students in the District on the CAASPP.

#### Actions to Achieve Goal
- Provide a rigorous academic course load, strengthens character traits shown to improve academic growth, and hold students to high expectations consistently.
- Provide ongoing professional development and coaching for teachers to deliver high-quality instruction and supports for students.
- Provide differentiated instruction and learning opportunities for students.
- Provide technology and other resources for teachers to monitor student progress through assessments.
- Invest in student information systems to support data-driven instruction and differentiated instructional strategies.

#### Measurable Outcome
- KIPP Elementary School will exceed the average performance levels of schools that serve a similar student population.
- Students who fall within a subgroup will exceed the average performance levels of subgroup students in the District on the CAASPP.

#### Method of Measurement
- CAASPP

### Subpriority C  Satisfy UC/CSU entrance requirements (n/a)

### Subpriority D  EL Proficiency Rates

#### Goals to Achieve Subpriority
- EL students’ proficiency rates are above the District average.

#### Actions to Achieve Goal
- Provide professional development to teachers on analyzing EL data and implementing research-based best practices to meet their needs.
• Implement a comprehensive structured immersion program for EL students.

**Measurable Outcome**

- EL student performance on CAASPP assessments will exceed the average performance levels of students in schools that serve a similar student population.

**Method of Measurement**

- ELPAC
- CAASPP
- California Modified Assessment (as appropriate)
- Benchmark Exams

**Subpriority E  EL Reclassification Rates**

<table>
<thead>
<tr>
<th>Goals to Achieve Subpriority</th>
<th>• Students will complete 4 grade as English proficient at a higher rate than the District average.</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal       | • Students who indicate their home language is other than English will take the ELPAC, administered by a trained evaluator, 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**

- Students designated EL will complete the 4 grade as English proficient at a higher rate compared to schools that serve a similar student population.

**Method of Measurement**

- ELPAC
- CAASPP
- California Modified Assessment (as appropriate)
- Benchmark Exams

**Subpriority F  AP Exam pass rates (n/a)**

**Subpriority G  College Preparedness (n/a)**

**State Priority #5 (Student Engagement). Pupil engagement, as measured by all of the following, as applicable:**

- A. School Attendance Rates
- B. Chronic Absenteeism Rates
- C. Middle school Dropout Rates (not applicable)
- D. High school Dropout Rates (not applicable)
- E. High School Graduation Rates (not applicable)

**Subpriority A  Student Attendance Rates**

<table>
<thead>
<tr>
<th>Goals to Achieve Subpriority</th>
<th>• Attendance rates will be above 95% and above the average for schools that serve a similar student population.</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal     | • Monitor student attendance and communicate with students and families.  
• Implement a School Attendance Review Team (“SART”) to improve attendance. |
<p>| Measurable Outcome          | • Student attendance rates will be above the norm for schools that serve a similar student population. |</p>
<table>
<thead>
<tr>
<th>Method of Measurement</th>
<th>Subpriority B  Chronic Absenteeism rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance records</td>
<td></td>
</tr>
</tbody>
</table>

**Goals to Achieve Subpriority**
- Mobility and truancy will be below the norm for schools that serve a similar student population.

**Actions to Achieve Goal**
- Develop a strong school culture that has high expectations for punctuality and attendance for all students.
- Build relationships with students and families to understand underlying causes of potential issues, including chronic absenteeism, in order to provide supports.

**Measurable Outcome**
- Mobility and truancy will be below the norm for schools that serve a similar student population.

<table>
<thead>
<tr>
<th>Method of Measurement</th>
<th>Subpriority C: Middle School Dropout Rates (n/a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy rates</td>
<td></td>
</tr>
</tbody>
</table>

| Subpriority D: High School Dropout Rates (n/a) |
| Subpriority E: High School Graduation Rates (n/a) |

**State Priority #6 (School Climate).** School climate, as measured by all of the following, as application:
- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Subpriority A  Pupil Suspension Rates**

<table>
<thead>
<tr>
<th>Goals to Achieve Subpriority</th>
<th>Suspension rates will be below the norm for schools that serve a similar student population.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Integrate social emotional learning and restorative justice practices into classroom teaching to promote behavior conducive to learning.</td>
</tr>
<tr>
<td></td>
<td>Hold students accountable for their behavior through restorative justice practices and by promoting a sense of personal responsibilities toward self and community.</td>
</tr>
<tr>
<td></td>
<td>Build relationships with students and families to understand root causes of and support students with emerging challenges.</td>
</tr>
</tbody>
</table>

**Measurable Outcome**
- Suspension rates will be below the norm for schools that serve a similar student population.

**Method of Measurement**
- Monitor suspensions throughout the year and compare data to District norms.

**Subpriority B  Pupil Expulsion Rates**

<table>
<thead>
<tr>
<th>Goals to Achieve Subpriority</th>
<th>Expulsion rates will be below the norm for schools that serve a similar student population.</th>
</tr>
</thead>
</table>
### Actions to Achieve Goal

- Hold students accountable for their behavior through restorative justice practices and by promoting a sense of personal responsibilities toward self and community.
- Monitor student behaviors and build relationships with students and families to understand root causes of and support students with emerging challenges.

### Measurable Outcome

- Expulsion rates will be below the norm for schools that serve a similar student population.

### Method of Measurement

- 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

<table>
<thead>
<tr>
<th>Goals to Achieve Subpriority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
<th>Method of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Staff, students, and parents will endorse the Charter School’s safety and overall climate.</td>
<td>• 75% parents or guardians respond positively on school survey regarding participation and engagement.</td>
<td>• Annual survey to parents, students, and staff</td>
</tr>
</tbody>
</table>

### 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:

A. 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)

B. 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)) (not applicable)

<table>
<thead>
<tr>
<th>Goals to Achieve Priority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• KIPP Elementary School will have a rigorous curriculum that encompasses English, math, social studies, science, visual and performing arts, health, and physical education for grades Kindergarten through 4th grade.</td>
<td>• 100% of students will be enrolled in a broad course of study, as defined above.</td>
</tr>
<tr>
<td>Method of Measurement</td>
<td>• Enrollment records in the student information system</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**State Priority #8 (Other Student Outcomes). Pupil outcomes, if available, in the subject areas described above in #7, as applicable.**

**Subpriority A: English**

<table>
<thead>
<tr>
<th>Goals to Achieve Subpriority</th>
<th>• Students’ scores will exceed schools that serve a similar student population on CAASPP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>• Align curriculum and benchmark assessments to the CCSS.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>• Students’ scores will exceed schools that serve a similar student population on CAASPP.</td>
</tr>
<tr>
<td>Method of Measurement</td>
<td>• CAASPP • Benchmark assessments • Student writing samples</td>
</tr>
</tbody>
</table>

**Subpriority B: Mathematics**

<table>
<thead>
<tr>
<th>Goals to Achieve Subpriority</th>
<th>• Students’ scores will exceed schools that serve a similar student population on CAASPP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>• Align curriculum and benchmark assessments to the CCSS.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>• Students’ scores will exceed schools that serve a similar student population on CAASPP.</td>
</tr>
<tr>
<td>Method of Measurement</td>
<td>• CAASPP • Benchmark assessments • Eureka assessments</td>
</tr>
</tbody>
</table>

**Subpriority C: Social Sciences**

<table>
<thead>
<tr>
<th>Goals to Achieve Subpriority</th>
<th>• Students will gain skills in humanities and social sciences that support relevant skills in other core subjects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>• Develop robust humanities curricula, assess student performance, and provide professional development for teachers to support student growth.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>• Students will demonstrate improvement in outcomes through internal assessments.</td>
</tr>
<tr>
<td>Method of Measurement</td>
<td>• Benchmark assessments • Student projects</td>
</tr>
</tbody>
</table>

**Subpriority D: Science**

<table>
<thead>
<tr>
<th>Goals to Achieve Subpriority</th>
<th>• Students’ scores will exceed schools that serve a similar student population on CAASPP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>• Align curriculum and benchmark assessments to NGSS.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>• Students will exceed the average performance levels of students in schools with similar demographics in the District on CAASPP.</td>
</tr>
<tr>
<td>Method of Measurement</td>
<td>• Benchmark assessments • CAASPP • Student lab reports</td>
</tr>
</tbody>
</table>

**Subpriority E: Visual and Performing Arts**
### Goals to Achieve Subpriority

<table>
<thead>
<tr>
<th>Subpriority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
<th>Method of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are introduced to visual and performing arts through elective courses.</td>
<td>Offer visual and performing arts electives that are compelling to students.</td>
<td>All students will take at least one year of visual and performing arts with the option to take additional years.</td>
<td>Teacher-created assessments and assignments</td>
</tr>
<tr>
<td>Students are offered activities such as dance, volleyball, basketball, etc.</td>
<td>Offer enrichment courses to choose from both in and out of the classroom.</td>
<td>100% of students will be offered activities such as dance, volleyball, basketball, etc.</td>
<td>Teacher-created assessments and assignments</td>
</tr>
</tbody>
</table>

### Life-Long Skills

In addition to the state priority-aligned goals articulated above, KIPP Elementary School believes that our students must also develop crucial non-academic goals in order to become successful 21st century learners and lead choice-filled lives. These skills encompass interpersonal, community-building, and self-management skills:

- Possess strong self-awareness and awareness of impact on others
- Work effectively in teams to accomplish meaningful, collective goals
- Influence and lead others in positive ways to build community
- Able to apply the principles of Restorative Justice to address conflict and differences effectively and constructively, leading to enhanced interpersonal relationships and community ties
- Interact effectively with teachers, school leaders, community leaders, and other figures of authority
- Awareness and development of character strengths needed for life-long success, such as resilience, integrity, curiosity, and persistence

### Additional School Outcome Goals

KIPP Elementary School’s overarching school outcome goals are the implementation of a consistently high-quality educational program, a fiscally sound business and management structure, and successful integration of parental and community involvement.

