

# KIPP Bay Area Schools

Essential College Prep Public Education



**KIPP**  
HERITAGE  
ACADEMY

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**KIPP ~~Middle School~~ Heritage Academy**  
**Charter Renewal Petition ~~to~~**

For Charter Term of July 1, 2019 through June 30, 2024  
Submitted to the Franklin-McKinley School District on  
August 30, 2012

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# **INTRODUCTION**

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*The appendices included herein are an integral part of this charter petition.*

## **AFFIRMATIONS**~~KIPP middle school in~~ **AND DECLARATION**

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KIPP Heritage Academy (“KIPP Heritage” or the “Charter School”), to be operated by KIPP Bay Area Schools, now doing business as KIPP Bay Area Public Schools, and referred to in this petition as “KIPP Bay Area”, within the boundaries of the Franklin-McKinley School District (“FMSD” or “Franklin-McKinley” or the “District”), will follow any and all federal, state, and local laws and regulations that apply to KIPP Heritage, including but not limited to:

- KIPP Heritage 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”).
- KIPP Heritage shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, 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)]
- KIPP Heritage shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- KIPP Heritage shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- KIPP Heritage shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- KIPP Heritage shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- ~~(“KIPP middle~~KIPP Heritage 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).
- KIPP Heritage shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- KIPP Heritage 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 it will hold a public random drawing to determine admission. 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)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- KIPP Heritage 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, including immigration status, 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 KIPP Heritage without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- KIPP Heritage may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, KIPP Heritage. [Ref. Education Code Section 47605(n)]
- KIPP Heritage shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- KIPP Heritage shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- KIPP Heritage 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 declares that it shall be deemed the exclusive public school employer of the employees of KIPP Heritage for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- KIPP Heritage 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 are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- KIPP Heritage shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- KIPP Heritage shall at all times maintain all necessary and appropriate insurance coverage.

- KIPP Heritage shall comply with the Public Records Act.
- KIPP Heritage shall comply with the Family Educational Rights and Privacy Act.
- KIPP Heritage shall comply with the Ralph M. Brown Act and conduct meetings in conformance with KIPP Bay Area's established parliamentary rules.



September 11, 2018

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Amy Tran

Date

Founding School Leader

KIPP Heritage Academy

## INTRODUCTION

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KIPP Heritage Academy is committed to providing a rigorous, academic program and instilling a lifelong love of learning that prepares students for success in college and in life. Our vision/mission is to prepare our students to succeed in high school, college and beyond by developing in them the knowledge, skills, and character essential to thrive academically, shape while also maintaining their futures, identities and make positive decisions every single day. The connections to the community. KIPP middle school will be Heritage was built based upon the successes of the five previously established KIPP middle schools in the Bay Area – all of which have been named California Distinguished Schools – and two previously established KIPP high schools.

The KIPP middle school will be built upon the guiding principles of the Knowledge is Power Program (KIPP), founded in 1994 by Michael Feinberg and David Levin. Today, there are 125 KIPP schools across the country, which demonstrate daily with 39,000 students that the achievement gap can be closed. KIPP schools make no excuses based on race, gender, socioeconomic status, or disability; and our students have achieved unprecedented success.

Currently, KIPP Bay Area operates fifteen schools across the Bay Area, including two high schools and three middle schools in San Jose. Our most established high school, KIPP San Jose Collegiate, is ranked by US World & News Report, Newsweek, and The Washington Post among the top high schools in the country serving low-income students. Our three middle schools, KIPP Heartwood Academy, KIPP Prize College Preparatory Academy, and KIPP Heritage Academy, have all been recognized for their results in preparing the next generation of college-bound students.

We are proud to say that KIPP Heritage students are owning and meeting these high hopes and expectations by achieving results well above California averages. The KIPP middle school in Franklin-McKinley will achieve its data we share here is a reflection of the quality of our Charter School, as well as of our continued evolution in service of our mission and vision through its partnership. We will continue partnering with the Franklin-McKinley School District ("FMSD"), the KIPP Foundation, and KIPP Bay Area Schools. The school will implement a set of core values and KIPP's Five Pillars of high expectations, choice and commitment, more time, power to lead, and a focus on results.

To fulfill the promises KIPP schools make to students, we hope to build a successful partnership with FMSD. With the partnership and support of the Alum Rock Union Elementary School District and the East Side Union High School District, KIPP schools have achieved impressive results over the last eight years in East San Jose. We expect the new KIPP middle school in Franklin-McKinley to do the same. We will partner with all three school districts to achieve the goal of SJ2020: to eliminate the achievement/opportunity gap in East San Jose by the year 2020. We will strive to continue to serve as a model of educational excellence by preparing students with the academic skills, intellectual habits, and character traits to achieve success in high school, college and, ultimately, in life. beyond.

KIPP Heritage has worked to achieve its mission and vision through its partnership with FMSD, the KIPP Foundation, and KIPP Bay Area. We have implemented our core values of courage, empathy, drive, and joy, alongside KIPP's focus on great teachers and school leaders, a supportive learning environment, high expectations, and an emphasis on both academics and character -- the foundations for student success. KIPP teachers, students, and families are all united around the same goal: choice-filled lives.

With the future high school student in mind, ~~the KIPP middle school will~~ Heritage has worked to prepare East San Jose students to thrive in rigorous college-preparatory classes by developing in them an impressive body of academic skills and knowledge necessary for meeting the challenges of those classes. Graduates of ~~the KIPP middle school will be~~ Heritage are poised, articulate, confident leaders who are committed to giving back to the San Jose community and the broader world. In addition, graduates ~~will~~ have been exposed to a variety of extracurricular classes and enrichment opportunities throughout their middle school years, which will prepare them to become engaged members of their high school and college communities.

The hallmarks of ~~the KIPP middle school~~ Heritage experience go beyond the academic. ~~A KIPP middle school graduate is a~~ Heritage graduates are responsible, resourceful ~~citizen~~ citizens of ~~her~~ their community and ~~considers~~ consider the impact of ~~her~~ their actions on others. ~~She is a~~ They are confident ~~advocate~~ advocates for ~~herself~~ themselves and others. ~~She speaks her mind~~ They speak their minds clearly. ~~She values~~ They value service to others and to ~~her~~ their community. ~~She takes~~ They take pride in ~~her~~ their accomplishments, ~~but approaches~~ and approach new tasks and working relationships with humility. ~~She has~~ They have thought about the future, and ~~she has a plan~~ they have plans which will ultimately lead ~~her~~ them to accomplish ~~her~~ their life goals.

KIPP Bay Area is ~~ready and poised~~ proud to ~~open~~ have established a high-quality middle school in Franklin-McKinley, and we look forward to ~~working~~ continuing to work closely with FMSD to ensure the success of the ~~school~~.

## **AFFIRMATIONS/ASSURANCES**

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As the authorized lead petitioner, I, Beth Sutkus Thompson, hereby certify that the information submitted in this petition for a California public charter school (“KIPP middle school”, or the “Charter School”), to be located within the boundaries of the Franklin-McKinley School District (the “District” or “FMSD”), 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, the Charter 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 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)]~~

### **KIPP Successes and Accomplishments of the Prior Charter Term**

#### **Academic Successes and Accomplishments:**

- Ranked in the top five for lowest achievement gaps in San Jose according to the Education Equality Index (“EEI”)<sup>1</sup>
- Recognized for its commitment and results as one of the top ten Bay Area Public Schools shall be deemed the exclusive public for Underserved Students<sup>2</sup>
- Recognized as a Star school employer of the employees of KIPP middle school for purposes of the by Educational Employment Relations Act. [Ref. Results Partnership’s (“ERP”) Honor Roll program<sup>3</sup>
- Outperformed the District and State on Smarter Balanced Assessment Consortium (“SBAC”) ELA and Math assessments every year
- On average, more than 40% of KIPP Heritage students score in the top quartile on the nationally-normed Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) assessments in Reading and Math

#### **Non-Academic Successes and Accomplishments:**

- Maintains average daily attendance rates above 97% each year

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<sup>1</sup> Education Equality Index. ([https://www.educationequalityindex.org/school-data/school-scores/#state=California&city=San%20Jose&view=eei\\_scores&highlight=charter&sort=eei\\_score&order=desc](https://www.educationequalityindex.org/school-data/school-scores/#state=California&city=San%20Jose&view=eei_scores&highlight=charter&sort=eei_score&order=desc))

<sup>2</sup> Innovate Public Schools. 2017 Top Bay Area Public Schools for Underserved Students. (<https://reports.innovateschools.org/top-bay-area-public-schools/>)

<sup>3</sup> Educational Results Partnership Honor Roll. (<http://www.edresults.org/HonorRoll/HonorRoll>)

- Consistently has 100% enrollment with a waitlist
- Maintains strong teacher retention each year
- Maintains strong financial health each year

## Charter Renewal Criteria

• Education Code Section ~~47605(b)(5)(O)~~47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

~~• 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)]~~

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10, inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4):

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

With the shift to Common Core State Standards (“CCSS”) and the redesign of the state’s accountability system, KIPP Heritage recognizes that criteria (1) through (3) are no longer the most relevant measures for the previous period of KIPP Heritage’s charter term, from July 1, 2014 through June 30, 2019. As such, we have documented below that KIPP Heritage has clear and convincing data to support the assertion in criteria (4), based on the following:

- KIPP Heritage SBAC results in ELA and Math – percentage of students meeting or exceeding standards overall and by subgroup, which is at least equal to the academic performance of the comparison schools that KIPP Heritage students would otherwise be required to attend, and the comparison schools that are demographically similar in the District
- NWEA MAP assessments in Reading and Math – percentage of students in the top quartile and percentage of students making one or more years of growth

- Average daily attendance and chronic absenteeism rates
- To shall demonstrate how KIPP Heritage meets renewal criteria (4), KIPP Heritage has prepared a Performance Report (attached as Appendix 1), which compares KIPP Heritage's academic performance against its comparison schools. As demonstrated in the Performance Report, KIPP Heritage's academic performance is not charge tuition. [Ref. Education Code Section 47605(d)(1)] only "at least equal," but exceeds the academic performance of its comparison schools, thereby meeting renewal criteria (4).
- ~~The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; 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)-(B)]~~
- ~~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)]~~
- ~~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 in Education Improvement Act of 2004.~~
- ~~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)]~~
- ~~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 are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]~~
- ~~The Charter School shall at all times maintain all necessary and appropriate insurance coverage.~~
- ~~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).~~

- ~~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. California 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. California Education Code Section 47612.5(a)]~~

~~The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Compliance with Legal Requirements~~

FMSD's Board Policy 0420.42, consistent with Title 5, California Code of Regulations Section 11966.4, requires that "[t]he petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed." Pursuant to this requirement, the Charter School has prepared a table demonstrating its compliance with all applicable legal updates (see Appendix 2).

## KIPP Heritage's Track Record of Success

### Our Students

During the 2017-18 school year, KIPP Heritage had 451 students enrolled, of whom 49.4% were Hispanic or Latino, 45.0% were Asian, 71.6% qualified as socio-economically disadvantaged (69% qualified for free and reduced price meals – "FRPM"), 21.7% were designated English Learners ("EL"), and 5.8% were students with disabilities.<sup>4</sup>

**Table 1: Enrollment by Ethnicity (2017-2018)**

	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>KIPP Heritage</u>	<u>1.3%</u>	<u>0.0%</u>	<u>45.0%</u>	<u>2.9%</u>	<u>49.4%</u>	<u>0.2%</u>	<u>0.4%</u>	<u>0.7%</u>	<u>0.0%</u>
<u>FMSD</u>	<u>1.5%</u>	<u>0.1%</u>	<u>31.1%</u>	<u>3.5%</u>	<u>60.2%</u>	<u>0.3%</u>	<u>1.6%</u>	<u>1.5%</u>	<u>0.2%</u>
<u>State</u>	<u>5.5%</u>	<u>0.5%</u>	<u>9.2%</u>	<u>2.4%</u>	<u>54.3%</u>	<u>0.5%</u>	<u>23.2%</u>	<u>3.5%</u>	<u>0.9%</u>

**Table 2: Enrollment by Subgroup (2017-2018)**

	English Learners	Foster Youth	Homeless Youth	Migrant Education	Students with Disabilities	Socioeconomically Disadvantaged
<u>KIPP Heritage</u>	<u>21.7%</u>	<u>0.0%</u>	<u>0.9%</u>	<u>0.0%</u>	<u>5.8%</u>	<u>71.6%</u>
<u>FMSD</u>	<u>45.0%</u>	<u>0.2%</u>	<u>0.4%</u>	<u>0.2%</u>	<u>9.7%</u>	<u>76.2%</u>
<u>State</u>	<u>20.4%</u>	<u>0.6%</u>	<u>3.3%</u>	<u>0.8%</u>	<u>11.3%</u>	<u>61.5%</u>

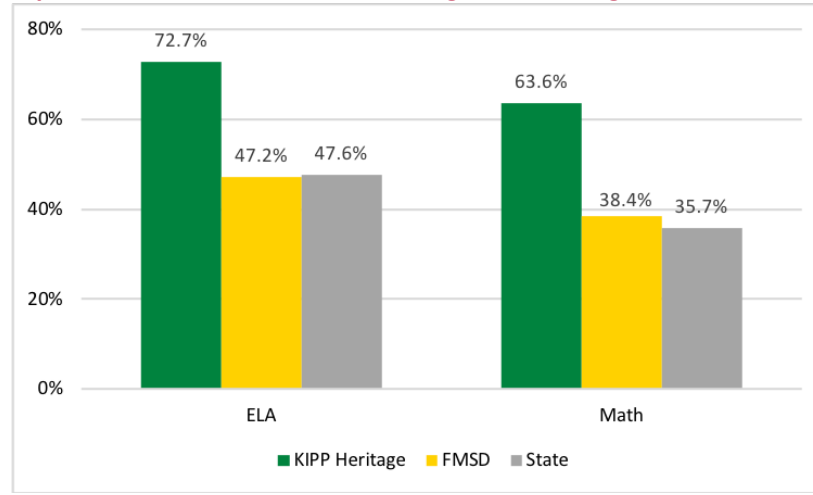
<sup>4</sup> CDE Dataquest (as reported on Census Day 2017-2018)

KIPP Heritage strives to be a cohesive community united in the mission of preparing our students to thrive in college, in careers, and in life.

### **Comparative Student Outcomes on State Assessments**

Our students' SBAC results have historically exceeded those of the District and the State. During the 2016-2017 school year, KIPP Heritage students outperformed the State average by 25 percentage points on ELA and 28 percentage points on Math, as shown by Figure 1 below. As Table 3 demonstrates, this high level of performance has been consistent over time both overall and by subgroup.

**Figure 1. Comparative % of All Students Meeting or Exceeding Standards on SBAC 2016-17<sup>5</sup>**



### **Student Outcomes by Subgroup**

KIPP Heritage is dedicated to the success of all of its students. As such, it is important that each subgroup of pupils served by KIPP Heritage is making academic progress, in addition to the student population as a whole. The following table shows the academic achievement of KIPP Heritage students overall and by subgroup on SBAC over time.<sup>6</sup>

<sup>5</sup> CDE Dataquest. Average percentages of students meeting or exceeding standards were calculated for FMSD and the State using weighted averages for 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades to reflect the grade levels served by KIPP Heritage in 2016-2017.