### Parent Engagement

Parents are the experts on their children and strong influencers and partners in student decisions, making parents critical and strategic partners in helping their children succeed. The partnership between parents, students and teachers forms the necessary foundation for the Charter School and for
all students to succeed. Parents will be regularly recruited for opportunities for involvement and providing feedback to the Charter School and parents will understand how to engage in these opportunities and that their voice and partnership are critically important. Examples of this can include forming and leading a KIPP Parent Association or KIPP Family Leadership Council at the Charter School, engaging with school leadership through School Leader coffees, engaging in parent-teacher conferences, responding to surveys, and participating in field trips. There will also be regular opportunities for parents and community to plan and celebrate accomplishments of the Charter School and students, including, for example, homecoming events, drama and music performances, and college acceptance days. Please see Element D for additional details for engaging families and the broader community at KIPP Elementary School.

Community Impact
In addition, KIPP Elementary School will become a strong institution and resource in the Bayview-Hunters Point community, uniting parents, community members, and educators across diverse backgrounds. KIPP Elementary School will share best practices and lessons learned with other KIPP Schools as well as charter and District schools within the San Francisco Unified School District, and across the state. The ultimate goal of the Charter School is to have a catalytic impact on the way education is implemented, particularly for first-generation, college-bound students.

Fiscally Sound Business and Management Structure
KIPP Elementary School’s business management structure is paramount to the success of the Charter School. KIPP Bay Area Schools’ expert staff, overseen by the Finance and Audit Committees of the KIPP Bay Area Schools board, will provide professional financial management for KIPP Elementary School. The regional organization’s finance, accounting, human resources, operations, and technology staff provide monthly training and facilitate the sharing of best practices among the school-site business operations staff across the organization.
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 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(b)(5)(C).

KIPP Elementary School 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 B.

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

KIPP Elementary School’s assessment strategy will be based on two core beliefs:

- **Common assessments ensure everyone has a high bar.** Common assessment data helps us to understand and calibrate KIPP Elementary School’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 16 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 Elementary School will utilize 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 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.

Annual Assessment 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 sample assessments for each assessment type to comprise an effective annual assessment plan. Please see Appendix 17 for a sample of KIPP Bay Area Schools’ assessment vision and plan across the organization for 2017-18.

<table>
<thead>
<tr>
<th>Type</th>
<th>Assessment Resource</th>
<th>How to Use the Data</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily / Weekly</td>
<td>• Exit Tickets (Eureka, Wheatley, teacher-created)</td>
<td>Measure end of lesson mastery to inform instruction for the following day or following week</td>
<td>Daily and, in some cases, weekly</td>
</tr>
<tr>
<td>Curriculum Based</td>
<td>• Teacher-created weekly assessments</td>
<td>Measure mastery of taught standards, strategies, and skills.</td>
<td>Eureka/KIPP Wheatley: At the mid- and end-of-module.</td>
</tr>
<tr>
<td></td>
<td>• Eureka Topic Assessments</td>
<td>Use to identify re-teaching needs, grouping of students, remedial strategies, enrichment strategies, or other RTI strategies.</td>
<td>STEP and F&amp;P: 4x/year</td>
</tr>
<tr>
<td></td>
<td>• Eureka mid- and end-of-module assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• KIPP Wheatley Checkpoints and end-of-module assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Other subject end-of-unit tests (i.e. Amplify for Science)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Formative Reading Assessment: Strategic Teaching and Evaluation of Progress (“STEP”) (TK until students STEP out at a 4th grade reading level).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• They will then transition to Fountas and Pinell (“F&amp;P”)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessment of Student Outcome Goals

#### Student Assessment and Data Driven Instruction

KIPP Elementary School teachers and leaders will 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

Day-to-day, urgency in classrooms comes from the drive to meet scholar mastery goals on curricular assessments. These curricular assessments are aligned to interim assessments, which are administered in cycles, or every 8-10 weeks. These interims, and in turn the curricular assessments, reflect the rigor and format of the CCSS and NGSS standards. The school calendar includes a data analysis day after each interim assessment cycle, as well as time for re-teaching in the instructional calendar.

In this data analysis, teachers analyze the data by standard, by scholar, by groups of scholars, and by class. Noticing trends across groups and for individuals, teachers determine which standards need to be retaught whole group and which standards may need small group or individual remediation. Additionally, teachers identify which standards need to be spiraled for additional practice. Teachers 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 meets with his/her coach for a data conference to reflect on 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 observes re-teaching lessons and helps hold the teacher accountable for recollecting data to gauge improvement.

Additionally, grade level teams meet to discuss groupings for small group instruction time. Based on the interim data, teachers may switch groups across classes and/or tweak the frequency with which certain
scholars receive intervention instruction. This is a time to step back and adjust plans and groups in order to best meet the needs of every single scholar.

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 CAASPP. With this alignment, the KIPP Elementary School team will know that scholars are on track to meeting CAASPP 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 Elementary School, carefully selected curricula and high quality instruction are two key components to meeting the rigor demanded by the Common Core 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 formative 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 appropriate, KIPP Elementary School will use the formative assessments in our core curricula as another data point for standards mastery throughout the year.

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 F&P Literacy Assessments
At KIPP Elementary School, scholars’ reading will be assessed using the Strategic Teaching Evaluation of Progress (kindergarten through fourth grade) and Fountas & Pinnell (for students reading above 5th grade reading level) assessments four 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. STEP provides more detailed information on early literacy skills such as phonics.

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. The team uses the data to inform adjustments to the guided reading groups and instruction.
**Progress Monitoring and Data Gathering**

Goals are rigorous and individualized to ensure that scholars are on track for success and 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 Elementary School 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 Elementary School leadership team and the structures in place for responding to that data throughout the year. Leadership team evaluates all of the following data on an ongoing basis.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Assessment</th>
<th>Response Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Bi-Weekly FSAs</td>
<td>One-on-one and GL meetings leadership meets with appropriate teachers and GL’s to support and hold accountable.</td>
</tr>
<tr>
<td>8-10 week Cycles</td>
<td>Interim and / or module Assessments</td>
<td>Data Days and Data Conferences time to make plans, tweak these plans and be held accountable toward implementing them.</td>
</tr>
<tr>
<td>Quarterly</td>
<td>STEP/F&amp;P</td>
<td>Weekly Literacy Meetings the AP dives into the data and adjusts these meetings based on trends.</td>
</tr>
<tr>
<td>Mid-Year and End of Year</td>
<td>MAP</td>
<td>PD right after winter break time to step back and analyze growth and achievement according to MAP goals.</td>
</tr>
<tr>
<td>Annual</td>
<td>CAASPP</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Use of Data**

School staff, students, and parents will 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 Elementary School will collect, analyze, and report student data and performance by subject and grade level. The data will also be disaggregated annually in KIPP Bay Area Schools’ own annual report as well as the School Accountability Report Card 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.

**How Staff Will Use Student Data**

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 will inform school-wide professional development and teacher-level coaching needs.

All KIPP Elementary School staff in grades 3-4 will also participate in regional professional development days, taking place several times throughout the school year, where all KIPP Bay Area Schools teachers
gather to calibrate and discuss student work and identify opportunities for ongoing improvement to their practice and instruction. Teachers will review and interpret interim assessment results on both the CCSS and CCR standards-aligned assessments during regional professional development days.

Teachers also collect and analyze student data on a daily basis, through daily exit tickets and unit and/or curriculum embedded assessments, allowing teachers to adjust instruction from day to day. Additionally, teachers receive coaching and support to review unit assessments with instructional coaches.

KIPP Bay Area Schools regional leadership and the regional Academic 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 will also enable 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 additional details about how KIPP uses data and measures at a regional level.

**How Students Will Use Their Own Data**

KIPP Elementary School 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 also helps to build life-long habits of goal-orientation, growth mindsets, and determination.

Students will have visual trackers for reading growth to build excitement around reading progress. Each student will be able to articulate at least one academic goal, typically his or her reading goal. Students will have access to their data and will see their classroom visual trackers as well as their report cards. Report cards will be mastery-based so that families know what each student has learned and what she or he still needs to learn. Report cards may also include character and culture assessments.

**How Families Will Use Student Data**

KIPP Elementary School 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 relationship parents will have ready and easy access to their students’ teachers via phone, text, email and opportunities to meet in-person. KIPP Elementary School maintains a culture of open contact and availability of teachers to both students and parents.

In addition, parents will receive report cards for their students at each marking period. 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 strives to meet with parents or guardians of each student, each year. The goal of transparency and frequent discussion about student data with parents is to build the partnership and alignment between parents, students and teachers toward each student’s success at KIPP Elementary School and, ultimately, in college and beyond.
# Classroom, School-wide, and Region-wide Assessment

KIPP Elementary School staff will be 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 is 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 Foundation’s six essential questions, which is a set of questions 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 Bay Area Schools Regional Leadership Team and the KIPP Bay Area Schools Board to assess the health of the Charter School.

<table>
<thead>
<tr>
<th>KIPP’s Six Essential Questions</th>
<th>Performance Indicator</th>
</tr>
</thead>
</table>
| Q1: Are we serving the children who need us? | • Enrollment  
• Staff to student ratio  
• Average core class size  
• % students who qualify for FRPM  
• % students with an IEP  
• % English Learners |
| Q2: Are our students staying with us? | • Average daily attendance rate  
• Student retention  
• Suspension rate  
• % students who would recommend the Charter School  
• % families who are satisfied with the Charter School  
• Student social emotional development |
| Q3: Are our students progressing and achieving academically? | • Student outcomes on MAP assessments  
• Student outcomes on interim assessments (e.g. STEP, F&P, performance tasks)  
• Student outcomes on CAASPP assessments |
| Q4: Are our alumni climbing the mountain to and through college? | • % KIPP High School alumni who attend 4 or 2 year college (tracked in partnership with regional KIPP Through College team)  
• % KIPP High School alumni on track to graduate from college |
| Q5: Are we building a sustainable people model? | • Teacher retention  
• Teacher satisfaction  
• School leader tenure  
• Planned successor |
| Q6: Are we building a sustainable financial model? | • Cash flow, excluding philanthropy  
• Per-pupil funding |
Stakeholder feedback and satisfaction is a critical input into our school and regional evaluations. KIPP Elementary School benefits 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 a 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. KIPP Foundation is also working to create new national stakeholder surveys for our students and families that will be launched in 2017 and will be administered at KIPP Elementary School. In addition to these national surveys, we also administer a region-wide survey 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 restoratives practices, and student/teacher relationships.

Our regional and school leadership analyzes 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 Elementary School leadership and KIPP Bay Area Schools’ regional leadership.

Additional Accountability Provision
KIPP Elementary School will be accountable to multiple constituencies: students and their families, KIPP Bay Area Schools and its Board of Directors, the KIPP Foundation, the San Francisco 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 Elementary School and KIPP Bay Area Schools staff will complete 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 will be identified, and a course for school wide improvement and growth will be charted for the upcoming year.

While the above evaluations and assessments are necessary to ensure that KIPP Elementary School is meeting our objectives, the ultimate evaluation is the continued success of our graduates completing college and growing into fulfilling lives.
ELEMENT D: GOVERNANCE AND LEGAL ISSUES

_Governing Law:_ The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. _Education Code Section 47605(b)(5)(D)._  

**Legal Structure**

The charter holder and applicant of this charter petition is KIPP Bay Area Schools, a non-profit public benefit corporation registered in the state of California whose sole member is the KIPP Foundation. It is the responsibility of KIPP Bay Area Schools to be accountable to the District for the implementation of KIPP Elementary School’s charter. KIPP Bay Area Schools exists to ensure that KIPP Elementary School adheres to the proven success of the KIPP model and to this charter, and that KIPP Elementary School has the resources and support necessary to be successful. The Board of KIPP Bay Area Schools governs KIPP Elementary School.

The Charter School will operate 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 Charter School. Pursuant to _Education Code Section 47604(c),_ 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 Appendix 18, 19 and 20 for the organizational documents of KIPP Bay Area Schools, including the Articles of Incorporation, Bylaws, Board and Conflict of Interest Code.

**Governance**

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

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

Below is an organizational chart of KIPP Elementary School’s governance structure, including the KIPP Bay Area Schools Board of Directors and KIPP Elementary School’s academic departments:

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Board of Directors
The KIPP Bay Area Schools Board of Directors (“the Board”) will be the governing body of KIPP Elementary School. Please see Appendix 21, 22 and 23 for the Board’s job description, list of current board members, and their biographies.

Governance, policy-making authority, and fiduciary responsibility for KIPP Elementary School will rest with the KIPP Bay Area Schools’ Board of Directors. The Board will work closely with its Chief Executive Officer and the School Leader of KIPP Elementary School to implement KIPP’s educational philosophy.

Composition of KIPP Bay Area Schools Board of Directors
KIPP Bay Area Schools’ Board of Directors holds public meetings in accordance with the Ralph M. Brown Act and follows Roberts Rules of Order. Board members support the mission of KIPP Bay Area Schools and serve voluntarily. KIPP Bay Area Schools seeks to ensure that its Board members represent a broad area of expertise and cross-section of the community at large. KIPP Bay Area Schools aims to have Board Members with expertise in real estate, nonprofits, law, finance, management, and philanthropy.

KIPP Bay Area Schools’ Board comprises of 19 members for the 2017-18 school year, and its bylaws allow up to 27 members. Board members are elected to serve three-year terms and may serve up to three consecutive terms. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may designate an additional member to ensure that the Board is maintained with an odd number of directors.

Board Recruitment Process
The KIPP Bay Area Schools 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’s strategic goals and maintain KIPP Bay Area Schools’ 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 Bay Area Schools including specific information regarding the Board and its role in the governance and support of KIPP Bay Area Schools (e.g., Board member roles and responsibilities, meeting schedule, committee structure, etc.).
- Prospective Board member visits one or more schools operated by KIPP Bay Area Schools.
- Prospective Board member meets with the Chief Executive Officer of KIPP Bay Area Schools.
- 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 Bay Area Schools; Board votes on prospective candidate(s).
- Board Chairperson meets with the candidate and extends offer to join KIPP Bay Area Schools 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 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 Bay Area Schools.
- Strategic expertise that will advance KIPP’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 Bay Area Schools Board of Directors’ primary responsibility is to help set policies and guide the executive team and School Leaders of KIPP Bay Area Schools, including KIPP Elementary School. The Board is empowered to:

- Ensure that KIPP Elementary School adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP Bay Area Schools policies.
- Hold the School Leader of KIPP Elementary School and the Chief Executive Officer of KIPP Bay Area Schools accountable for the academic and fiscal performance of the Charter School.
- Advocate on behalf of KIPP Elementary School 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 Bay Area Schools’ mission, vision, and strategic direction.
- Recruit, support, and evaluate the Chief Executive Officer of KIPP Bay Area Schools.
- Ensure effective organizational capacity and planning.
• Ensure adequate resources and the effective management of those resources.
• Enhance the organization’s public standing.
• Ensure fiscal, legal and ethical integrity and maintain accountability.
• Recruit and orient new Board members.
• Assess Board performance.
• Provide support to KIPP Elementary School for additional fundraising, marketing and other services as needs arise.

Board Meetings
The KIPP Bay Area Schools Board of Directors meets at least quarterly. Meetings follow Robert’s Rules of Order. Meeting notices and agendas are posted publicly as well as on the KIPP Bay Area Schools’ website, in compliance with the requirements of the Brown Act. Approved minutes from the previous Board meeting are available, upon request, in the administrative office. The Board Secretary is responsible for recording governing Board actions.

Board Committees
The KIPP Bay Area Schools Board includes several committees designed to enhance the operation of the Board and provide additional oversight. 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 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 Committee.** 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 act on behalf of the Board between Board meetings and by overseeing key management and compensation matters.

The KIPP Bay Area Schools Board may also use, from time to time, ad hoc committees as well as task forces to help with specific issues or projects.

KIPP Bay Area Schools has and exercises the right to regularly inspect and evaluate the operations and performance of KIPP Elementary School to ensure that the Charter School’s educational programs are closely monitored and maintaining KIPP standards.
Role and Responsibilities of the Chief Executive Officer in Governance

The Chief Executive Officer of KIPP 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 primary goal is to ensure the high quality, strategic growth and operational sustainability of KIPP schools in their 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 24 for job descriptions of KIPP Bay Area Schools’ Chief Executive Officer and the regional leadership team.

Engaging Parents and the Community

Parent and Family Engagement

KIPP Elementary School will operate 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 will be a vital part of this partnership. KIPP Elementary School will involve parents and families as key stakeholders in the Charter School. KIPP Elementary School will utilize opportunities for parent and family engagement and seek feedback from them as key partners in the success of the Charter School.

Opportunities for family involvement include participation in the KIPP Parent Association (“KPA”) or KIPP Family Leadership Council (“KFLC”), parent-teacher conferences, report card pick up, parent night and newsletters, local field trips, and a variety of school events each year. KIPP Elementary School parents will be encouraged to join the KPA/KFLC, a direct forum for the School Leader and families to engage in ongoing collaboration to ensure the success of the Charter School. The KPA/KFLC will advise and assist the School Leader with activities such as hiring, community outreach, resource development, extracurricular programs, and community service projects. Parents have a variety of pathways for providing input, including to the Board directly, through KIPP Bay Area Schools leadership, or via the KPA/KFLC. In addition, we will 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 during Board meetings. Parents and family members will be welcome at the Charter School and encouraged to volunteer at the Charter School through a variety of opportunities, although there will not be a required number of hours or days of volunteering.