<sup>6</sup> CDE Dataquest

**Table 3: Comparative % of Students Meeting or Exceeding Standards on SBAC ELA and Math By Subgroup Over Time**

	2014-2015			2015-2016			2016-2017		
-	<u>KIPP Heritage</u>	<u>FMSD</u>	<u>State</u>	<u>KIPP Heritage</u>	<u>FMSD</u>	<u>State</u>	<u>KIPP Heritage</u>	<u>FMSD</u>	<u>State</u>
<b>ELA</b>	-	-	-	-	-	-	-	-	-
<u>All Students</u>	<u>69%</u>	<u>44%</u>	<u>44%</u>	<u>68%</u>	<u>49%</u>	<u>49%</u>	<u>73%</u>	<u>47%</u>	<u>48%</u>
<u>Hispanic or Latino</u>	<u>56%</u>	<u>27%</u>	<u>32%</u>	<u>58%</u>	<u>33%</u>	<u>36%</u>	<u>60%</u>	<u>31%</u>	<u>36%</u>
<u>Asian</u>	<u>89%</u>	<u>71%</u>	<u>73%</u>	<u>82%</u>	<u>72%</u>	<u>75%</u>	<u>85%</u>	<u>71%</u>	<u>76%</u>
<u>Socioeconomically Disadvantaged</u>	<u>61%</u>	<u>41%</u>	<u>31%</u>	<u>61%</u>	<u>44%</u>	<u>35%</u>	<u>59%</u>	<u>42%</u>	<u>34%</u>
<u>English Learners</u>	<u>17%</u>	<u>9%</u>	<u>11%</u>	<u>13%</u>	<u>12%</u>	<u>12%</u>	<u>10%</u>	<u>8%</u>	<u>10%</u>
<b>Math</b>	-	-	-	-	-	-	-	-	-
<u>All Students</u>	<u>66%</u>	<u>31%</u>	<u>30%</u>	<u>58%</u>	<u>37%</u>	<u>34%</u>	<u>64%</u>	<u>38%</u>	<u>36%</u>
<u>Hispanic or Latino</u>	<u>54%</u>	<u>14%</u>	<u>17%</u>	<u>42%</u>	<u>19%</u>	<u>22%</u>	<u>42%</u>	<u>20%</u>	<u>23%</u>
<u>Asian</u>	<u>89%</u>	<u>58%</u>	<u>65%</u>	<u>84%</u>	<u>64%</u>	<u>70%</u>	<u>85%</u>	<u>67%</u>	<u>71%</u>
<u>Socioeconomically Disadvantaged</u>	<u>60%</u>	<u>27%</u>	<u>17%</u>	<u>49%</u>	<u>32%</u>	<u>20%</u>	<u>48%</u>	<u>34%</u>	<u>22%</u>
<u>English Learners</u>	<u>33%</u>	<u>8%</u>	<u>7%</u>	<u>15%</u>	<u>9%</u>	<u>7%</u>	<u>15%</u>	<u>10%</u>	<u>8%</u>

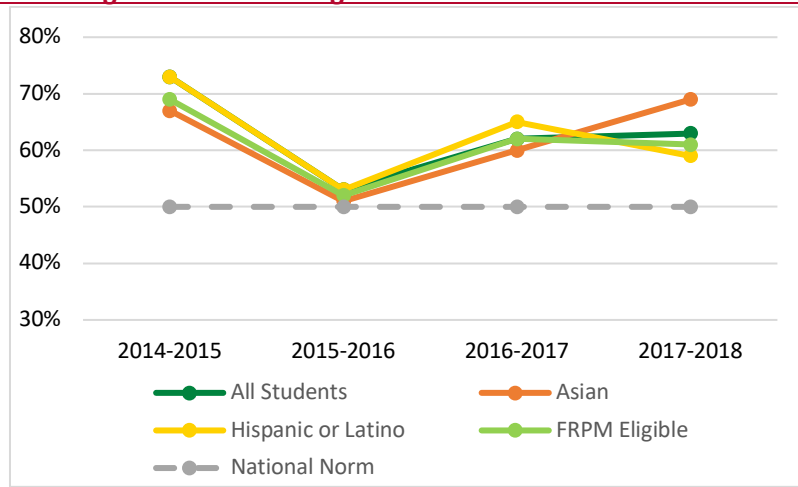
Students in each subgroup shown have outperformed their peers at the District and State on both SBAC ELA and Math every year.<sup>7</sup> As mentioned, KIPP Heritage’s Performance Report, attached as Appendix 1, provides further evidence that KIPP Heritage meets renewal criteria (4) above, as its academic performance is at least equal to the academic performance of the comparison schools identified.

<sup>7</sup> CDE Dataquest. Average percentages of students meeting or exceeding standards were calculated for FMSD and the State for the same grade levels served by KIPP Heritage in each year using weighted averages.

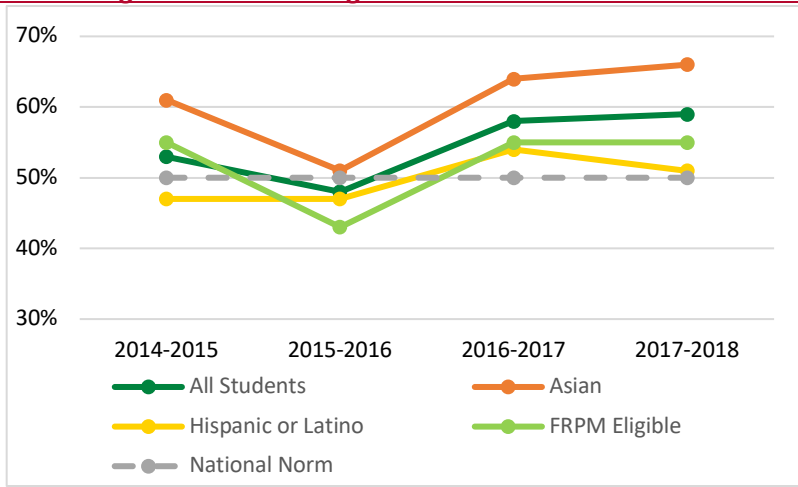
## Measurement of Academic Growth

KIPP Heritage values measurements of growth in addition to mastery. When measuring growth, we assess the progression of student learning over time use the norm-referenced NWEA MAP assessment (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. The figures below show the percentage of KIPP Heritage students making one or more years of growth in Reading and Math as measured by the NWEA MAP assessment. KIPP Heritage students in each subgroup shown have been making one or more years of growth at higher rates than the national average for each of the last two years.

**Figure 2. % of KIPP Heritage Students Making 1+ Years of Growth on NWEA MAP Reading Assessment**

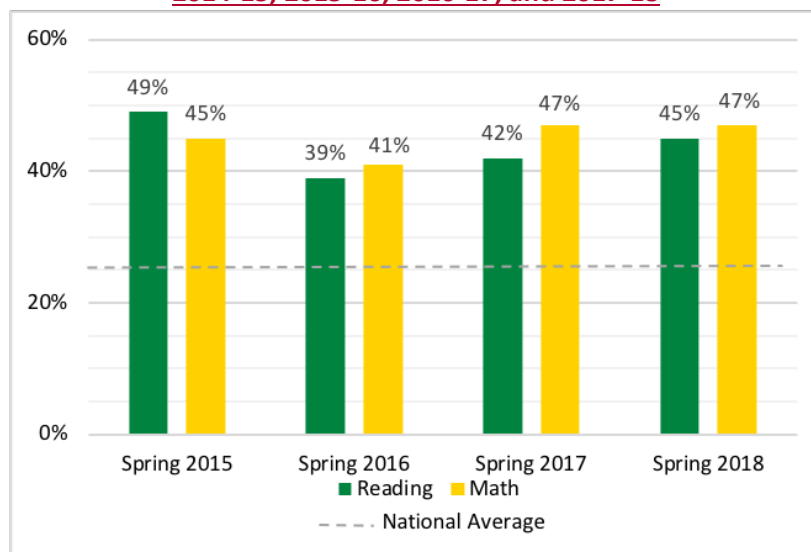


**Figure 3. % of KIPP Heritage Students Making 1+ Years of Growth on NWEA MAP Math Assessment**



The growth of KIPP Heritage students on NWEA MAP assessments is particularly impressive given their high levels of achievement. More than 40% of KIPP Heritage students are in the top quartile on the nationally-normed NWEA MAP assessment on average, as shown by Figure 4 below.

**Figure 4. % of KIPP Heritage Students in the Top Quartile on NWEA MAP Reading and Math in Spring 2014-15, 2015-16, 2016-17, and 2017-18**



### **Average Daily Attendance and Chronic Absenteeism**

KIPP California-Heritage believes maximizing time in school is essential to student success. Figure 5 shows the average daily attendance rates over each year KIPP Heritage has been in operation.<sup>8</sup> Despite the extended school day, KIPP Heritage's average daily attendance has been above 97% each year. Additionally, during the 2016-2017 school year, KIPP Heritage had the lowest rate of chronic absenteeism in the District at 4.1%.<sup>9</sup>

**Figure 5. Average Daily Attendance Rate at KIPP Heritage**



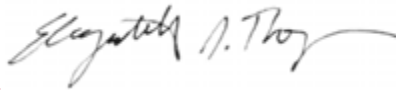
<sup>8</sup> KIPP internal data from PowerSchool

<sup>9</sup> CDE Dataquest

~~•• Education Code Section 47605(c)~~

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- ~~• The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605-47605.1]~~
- ~~• The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]~~
- ~~• The Charter School shall comply with all applicable portions of the No Child Left Behind Act.~~
- ~~• 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.~~
- ~~• The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]~~



August 20, 2012

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Beth Sutkus Thompson

Date

Executive Director

KIPP Bay Area Schools

## ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM

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*Governing Law: ~~A description of the~~ The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> 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).*

*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

The KIPP ~~middle school~~ Heritage 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. -The ~~school~~ Charter School will partner with teachers, parents, community members, and the ~~Franklin-McKinley School District~~ (the “District” or “FMSD”) to accomplish its mission and to impart upon its students that **there are no shortcuts** to realize this goal; rather, hard work and absolute determination are key. At the KIPP ~~middle school~~ Heritage we **will** prepare our students to succeed in ~~high~~ school, college and beyond by developing in them the knowledge, skills, and character essential to thrive academically, shape their futures, and positively impact the world.

Central to the mission is an unwavering belief that all students in Franklin-McKinley and ~~East~~ San Jose can succeed in the nation’s most competitive high schools and colleges, when provided with extended time for learning inside and outside the classroom, a rigorous, college-preparatory education, and a wide range of supports. ~~KIPP believes in partnering with the District to achieve the goal of the SJ2020 initiative by eliminating the achievement gap in San José by the year 2020.~~ It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive global 21st century job market. ~~The KIPP middle school will prioritize~~ Heritage emphasizes the goal of a college education in achieving personal success.

The KIPP ~~middle school’s mission~~ Heritage’s vision and values drive everything at the ~~school~~ Charter School, from the culture to the academic program. We have a deep and resolute commitment to the school’s values, which will reflect the values of KIPP Bay Area ~~Schools~~ as well as the research done by Martin Seligman on character strengths and virtues.<sup>10</sup> Each value exemplifies a quality necessary to excel in high school and college, develop ~~a~~ good character, and create positive change in the world and

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<sup>10</sup> Peterson, Christopher; ~~Seligman, Martin E. P.~~ Seligman, Martin E. P. (2004). *Character strengths and virtues: A handbook and classification*. Oxford: ~~Oxford University Press.~~ Oxford University Press. ISBN: ~~ISBN 0-19-516701-5.~~ ISBN 0-19-516701-5.

in students' lives. ~~While the school leader and founding staff will develop and implement the new school's values, KIPP Heartwood Academy's values are defined below as an example:~~

### **Our Vision**

At KIPP Heritage, we embrace our histories as we build a brighter future in East San Jose and beyond. We see greatness and potential in every student, family, and community.

Our students will be prepared to thrive in the global economy as they develop critical thinking skills and deep conceptual knowledge through academically challenging courses. Through a rigorous literacy program, students write and tell their stories, as well as listen to the stories of others with compassion. As our students master skills and content necessary to be successful in college and life, they will learn to advocate for themselves and their communities with humility and clarity. Equipped with this strong foundation of knowledge, skills, and character, KIPP Heritage students will be agents of positive change, empowered as authors of their own lives.

### **KIPP Heritage Academy – Our Name and Symbol**

KIPP Heritage Academy derives its name from the belief that we all have important stories and histories that are essential to our identities. These stories and parts of our identity make up our heritage, which connects us to our families and community and helps us better understand and work with others. Our logo is the Aspen tree, which grows in colonies originating from a single seedling. Therefore, our logo, a group of three aspen trees, symbolizes connectedness and strength through community.

### **Values**

#### **KIPP Honor**

~~Honor encompasses respect and integrity. Students will learn that at KIPP, we honor each other, our school, our families, our community, and ourselves. Faculty will model honor by treating students, each other, and parents with respect. Students will honor each other by treating all members of the KIPP middle school team and family with respect and courtesy. For example, every week during Team and Family, students will honor their teammates by recognizing the outstanding deeds of their teammates in front of the entire school ("shout-outs"). A student may thank another student for help on homework or a teacher may applaud a student for hard work. In addition to honoring each other, through class work, field lessons, and activities, students will learn the importance of honoring their families and their cultures. Students will also learn to honor themselves. By doing so, they will learn to be true to themselves and maintain integrity even in trying situations. Furthermore, students will take care of their health and appearance and always do their best in every situation.~~

#### **Excellence**

~~Students and staff will strive for excellence in both academics and character, and will be held to the highest standards. Results will matter. Students and teachers will do whatever it takes for every child to be successful. For instance, students will learn to apply critical thinking skills in~~

every situation, and go above and beyond to make sure their homework is done well, is neat, and is turned in on time. If a student's work is untidy or not completed to the best of his/her abilities, the student will be asked to redo the assignment after school. To model the importance of excellence, and honor those who excel, the KIPP middle school will purposely place a large value on honoring faculty and student success. The school will reward teachers who excel with greater freedom, latitude, responsibility, and trust. In the same manner, students will be rewarded for achieving excellence in character and academics. Awards will be given at the end of each trimester for students earning a place on the honor roll and for those who exemplify the school's values.

### *Absolute Determination*

In light of the daunting challenges that some students face in their lives, it is very important that they remain determined and persevere through even the most trying situations. Each semester, students will set goals for themselves for which they are held accountable. Together with their teachers, students will work toward these goals, and in doing so, they will learn that any hurdles and difficulties that may arise should not sway them. When a student is struggling, s/he will constantly be reminded by faculty and peers of the importance of absolute determination. The KIPP middle school will develop a culture where students and faculty believe in each other and therefore encourage each other to continue persevering to meet their goals.





### *Responsibility*

Service and taking ownership for making positive change will be very important at the KIPP middle school. Students will take responsibility for their own learning, their actions, and for helping teammates to ensure that everyone learns and succeeds. All students will be encouraged to work hard and maximize their class time by actively participating in class, thinking critically, and asking and answering questions. For example, older students may mentor incoming fifth graders and younger students, taking responsibility for their younger teammates. In addition, students will learn the importance of making small and large positive change, such as saying thank you to someone who helps them. All students may participate in community service learning projects. Giving back to the community and helping those in need is an important value instilled in students at the school, but one that, as stated in the mission, students are expected to carry out throughout their lives.

### *Team*

The saying "team beats individual" is central to the culture of every KIPP School. Teachers will collaborate so that together they can all achieve the mission of the school. For example, teachers work with one another to evaluate student work and maintain a common standard for student writing across subjects. Students will learn together through activities including band, sports, and group projects. Heritage's values are taught, practiced, and celebrated as a way to ensure that our students are equipped with the character necessary to be successful in college and life. Beside each KIPP Heritage value in Table 4 below are corresponding character strengths.