Community Engagement

Building strong links with the local community will be critically important to KIPP Elementary School’s success. KIPP Elementary School will respect and honor the Bayview-Hunters Point neighborhood and San Francisco community and its history and traditions. In an effort to celebrate the richness the community has to offer, KIPP Elementary School will seek to partner with individuals and organizations.
in the community that complement KIPP’s mission. KIPP Elementary School will also utilize opportunities for parental involvement as a way to solicit feedback from the community.

KIPP Elementary School will create opportunities to involve members of the community to support the Charter School. One example of this will be the volunteer program, which will be composed of community members, the business community, college students, and parents. Volunteers will perform duties that include small group tutorials, office assistance, career days, and hosting job shadowing visits. The Charter School strives to foster a supportive family environment inside the classroom and throughout the Charter School and community so that students have pride in themselves, their school, their family, their heritage, and their community.

KIPP Bay Area Schools’ management team and/or Board of Directors will respond to all parent and community concerns. Any individual or group may bring complaints or concerns to the management team and/or Board for any reason. Such complaints or concerns directed to the Board are 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 are dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort 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 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 E: EMPLOYEE QUALIFICATIONS

_Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E)._

Teacher Certification

KIPP Elementary School will conform 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 will be 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 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 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. 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 special education staff are included below.

KIPP Elementary School 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, 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 Elementary School will be a School of Choice and no employee will be forcibly employed. KIPP Elementary School 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 ESSA as well as all federal and state law for background checks.

The following section outlines the commitments, responsibilities, and qualifications of future staff at KIPP Elementary School.

Staff Commitments

All KIPP Elementary School faculty and staff 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 KIPP Elementary School’s charter.
- File necessary reports of child abuse.
- Adhere to all guidelines in KIPP Bay Area Schools Employee Handbook.
- Un.questioned integrity and commitment to KIPP Bay Area Schools 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 the Charter School.

The KIPP Foundation has developed a comprehensive Competency Model for School Leaders. The Competency Model is a leadership development tool that describes the essential qualities, skills, and knowledge that successful KIPP School Leaders must possess. It is intended to guide School Leaders’ 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 School Leader’s performance. Please see Appendix 25 for the KIPP Leadership and Competency Model.

The following detail the roles, responsibilities, and qualifications of KIPP Elementary School leadership team:

**School Leader**

Reporting to a Managing Director of Schools for KIPP Bay Area Schools, the School Leader coordinates all campus-level planning and decision-making that involve the Charter School’s professional staff, parents, and community members. The School Leader coordinates with these stakeholders in establishing and reviewing KIPP Elementary School’s educational plans, goals, performance objectives, and major classroom instructional programs. This structure allows the School Leader, teachers, parents, and the community to make school-based decisions within the boundaries of the decisions and policies set by the executive team and Board of Directors of KIPP Bay Area Schools. The role of the School Leader is to realize the mission and vision of KIPP Elementary School and be responsible for ensuring that overall curricular policy remains aligned to the Charter School’s mission.

**Responsibilities:**

- Implement a high-quality, rigorous, college-preparatory program that promotes critical thinking, citizenship, leadership and growth and is consistent with KIPP Bay Area Schools’ mission and vision.
- Ensure that every student is prepared for rigorous high school coursework.
- Hire, lead and manage dynamic staff and faculty team to deliver exceptional results for all students, including those who are English Learners or have special needs.
- Create an effective, collaborative team of people jointly responsible for the attainment of school goals and committed to achieving excellence.
- Set ambitious school goals for student achievement and performance; hold staff members accountable for achieving results.
- Build relationships with all stakeholders including students, staff, faculty, parents, funders, Board Members, the school district, and the community.
Foster a safe, just, and welcoming school climate that supports student and staff success.

Manage student behavior and oversee all disciplinary actions.

Promote a culture of continuously improving teaching practice through professional development, collaboration, modeling, and collaborative planning among school staff.

Coach, develop and grow leaders from within the organization, giving opportunities to staff to develop new skills, develop their own leadership and improve their craft.

Use data to inform practice and drive decision-making and instruction at the Charter School.

Manage all operations at the school site, ensure fiscal solvency, and oversee the school facility.

Build a sustainable organization for all team members and manage all human resource issues including hiring and evaluating the performance of all staff members.

As a member of the regional leadership team, actively participate in the KIPP Bay Area Schools regional activities and practices, helping to ensure the success of all KIPP Bay Area Schools students.

Manage the Charter School’s WASC accreditation process.

Ensure compliance of all local, state and federal laws and regulations.

Qualifications, skills, and qualities:

- 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 children; a belief that all students can achieve at the highest levels, regardless of demography.
- Ability to evaluate instructional programs and teaching effectiveness.
- Strategic thinking and proactive problem-solving.
- Ability to effectively balance the larger vision and plan for the Charter School while ensuring that day-to-day operations are sound.
- Ability to implement effective business systems that ensure proper stewardship of school funds.
- 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.
- Deep understanding of appropriate application and differentiation of high-leverage instructional strategies.
- Adept at data analysis; ability to extract meaningful insights across school-wide data.
- Ability to set direction for a team and motivate others to action.
- Demonstrated ability to create inclusive environments that honors and supports a diversity of backgrounds and perspectives.
- Expertise in cultivating relationships and managing a diverse group of stakeholders.
- Demonstrated resilience and focus on student outcomes.
- Success with selection, training and supervision of high-performing school teams.

**Assistant Principal**

The Assistant Principal supports the Charter School in driving academic and social emotional learning outcomes for students as a key member of the Charter School’s leadership team. The Assistant Principal is expected to lead both instruction and school culture, while developing the skills of the Charter School’s emerging leaders. The Assistant Principal will be actively developed for school leadership,
should consider him- or herself an apprentice to the School Leader, and should gradually build capacity to lead a KIPP school.

Responsibilities:

- Model and support implementation of the Charter School’s vision and goals: Support the School Leader’s vision and take an active role in mobilizing teachers to achieve the collective goals of the Charter School. With guidance from the School Leader, lead the planning and goal setting for the grades/departments that he/she coaches and ensure alignment with school-wide goals.
- Contribute to school-wide planning and prioritize time to accomplish goals, provide input into the strategic planning of the Charter School, and identify areas of ownership for self and direct reports.
- Support the School Leader in identifying and developing emerging leaders (Department Chairs and/or Grade Level Chairs) through goal setting, coaching and feedback.
- Model strong staff and student culture, and manage school-wide character development and behavior management systems.
- Support teachers in student support and behavior intervention systems to ensure that limited time is spent on reactive student discipline. Manage parts of the daily school operations (e.g. arrival/dismissal, lunch/recess, school trips). Act as the first Leadership Team contact for student intervention and parent engagement; determine next steps for issues that are above the teacher/Grade Level Chair/Department Chair.
- Collaborate with the School Leader on hiring diverse, highly-effective teachers and Charter School staff.
- Build own and direct reports’ instructional knowledge of standards, content and methods:
  - Develop own and teachers’ knowledge of best practices in instructional methods and coach teachers on how to match particular strategies to gaps in student mastery
  - Develop teachers to provide rigorous and high-quality instruction, and support the School Leader in planning and implementing enabling academic strategies and systems
  - Lead data-driven instruction: Coach teachers to determine how data aligns to end-of-year goals; break-out data to analyze how different student groups are performing; determine what data indicates about areas of student mastery and growth; and identify specific instructional actions and adjustments to fill students’ knowledge and skill gaps within an appropriate timeline
  - Provide high-quality instructional coaching with frequent and scheduled teacher observations, actionable and bite-sized feedback, and accountability for adjustment in practice
  - Recommend to the School Leader what school-wide professional development will be the highest leverage in improving student results; lead engaging, actionable, adult-learning workshops; and hold staff accountable for implementation of the workshop practices

Qualifications, skills, and qualities:

- Bachelor’s degree (required); Master’s degree (preferred).
- 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
• 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
• 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
• Adept at data analysis; ability to extract meaningful insights across school-wide data
• Demonstrated student achievement results in own classroom and from teachers that he/she manages
• Ability to set direction for a team and motivate others to action
• Demonstrated ability to create inclusive environments that honor and support a diversity of backgrounds and perspectives
• Expertise in cultivating relationships and managing a diverse group of stakeholders
• Demonstrated resilience and focus on student outcomes

School Operations Manager
The Operations Manager is instrumental to building and sustaining a thriving, college-preparatory school. She or he will lead the implementation and maintenance of clear operational systems to support teaching and learning and will report to the School Leader.