**Table 4: KIPP Heritage Values, Character Strengths, and Student Beliefs/Actions**

<u>Value</u>	<u>Accompanying Character Strengths</u>	<u>Student Belief/Action</u>
<u>Courage</u> 	<u>Curiosity</u> <u>Self-Control</u>	<ul style="list-style-type: none"> <li>● <u>I seek to improve through asking questions and showing curiosity.</u></li> <li>● <u>I do the right thing, even when it is difficult.</u></li> </ul>
<u>Empathy</u> 	<u>Social intelligence</u>	<ul style="list-style-type: none"> <li>● <u>I assume the best and actively seek to understand another point of view.</u></li> </ul>
<u>Drive</u> 	<u>Grit</u> <u>Optimism</u>	<ul style="list-style-type: none"> <li>● <u>I work hard and push through challenges, knowing there is strength in working together.</u></li> </ul>
<u>Joy</u> 	<u>Zest</u> <u>Gratitude</u>	<ul style="list-style-type: none"> <li>● <u>I find opportunities to smile, laugh, and enjoy the journey.</u></li> </ul>

### **Means to Achieve Mission and Vision**

KIPP Heritage achieves:

### **KIPP's Five Pillars**

~~The KIPP middle school will achieve~~ its mission and vision through its partnership with the KIPP Foundation and KIPP Bay Area ~~Schools~~, and by implementing ~~KIPP's Five Pillars, along with its own~~ core values. ~~Over the past several years, these components working together have led to demonstrated success at dozens of new KIPP schools nationally. The Five Pillars are:~~  
Additionally,

- ~~1. **High Expectations.** KIPP schools have explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the background of our students. We expect every student to possess core habits of mind and character and ultimately gain acceptance to college.~~

~~2. **Choice & Commitment.** Students, their parents, and the faculty of KIPP schools are part of the school by choice. No one is assigned or forced to attend the school. Students who choose to enroll at a Heritage students benefit from the KIPP Through College program, which provides ongoing support for current KIPP school commit to meeting the academic and behavioral expectations of a KIPP student. Parents who choose to enroll their students at KIPP commit to supporting their child through their middle school, high school and college experience. Staff members who choose to work at KIPP commit to doing whatever it takes to ensure that 100% of students Bay Area students and alumni to succeed in high school and college. By making the choice and commitment to be part of the school community, students, parents, and staff at KIPP play an integral role in the school's success, and lead choice-filled lives.~~

This support structure has led to demonstrated success at many KIPP schools in the Bay Area, including KIPP Heritage, and nationally. Please refer to the sections below for details on KIPP Bay Area's track record of success in San Jose and to Appendix 3 for research demonstrating the efficacy of the KIPP model.

Additionally, KIPP Heritage values our partnerships with the District and with the broader San Jose Community. Core to our values as a Charter School community is developing individuals who demonstrate a strong sense of responsibility to the broader communities to which they belong.

### **Partnership with the Franklin-McKinley School District**

KIPP Heritage is proud of its partnership and collaboration with school administrators, teachers, and staff of the Franklin-McKinley School District. KIPP Heritage believes that the Charter School and students benefit from the expertise of school leaders and excellent teachers in the District; in turn, KIPP hopes to continue to be a resource to the Franklin-McKinley school community.

KIPP Bay Area has a history of working closely with FMSD. For example, KIPP Bay Area partnered with the District to help redesign two district elementary schools. KIPP Bay Area 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 FMSD interview school leader candidates. KIPP Bay Area is also a part of a district-charter compact with FMSD, which was awarded a Gates Foundation Compact grant. Additionally, with the District's support, KIPP Heritage was thrilled to secure a long-term lease at 423 Los Arboles Street beginning in the 2017-2018 school year.

KIPP Heritage is committed to further strengthening this partnership to close the achievement gap. In particular, KIPP Heritage is dedicated to continuing to learn from the District and sharing our learning with the District in a variety of areas, including our social emotional learning and restorative justice practices, our supports for students with special needs, and our focus on culturally-responsive teaching. Through sharing best practices and visiting schools, KIPP Heritage hopes to maintain a strong partnership with FMSD that will enhance student achievement.

### **KIPP Heritage and the San Jose Community**

KIPP Heritage aims to continue contributing to positive change in East San Jose by providing young people with a lifelong love of learning and developing poised and confident leaders who are committed to serving their community. By developing partnerships with community based organizations, non-profit organizations, local schools, and local businesses, KIPP Heritage provides students with opportunities to work closely with prominent leaders in the East San Jose community. As of today, KIPP Heritage benefits from strong partnerships with: Utah's Educational Savings Plan, City of San Jose Parks & Recreation, San Jose Police Crime Prevention, Planned Parenthood, Santa Clara County Public Health Department, the Seven Trees Community Center, Foothill Community Health Center, KIPP Heartwood Academy, KIPP Prize Preparatory Academy, KIPP San Jose Collegiate, and KIPP Navigate.

### **KIPP Foundation**

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

KIPP was founded in 1994 as a special program in a traditional public school in an underserved area of Houston, Texas. KIPP students' accelerated academic achievement fueled the program's expansion.

In 2000, Doris and Don Fisher created the KIPP Foundation to grow the KIPP network by training outstanding school leaders to open and operate KIPP schools. Since 1994, KIPP has grown from two teachers in a single classroom to over 220 schools serving nearly 100,000 students across the country.

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. The KIPP Foundation provides a variety of supports and services to KIPP schools and regions in areas such as: legal support, real estate, technology, finance, corporate governance, operations, communications, marketing, and development.

The School Leader of KIPP Heritage 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 4 for more details about the KIPP leadership model and related training programs.

- 3.—KIPP Bay Area~~More Time.~~ Students at KIPP put in long hours and, at times, give up immediate gratification to earn a lifetime of choice and opportunity. In addition to a longer school day, students have as many as three hours of homework, dedicate several of their weekends to community service, and use their summers to expand their cultural experiences and extend their academic pursuits.
- 4.—~~Power to Lead.~~ Students at KIPP embrace the ability to lead that comes with the level of preparation, skill, and knowledge they possess upon graduation. KIPP teachers have the power to lead in their classrooms. Within the California adopted curricula, teachers choose the curricula and methods of instruction that are best suited to students' needs. KIPP principals have the power to lead the school to meet the needs of its students. KIPP principals are effective academic, operational, and organizational leaders who understand that there are no great schools without great school leaders. KIPP principals have control over the school budget and personnel, allowing them to nimbly move dollars or make staffing changes in order to be most effective in helping students learn.
- 5.—~~Focus on Results.~~ KIPP schools focus unrelentingly on results. The KIPP middle school's goal is for 100% of students to gain admittance to college or university and mature into passionate, compassionate, and relentless achievers. In order to assess attainment of the school's mission, it is essential that the KIPP middle school commit to a focus on results. The KIPP middle school will measures student success through a variety of assessments. One measurement of success will be student achievement on STAR tests. As the state transitions to new assessments based on the common core, the KIPP middle school will adjust accordingly. Interim assessments will also be used to inform instruction and provide guidance on goal attainment throughout the year.

As KIPP continued to grow, the KIPP Foundation encouraged groups of KIPP schools across the country to join together under regional structures, so that they have a strong support organization to oversee quality, provide operational support so that schools can focus on teaching and learning, capture efficiencies and economies of scale, and facilitate the sharing of best practices across the region. KIPP Bay Area is the regional charter management organization that holds the charters for KIPP schools in the

Bay Area and is responsible for their operation, sustainability, quality, and growth.

KIPP Bay Area enables its schools to focus on teaching, learning, and continuous improvement by centralizing and managing functions such as academic support, fund development, facilities acquisition and development, technology support, financial reporting, accounting, payroll, talent recruitment, compliance, human resources, marketing, scalable back-office business operations, and alumni support. Please see Appendix 5 for information on the management team of KIPP Bay Area.

### **KIPP's Middle School Framework**

~~The~~ KIPP ~~middle school~~ Heritage is designed to ensure the success of each and every student through the following framework:

- Students have an extended day and year, resulting in more time for learning and for extra-curricular activities.
- Students focus on developing the knowledge, skills, and character traits necessary for success in college and beyond.
- Students develop the skills to become poised, articulate, confident leaders who are committed to giving back to the East San Jose community and the other communities with which they identify.
- Teachers ~~and administrators~~ work together, with their peers in other high-performing public and private middle schools, and with FMSD to refine, share, and develop effective teaching strategies.
- Teachers and administrators bridge the gap between school and community by engaging in service projects with students.
- Teachers provide students with cellular phone numbers in order for students to contact teachers ~~at night in the evening~~ for homework assistance ~~or in case of an emergency~~.

### ~~KIPP Foundation~~

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

~~In 2000, Doris and Don Fisher created the KIPP Foundation to grow the KIPP network by training outstanding school leaders to open and operate KIPP schools. Since 1994, KIPP has grown from two teachers in a single classroom to over 2,000 teachers serving more than 33,000 students in 109~~

schools across the country. The KIPP Foundation, through its KIPP School Leadership Program, has recruited and trained more than 150 KIPP school leaders to open new KIPP schools or succeed founding school leaders.

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

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

### **KIPP Bay Area Schools**

As KIPP continues to grow, the KIPP Foundation has encouraged groups of KIPP schools across the country to join together under regional structures, so that they have a strong support organization to oversee quality, provide operational support so that schools can focus on teaching and learning, capture efficiencies and economies of scale, and facilitate the sharing of best practices across the region. KIPP Bay Area Schools is the regional charter management organization that holds the charters for KIPP schools in the Bay Area and is responsible for their sustainability, quality, and growth.

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

### **KIPP Heartwood Academy**

~~KIPP Heartwood Academy opened its doors to 73 fifth-grade students in July 2004, becoming the first public charter school authorized by the Alum Rock Union Elementary School District. KIPP Heartwood Academy provides 5th through 8th grade students in Alum Rock and East San Jose with a rigorous, college-preparatory education that prepares them for success in the nation's most rigorous high schools, colleges, and universities. By partnering with parents, teachers, community members, and the Alum Rock Union Elementary School District, KIPP Heartwood Academy proves that with the necessary desire, discipline, and dedication, East San Jose children can perform at the same high levels as other students in Santa Clara County and be on a solid track to success in high school, college, and the competitive world beyond. Since its founding, KIPP Heartwood Academy has achieved an Academic Performance Index score of 893 or above, placing it every year in the top 10% of all public schools in California, regardless of demographics. KIPP Heartwood's founding class will matriculate to college this fall. In 2010, KIPP Heartwood Academy was named a Blue Ribbon school by the United States Department of~~

~~Education and a California Distinguished School in 2009. Today the school serves 400 students and has a waiting list of over 300 students.~~

### **KIPP San Jose Collegiate**

~~In 2008, KIPP Bay Area Schools started the KIPP San Jose Collegiate high school to bridge the gap between middle school and college for KIPP Heartwood Academy students. KIPP San Jose Collegiate prepares its students with the character and academic skills to enter and succeed in four-year colleges and universities. By setting graduation requirements to exceed the UC/CSU “A-G” requirements, KIPP San Jose Collegiate believes that students will be ready to successfully enroll and pass entry-level college courses by the time they graduate high school.~~

~~In addition, KIPP San Jose Collegiate supports a variety of co-curricular activities that give students opportunities to explore their capabilities, pursue personal interests, develop social and leadership skills, and help foster a climate of mutual respect and cooperation conducive to the well-being of the school community. With its founding class of students matriculating to college in 2012, KIPP San Jose Collegiate is currently ranked in the top 2% of all public high schools in the state of California, based on its 2011 API score of 911, and received the Title I Academic Achievement Award in 2011. Please see Appendix C for profiles of our San Jose schools.~~

### **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 ~~mission of KTC goal~~ is for all students to have the access, skills and resources necessary to navigate to and through college ~~and~~ into self-sufficient adulthood. The KTC team provides structured support focused on college readiness, persistence, and completion until the day alumni receive their college degree.

Across the country, ~~33~~45% of students who ~~completed a KIPP middle school ten or more years ago have~~ graduated from ~~a KIPP high schools have completed a~~ four-year ~~collegedegree~~. This ~~means the original group of~~ KIPP students from Houston and New York — ~~who alumni~~ are 95% African American or Latino, with more than 85% ~~qualifying 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 (~~30.6 percent~~36% of all Americans age 25 to 29 have earned a bachelor’s degree or higher). KIPP’s college completion rate is ~~four more than three~~ times the rate of comparable students from low-income communities across the country (for students from low-income families, only ~~8.3 percent~~12% have earned a bachelor’s degree by their mid-20s).<sup>11</sup> For more information about ~~KIPP’s Promise of the KIPP Through College Completion Program~~, please see Appendix ~~D~~6.

While the college graduation rate of our current students is a significant achievement, it is far short of our goal. However, our progress is encouraging. In the Bay Area, 85% of students who completed eighth grade at a KIPP middle school have enrolled in college. ~~In 2011, ninety-three percent, and 95% of our~~

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<sup>11</sup> KIPP Foundation National Report Card (2017). <https://www.kipp.org/results/national/#question-4:-are-our-students-climbing-the-mountain-to-and-through-college>

first cohort of students who completed eighth grade at a KIPP high school in the Bay Area persisted from their first year graduates have matriculated to their second year in college.<sup>12</sup>

Services provided by KIPP Through College include:

#### Supports for Middle School Students

All students attending a KIPP Bay Area Public School are eligible to participate in KIPP's College Savings Program, including middle school students. KIPP's College Savings Program is comprised of two parts: parent financial empowerment workshops and enrollment into 529 savings accounts for KIPP Bay Area students and alumni. Through our partnership with Utah's Educational Savings Plan, KIPP students are eligible to enroll in 529 plans to make saving for college easy, convenient and affordable. All KIPP schools, including elementary and middle schools, are assigned a KTC Advisor who works with the Charter School's Operations Manager to identify opportunities to provide students and families with information on KIPP's College Savings Program.

KIPP Bay Area is committed to the success of all its students. Therefore, all students who attend a KIPP middle school, regardless of whether they attend a KIPP high school, receive the supports offered by KIPP Through College through high school and beyond. Supports that are offered to KIPP middle school students through high school and college are outlined below.

- College Advising: Eleventh and twelfth graders receive academic advising through workshops, one-on-one meetings, and seminar coursework. All twelfth graders work closely with KTC Advisors who guide students through the college application process. Advisors support students and their families to complete college and financial aid applications, access scholarships, and enroll in college.
- Alumni Advising: KTC Alumni Advisors support alumni in college by tracking academic progress, connecting students to services on and off campus, and helping alumni stay linked to their KIPP family through outreach, campus cohort events, and the network of KIPP schools that span the country.

#### Career Readiness

KIPP Through College provides major exploration and career readiness support through our 1:1 advising model, College & Career Connections programming at KIPP high schools, annual Career Summit events for college-age alumni and a robust Alumni Internship Program over the summer. Our career readiness programming provides students exposure to a variety of careers and helps them develop the knowledge, skills and behaviors to be successful in professional environments.

#### Connections

- Alumni Database: KTC tracks student progress and maintains accurate records so we know where our alumni are and where they are headed.
- Communications: Facebook connects students and provides information about college advising

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<sup>12</sup> KIPP Through College Bay Area By the Numbers 2017-2018

and college persistence.

- College Cohorts: KTC Advisors create cohorts and build community among students at local colleges with the goal of building affiliation and connection for students with their university and with each other. Gatherings have included study sessions, baseball games, and holiday celebrations. Because many students live at home or off campus while attending university and commute to campus, College Cohorts foster engagement and connection that increases the likelihood for students to persist through their college experience. Additionally, this program can be especially meaningful for students transferring to a 4-year college from community college or other school. KIPP currently has College Cohorts at most major, local universities where KIPP alumni enroll, including San Jose State University, UC Berkeley, San Francisco State University, UC Davis, and others.

### College Partnerships

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

Today, there is a network of 85 partner universities, both those local to the Bay Area and others around the country. Please see Appendix 7 for a complete list of our current college partnerships across the country. Below is a list of our 12 current, local California College Partners.

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

- University of California, Santa Cruz

### Track Record of Success

The support structure outlined above has led to demonstrated success both nationally and in the Bay Area.

### KIPP's KIPP's Track Record of Success

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

~~Since 1999, both of the founding KIPP schools and now KIPP Schools nationwide track and support~~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~~ *The New York Times, The Washington Post, Newsweek, People, Education Week, Business Week, ABC's Good Morning America, CBS's 60 Minutes, U.S. News and World Report, USA Today, National Public Radio, PBS, The Oprah Winfrey Show, and many others.*

~~An independent study conducted by the Educational Policy Institute in 2005 found that KIPP students made "large and significant" gains beyond the school average on the Stanford 10, a national norm-referenced test. KIPP students who took the Stanford 10 exam in 2004–2005 averaged score increases of 22 percent in mathematics, 22 percent in reading, and 20 percent in language. These gains are particularly impressive as the norm for all students nationwide is zero growth.~~  
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 impact over the past decade. Some of the key findings are as follows:

- Consistent with prior research, KIPP middle schools have positive, statistically significant, and educationally meaningful impacts on student achievement in math, reading, science, and social studies. Average impacts of middle schools were positive and statistically significant throughout the 10-year period covered by the study, though higher in earlier years than recent years.
- KIPP elementary and middle schools have positive impacts on school satisfaction, particularly among parents. More than three-quarters of KIPP elementary parents in 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).

- 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.

#### KIPP Bay Area's Track Record of Success

In the 2017-2018 school year, KIPP Bay Area enrolled more than 5,220 students in 12 schools located in Oakland, San Francisco, San Lorenzo, San Jose, Redwood City, and East Palo Alto.<sup>13</sup> While our work continues, we are proud of our results to date:

- Ninety-five percent of our students graduate from high school.
- Eighty-five percent of KIPP Bay Area alumni are starting college, which exceeds the national average across all income groups.<sup>14</sup>

An independent study conducted by SRI International published in 2008 found that KIPP schools in the Bay Area have large and statistically significant effects on students' academic achievement. The report also found that our schools do not attract higher performing students. In fact, the study found that students with lower prior English Language Arts and ~~math~~Math scores on the California Standards Test were more likely to choose KIPP than higher performing students from the same neighborhood. Please refer to Appendix 3 for research demonstrating the efficacy of the KIPP model.

~~In 2010, Mathematica Policy Research released initial findings from the most rigorous report to date on KIPP middle schools. Researchers collected three years of data for students from 22 KIPP middle schools, along with data from students in non-KIPP public schools in nearby districts. They found that:~~

#### KIPP Bay Area's

- ~~KIPP schools most often enroll students whose average fourth-grade achievement is lower than the average achievement of students in local district schools.~~
- ~~KIPP schools typically have a positive, statistically significant, and educationally substantial impact on student achievement. Within two years after entering KIPP, students are experiencing statistically significant, positive gains in 18 of the 22 KIPP schools in math and in 15 of out of 22 KIPP schools in reading.~~
- ~~Academic gains at many KIPP schools are large enough to substantially reduce race-based and income-based achievement gaps. In three years, one half of all KIPP schools in the study closed one half or more of the black-white achievement gap in math, and one third of the black-white achievement gap in reading.~~

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<sup>13</sup> KIPP Galaxy

<sup>14</sup> KIPP Through College Bay Area By the Numbers 2017-2018

- ~~There is no evidence that KIPP schools have systematically higher levels of attrition when compared to district schools.<sup>15</sup>~~

~~KIPP Bay Area Schools has found similar results, on a smaller scale, with its five middle schools in the Bay Area, as evidenced in our students' CST results over time. The next Mathematica report on KIPP will be released later this year (2012). Please refer to Appendix E for research demonstrating the efficacy of the KIPP model.~~

### ~~KIPP Bay Area Schools'~~ Track Record of Success in San Jose

~~The new KIPP middle Bay Area has served the East San Jose community since 2004. Over the past fourteen years, KIPP Bay Area has grown and our students continue to demonstrate what is possible in public education. During the 2017-2018 school year, KIPP Bay Area served 1,763<sup>16</sup> students in San Jose and for the 2018-2019 school year, KIPP Bay Area has enrolled 1,895 students in San Jose across five schools (3 middle schools and 2 high schools).<sup>17</sup>~~

~~Of KIPP Bay Area's student population in San Jose, 99% are students of color and 79% are considered socioeconomically disadvantaged.<sup>18</sup>~~

~~KIPP students in San Jose continue to outperform their peers and significantly outpace the State average. KIPP middle school students in San Jose are performing well and making gains across a number of indicators including outcomes on SBAC, as summarized in Figure 6, below.~~

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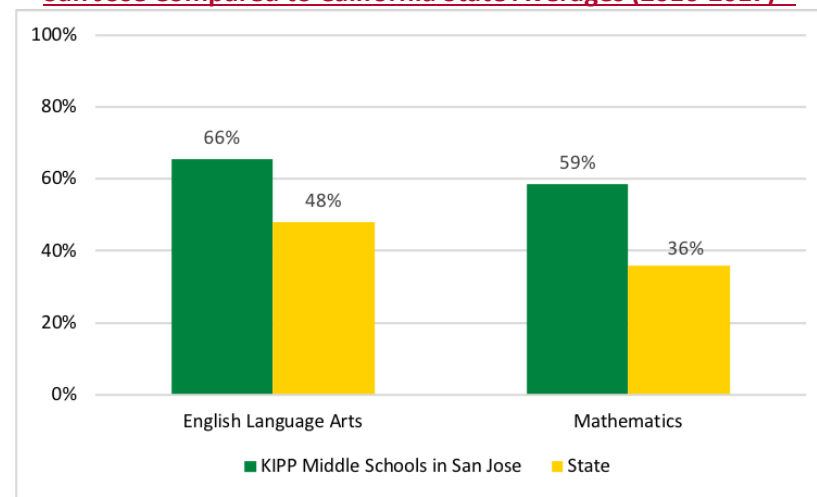
<sup>15</sup> Tuttle, Christina, Teh, Bing-ru, Nichols-Barrer, Ira, Gill, Brian, & Gleason, Philip. *Student Characteristics and Achievement in 22 KIPP Middle Schools*. Mathematica Policy Research, Inc. June 2010

<sup>16</sup> CDE Dataquest (as reported for KIPP Heritage, KIPP Heartwood, KIPP Prize, and KIPP San Jose Collegiate on Census Day in SY 2017-2018).

<sup>17</sup> KIPP Bay Area enrollment in San Jose as of August 27, 2018.

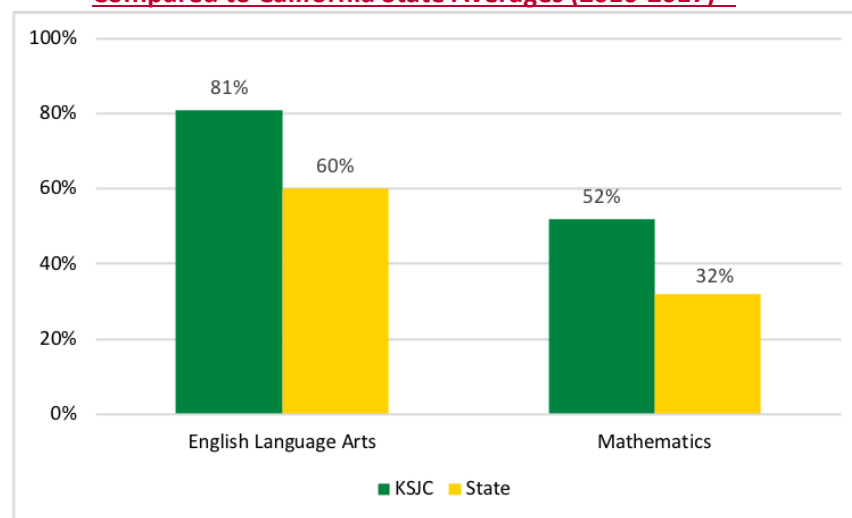
<sup>18</sup> CDE Dataquest (as reported for KIPP Heritage, KIPP Heartwood, KIPP Prize, and KIPP San Jose Collegiate on Census Day in SY 2017-2018).

**Figure 6. % Meeting or Exceeding Standards on SBAC ELA and Math for KIPP Middle Schools in San Jose Compared to California State Averages (2016-2017)<sup>19</sup>**



At the success of both KIPP Heartwood Academy, authorized by the Alum Rock Union Elementary School District, and the same time, KIPP San Jose Collegiate, authorized by ("KSJC"), which has served high school students in the East Side Union High School District since 2008, is exceeding student outcomes relative to other high schools that serve a similar student population, particularly with students that qualify for free and reduced price meals. KIPP San Jose Collegiate's outcomes on SBAC for the 2016-17 school year in comparison to all students in the state of California are shown in Figure 7, below.

**Figure 7. % Meeting or Exceeding Standards on SBAC ELA and Math for KIPP San Jose Collegiate Compared to California State Averages (2016-2017)<sup>20</sup>**



In addition, our San Jose schools received several accolades for their performance in the past years:

<sup>19</sup> CDE Dataquest (California State and KIPP Middle Schools in San Jose data calculated using weighted averages for grades 5-8 only)

<sup>20</sup> CDE Dataquest (California State averages for grade 11 only)

- KIPP Heartwood Academy is a National Blue Ribbon School and has received the California Distinguished School award and the Title I Academic Achievement Award. Most recently, it was recognized in a new national index for closing the achievement gap. According to the Educational Equality Index (EEI), the Charter School ranks in the top ten for lowest achievement gaps in Bay Area.<sup>21</sup>
- KIPP San Jose Collegiate high school has been recognized in the Washington Post's list of the most challenging high schools in the country during four consecutive years (2014-2017). It has also been recognized in the U.S. News and World Report rankings of the best high schools in the nation as the top 1 high school in the Bay Area and one of only 3 Bay Area high schools in the top 100.<sup>22</sup>
- KIPP Heritage and KIPP Prize have been recognized by their commitment and results as top Bay Area Public Schools for Underserved Students.<sup>23</sup>
- KIPP Heartwood, KIPP Heritage, KIPP Prize, and KIPP San Jose Collegiate have all been recognized as Star schools by Educational Results Partnership's (ERP) Honor Roll program.<sup>24</sup>

It is the same structures and supports that have led to the success of KIPP nationally and within the Bay Area region that enable KIPP Heritage to prepare its students to thrive in college and beyond, as demonstrated by the data provided in the Introduction section above.

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

### **Becoming a 21<sup>st</sup> Century Learner**

It is the goal of the KIPP Heritage to enable students to become self-motivated, competent, lifelong learners. At KIPP Heritage, becoming a 21<sup>st</sup> Century learner means:

- Students possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of English-language arts, mathematics, science, and history.
- Students deepen character qualities that allow them to make positive choices in life.
- Students are effective and confident oral and written communicators.
- Students utilize a wide range of technologies including computers.

<sup>21</sup> Innovate Public Schools. 2017 Top Bay Area Public Schools for Underserved Students. (<https://reports.innovateschools.org/top-bay-area-public-schools/>)

<sup>22</sup> U.S. News and World Report. (<https://www.usnews.com/education/best-high-schools/california/districts/east-side-union-high/kipp-san-jose-collegiate-2099>)

<sup>23</sup> Innovate Public Schools. 2017 Top Bay Area Public Schools for Underserved Students. (<https://reports.innovateschools.org/top-bay-area-public-schools/>)

<sup>24</sup> Educational Results Partnership Honor Roll. (<http://www.edresults.org/HonorRoll/HonorRoll>)

- Students are critical thinkers and pro-active problem solvers.
- Students strive for excellence in academic and non-academic endeavors.
- Students appreciate the humanities and show respect for diverse cultures.
- Students possess a drive to constantly learn and improve themselves.
- Students accept personal responsibility for their own actions and their learning.
- Students possess a strong desire to serve the community in which they live and to help others.
- Students have the desire, discipline, and dedication to achieve their highest aspirations and dreams.

### **Developing 21<sup>st</sup> 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 Heritage is therefore also on developing outstanding educators who have high degrees of success in delivering rigorous academic programs.

The content of the educational program at KIPP Heritage centers on gaining knowledge and mastering particular academic skills, forming effective intellectual habits, and building character strengths – all so that students can lead choice-filled lives. Our academic program is college and career-preparatory, with the necessary supports in place for all students to access the curriculum.

### **Developing 21<sup>st</sup> Century Learners through Social Emotional Learning and Positive School Culture and Climate**

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

According to esteemed development psychologist Dr. Howard Gardner, defining and creating an effective character development program depends on “clarity and common vision”. KIPP Heritage has created this clarity and common vision by basing student character development around its core values. From the time they enter the Charter School, students are taught character skills in all classes.

To provide high quality instruction for every student in the Charter School, fostering a productive learning environment through developing character qualities is essential. Students learn that they

must respect themselves, their classmates, their teachers, and their families. In addition to character-focused community meeting time, the school's values are supported through the student management systems, primarily through an individualized weekly report called the Core Values Report.

The school-wide culture supports and reinforces KIPP Heritage's values. Common slogans are posted throughout the Charter School and the classrooms such as: "Team Builds Individual," "One Team. One Family," and "All of us will learn." There is a clear and common set of behavior norms such as looking a person in the eye when speaking or listening, "SLANTing" (Sit up straight, Listen, Ask and answer questions, Nod your head if you understand, and Track the person speaking), in class at all times displaying positive body language and wearing uniforms. In addition, each week, the Charter School community may focus on one particular school value through classroom instruction, conversations with students, and school-wide and grade level community meetings.

### **Developing 21<sup>st</sup> Century Learners through Personalization**

Leveraging technology to achieve personalization is a component of enabling high academic achievement at KIPP Heritage. Our goal is for each student to have full mastery of the 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 Silicon Valley 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 Heritage, teachers use technology in combination with other instructional strategies to achieve the following goals:

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

Please see Appendix 8 for a list of instructional technology tools currently in use at KIPP Heritage.

## How Learning Best Occurs

KIPP Heritage was built on the core beliefs, practices and lessons learned from high-performing schools in our community and throughout our country.

In addition to the guiding principles for all KIPP schools, the key descriptions of the school experience at KIPP Heritage are captured in the following 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 sets students up for success in whatever life path they choose. KIPP Heritage is built upon the following guiding principles of all KIPP schools:

- **High Expectations:** Students at: 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 KIPP Heartwood Academy and KIPP San Jose Collegiate are performing at impressive levels~~ 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.

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

KIPP Heritage has adopted the Common Core State Standards. KIPP Bay Area's school leaders – including the School Leader of KIPP Heritage – and teachers engage in professional development around the Common Core State Standards. In addition, KIPP Bay Area has created a team of CCSS experts who serve as local resources to our schools in their implementation of the new standards and subsequent new state assessments. Teachers work with the School Leader or their coaches to determine the curricula that best match student needs. Incoming student needs and performance levels determine the weight that teachers place on different elements of the curriculum. The Charter School's expectation is to accelerate student learning to ensure that mastery of the State Standards is achieved at a faster pace.

KIPP Heritage has combined the State Standards with the pedagogical methodologies that have proven successful in established KIPP Schools. The State Standards are supplemented in the following ways: an emphasis on character development, extra-curricular activities, technology, and community service. Clear and specific academic objectives will be mastered at each grade level as students move through the curriculum at KIPP Heritage's intensified pace.

KIPP Heritage includes a blended learning component to enhance teaching and learning. In such classrooms, students have access to technology and adaptive solutions that enable greater differentiation of instruction and the personalization of learning. This approach to blended learning enhances the work of excellent educators, in service of empowering students as learners. These instructional tools provide real-time data to support teachers' 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, the middle school's blended learning strategy is rooted in the belief that technology enhances teaching and learning, but does not supplant it. KIPP Heritage's primary rationale for pursuing this type of innovation is to better prepare our students for success in high school, college and beyond.