Responsibilities:
School operations leadership & operations team management
• In partnership with the School Leader and the region, develop the school-wide operations vision that supports and operationalizes the academic and cultural vision of the Charter School
• Play a leadership role in the Charter School’s strategic and annual planning and budgeting process
• Hire, manage, coach, and develop school operations team members (including front office staff and vendors) and hold them accountable to goals and outcomes
• Serve as the primary point of contact for the KIPP Bay Area Schools Regional Support Team, responding to requests and collaborating with teammates across the region to build scalable systems, policies, and procedures
• Serve as the face of the Charter School answering questions from parents, students, and visitors

Student recruitment and enrollment
• Develop and manage student recruitment strategy to ensure that the Charter School begins the academic year with full classes, and actively recruit to fill open seats
• Ensure that parent info sessions, school tours, and the lottery and enrollment process are tightly planned and executed

Daily school operations
• Ensure that all Charter School operations run seamlessly every day, proactively problem solving and developing systems where needed
• Lead the Charter School opening/start up process each year to ensure that doors are ready to open by ordering furniture, equipment, instructional supplies, and ensuring that student services (e.g. food service, transportation) are ready to go
• Oversee facilities maintenance, janitorial services, food service operations, technology procurement and support, and communication systems with families
• Ensure that the Charter School is prepared for emergencies by conducting all drills and training staff on emergency plans

Finance & Purchasing
• Work closely with the School Leader to develop the Charter School’s annual budget and actively manage the Charter School budget throughout the year
• Manage the Charter School purchasing process by establishing clear systems and implementing appropriate fiscal policies

Student data and compliance
• Manage systems for and maintains accurate student data and information in compliance with federal, state, regional and school expectations
• Assist in creating the school schedule, master calendar and student transcripts
• Complete state and district reporting and compliance submissions
• Partner with regional HR team to implement compliant processes

Other school support and projects:
• Support marketing efforts by providing information for KIPP website and managing outreach collateral
• Help plan and host on-campus and off-campus school events, including student field trips

Qualifications, skills, and qualities:
• Bachelor's degree required
• Written and speaking fluency in the native language(s) of the local community strongly preferred
• Proven team leader and culture builder, who excels at building strong relationships with people from all backgrounds/roles
• Goal and results-oriented, with strong initiative, prioritization, and project planning skills
• Self-starter, comfortable in a fast-paced, entrepreneurial environment
• Balance of confidence and humility
• Excellent written and verbal communication skills with keen attention to detail

**Instructional Staff**

The following section details the roles, responsibilities, and qualifications of the KIPP Elementary School instructional staff.

**Teachers**
Reporting to the School Leader, teachers will be responsible for all levels of classroom instruction and management. They will design, plan and implement a standards-based curriculum that prepares students for success in college. Teachers will additionally be responsible for ensuring the Charter School’s values are lived through the Charter School’s culture. Teachers at KIPP Elementary School will have the base qualifications and will be appropriately credentialed for grades and subjects they will teach.

Teachers will work closely with each Charter 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, teachers will find joy and purpose in teaching children the habits necessary to be successful in school, and she or he will relish the opportunity to imbue our students with a love for learning. She or he must also be committed to KIPP Bay Area School’s mission, while possessing the beliefs, character traits, and skills necessary to ensure student growth and achievement.

Qualifications, skills, and qualities:
- Hold a valid teaching credential
- Commitment to working with educationally underserved students
- Believe all students can achieve at the highest academic levels
- Possess strong content area knowledge and classroom management skills
- Commitment to teach in our extended day and year schedule
- Contribute to a relentless and dedicated team of outstanding professionals
- Communicate well with students, families and colleagues
- Experience as an educator in a traditionally underserved community with demonstrated strong achievement results and documented growth on formative assessments strongly preferred
- Proficiency in the native language(s) of the local community strongly preferred

Special Education Teachers
At KIPP Bay Area Schools, the Special Education Teacher, or Education Specialist, is considered an integral part of the general education staff, therefore, they will be expected to collaborate and consult with all teachers on a regular basis.

Responsibilities:

Individualized Education Program process:
- Responsible for academic progress of students while working with staff and families to provide excellent educational opportunities for exceptional students
- Appraise academic, behavioral, and executive functioning of an individual student
- Provide a standards-based curriculum program for special education students consistent with state and federal education code requirements
- Administer formal and informal academic assessments for the purpose of facilitating student learning in core academic subjects
- Analyze assessment results to drive and inform instruction and IEP development
- Develop IEPs in accordance with federal, state, SELPA and KIPP standards
- Facilitate IEP meetings
- Ensure IEP compliance and that all timelines are met
- Monitor students’ progress utilizing data that reflects student performance and adjust instruction as needed based on analysis of data
- Complete progress reports in accordance with KIPP Bay Area Schools and school specific guidelines
- Lead and guide paraeducational staff assigned to work with individual students or within program

Training/Consultation:
• Work cooperatively with classroom teachers to support exceptional students in general education classes, interpreting the abilities and disabilities of these students to the entire staff, and assisting the student’s core curriculum instructional needs
• Manage compliance of accommodations and modifications for exceptional students in the general education classroom
• Develop and implement student-appropriate behavior management techniques for students with special needs
• Assist other staff members in resolving the unique psychological and/or disciplinary concerns of such students
• Develop specialized professional development sessions for school and community personnel
• Assist with the development of parent education programs in the areas of prevention, understanding, and remediation of exceptional needs when appropriate

Interpersonal and Agency Relations / Communications:
• Confer with parents (or guardians), staff members and members of related disciplines, including outside agencies regarding the educational, social, and personal concerns of exceptional students
• Manage relationships with contracted providers to ensure students receive all prescribed IEP services
• With the Director of Special Education, assist in referral of students with exceptional needs to available community agencies, as appropriate
• Coordinate and supervise transition programs and services for exceptional students as required by their IEP
• Keep attendance records, computerized IEP records and all other records pertinent to the special education program for the state reports and program accountability
• Participate in KIPP Bay Area Schools’ Special Education Community of Practice

Qualifications, skills, and qualities:
• Valid California Credential or license authorizing service in grade levels and areas assigned as an Education Specialist.
• Bachelor’s degree, including all courses to meet credential requirements
• Full time teaching experience in Special Education, preferred
• Possession of either BCLAD or CLAD certification is highly desirable
• Demonstrated success teaching students from educationally underserved areas
• Excellent organizational, planning, and implementation skills
• Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
• Ability to communicate and interact effectively with multiple constituencies
• Detail-oriented team player willing to roll up sleeves and get the job done

Non-Instructional Staff

The following section details the roles, responsibilities, and qualifications of the KIPP Elementary School non-instructional staff:
Paraeducators
Under the direction of the Education Specialist or other certificated employee, the Paraeducator will primarily assist 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. These duties shall be designed to complement the instructional program to maximize learning opportunities for the inclusion student. The Paraeducator will also assist in the establishment and implementation of appropriate classroom and school-wide behavior and assist students to access all aspects of the educational environment of the Charter School and the community.

Overarching responsibilities:
- Serve as the primary point of support for a designated student or group of students in the daily application and implementation of academic guided practice and behavior intervention plans. Bridge gaps that may occur in classroom lessons, in conversations, and in skill development by getting to know the student and using that knowledge and experience to everyone’s benefit
- Provide timely information to the student, to school staff, and to other team members or service providers. This information could include feedback on progress, data collected, task analysis, and concerns
- As a team member working closely with a student, advocate appropriately to ensure the team is consistently implementing the instructional and behavior plans and to raise concerns about obstacles to successful implementation and student growth

Day-to-day Responsibilities:
- Under the direction of the Education Teacher, work with students in small groups or in one-to-one assignments to reinforce or follow up learning activities in core academic, language, and/or specialized subject areas
- Assist in the implementation of behavior intervention plans
- Facilitate and support social interactions and foster the development of positive relationships between students with disabilities and their non-disabled peers
- Assist all students by modeling appropriate behavior and attitudes and providing emotional support and general guidance
- Support students to be active participants on field trips and school assemblies or productions
- Provide Education Teacher(s) with information on student progress through observation, daily contact, and maintenance of accurate student progress records/logs
- Assist in establishing and maintaining a clean, safe, and cooperative classroom and learning environment
- Provide testing accommodations, including supervising students completing tests in a separate location or during an extended time
- Maintain confidentiality of student records and classroom information in accordance with legal requirements and KIPP policies
- Maintain instructional program in case of temporary absence of Education Teacher(s)

Qualifications, skills, and qualities:
- Completed at least two years of study at an institution of higher education; or
- Obtained an associate (or higher) degree; or
- Pass the CBEST or a local assessment of knowledge and skills in assisting in instruction.
Paid or volunteer experience working with or serving individuals with autism or behavioral deficits is preferred.
• Proficiency in the native language(s) of the local community strongly preferred
• Excellent organizational, planning, and implementation skills
• Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment. Detail-oriented team player
• Ability to communicate and interact effectively with multiple constituencies

Mental Health Specialists
Under the supervision of the Director of Special Education or designee, the Mental Health Counselor will provide mental health services including counseling, consultation, treatment and case management for students with IEPs.