Prior to the start of the school year, teachers present their scope and sequence as well as a weekly breakdown of content to be covered for each semester to the School Leader and instructional support team. Our expectations for curriculum planning and the support team, in place to implement a high-quality curriculum, ensure that maximum alignment exists both vertically within content areas and horizontally across grade levels. On a weekly basis, teachers are accountable for developing daily lesson plans of their design that show alignment with State Standards, the scope and sequence presented, and the school's mission, vision and values. Classroom observation and formal coaching are used as opportunities to develop teachers and ensure student mastery.

Students process material in a variety of ways, so teachers KIPP Heritage continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students benefit from varied techniques that include: direct instruction, small group work, strategic interventions, reading/writing workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques. Lesson plans incorporate auditory, visual and kinesthetic activities in order to meet the individual needs of all students. Teachers also take into consideration the interests and cultural backgrounds of students in an effort to make all instruction relevant and purposeful.

### **Implementing A Rigorous, Standards-Based Curriculum**

The content of KIPP Heritage’s curriculum focuses on building upon foundational skills coupled with an emphasis on higher order thinking processes in all content areas. In accordance with state regulations, KIPP Heritage provides the standard age-appropriate curriculum for Mathematics, Science, English-Language Arts, History-Social Science, and Visual-Performing Arts at each grade level.

In line with our mission to prepare all students for success in college and beyond, KIPP Heritage has adopted all applicable state content standards, including CCSS, the Next Generation Science Standards (“NGSS”), English Language Development (“ELD”) Standards, History-Social Science Content Standards, and all other applicable state content standards (hereinafter, collectively “State Standards”) for our students. The CCSS represent the knowledge and skills that prepare students for college and career. The College and Career Readiness Standards (“CCRS”) and assessments provide a way to measure the knowledge and skills and are gateway assessments of whether students are ready to enter college. Together, these standards and assessments ensure that our students are ready to take on the rigors of college and future careers.<sup>25</sup> Below is a description of both the CCSS and the NGSS.

#### Common Core State Standards & NGSS:

- The CCSS, adopted by California in 2010, detail the information K-12 students should know in English Language Arts, Mathematics, and History-Social Studies 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.
- On September 4, 2013, the California State Board of Education adopted the NGSS for California Public Schools, Kindergarten through Grade Twelve, as required by California Education Code 60605.85. The NGSS Appendices A-M were also adopted to assist teachers in the implementation of the new science standards and to aid in the development of the new science curriculum framework.

KIPP Heritage is committed to ensuring that our students meet the challenging demands of the Common Core State Standards and Next Generation Science Standards.

#### Teacher and staff supports

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

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<sup>25</sup> “How ACT Assessments Align with State College and Career Readiness Standards”, Sara Clough and Scott Montgomery, [www.act.org](http://www.act.org/content/dam/act/unsecured/documents/Alignment-White-Paper.pdf), 2015. <http://www.act.org/content/dam/act/unsecured/documents/Alignment-White-Paper.pdf>

- Set student achievement goals based on CCSS
- Implemented research-based, CCSS-aligned curricula in Mathematics, ELA, and History
- Adopted NGSS for all grades
- Created Professional School and 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/Deans related to CCSS curriculum and assessment
- Piloted common regional CCSS-aligned regional performance tasks in math and ELA (writing) in middle through high school
- 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
- 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 while also integrating CCRS
- Led communities of practice to deepen leaders' understanding of the CCSS, NGSS, and CCRS in order to lead the implementation
- Built a data and assessment infrastructure to meet the demands of our growing region

At KIPP Heritage, staff have flexibility to work together to determine the curricula that best match student needs and the demands of the State Standards. Incoming student strengths, needs and performance levels determine the manner in which standards-aligned curriculum is implemented. The Charter School's expectation is to accelerate student learning so that all students demonstrate mastery of standards and are prepared to enter college to succeed, graduate, and choose fulfilling future careers.

### **Middle School Focus and Course Offerings**

In keeping with our commitment to create a rigorous, college-preparatory program for all students, KIPP Heritage adheres to the following guiding principles:

- KIPP Heritage provides a sufficient range of course offerings so that any graduating student will be eligible to attend a college-preparatory high school and later apply to competitive universities, including schools within the University of California and California State University Systems

- KIPP Heritage offers multiple courses during four years of math, science, English, and social studies
- A wide array of electives presents students with opportunities to pursue areas of interest and to develop their passions
- The Charter School offers competitive sports to boys and girls each season

### **Personalized Learning**

KIPP Heritage also includes a personalized learning component to enhance teaching and learning. In addition to classroom instruction, students 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 Heritage'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. KIPP Heritage's primary rationale for pursuing this type of innovation is to better prepare each of our students for success in college completion and beyond.

Please see Appendix 9 for an example of personalized learning content and tools that may be used by students and teachers at KIPP Heritage.

### **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 Heritage 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 an earlier section on How Learning Best Occurs, the KIPP Heritage experience is based on principles and beliefs that set the foundation for excellent middle 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 requires a cohesive team rowing in the same direction. This entails building collaboration between teachers and departments, overcoming the tendency to specialize and operate in departmental silos, and overcoming the tendency for leaders to defer to teachers' content expertise and instructional and classroom management preferences.

#### Key Practices:

- Teachers and staff feel accountable for the success of all students and connected to the Charter School's mission, culture, and priorities
- High teacher expectations are clearly articulated and School Leaders hold teachers accountable
- The leadership team meaningfully engages all teachers and staff as a team on a consistent basis (e.g., morning meetings, staff celebrations) and prioritizes building and maintaining a positive staff culture
- The leadership team aims 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 are aligned with both their grade-level team (i.e., 8<sup>th</sup> grade team) and department team (i.e., 5<sup>th</sup> to 8<sup>th</sup> grade English team) to ensure a coherent 5<sup>th</sup> to 8<sup>th</sup> grade sequence and shared grade-level experience for students
- Assistant Principals, Content Specialists, content team leads, and grade level chairs (and other leaders as determined by the Charter School's specific staffing model) are 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 allows teachers to focus increasingly on instruction and learning and provides 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 are consistent, school-wide student behavior expectations, as well as incentives and consequences to support adherence to these expectations
- Behavior expectations encourage students to be respectful and kind to classmates, which will be especially necessary to provide opportunities for risk-taking and vulnerability in the classroom
- Teachers explicitly share and teach the expectations (especially to all incoming students through a formal orientation) and hold all students accountable
- Students are able to articulate expectations, follow expectations consistently, and respond appropriately when reminded
- Students have regular opportunities to reflect on their behavior and actions and are empowered to consider and discuss how their choices lead to certain consequences

- Systems and structures are 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 Heritage sets a high bar for instruction and aligns the day-to-day student experience with the Charter School’s vision for college readiness. Decisions around what instructional excellence looks like are consistent and calibrated throughout the Charter School.

#### Key practices:

- The School Leader makes intentional decisions about instructional design (methods, time, curriculum, and assessments) based on research and results and relentlessly implements critical, enabling systems, including data-driven instruction, progress monitoring, instructional coaching, content teams, and workshops
- The leadership team identifies 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 plan and implement common, structured lesson types and methods that:
  - Go beyond guided instruction (e.g., employing inquiry-based learning instead of the traditional “I Do, We Do, You Do” lesson format)
  - Are necessary for success in college (e.g., seminars and college lectures)
  - Require a rigorous approach that codifies excellence (e.g., college lectures, which are often poorly implemented without such a codified approach)
  - Intentionally align and develop 5th through 8th grade rather than at the sole discretion of individual teachers (e.g., all college-aligned lesson types)
- Each department has capstone projects (e.g., research paper, lab reports, declamations) that systematically develop skills and abilities over four years (and are backwards planned from the larger definition of college readiness) and encapsulate the key performance tasks that students should be able to complete by the time they graduate
- Teachers deliver high-frequency, academic feedback to students, incorporating it into lessons and the daily and weekly school schedule
- Teachers 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 expertise. When teachers have deep content knowledge in their course and shared content knowledge across grades, high school students increase their ability to achieve long-term, college-ready goals.

#### Key practices:

- The Charter School leadership team, regardless of individual specific content-area expertise, is able to describe how each class is driving toward content-specific, college-ready goals and has working knowledge across content areas to keep tabs on day-to-day progress of students
- Teachers have a deep understanding of college-readiness goals in their content area and how their course contributes to those goals
- The School Leader prioritizes content expertise when hiring, considering college major, standardized test performance, prior non-teaching job experience, and balances this with being mission-aligned and having the ability to effectively engage students
- The leadership team actively develops all teachers' content expertise:
  - Teachers receive internal and external content-based professional development
  - Content teams meet regularly to engage in high-leverage practices: looking at student work, lesson study, data driven instruction, and teach-backs
  - There are instructional leaders and coaches with deep expertise in specific content areas who 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 Positive School Culture**

At KIPP Bay Area, we believe:

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

We build strong culture by teaching KIPP Heritage'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 Heritage builds its culture and climate through three paths:

**Table 5: School Culture and Climate**

<u>School Culture and Climate</u>		
<u>Establishing Community Values</u> <ul style="list-style-type: none"><li>● <u>Interactive modeling of the Charter School's values</u></li><li>● <u>Research-based character traits</u></li></ul>	<u>Social and Emotional Learning</u> <ul style="list-style-type: none"><li>● <u>Shared language</u></li><li>● <u>Values education</u></li><li>● <u>Teaching and learning emotional intelligence</u></li><li>● <u>SEL curriculum</u></li></ul>	<u>Restorative Practices</u> <ul style="list-style-type: none"><li>● <u>Community circle culture</u></li><li>● <u>Repairing a relationship or situation (restoring the team)</u></li><li>● <u>Proactive and reactive techniques</u></li></ul>

### **Establishing Community Values**

At KIPP Heritage, 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 are integrated throughout the curriculum.

During student orientation, we focus on establishing school values and essential character traits of all members of our community, both students and staff. We do this by establishing rituals, routines, and team-building activities. Recognizing that transitioning to a new school environment can be a challenging experience for many of our students, our goal as a community is to create a safe, supportive space where students can develop a strong value system and learn, change, and grow as young adults.

### **Social and Emotional Learning**

All students are 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 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. Figure 8 below outlines the core tenets of SEL:

**Figure 8. Core Tenets of Social-Emotional Learning**



KIPP Heritage will support teachers to in turn support students' social emotional learning in an approach that mirrors the Response to Intervention system:

In Tier 1:

- Prevention-oriented 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, wrap-around strategies, with family and community as partners
- Comprehensive individualized success plan

- On campus mental health counseling by school or community based therapists
- Connecting to external resource providers

### **Restorative Practices**

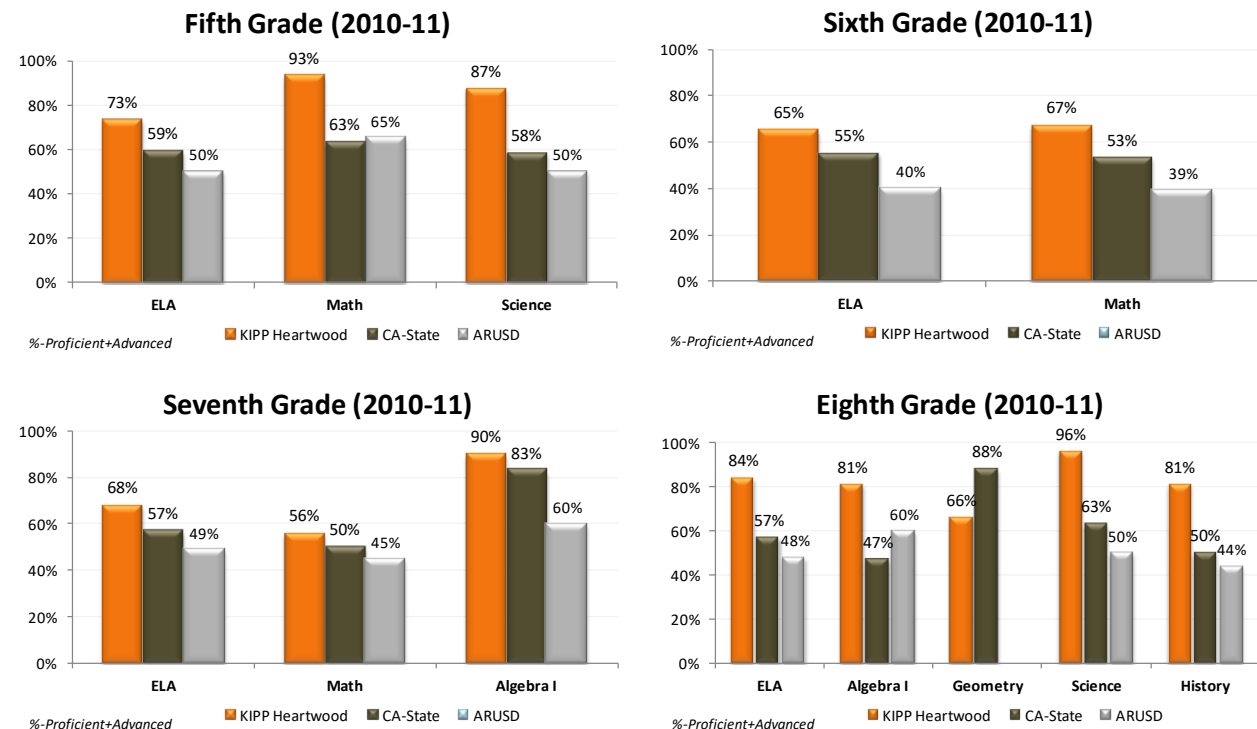
Restorative practices complement the focus on SEL. Through restorative practices, KIPP Heritage students have the opportunity to learn strategies to manage their emotions and understand how their behavior impacts the Charter School community. At KIPP Heritage, we recognize that all people make mistakes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

As illustrated in Figure 9 below, restorative practices emphasize doing something *with* someone, versus *to* or *for* them.

**Figure Results on the California Standards Test, 2010-2011**

The California Standards Test (CST) is a criterion-referenced test that shows how well students performed in a given year on mastery of state standards compared with state averages. Despite entering the school, on average, several grade levels below in reading and math, students at KIPP Heartwood Academy and subsequently KIPP San Jose Collegiate significantly outperform district and state averages.

**Figure 1.1: CST Score for KIPP Heartwood Academy, 5<sup>th</sup>-8<sup>th</sup> grades, 2010-2011 School Year**



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73% of KIPP Heartwood 7th graders took Algebra I, versus 8% of CA 7th graders  
.65% of KIPP Heartwood 8th graders took Geometry, versus 5% of CA 8th graders

The Academic Performance Index (API) score for KIPP Heartwood Academy in 2011 was 900.

#### *KIPP Heartwood Academy Highlights*

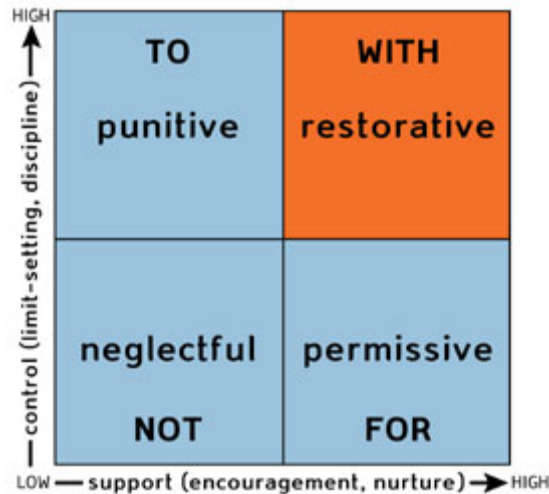
- Since the school's inception, KIPP Heartwood Academy has maintained an attendance rate of over 98%.
- Every student takes music classes. KIPP Heartwood Academy has an active band in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades and a student choir.
- KIPP Heartwood Academy 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders are eligible to participate in a competitive after school sports program league with other public schools. Sports include basketball and soccer.
- KIPP Heartwood Academy has a competitive debate team through which students at all grade levels compete against other schools statewide.
- KIPP Heartwood Academy's summer enrichment program allows students to participate in extended, off-campus, learning activities throughout the year and in the summer. Over the last year, students participated in the Center for Talented Youth programs around the U.S., Stanford University's residential Great Books program, Stanford Jazz Camp, Summer of Learning, Camp Galileo's camps at the San Jose Tech Museum, and Girls for a Change, in addition to other local and national programs.