Responsibilities:
• Provide culturally appropriate and sensitive school-based mental health services in the forms of individual, group, and family treatment, therapeutic case management, crisis intervention, and consultation services as required by the student’s IEP
• Participate as a member of the IEP team
• Create and implement therapeutic interventions for the purposes of fostering better mental health and positive learning environments for students
• Provide crisis intervention, assessments, and triage of students
• Coordinate with other school support staff to provide direct counseling services to student.
• Provide consultation with parents, teachers, and other appropriate staff regarding the student’s program and any adaptations/materials needed to facilitate improved performance in the classroom or at home
• Establish, maintain contact with, and assist in collaboration with local community-based social service agencies in order to refer students and families for further services in conjunction with therapy
• Consult with grade-level teachers and Chairs individually and during group meetings to assist with development of intervention plans for students with IEPs
• Adhere to the ethical standards and codes of the profession and to the established rules, regulations, and laws governing special education programs
• Develop and maintain appropriate administrative and treatment records related to client care in accordance to standards and policies specified by KIPP Bay Area Schools
• Perform other duties as assigned (not to include non-counseling or other duties that could compromise potential counseling relationships)

Qualifications, skills, and qualities:
• Master’s Degree in Psychology, Social Work, Counseling, Marriage and Family Therapy, or a related field
• At least one year of experience providing mental health services in school-based settings
• At least one year of experience providing mental health services in a community mental health setting
• Preferred: Possession of, or working towards, counseling licensure as dictated by the California Board of Behavioral and Social Sciences or relevant state licensing board
• Familiarity with special education, IEP team participation and educationally related mental health 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 providing community-based, culturally competent, and client centered mental health treatment and prevention services for the 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
• Strong skills in self-advocacy as well as for advocacy of students and families
• Commitment to systems change and social justice as well as to providing services with a trauma-informed care lens
• Familiarity with socio-emotional learning competencies and restorative practices a plus.
• Able to maintain appropriate and compliant records

Hiring Procedure

KIPP Elementary School will recruit teachers through various channels including but not limited to Education Week, Teach for America, Idealist, 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 will support KIPP Elementary School 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 will undergo formal and informal interviews to ensure that his/her values are aligned with the KIPP educational philosophy. The School Leader will be responsible for the final hiring decision.

All faculty and staff will 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 will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization. For medical safety, all staff must have medical clearance, including a Montuek tuberculosis (TB) risk assessment and examination (if necessary).

Compensation

Teachers are the core element of KIPP’s success. It is therefore essential that teachers are supported, developed, and well compensated. The Charter School will offer competitive salaries, and compensation will be determined individually based on teaching experience and responsibilities undertaken.

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 will be offered a competitive benefits package. Salary and stipends will be outlined in formal employment offer letters signed by KIPP Bay Area Schools and the employee. In addition, KIPP Bay Area Schools has a formalized salary scale that will be updated as
necessary to adjust for cost of living standards. Standards of professional conduct will be 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 schools are no exception. KIPP Elementary School will hire outstanding and committed teachers. Much is expected of KIPP teachers. In addition to the extended time in class, teachers are expected to focus on the Charter School’s mission, committed to its values, and be open to collaboration and constant learning.

In return, KIPP teachers are treated as 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 Charter School, teachers have the opportunity to receive feedback from their peers and 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.

Professional Development
At KIPP Elementary School, the School Leader and instructional leadership team will set the tone and develop the conditions under which staff members will become the keepers of the Charter School’s culture and values and grow as teachers and learners. As a result, staff development will support the Charter School’s mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. KIPP teachers consistently exchange best practices with each other and teachers at similar schools, both charter and district schools. Professional development involves structured whole staff and small group practice, and is individualized to best serve each teacher’s needs.

Beginning in staff orientation before the summer program for students, the School Leader and instructional leadership team will ensure that teachers fully understand and support the Charter School’s mission, goals, and values. This orientation involves specific activities designed to align the staff and foster teamwork, such as visiting other schools of excellence. Teachers will also engage in both school-based and regional professional development sessions to design their goals, objectives, and curriculum for the summer and the upcoming school year. Once the student summer program concludes, teachers will continue their collaborative design of curriculum for the fall that address the specific needs and interests of the students identified during the summer.

During the school year, staff development continues through professional development alongside staff at other KIPP schools in the Bay Area in order to share best practices. Within KIPP Elementary School, staff will engage in whole staff meetings, department and grade level team working sessions, and individual coaching opportunities. Teachers will receive professional development to function effectively within the parameters of the Charter School and to meet the goals outlined in the accountability plan.
Teachers are also encouraged to observe each other and other excellent teachers in the community and receive regular feedback on their performance, goals, and growth.

Additionally, teachers will receive professional development on communicating with students designated as EL and in techniques for detecting whether a student has English language deficiencies. In addition, they may be trained in various teaching strategies such as, scaffolding techniques and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.

Teachers may also engage in professional development sponsored by the KIPP Foundation, including the KIPP School Leadership Programs, as well in online, community-based learning opportunities across KIPP's national network of schools.

**Staff Evaluation Plan**

The School Leader 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 will be based on those standards.

KIPP Elementary School will establish clearly defined criteria for performance reviews that may include:
- Demonstrated commitment to KIPP Elementary School’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
- Effective participation in the Charter 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
- 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 School Leader. See the figure below for a sample teacher evaluation plan.

![Sample Teacher Evaluation Plan](image-url)
**Figure 8: Sample Teacher Evaluation Plan**

<table>
<thead>
<tr>
<th>Weekly</th>
<th>5-10 minute observations focused on a particular aspect of teaching excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semi-Annual Evaluation</td>
<td>Full class observation</td>
</tr>
<tr>
<td></td>
<td>Review professional goals: means of achievement and criteria for success</td>
</tr>
<tr>
<td></td>
<td>Describe performance related to criteria</td>
</tr>
<tr>
<td></td>
<td>Compare performance to criteria</td>
</tr>
<tr>
<td></td>
<td>Discuss evaluation</td>
</tr>
<tr>
<td></td>
<td>Convey findings of evaluation</td>
</tr>
<tr>
<td></td>
<td>Supervisor summarizes goals, criteria, and findings</td>
</tr>
<tr>
<td></td>
<td>Teacher reads summary and responds</td>
</tr>
<tr>
<td>Annual End of Year Evaluation</td>
<td>Discuss evaluation</td>
</tr>
<tr>
<td></td>
<td>Convey findings of evaluation</td>
</tr>
<tr>
<td></td>
<td>Discuss goals for next year</td>
</tr>
<tr>
<td></td>
<td>Supervisor summarizes goals, criteria, and findings</td>
</tr>
<tr>
<td></td>
<td>Teacher reads summary and responds</td>
</tr>
</tbody>
</table>
ELEMENT F: HEALTH AND SAFETY PROCEDURES

**Governing Law:** The procedures that the 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)(S)(F).

In order to provide safety for all students and staff, KIPP Bay Area Schools will adopt and implement full health and safety procedures and risk management policies at the KIPP Elementary School site in consultation with its insurance carriers and risk management experts. A full draft of health and safety procedures will be provided to the District for review at least 30 days prior to operation. A draft template of the emergency response plan is available as Appendix 26 and will be updated for the KIPP Elementary School prior to operation.

The following is a summary of the health and safety policies of KIPP Elementary School.

**Employees**

**Procedures for Background Checks**
KIPP Elementary School and KIPP Bay Area Schools shall comply with all provisions and procedures of Education Code Sections 44237 and 45125.1, including the requirement that contractors and employees, including the School Leader, (as a condition of employment) will be required to submit to a criminal background check and to furnish a criminal record summary, and that applicants for employment 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.

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. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

**Mandated Child Abuse Reporters**
All employees at KIPP Elementary School will be mandated child abuse reporters and will follow all applicable reporting laws, similar policies used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

**Tuberculosis Risk Assessment and Examination**
Faculty, staff, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, or initiating a volunteer assignment, as required by Education Code Section 49406.

**Drug Free/Alcohol Free/Tobacco Free Environment**
KIPP Elementary School shall function as a drug, alcohol and tobacco free environment.
**Students**

**Immunizations and Health Screenings**
The KIPP Elementary School will comply with the requirement that all students 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 Elementary School shall comply with applicable student immunization and health screening requirements.

**Medication at School**
KIPP Elementary School will adhere to Education Code Section 49423 regarding administration of medication in school. Students requiring prescription medications and other medicines during school hours will be accommodated.

**Vision, Hearing, Scoliosis**
Students will be screened for vision, hearing and scoliosis pursuant to Education Code Section 49450 et seq., as applicable to the grade levels served by KIPP Elementary School.

**Comprehensive Discrimination and Harassment Policies and Procedures**
KIPP Elementary School 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 Bay Area Schools 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 shall be outlined in detail in the Charter School’s Employee Handbook.

**Emergency Response Plan**
KIPP Elementary School shall adhere to an emergency response plan, which will be referenced in the Employee Handbook and drafted specifically to meet the needs of the school site. The emergency response plan will include a comprehensive set of health, safety and risk management policies that will address, at a minimum, policies and procedures for responses to disasters and emergencies, including fires, floods, earthquakes, terrorist threats, hostage situations, and blood borne pathogens.

Instructional and administrative staff shall also receive training in emergency response, including appropriate “first responder” training or its equivalent. Additionally, Appendix 26 shows the current template for the KIPP Bay Area Schools Emergency Response Plan, which will be used to create the safety plan and emergency procedures for KIPP Elementary School.
Facility Safety
KIPP Elementary School 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.

In the event that KIPP Elementary School, for any reason, operates wholly or partially in facilities other than those provided by the District, the Charter School will not be hampered in meeting the goals and objectives set forth in this charter. Prior to the commencement of operations in any District-owned facilities, KIPP Elementary School and the District shall enter into a Facilities Use Agreement or similar contract, which shall define the parties’ respective rights, duties, and liabilities related to the facilities, including, but not limited to, compliance with local building and zoning ordinances and annual testing of sprinkler systems, fire extinguishers, and fire alarms. The Charter School shall conduct fire drills as required under Education Code Section 32001.
**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 district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

KIPP 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 Elementary School will strive to maintain academic results while serving a student population that is reflective of the racial and ethnic balance of the general population residing within the San Francisco Unified School District, in addition to other demographics such as Free and Reduced Lunch, English Language Learner and Special Education percentages.