#### *KIPP Heartwood Academy Awards and Recognition*

- 2007 Title I Academic Achievement Award
- 2008 Title I Academic Achievement Award
- California Charter Schools Association Certified Status
- WASC Initial Accreditation
- 2009 California Distinguished Schools Award
- 2010 National Blue Ribbon School

#### *KIPP San Jose Collegiate*

KIPP San Jose Collegiate earned an API of 909 in 2011, placing in the top 2% of all public high schools in the state of California, regardless of demographics. KIPP San Jose Collegiate received a 2012 Title I Academic Achievement Award **9. Restorative Practices**



### Logical consequences and restorative practices

Consequences must be meaningful for students; they cannot be abstract, extrinsic ideas that do not attach to the behavior. For example, if a student is talking at an inappropriate time during a lesson, a teacher might first stop and ask the student why it is important that the student does not talk during the lesson. As the student explains the importance of being on task, he/she understands the impact of his/her choices. Depending on the root of the problem, a student 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 conversations

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

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

### Ladder of response

Teachers use a number of strategies to ensure all students are learning, remembering that the goal is to restore relationships so that student can engage in learning. Teachers know that there are

many ways to respond and that it is important to match the response to the individual student and situation.

#### The importance of relationships

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

#### Modeling healthy responses

We teach KIPP Heritage 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 Heritage community:

- Holds all members of the Charter School community to high and realistic expectations
- Fosters strong relationships among all members of the Charter School community
- Recognizes that individuals will make mistakes, and that each day is a new one
- Plans precise directions for each activity and transition to create safe, predictable and productive learning spaces
- Uses reminding, redirecting and reinforcing language to help students meet academic and social expectations
- Frequently and clearly talks about and models appropriate behavior
- Provides consequences that are clear, logical, restorative and firm
- Sees and discusses students as individuals
- Restores students to the learning community by teaching pro-social skills and building on individual strengths

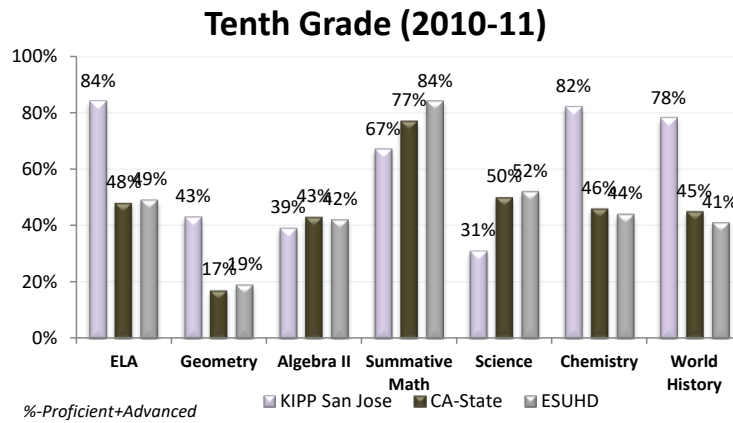
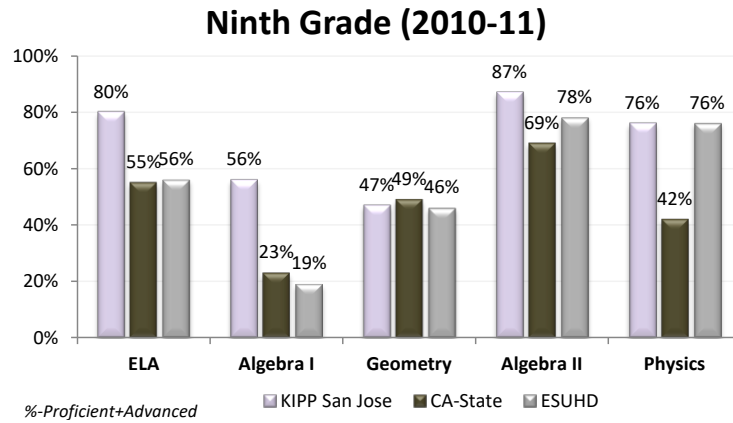
Please refer to Element J to learn more about our restorative practices as they relate to discipline.

## **Students to be Served**

### **Target Student Population**

KIPP Bay Area

~~Figure 1.2: CST Score for KIPP San Jose Collegiate, 9<sup>th</sup>-10<sup>th</sup> grades, 2010 – 2011 School Year~~



42% of KIPP San Jose 9th graders took Algebra II compared to 6% of State

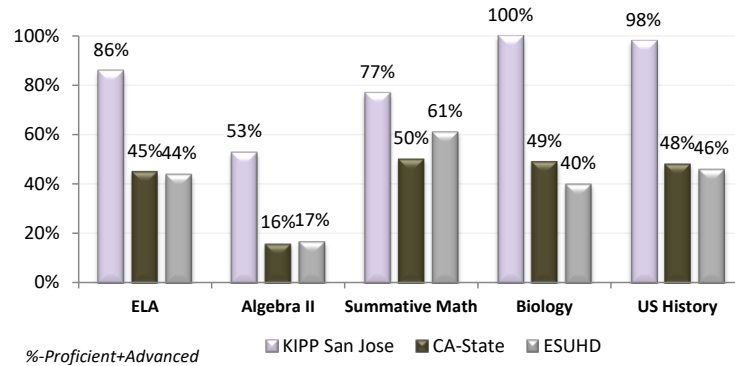
92% of KIPP San Jose 9th graders took Physics compared to 3% of State

33% of KIPP San Jose 10th graders took Summative Math compared to 5% of State

96% of KIPP San Jose 10th graders took Chemistry compared to 26% of State

**Figure 1.3: CST Score for KIPP San Jose Collegiate, 11<sup>th</sup> grade, 2010 – 2011 School Year**

## Eleventh Grade (2010-11)



72% of KIPP San Jose 11th graders took Summative Math compared to 25% of State

The KIPP middle school will build upon the successes of KIPP Heartwood Academy, KIPP San Jose Collegiate and the other the KIPP middle schools in the Bay Area and across the KIPP national network.

### Sharing Best Practices with Districts

*One of the hallmarks of KIPP is its innovative leadership development and training programs. KIPP aspires to build a community of reform-minded districts and educators who will continue to tackle the challenges of sustaining strong principal preparation and development programs. As a result of KIPP's federal Investing in Innovation Grant, the KIPP Leadership Design Fellowship was launched this year, at no cost to participants. It is a new eight-month program tailored for public and charter school system administrators that will provide intensive training on KIPP's principal development model, as a way to share best practices with districts. Thirty district and charter leaders from across the country representing over three million students are participating in the inaugural cohort. This is just one example of KIPP's desire to share our lessons learned in recruiting, selecting, training, and evaluating school leaders over the last decade. Appendix A mentioned above contains more information about the KIPP Leadership Design Fellowship.*

*Other ways KIPP shares best practices includes publishing an Annual Report card outlining achievement and attainment data for each school in the KIPP network and publishing the KIPP College Completion Report.*

### Students

KIPP believes that all students should have access to a top-quality education, which will prepare them for success in college and in life. KIPP's extended day model provides an opportunity for historically underserved students to accelerate academically while also participating in extracurricular and enrichment activities. About 95.97% of students at KIPP schools Bay Area are students of color and 85.77% receive free or reduced price meals through the federal school lunch program.

The KIPP middle school will serve Heritage serves a similar student population, targeting high-poverty

students and neighborhoods in Franklin-McKinley. We expect the KIPP middle school to serve a similar demographic as KIPP Heartwood Academy. Eighty-four percent. As mentioned, 69% of KIPP Heartwood Academy's Heritage's student body is/was eligible for a free and reduced price lunch/meals and 99% are/were students of color this past year.

KIPP believes that the upper elementary and middle school years are crucial, formative years, and that the choices students make during these years will set them on a path for life. The KIPP middle school will create a small, personalized learning environment for its students. The school will start with one 5th grade class of approximately 100 students and grow by one grade level each year until reaching scale. The enrollment will be steady at approximately 400 students. A relatively small student body allows the school to create a cohesive school culture, where all students and families known and feel a sense of belonging. In keeping with this belief, KIPP Heritage has created a small, personalized learning environment for its students.

#### Figure 1.4: Enrollment

The Charter School started with one 5th grade class of approximately 105 students and grew by one grade level each year until reaching scale. In 2017-2018, the enrollment at KIPP Heritage was 451 students spanning across 5<sup>th</sup>-8<sup>th</sup> grades. This relatively small student body has allowed the Charter School to create a cohesive Charter School culture, where we strive to ensure that students and families feel a sense of belonging. As shown in the table below, KIPP Heritage is expected to enroll approximately 450 students over the next years of the charter term.

**Table 6: Student Enrollment by Year<sup>\*26</sup>**

	2014 - 2015	2015 - 2016	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
5 <sup>th</sup> Grade			90119	95120	100120	100120	120	120	120
6 <sup>th</sup> Grade			0120	90118	95118	100118	118	118	118
7 <sup>th</sup> Grade			0103	0108	90108	95108	108	108	108
8 <sup>th</sup> Grade			0109	0102	0102	90102	102	102	102
<b>Total</b>			<b>451</b>	<b>448</b>	<b>448</b>	<b>448</b>	<b>448</b>	<b>448</b>	<b>448</b>

<sup>\*</sup>Will reach full scale at 400 in Year 6

As a non-selective public school, the KIPP middle school will be Heritage is tuition-free and will admit any student, regardless of ethnic, socioeconomic or religious background. The KIPP middle school will work Heritage has worked in tandem with parents, community members, and the Franklin-McKinley School District to realize the mission of the school Charter School. Each student, teacher and parent is asked to uphold the school's Charter School's Commitment to Excellence Form (see, included in KIPP Heritage's Staff Handbook (Appendix F11)). The form specifies that the students, parents, and teachers have the desire, discipline and dedication to do everything in their

<sup>26</sup> Data for the 2017-2018 school year comes from historical reporting to CALPADS on Census Day. Enrollment for the 2018-2019 school year and beyond is based on projected numbers.

power to support the education of the student.

The KIPP middle school will conduct its lottery in the spring of each year. Any students who are not admitted through the lottery will be placed on a waiting list.

### **Becoming a 21st Century Learner**

It is the goal of the KIPP middle school to enable students to become self-motivated, competent, lifelong learners. At the KIPP middle school, becoming a 21<sup>st</sup> Century learner means:

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

### **Developing 21st Century Learners through Character Qualities**

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

According to Dr. Howard Gardner, esteemed developmental psychologist, defining and creating an effective character development program depends on "clarity and common vision". The KIPP middle school will create this clarity and common vision by basing student character development around its core values. From the time they enter the school, students will be taught character skills in all classes.

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

## **be supported through the student management and rewards systems** **Curriculum and Instruction**

As with all effective

~~The school-wide culture will support and reinforce the KIPP middle school's values. Common slogans will be posted throughout the school and the classrooms such as: "There are No Shortcuts," "Be Nice. Work Hard," "Team Beats Individual," "Assign Yourself," "There Are No Excuses," "We Are Climbing the Mountain to College", and "Become Your Dream." There will be a clear and common set of behavior norms such as looking a person in the eye when speaking or listening, "SLANTing" (Sit up straight, Listen, Ask and answer questions, Nod your head if you understand, and Track the person speaking), in class at all times displaying positive body language and wearing neat uniforms. In addition, each week, the school community may focus on one particular school value through classroom instruction, conversations with students, and end-of-the-day school-wide and grade-level community meetings.~~

### **How Learning Best Occurs**

~~At KIPP we have learned that high quality instruction is a result of proper planning and varied instructional techniques and methods that are relevant to students.~~

~~The KIPP middle school will correlate its design, curriculum objectives to the California Content Standards adopted by the California State Board of Education. The school's focus is not to change what the state feels are appropriate academic outcomes, but rather to ensure that all students master all areas of the California Content Standards. Teachers work development at KIPP Heritage begins with the Principal to determine the curricula that best match student needs. Incoming student needs and performance levels determine the weight that teachers place on different elements of the curriculum. The school's expectation is to accelerate student learning to ensure that mastery of the state standards is achieved at a faster pace.~~

~~As California completes its adoption and implementation of the Common Core State Standards, the KIPP middle school will adopt those new state standards as well. Over the next year, KIPP Bay Area Schools will partner with other KIPP schools around the country and the KIPP Foundation to create curriculum resources and common benchmark assessments that are aligned to the Common Core State Standards. KIPP Bay Area Schools' principals – including the principal of the KIPP middle school – and teachers will engage in professional development around the Common Core State Standards. In addition, KIPP Bay Area Schools will create a team of Common Core experts who will serve as local resources to our schools in their implementation of the new standards and subsequent new state assessments.~~

~~The KIPP middle school will combine the California Content Standards with the pedagogical methodologies that have proven successful in established KIPP Schools. The state standards will be supplemented in the following ways: an emphasis on character development, extra-curricular activities, technology, and community service. Clear and specific academic objectives will be mastered at each grade level as students move through the curriculum at KIPP middle school's intensified pace.~~

The KIPP middle school may include a blended learning component to enhance teaching and learning. In such classrooms, students will have access to technology and adaptive solutions that enable greater differentiation of instruction and the personalization of learning. This approach to blended learning enhances the work of excellent educators, in service of empowering students as learners. If implemented, instructional tools 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, the middle school's blended learning strategy will be rooted in the belief that technology enhances teaching and learning, but does not supplant it. The middle school's primary rationale for pursuing this type of innovation will be to better prepare our students for success in high school, college and beyond.

The content of the KIPP middle school curriculum focuses on building upon foundational skills coupled with an emphasis on higher order thinking processes in all content areas. In accordance with state regulations, the KIPP middle school will provide the standard age appropriate curriculum for Mathematics, Science, English Language Arts, and History-Social Science at each grade level.

Prior to the start of the school year, teachers will present their scope and sequence as well as a weekly breakdown of content to be covered for each semester to the Principal and instructional support team. Our expectations for curriculum planning and the support team in place to implement a high-quality curriculum ensure that maximum alignment exists both vertically within content areas and horizontally across grade levels. On a daily basis teachers will be accountable for developing lesson plans of their design that show alignment with state standards, the scope and sequence presented, and the school's mission, vision and values. Classroom observation and formal coaching will be used as opportunities to develop teachers and ensure student mastery.

Students process material in a variety of ways, so teachers at the KIPP middle school will continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Students benefit from varied techniques that include: direct instruction, small group work, RTI, reading/writing workshop, call and response, hands-on learning, chanting, role-playing, team-teaching, individualized instruction, cooperative learning, peer tutoring, computer activities, and other innovative techniques. Lesson plans incorporate auditory, visual and kinesthetic activities in order to meet the individual needs of all students.

The KIPP middle school will combine California's rigorous content standards with the pedagogical methodologies that have proven successful in established KIPP schools. The state standards may be supplemented in various ways including: character education, extra-curricular activities, technology, and community service. Teachers also take into consideration the interests and cultural backgrounds of students in an effort to make all instruction relevant and purposeful.

## **Implementing High Quality Instruction**

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

1. ~~**Middle School Focus.** Like all KIPP middle schools, we will serve students in grades five through eight. While most public schools in Franklin-McKinley consider the sixth grade to be the beginning of middle school, KIPP has found that in order to maximize learning and growth, a four-year middle school model is ideal.~~
2. ~~**Small School Size.** In order for the Principal to be effective, he/she must be aware of all activity within the school in addition to activities outside of school, especially with regard to the family situations and the personal lives of students. In order to meet the individual learning needs of each child, teachers must know each of their students well. Particularly in the volatile middle school years, it is important that teachers foster close relationships with their students, giving them individualized attention. Through experience, KIPP has found that successful schools are small. A wealth of research also shows that students in small schools (under 400 students) come to class more often, drop out less, earn better grades, participate more often in extracurricular activities, feel safer, and exhibit fewer behavior problems<sup>27</sup>.~~

the end in mind: a clear vision of the well-educated KIPP Heritage graduate. A graduate of KIPP Heritage will have the necessary habits, skills, and mindsets to successfully navigate his/her way through high school, college and the world beyond.

3. ~~**Student Supports.** The school will offer comprehensive supports for students and make available both physical space and time for those goals to be realized. The school schedule will provide for high levels of flexibility, so students and staff can be regrouped easily, and to make room for extensive tutoring, counseling, learning laboratories, extracurricular activities and other activities that support the core academic time. The school will make good efforts to offer psychological support to students, sex education, drug and alcohol education, family counseling, and referrals and connections to services the school cannot offer.~~
4. ~~**Parental Involvement.** The KIPP middle school will operate under the premise that teachers, parents, and students must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership and are key stakeholders in the school. The KIPP middle school parents will be encouraged to be active in the school. Parent communication may include regular calls home to parents, home visits, parent-teacher conferences, and other family celebration nights. The Commitment to Excellence Form outlines the ways in which the KIPP middle school expects and needs parents to support the educational mission of the school. The commitments for parental support include ensuring that homework is completed every night, assisting their child in contacting the teacher regarding any problem or question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises.~~

The school may establish a KIPP Parent Association through which parents participate in

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<sup>27</sup> William Ayers, Gerald Bracey, and Greg Smith. *The Ultimate Education Reform? Make Schools Smaller* (Center for Education Research, Evaluation, and Innovation, December 2000). Raywid, Mary Anne. *Current Literature on Small Schools* (ERIC Digest, 1999).

~~monthly meetings and plan and implement special events for students and families. Parents will be the primary drivers of the KPA. Some projects that the KPA may plan and manage each year include putting on events for the student body and their families, completing campus beautification projects, raising money for athletics, the 8<sup>th</sup> Grade Promotion Banquet, extracurricular activities, and other special events. KPA parents also volunteer at the school in various capacities. The Principal will meet regularly with the KPA leadership team to assist with any projects and to ensure alignment between the school and projects; however, the Principal may not take the lead on any projects or events run by the KPA. The KIPP middle school's hope is that parents feel empowered through their leadership on campus.~~

~~The school will solicit parent input regularly through annual surveys, feedback forms and through staff-parent conversations. Parents will also be invited to communicate with KIPP Bay Area Schools' Board of Directors.~~

5. ~~**Community Involvement.** Building strong links with the local community will be critically important to the KIPP middle school's success. The KIPP middle school will build off KIPP Heartwood Academy's strong community relationships with the East San Jose and greater Silicon Valley community. The KIPP middle school seeks to partner with individuals and organizations in East San Jose and the Silicon Valley that are dedicated to helping students obtain their academic goals and gain admission into college. By developing partnerships with community based organizations, non-profit organizations, local elementary and middle schools, universities, and local businesses, the new KIPP middle school will provide students with the opportunities to work closely with prominent leaders in the East San Jose community. In addition to our efforts to establish a strong partnership with the Franklin-McKinley School District, some of KIPP Heartwood Academy's outreach efforts to date include: Castilleja School, Downtown College Prep charter school, Rocketship, Harker School, the Mexican Heritage Plaza, Stanford University, Santa Clara University, San Jose State University, Girls for Change, and Teach for America.~~

~~The school may also create opportunities to involve members of the community in a variety of facets. The school's volunteer program may be composed of community members, the business community, college students, high school students, and parents. Volunteers may tutor students individually and in small groups, assist teachers and assist in the office, and serve as guest presenters. The school also partners with various community organizations for community service projects.~~

### **Starting With the End in Mind: Ideal KIPP Middle SchoolHeritage Eighth Grader**

~~The KIPP middle school~~Heritage eighth graders are academic scholars who possess a lifelong love for learning. The academic program at ~~the KIPP middle school will prepare~~Heritage prepares every student for the intensity and rigor of college-preparatory high school academics. Students will leave well-versed in high ~~school~~ level texts and multicultural literature. For students to be prepared for high school level mathematics, most students at ~~the KIPP middle school~~Heritage will successfully complete a full yearlong Algebra I coursefour years of rigorous, Common Core-aligned mathematics courses by the time they exit eighth grade. ~~Some students may also complete Geometry.~~ To ensure that students have the knowledge and skills to successfully study science in high school, the science department challenges students to engage in

rigorous coursework, including ~~writing research papers~~researching and participating in science labs. The courses offered at ~~the KIPP middle school will be~~Heritage are grounded in rigor and ~~fun~~joy. The teaching staff ~~will create~~creates learning environments that actively engage the student body. ~~The KIPP middle school~~Heritage hopes that students leave the ~~school~~Charter School with an intellectual curiosity for all academic disciplines and the academic preparation to be successful in high school, college, and the competitive world beyond.

~~The KIPP middle school~~Heritage eighth graders are creative and critical thinkers. Students ~~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 ~~middle school~~Heritage eighth graders are confident and articulate speakers and writers. Students who are promoted from ~~the KIPP middle school~~Heritage 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 have several opportunities to make presentations to their classmates.

~~The KIPP middle school~~Heritage eighth graders exemplify the school values. For the students of KIPP ~~middle school~~Heritage, failure is not an option. Students ~~will~~ acquire the personal qualities and the skills to confront difficulty and challenges, thoughtfully solve problems, and move forward. Students ~~will~~ learn that in order to be highly effective, they must approach life's challenges and obstacles with a sense of possibility. ~~The death of a loved one, abuse, or even a divorce, will prove to be challenging life experiences that~~KIPP Heritage students ~~may face in high school, college, or beyond.~~ KIPP ~~middle school students will~~ learn how to move past the hard parts of their lives that are out of their control. Students ~~will~~ learn to be ~~honest~~responsible 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 how to work cooperatively in class with their teammates. Most importantly, students ~~will~~ gain the skills in communication and problem solving and learn how to manage strong feelings and impulses.

With the ideal KIPP Heritage eighth grader as the driving force, descriptions of the Charter School's schedule, calendar, curriculum and instruction are included below. The curriculum outlined in this section will prepare students for A-G requirements.

## **A Rigorous Schedule and Academic Calendar**

### **Annual School Calendar**

KIPP Heritage will meet or exceed the annual instructional minutes requirement of 54,000 minutes as set forth in Education Code Section 47612.5(a)(1)(C). Incidental to instructional minutes, KIPP Heritage may have a before/after school or summer school component prior to the beginning of the school year. The total number of instructional days per year for every student will be least 175.

Please see Appendix 13 for the most recent school calendar. The school calendar may be updated periodically.

### Extended Time

At the beginning of the school year, during the orientation and in executing the “Commitment to Excellence” form, parents are introduced to the “More Time in School” model and approach to learning. Families opt-in to the KIPP Heritage’s extended day model by signing the “Commitment to Excellence” form. KIPP Heritage utilizes an extended day and year model not only for academic remediation and acceleration, but also to broaden student opportunities and experiences. Examples include:

#### Saturday School

KIPP Heritage students may attend classes on select Saturdays throughout the year. The Saturday programs are typically three hours long and focus on information for students and families.

#### Summer School Program

KIPP Heritage offers a summer session as part of its “More Time in School” model, where students are offered enrichment courses and/or supplemental instruction. During this time, students are introduced to the concepts, challenges, strengths, and rewards of working as a team and family. Above all, students are welcomed into the KIPP culture, and learn what it means to be a KIPP student through introductions to KIPP chants and projects emphasizing hard work, teamwork, and a culture of high expectations. On the first day of school, all children learn what year they will graduate from college, and begin the process of learning how to focus on their short-term, intermediate, and long-term goals to be successful at the KIPP Heritage and at the best high schools and colleges in the country.

### Instructional Day

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

At the beginning of the school year, during the home visits and in executing the Commitment to Excellence form, parents are given the opportunity to opt in or out of the “More Time in School” model and approach to learning. We have found that students enthusiastically attend school each day and opt into supplemental instruction.

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

1. Core Academic Subjects. Students are engaged in the standard curriculum areas of English-language arts, mathematics, science, and social studies.
2. Additional Subjects. Along with core academic subjects, students also take classes in physical education, art, leadership, and music.
3. Supplemental Instruction. Students receive supplemental instruction from teachers. For example, seventh grade students identified as being in the bottom quartile according to the NWEA MAP assessment may participate in a structured literacy tutorial class during this time to supplement their daily core English-Language Arts instruction.

4. Enrichment. The extracurricular program may include competitive sports (such as basketball, soccer, and volleyball), drama, yearbook, debate team, student government, and service projects.

The following tables show the potential courses for study for a KIPP Heritage student, as well as a typical student schedule.

**Table 7: KIPP Heritage Potential Courses for Study**

	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
English	<u>English 5</u>	<u>English 6</u>	<u>English 7</u>	<u>English 8</u>
Mathematics	<u>Math 5</u>	<u>Math 6</u>	<u>Math 7</u>	<u>Math 8</u>
Science	<u>Science 5</u>	<u>Science 6</u>	<u>Science 7</u>	<u>Science 8</u>
History and Social Studies	<u>Social Studies 5</u>	<u>Social Studies 6</u>	<u>Social Studies 7</u>	<u>Social Studies 8</u>
Physical Education	<u>Physical Education 5</u>	<u>Physical Education 6</u>	<u>Physical Education 7</u>	<u>Physical Education 8</u>
Leadership Elective	<u>Leadership 5</u>	<u>Leadership 6</u>	<u>Leadership 7</u>	<u>Leadership 8</u>
Art and Other Electives*	<u>Art 5, Music 5</u>	<u>Art 6, Music 6</u>	<u>Art 7, Music 7</u>	<u>Art 8, Music 8</u>

\* KIPP Heritage offers enrichment opportunities after school as well. Examples include: Computer Science, Journalism, Student Government, Band, Spanish, Athletics, Yearbook and Debate.

A typical student's schedule may look like this:

**Table 8: Sample Student Schedule - 5<sup>th</sup> Grade 2017-2018**

	<u>Monday</u>	<u>Tuesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>7:45-8:05</u>	<u>Homeroom</u>	<u>Homeroom</u>	<u>Homeroom</u>	<u>Homeroom</u>
<u>8:05-8:45</u>	<u>Interventions</u> <u>and</u> <u>Personalized</u> <u>Learning</u>	<u>Interventions</u> <u>and</u> <u>Personalized</u> <u>Learning</u>	<u>Interventions</u> <u>and</u> <u>Personalized</u> <u>Learning</u>	<u>Interventions</u> <u>and</u> <u>Personalized</u> <u>Learning</u>
<u>8:47-9:57</u> <i>(70 minutes)</i>	<u>Math</u>	<u>Math</u>	<u>Math</u>	<u>Math</u>
<u>9:59-11:09</u> <i>(70 minutes)</i>	<u>English</u>	<u>English</u>	<u>English</u>	<u>English</u>
<u>11:11-11:46</u>	<u>Lunch and</u> <u>Recess</u>	<u>Lunch and</u> <u>Recess</u>	<u>Lunch and</u> <u>Recess</u>	<u>Lunch and</u> <u>Recess</u>
<u>11:47-12:58</u> <i>(70 minutes)</i>	<u>Social Studies</u>	<u>Social Studies</u>	<u>Social Studies</u>	<u>Social Studies</u>
<u>1:00-2:10</u> <i>(70 minutes)</i>	<u>Science</u>	<u>Science</u>	<u>Science</u>	<u>Science</u>
<u>2:12-2:22</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>
<u>2:24-3:34</u> <i>(70 minutes)</i>	<u>Elective</u>	<u>Elective</u>	<u>Elective</u>	<u>Elective</u>
<u>3:36-4:00</u>	<u>Reteach/Study</u> <u>Hall</u>	<u>Reteach/Study</u> <u>Hall</u>	<u>Reteach/Study</u> <u>Hall</u>	<u>Community</u> <u>Circles</u>

On Wednesdays, we follow a different schedule, as shown in the table below. We start with a Social Emotional Learning lesson and have a community circle from 7:45-9:00, then have 55-minute classes. We end each Wednesday with a grade-level "Zest Fest," which is a celebration and weekly forum for announcements and games.

**Table 9: Sample Student Schedule - 5<sup>th</sup> Grade 2017-2018 (Wednesday only)**

	<u>Wednesday</u>
<u>7:45-9:15</u>	<u>SEL Lesson and</u> <u>Community Circle</u>
<u>9:17-10:12</u> <i>(55 minutes)</i>	<u>Science</u>
<u>10:15-11:10</u> <i>(55 minutes)</i>	<u>Social Studies</u>
<u>11:12-11:44</u>	<u>Lunch and Recess</u>
<u>11:46-12:41</u> <i>(55 minutes)</i>	<u>Math</u>
<u>12:43-1:38</u> <i>(55 minutes)</i>	<u>ELA</u>
<u>1:38-2:00</u>	<u>Zest Fest</u>

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

### **Course Design Process**

All courses at the KIPP Heritage use the course design process outlined below:

### **Philosophy of Backward Design**

Many teachers begin curricular planning with textbooks and favored lessons or activities rather than deriving those tools from targeted goals or standards. In contrast, the backward approach to curricular design begins with the end in mind – the desired results.

The second stage in backward design is to determine acceptable evidence - how to measure the attainment of those targeted goals or standards. Thinking like an assessor and creating assessments before the end of a unit not only helps to clarify goals, but also results in more sharply defined teaching and learning.

In the third stage, teachers plan learning experiences and instruction. As a result of this backward design process, teachers make informed choices about which instructional techniques facilitate student learning. Teachers and students perform better when the goals and expectations are well-defined.

**Table 10: Using the Backward Approach to Design a Course**

<b>Steps</b>	<b>Resources/Documents</b>
<u>1. Departmental Philosophy</u>	<u>Crafting a Departmental Philosophy document</u>
<u>2. Introductory Course Description</u>	<u>Information to include: Focus of content and knowledge and skills, why we study this, your approach to the discipline.</u>
<u>3. Enduring Understandings for the Course</u>	<u>Understanding By Design, Module 5</u>
<u>4. Essential Questions for the Course</u>	<u>Understanding By Design, Module 6</u>
<u>5. Clustering of Standards into Units</u>	<u>Tactile approach: Cut standards into strips and cluster them; then paste on sheets of paper under descriptive headings.</u>  <u>Visual approach: Cut and paste the standards document; add unit headings.</u>
<u>6. Sequence and Spiral with Units</u>	<u>Sequence and Spiral Introduction and Template</u>
<u>7. Unit Exam</u>	<u>Creating a Unit Exam</u>

### **Curriculum Framework**

#### *Science*

<u>8. The KIPP middle school First Unit(s)</u>	<u>Unit Plan Template</u>
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<u>Design(s)</u>	
<u>9. First Unit Calendar</u>	<u>Approximate a time frame for topics and activities in the unit(s) for the first unit</u>

Repeat steps 7-9 for remaining units.

### **Core Academic Departments**

A sample scope and sequence for the core academic departments at KIPP Heritage is provided as Appendix 14.