KIPP Elementary School may take any of the following steps to recruit and welcome all students who are representative of San Francisco’s diverse communities:

- Partner with local community-based organizations to recruit a diverse population of students
- Visit and speak at local community-based organizations serving families and youth in the San Francisco 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
- Seek opportunities to visit prospective students and families at home to better understand the home context for individual students and to share the mission of KIPP Elementary School
- Conduct public parent information sessions to elaborate on the experience of being part of the KIPP Elementary School community
- Promote the Charter School at community events and festivals
- 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
- Utilize social media to advertise informational nights and school opening

KIPP Elementary School 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 racial and ethnic balance of the general population residing within the geographic boundaries of the District.
ELEMENT H: ADMISSIONS REQUIREMENTS

_Governing Law:_ Admission requirements, if applicable. *Education Code Section 47605(b)(5)(H)._ 

KIPP Elementary School will be a free public school open to all residents of the State of California. KIPP Elementary School 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 Elementary School 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 Elementary School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School shall 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.

KIPP Elementary School shall serve approximately 469 students in transitional kindergarten through fourth grade. Formal recruitment of incoming students may begin as early as fall of each calendar year for the following school year. KIPP Elementary School shall advertise open enrollment, and interested families shall be able to meet with staff to review the expectations of the Charter School. Following the open enrollment period each year (usually between October and February), applications shall be counted to determine whether any grade level has received more applications than availability. In the event applications exceed capacity, a public random drawing will be held (usually in March) to determine enrollment for the impacted grade level(s), with the exception of existing students who are guaranteed enrollment in the following school year.

**Enrollment Preferences**

Enrollment preferences in the case of a public random drawing shall be as follows:

1. Siblings of current students and children of employees*
2. Students who are eligible for Free and Reduced Priced Meals (“FRPM”) and reside within the District
3. Students who are not eligible for FRPM and reside within the District
4. Students who are eligible for FRPM and reside outside the District

*Children of employees not to exceed 10% of enrollment

If additional spaces remain in any grade after all such students in the preference categories listed above have been enrolled, the balance will be filled by other eligible applicants through the public random drawing. All students not admitted through the public random drawing will be given the option to put their name on a waitlist according to their draw in the public random drawing. This waitlist 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.
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 KIPP 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 interested parents and guardians prior to the drawing, including enrollment preferences outlined above and other details of when parents and guardians will be notified about the results of the drawing and how to enroll their students.

Pursuant to the stated lottery preferences, families will self-report the applicant’s qualification for FRPM on the application and no other demographic or socio-economic information will be required on the application.

Pursuant to federal and state guidelines, KIPP Elementary School reserves the right to modify the admissions and public random drawing procedures to comply with the requirements of the Public Charter Schools Grant Program (“PCSGP”) or Charter Schools Program (“CSP”) grant in any year in which the school receives such funds. Such changes to comply with PCSGP or CSP shall not be deemed a material revision of the charter and the KIPP Elementary School is authorized to pledge compliance with PCSGP and/or CSP admissions requirements as a condition of receipt of these funds.
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 Elementary School will be conducted as required by Education Code Sections 47605(b)(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 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 Elementary School’s financial books and records. This audit will be conducted in accordance with GAAP and the 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 Elementary School’s financial statements, 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 Charter School will also make available the receivable and disbursement files.

The annual audit will be completed 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. KIPP Bay Area School’s most recent audit report is included in Appendix 27.

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 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 Elementary School will be public record to be provided to the public upon request. KIPP Bay Area Schools will budget in the cost of a full financial audit in its yearly budgeting process.
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. Staying true to that belief means keeping students with KIPP and supporting not only their academic success, but students’ overall well-being and sense of belonging in the community.

Restorative Justice

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, KIPP Elementary School staff will seek to utilize restorative practices 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, 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 school community even after strong disciplinary actions such as suspensions.

KIPP Elementary School will implement restorative justice practices. KIPP Elementary School builds on an understanding of the history and context of San Francisco 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 Elementary School staff are committed to providing a safe learning environment for all students. KIPP Elementary School 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, subject to normal due process requirements described in the KIPP Bay Area Schools Pupil Suspension and Expulsion Policy, included as Appendix 28. 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 has 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 describes non-charter schools’ list of offenses and
procedures to establish its list of offenses and procedures for suspensions and expulsions. The language included closely mirrors the language of Education Code Section 48900 et seq. The Charter 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 Pupil Suspension and Expulsion Policy shall serve as KIPP Elementary School’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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 and Parent 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 Charter School will seek to remedy misconduct, in appropriate cases, by allowing for a variety of in-house disciplinary actions that may include:

- Additional assignments to be completed at home and/or at school
- Mandatory homework study hall after school
- Loss of school incentives, such as school trips

KIPP Elementary School 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 Elementary School 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 Elementary School shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the Policy is available on request at the School Leader's office.
**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 the most competitive benefit package to its teachers and staff that it can reasonably afford. All KIPP Elementary School staff will participate in the Federal Social Security system. KIPP Elementary School employees will have the option to participate in the KIPP Bay Area Schools’ sponsored 401(k) retirement savings plan. KIPP Bay Area Schools 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 Bay Area Schools’ Retirement Administrative Committee 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 Retirement Administrative Committee and 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 Elementary School. A student who resides within the District or whose conduct requires that student’s involuntary transfer from the Charter School, who chooses not to attend KIPP Elementary School may attend school within the District through the District’s intra- and inter-district transfer policies. Parents and guardians of each pupil enrolled in the Charter School shall be informed on admissions forms that the pupils have no right to admission to a particular school of the local education agency (or program of the local education agency) as a consequence of enrollment in KIPP Elementary School, except to the extent that such right is extended by the local education agency.
ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

_Governing Law:_ A description of 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 Elementary School. Employees of the San Francisco Unified School District who leave their positions to work at KIPP Elementary School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. KIPP Elementary School’s employees shall have any right upon leaving the District to work in KIPP Elementary School that the District (or its collective bargaining agreement) may specify, any rights of return to employment in a school district after employment in KIPP Elementary School that the District may specify, and any other rights upon leaving employment to work in KIPP Elementary School that the District determines to be reasonable and not in conflict with any law.

All employees of KIPP Elementary School 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 Bay Area Schools. Employment by KIPP Bay Area Schools provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School. The District will determine whether former employees continue to earn service credit while employed at KIPP Elementary School.
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 Elementary School and the District pursuant to their policies and; (b) ensuring the high operational standards of KIPP Elementary School while minimizing the oversight burdens on the District. With respect to each of these procedures, it is the intention of KIPP Bay Area Schools 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. Should any section of this element pertaining to resolving disputes be in conflict with District policies or desired protocols, then KIPP Elementary School is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Disputes Between KIPP Bay Area Schools or KIPP Elementary School and the District

KIPP Bay Area Schools and/or KIPP Elementary School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. KIPP Elementary School and KIPP Bay Area Schools acknowledge the District’s ongoing right to inspect or observe the Charter School under Education Code Section 47607, and such inspection and observation is not subject to this dispute resolution mechanism.

In the event of a dispute between KIPP Bay Area Schools and/or KIPP Elementary School and the District, the staff, employees, and Board members of KIPP Bay Area Schools, KIPP Elementary School, and the District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and the School Leader of KIPP Elementary School, who will in turn notify KIPP Bay Area Schools. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The School Leader of KIPP Elementary School, the Chief Executive Officer of KIPP Bay Area Schools, and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, if practicable no more than five business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the School Leader of KIPP Elementary School and the Chief Executive Officer of KIPP Bay Area Schools and attempt to resolve the dispute within fifteen (15) business days from the initial informal meeting. If this joint meeting fails to resolve the dispute, the Superintendent, Chief Executive Officer, and School Leader shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed
jointly by the Superintendent and the Chief Executive Officer. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and KIPP Elementary School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law, and nothing in the foregoing shall preclude either party from seeking injunctive or other extraordinary relief in the event of a threat of irreparable injury. All timelines in this section may be revised upon mutual written agreement of the District and KIPP Bay Area Schools.

KIPP Elementary School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. KIPP Elementary School’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 Elementary School.
ELEMENT 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. _Education Code Section 47605(b)(5)(O)._ 

Should KIPP Elementary School cease operation, KIPP Bay Area Schools shall comply with all portions of Education Code section 47605(b)(5)(O) and Title 5, California Code of Regulations, section 11962 regarding the closure of the Charter School. The entity responsible for conducting closure-related activities shall be KIPP Bay Area Schools. Closure of KIPP Elementary School shall be documented by official action of the Board of Directors of KIPP Bay Area Schools (“Closure Action”). The Closure Action will identify the reason for closure. The District will work cooperatively to assist KIPP Bay Area Schools in closure-related activities.

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

1. Closure of the Charter School will be documented by official action of the Board of Directors of KIPP Bay Area Schools (“Closure Action”). The Closure Action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

2. The Charter School will promptly notify parents and students of the Charter School, the District, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

3. The Charter School will ensure that the notification to the parents/guardians and students of the Charter School of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the Charter School.

4. The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

5. As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or
cannot store the records, the Charter School shall work with the District to determine a suitable alternative location for storage.

6. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

7. As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six (6) months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

8. The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

9. On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation and, upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

10. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

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

12. As specified by the Budget in Appendix 5, 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 Elementary School will operate with a sound financial model. The operation of the Charter School is designed to be self-sufficient. However, KIPP Bay Area Schools may contract with the District for various operational services such as leasing of facilities and food service.

Financial Position

Due to a focus on a fiscally sound business and management structure, KIPP Bay Area Schools has received unqualified audit opinions year after year, maintains a fund balance of approximately 200% of annual expenditures, and held cash reserves totaling approximately 130% of annual expenses as of June 30, 2016.

KIPP Elementary School 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. In partnership with KIPP Bay Area Schools, KIPP Elementary School will supplement public funding through philanthropic efforts in order to provide for the full KIPP educational program. If KIPP Elementary School’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 Elementary School will maintain a relatively lean administrative staff and low overhead in order to allocate more funds to direct instructional materials and teaching staff. KIPP Elementary School will pay KIPP Bay Area Schools a management and service fee. This fee supports the shared services at the KIPP Bay Area Schools regional support office, capturing efficiencies and economies of scale so that the administration at KIPP Elementary School can focus on instructional leadership. Services provided by the regional office include compliance, reporting, food service administration, facilities management, human resources, technology support, accounting, payroll, benefits administration, financial management, audit preparation, board development, teacher recruitment, academic oversight and support, special education, blended learning support, fundraising, outreach, strategy, and alumni support.

Budgeting

**Governing Law:** The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

The Chief Executive Officer of KIPP Bay Area Schools will submit an annual budget for KIPP Elementary School to the Board of KIPP Bay Area Schools during the spring of each year. KIPP Bay Area Schools’ annual fiscal period runs from July 1 through June 30. The KIPP Bay Area Schools Board of Directors must approve the annual budget by June 30 of each fiscal year.

The financial plan for the KIPP Elementary School will be based on KIPP Bay Area Schools’ experiences to date. Historical experience provides an amount of certainty in the budget development process. The KIPP Elementary School makes the following assumptionss:
• The Charter School will maintain enrollment of approximately 469 students at full scale.
• The Charter School will employ approximately 30 team members on staff, which may include core and elective teachers, counselors, deans and assistant principals, a School Leader, and operations staff.
• The Charter School will receive revenue principally from the following sources: Local Control Funding Formula and state lottery funds.
• The Charter School will apply directly for federal entitlement funds.
• The Charter School will make inflation assumptions of approximately 2% to 3% for both revenues and expenditures.

As required by Education Code Section 47605(g), please refer to Appendix 5 for more detailed assumptions, multi-year financial projections, including a budget and cash flow for the first three years of operation. These documents are based upon the best data available to the petitioners at this time.

Financial Reporting
KIPP Elementary School 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:
• By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
• By July 1, a LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
• By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, and California Department of Education.
• By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
• By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

Audits
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 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 27 for KIPP Bay Area Schools’ 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 Bay Area Schools. Financial statements will be used by the independent auditors hired each year. KIPP Bay Area Schools also expects the financial statements to be requested by such institutional sources of financing as KIPP Elementary School may require, including commercial banks and issuers of bonds. The financial statements will also be available for review as desired by any of the 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 Bay Area Schools will submit its annual audited financial statement to the appropriate authorities within the California Department of Education, Department of Finance, and the District.

**Administrative Services**

*Governance Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

KIPP Bay Area Schools will provide or 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 Leader, Chief Executive Officer, and the KIPP Bay Area Schools Board will also develop other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, and student information systems.

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

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

**Tools Used for Tracking and Reporting Financial Matters**

KIPP Bay Area Schools uses an accounting software package to aid in preparing for monthly financial reports and end-of-year audits. This computer system is employed by the KIPP Bay Area Schools finance and accounting team. The finance and accounting team will prepare financial reports (e.g., a balance sheet, income statement, and statement of cash flows) for the School Leader of the KIPP Elementary School. KIPP Bay Area Schools will prepare regular financial reports according to GAAP and will submit them to the District on a regular basis.

**Attendance Accounting**

The KIPP Elementary School 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 the requesting agencies.

**Payroll**

Payroll expenses will represent approximately two-thirds of KIPP Elementary School’s total expenses. KIPP Bay Area Schools may choose to either contract with a private vendor for full payroll services including tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees or may provide payroll services in-house.
**Vendor Selection and Purchasing**

The Board of Directors will be responsible for approving the KIPP Elementary School's annual budget, with substantial input from the School Leader and Chief Executive Officer. The School Leader will develop the budget proposal in coordination with the finance and executive teams, and will have the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors will be responsible for long-range financial and facilities planning.

**Food Services**

KIPP Bay Area Schools may contract for food services with the District. Eligible students 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 all eligible students will be included in the District’s reported student counts.

**Role of Authorizing Agency**

The District has the right to monitor KIPP Elementary School through site visits and reviews of reports. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial 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 supervisorial 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 utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

KIPP Elementary School will seek to operate in District facilities, as it is important for the Charter School to be located within the Bayview-Hunters Point communities. In partnership with the District, KIPP Elementary School will be interested in securing a long-term lease on District facilities to provide a stable, safe learning environment for students and families. KIPP Elementary School may exercise its rights under Proposition 39 to secure affordable, quality facilities.

KIPP Elementary School will be committed to serving the Bayview-Hunters Point community and thus intends to operate in the neighborhood. To ensure that KIPP Elementary School is able to provide its entire academic program and extra-curricular activities necessary for a transitional kindergarten through fourth grade program, the facility will require access to the following:

- Classrooms: A minimum of 24 classrooms of at least 960 square feet per classroom
- Multipurpose room, gymnasium and cafeteria with adequate space to safely prepare and serve breakfast and lunch to the entire student body
- Special education resource room
• Sufficient number of bathrooms for students and staff
• Office space for administrative staff (including School Leader, Assistant Principal, Deans, Operations Manager, Office Manager, and Counselors)
• Routine access to fields large enough for physical education and after school sports programs
SUPPLEMENTAL INFORMATION

Governing Law: Potential civil liability effects, if any, upon the school and upon the school district. Education Code Section 47605(g).

Insurance Requirements, Liability, and Indemnity

The Board of Directors of KIPP Bay Area Schools, the Charter School’s administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of the KIPP Elementary School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like.

KIPP Elementary School shall be operated by KIPP Bay Area Schools, 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(c), 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 Elementary School shall work diligently to assist San Francisco 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.

Further, KIPP Elementary School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the school under this charter. KIPP Bay Area Schools 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 Bay Area Schools will hold harmless and indemnify San Francisco Unified School District from every liability, claim, or demand that may be made by reason of:

- Any injury to person or property sustained by KIPP Bay Area Schools’ employees, or by any person, firm, or corporation employed directly or indirectly by KIPP Elementary School.

- Any injury to person or property sustained by any person, firm, or corporation caused by an act, neglect, default, or omission of KIPP Elementary School, its officers, employees, or agents.

- The furnishings or use of any copyrighted or un-copyrighted composition, or patented or un-patented invention.

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

In order to mitigate both the potential legal and fiscal liabilities of KIPP Elementary School, KIPP Bay Area Schools will have in force at all times prepaid liability insurance for KIPP Elementary School. The San Francisco Unified School District Board of Education will be named as additionally insured on KIPP Elementary School’s general liability insurance.

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 San Francisco Unified School District Board of Education will be named as additionally insured on the KIPP Elementary School’s policy. The policy will also provide specifically that any insurance carried by the District, which may be applicable to any claims or loss, will be deemed excess, and KIPP Bay Area Schools’ insurance primary, despite any conflicting provisions in the Charter School’s policy.

- 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 Elementary School does not operate a student bus service. If the KIPP Elementary School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

San Francisco Unified School District will be furnished with certificates of insurance signed by an authorized representative of the insurance carriers. San Francisco Unified School District has the right to require complete certified copies of the required insurance policies.

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

Should KIPP Elementary School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, its purchase shall be the responsibility of the Charter School.
Oversight, Reporting, Revocation, and Renewal

San Francisco Unified School District may inspect or observe any part of KIPP Elementary School 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 San Francisco Unified School District 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 San Francisco Unified School District does not believe that KIPP Elementary School is making satisfactory progress towards achievement of the goals set forth in this charter, it shall notify KIPP Bay Area Schools in writing, within two months of the receipt of the performance review, of the specific basis for its conclusions. No later than 120 days prior to the expiration of this charter, KIPP Bay Area Schools will present San Francisco Unified School 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 Elementary School charter may be renewed by San Francisco Unified School District for additional five-year terms in accordance with Education Code Section 47607(a)(1).

Term of Charter
The term of this charter shall be for five years beginning July 1, 2018 and expiring on June 30, 2023.

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

Material Revisions
This petition may be materially revised only by mutual agreement of KIPP Bay Area Schools and the San Francisco Unified School District. Material revisions will be made pursuant to the standards, criteria, and timelines in California Education Code sections 47605 and 47607.