#### **Science**

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

In addition to learning the processes of science, students learn valuable content in the areas of chemistry, geology, biology (human, animal, and plant), and physics. Each science class includes scientific content, provides an interdisciplinary bridge between math, science, English-Language arts, and technology and includes a history of science component.

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

A broad, multicultural history of science component spans the entire curriculum, as does skills development, a study of the impact of humans on the environment, and a reinforcement of English-Language arts (including vocabulary development), math and technology skills.

#### **Mathematics**

The math curriculum provides the students of KIPP ~~middle school~~Heritage with the knowledge and skills they need to excel in advanced math tracks in the top high schools in the country. KIPP ~~middle school~~Heritage students learn number sense, patterns and relationships, how to use data, tables, graphs, and charts, and how to apply this knowledge to their everyday lives. The math program provides a balanced combination of procedure and conceptual understanding and the development of essential mathematical practices. ~~By the end of the eighth grade, most students have successfully completed a yearlong, high school level Algebra I course and most students have passed the end-of-course CST exam.~~

KIPP ~~middle school~~Heritage uses an innovative method of teaching that involves ~~chanting~~,

~~rapping~~ exploration, individualized checks for understanding, and ~~singing~~ small groups to ensure incoming fifth graders have the basic skills, such as multiplication tables and two-digit division, necessary to learn fifth grade material. In addition to this remediation, students develop a strong number sense that leads to significant gains in their problem-solving abilities. By eighth grade, students are engaged in high school-level Algebra I where math in which they learn through direct instruction with guided practice and engage in discovery learning. The math program at KIPP middle school Heritage utilizes technology to introduce students to math and engineering in the real world. Additionally, in the seventh and eighth grades, the math curriculum involves the use of scientific and graphing calculators.

## English-Language Arts

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

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

Literacy is a vital skill that is crucial in every area of academics and life. At KIPP middle school Heritage there is shared responsibility for students' literacy development. Teachers of English-Language Arts, History/Social Studies, Science, and technical subjects use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. Skills that are reinforced in all areas include reading comprehension (e.g., identifying the main idea, recognizing details, analyzing tone, sequencing), writing (e.g., creating strong thesis statements and providing supporting evidence, revision, peer editing), speaking (e.g., speeches, debates, class and school-wide presentations, group work), listening, language and critical analysis of literary and informational text.

English-Language Arts skills are interconnected and require constant reinforcement. For this reason, students are able to break down reading, writing, speaking, and listening into their fundamental elements, but they also experience and develop these skills holistically and in the context of practical and relevant material and literature. As part of this focus, students read a variety of culturally and historically diverse literature in their English-Language Arts classes through read alouds, shared reading, and independent texts. reading. Novels students may read include Paulsen's Night John The

Crossover (5th grade), Curtis's Watson's Go to Birmingham Esperanza Rising (6th grade), Steinbeck's Of Mice and Men An American Plague (7th grade), and Shakespeare (8th grade).

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

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

### **History-Social Science**

KIPP Heritage aligns with KIPP Bay Area's history-social science vision:

*Our vision is to develop the next generation of change-makers, youth who use historical thinking and understanding in order to advocate for a more just world today. We believe that teaching history is a political and ethical act: we affirm the voices of our students and their communities as they claim and make their histories.*

Throughout their four years at ~~the KIPP middle school~~ Heritage, students receive a college preparatory education in United States History ~~and Geography and~~, World ~~History~~ Cultures, and ~~Geography~~ Ancient Civilizations. Each strand focuses on civic and economic implications using research and analysis.

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

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

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

The History-Social Science curriculum is reading and writing intensive and involves the analysis of primary and secondary sources. Social Studies classes also reinforce the writing across the curriculum. Social Studies teachers partner with English-Language Arts teachers to create common writing expectations and rubrics. ~~All History-Social Science classes require written essays and reports.~~ Students

are held accountable not only for content, but for style, organization, and mechanics as well. -Students also learn note-taking techniques through Social Studies classes.

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

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

### **Non-core curricula**

#### **Physical Education**

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

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

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

In additional to fitness and sports, the physical education program ~~also~~ encompasses a comprehensive health education curriculum beginning in the fifth grade. In their extra-curricular time, students have an opportunity to participate in various sports activities. ~~The~~KIPP ~~middle-school's~~Heritage's competitive sports teams include girls' and boys' basketball, ~~flag-football, softball~~ soccer, ~~and~~ volleyball, ~~and cross country~~. Students compete against other local public and private schools.

#### **Visual and Performing Arts**

~~Students in fifth grade can~~All students participate in a non-core curriculum Visual ~~and Performing~~ Arts

class, and Music class. Additionally, KIPP ~~middle school~~Heritage teachers strive to incorporate all learning styles and modalities into each lesson, providing ample opportunity for students to use artistic creativity and expression.

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

### Leadership

In addition to an integrated, cross-curricular arts program, every student at the ~~school~~Charter School takes ~~music~~leadership every year. All students learn ~~to read music~~storytelling and ~~play an instrument~~public speaking skills, as well as research and present about their passions, concerns, and ideas for contributing to their immediate community.

### **Instructional Technology**

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

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

In addition, all students at ~~the KIPP middle school~~Heritage learn to use computer technology through their coursework. By the end of eighth grade, they become adept at using ~~Microsoft Word~~Google Drive and its suite of tools, and using the Internet to conduct research.

### **Course Design Process**

~~All courses at the KIPP middle school will use the course design process outlined below:~~

## Philosophy of Backward Design

Many teachers begin curricular planning with textbooks and favored lessons or activities rather than deriving those tools from targeted goals or standards. In contrast, the backward approach to curricular design begins with the end in mind—the desired results.

The second stage in backward design is to determine acceptable evidence—how to measure the attainment of those targeted goals or standards. Thinking like an assessor and creating assessments before the end of a unit not only helps to clarify goals, but also results in more sharply defined teaching and learning.

In the third stage, teachers plan learning experiences and instruction. As a result of this backward design process, teachers make informed choices about which instructional techniques facilitate student learning. Teachers and students perform better when the goals and expectations are well-defined.

**Figure 1.5: Using the Backward Approach to Design a Course**

Step	Resource/Documents
<del>1. Departmental Philosophy</del>	<del>Crafting a Departmental Philosophy document</del>
<del>2.1. Introductory Course Description</del>	<del>Information to include: Focus of content and knowledge and skills, why we study this, your approach to the discipline.</del>
<del>3.1. Enduring Understandings for the Course</del>	<del>Understanding By Design, Module 5</del>
<del>4.1. Essential Questions for the Course</del>	<del>Understanding By Design, Module 6</del>
<del>5.1. Clustering of Standards into Units</del>	<del>Tactile approach: Cut standards into strips and cluster them; then paste on sheets of paper under descriptive headings.</del> <del>Visual approach: Cut and paste the standards document; add unit headings.</del>
<del>6.1. Sequence and Spiral with Units</del>	<del>Sequence and Spiral Introduction and Template</del>
<del>7.1. Unit Exam</del>	<del>Creating a Unit Exam</del>
<b>8. First Trimester Unit(s) Design(s)</b>	<b>Unit Plan Template</b>
<b>9. First Trimester Calendar</b>	<b>Approximate a time frame for topics and activities in the unit(s) for the first 13 weeks</b>

**Repeat steps 10-12 for second, third, and fourth quarter.**

## Instructional Methods

The KIPP middle school's Principal will KIPP Heritage's School Leader and administrators work with teachers to develop instructional methods that maximize student learning. -Students will acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to apply, synthesize,

evaluate, and expand upon their knowledge.

~~There are many educational theories and practices that have proven to be effective in the classroom.~~ There are many educational theories and practices that have proven to be effective in the classroom environment; ~~the KIPP middle school will~~ Heritage does not subscribe to only one approach. At previously mentioned, ~~KIPP schools believe~~ Bay Area believes in allowing successful teachers to teach in an environment that supports their own successful practices and strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Instructional methods might include whole-class direct instruction, RTI, small group instruction, individualized instruction, culturally responsive teaching, cooperative learning, peer tutoring, seminar-style learning, technology-based learning, educational excursions, project-based learning, and discovery learning.

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

Teachers at ~~the KIPP middle school will~~ Heritage differentiate instruction for students at all levels of learning. Students whose needs are not met through these traditional teaching methods ~~will~~ benefit from a number of alternative instructional techniques; these may include RTI, call and response, hands-on learning, role-playing, team-teaching, and other techniques. Additionally, teachers at ~~the KIPP middle school will~~ Heritage continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies.

### **Promotional Standards**

Mastery of the objectives at each grade level will be the basis for promotion. Teachers will assess a student's progress ~~on a trimester basis~~ regularly in order to gauge whether the student is mastering the objectives throughout the year.

The program design of ~~the KIPP middle school~~ Heritage is to ensure that all students succeed. The extended day provides teachers with the time needed to support remediation when necessary. Students who are in jeopardy of retention will be ~~individually counseled and~~ given extra help in their specific areas of concern. Students who continue to struggle may be provided with ~~tutoring~~ additional supports from outside sources.

In addition to progress reports, in-class tests and teacher observations, students' ~~California Standards Test~~ SBAC and MAP scores, and where applicable, the ~~California~~ English Language Development Test (CELDT) Proficiency Assessments for California ("ELPAC") test scores are taken into account for promotional purposes. Prior to the state's switch to ELPAC, California English Language Development Test ("CELDT") scores were used for this purpose.

### **~~A Rigorous Schedule and Academic Calendar~~**

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

~~At the beginning of the school year, during the home visits and in executing the “Commitment to Excellence” form, parents are given the opportunity to opt in or out of the “More Time in School” model and approach to learning. We have found that students enthusiastically attend school each day and opt into supplemental instruction.~~

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

- ~~1. Core Academic Subjects. Students are engaged in the standard curriculum areas of English language arts, mathematics, science, and social studies.~~
- ~~2. Additional Subjects. Along with core academic subjects, students also take classes in physical education, health, and visual and performing and may also take classes in foreign languages, ethnic studies~~
- ~~3. Supplemental Instruction. Students receive supplemental instruction from teachers. For example, seventh grade students identified as being “at risk of failing CAHSEE” may participate in a structured literacy tutorial class during this time to supplement their daily core English Language Arts instruction.~~
- ~~4. Enrichment. The extracurricular program may include competitive sports (such as basketball, track, and soccer), drama, debate, school newspaper and magazine, yearbook, debate team, student government, Shakespeare and service projects.~~

~~A typical school day for a KIPP middle school student is reflected in Figure 1.6.~~

**Figure 1.6: Sample Bell Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
7:50-9:05 (75 minutes)	Math	Math	Math	Math	Math
9:10-10:25 (75 minutes)	English	English	English	English	English
10:30-11:45 (75 minutes)	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
11:50-12:30pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:35 (60 minutes)	Tutorials / SHI	Tutorials / SHI	Tutorials / SHI	Tutorials / SHI	Tutorials / SHI
1:40-2:55	Science	Science	Science	Science	Science
3:00-4:00	Tutorials / Enrichment	PE	Tutorials / Enrichment	PE	Tutorials / Enrichment

4:00-5:00	PE	Tutorials/ Enrichment	PE	Tutorials/ Enrichment	PE
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~~The bell schedule supports our KIPP “More Time in School” model and how learning best occurs in our schools. Our supplemental instruction classes “supplement” and do not “supplant” any core classes, yet are a part of a unified curriculum interwoven throughout the school day.~~

### *Annual School Calendar*

~~The KIPP middle school will meet or exceed the instructional minutes requirement as set forth in Education Code section 46201(a)(3) and may offer a before/after school, Saturday, or summer school component. The summer component is scheduled to commence prior to the beginning of the school year (typically in August). The total number of days in class per year for every student is at least 175.~~

~~Please see Appendix G for a sample school calendar. The school calendar may be changed periodically.~~

### *Saturday School*

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

### *Summer School Program*

~~The KIPP middle school may offer a summer session as part of its “More Time in School” model, where students are offered enrichment courses and/or supplemental instruction. During this time, students are introduced to the concepts, challenges, strengths, and rewards of working as a team and family. Above all, students are welcomed into the KIPP culture, and learn what it means to be a KIPP student through introductions to KIPP songs, chants, and projects emphasizing hard work, teamwork, and a culture of high expectations. On the first day of school, all children 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 the KIPP middle school and at the best high schools and colleges in the country.~~

### *Summer Enrichment*

~~The KIPP middle school hopes to contribute to positive change in East San Jose by providing young people with a lifelong love of learning and developing poised and confident leaders who are prepared for success in the nation’s most competitive high schools and colleges. The KIPP middle school may develop partnerships with various organizations locally and around the United States in order to provide extended learning opportunities to students after school and over the summer. Some current partnerships include the Center for Talented Youth programs, Stanford University’s Great Books program, Girls for Change, Camp Galileo, Summer of Learning, and CityYear. Some summer opportunities are local while others are residential programs. Programs often range from one week to three weeks long.~~

## 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 Language Learners (ELL).

~~The KIPP middle school plans to implement comprehensive programs for all students. Heritage welcomes students with special needs; KIPP Heritage recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in accordance with applicable state and federal law, and the Franklin-McKinley 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 Heritage's dedicated staff of specialists, counselors, and psychologists 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. child. The KIPP middle school. We work to support the needs of all students, including those who may not provide exemptions on state tests to English Language Learners or students with disabilities be academically behind or academically accelerated.~~

## Academically Low-Achieving Students

### Identification and Assessment

~~KIPP Heritage uses 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 CAASPP) and other methods. Charter School leadership uses CST, MAP and the classroom assessment data to identify and 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 Heritage faculty member, are responsible for identifying the student's needs and developing a plan to enable that student to be successful. Student response to general education interventions is tracked and interventions are modified as necessary to ensure student support individual students' progress. Students who do not make expected gains are 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 department for assessment. The. An IEP will be developed for students who qualify for special education staff meet regularly for professional and program. 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 and to share best practices for supporting special education students.~~

### **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 ~~a small school environment~~ 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 ~~concern~~ need.

The content of the KIPP ~~middle school~~ Heritage curriculum will focus on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas. Interventions are necessary to support students who are struggling academically. Regular benchmark exams, diagnostics such as the DRA, state test scores, and other methods ~~Teachers~~ will help the school identify students most in need of extra support. The school use materials that are aligned with a student's Lexile and/or performance level and will also utilize a combination of small group instruction, one-on-one tutorials, and extra support from digital content area teachers solutions that target specific skills that a student needs to get students up to grade level develop.

### **Family Involvement**

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

### **Academically High-Achieving Students**

All courses 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 develop individualized strategies to engage and challenge these students so that they can continue to accelerate their learning.

KIPP Heritage ensures that every teacher will be ready to set classroom routines and rely on digital formative assessments and adaptive online content to ensure that all students have 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, ~~the KIPP middle school~~ Heritage does not ~~plan to~~ offer a formal, separate program for academically high-achieving students. All courses will maintain a standard of rigor that challenges our most advanced However, as described, KIPP Heritage equips teachers with the necessary tools to enable high-achieving students to continue advancing.

## Students ~~Withwith~~ Disabilities

### The General Assurances and Overview

KIPP ~~middle school recognizes Heritage embraces~~ its responsibility to enroll and support all students with disabilities who ~~can benefit from its programs and who otherwise~~ qualify for enrollment, and pledges to ~~work in cooperation with the Franklin-McKinley School District or a Special Education Local Plan Area (SELPA) to~~ ensure that a free and appropriate public education ("FAPE") is provided to all students with exceptional needs. The ~~school~~Charter School will comply with all applicable state and federal laws in serving students with ~~disabilities~~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 of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act," and any other civil rights laws enforced by the U.S. Department of Education Office ~~offer~~ Civil Rights ("OCR"), and applicable). The language in this section is intended to provide a reasonably comprehensive description of the special education policies and practices of the District.

~~The KIPP middle school shall initially remain, by default, a public school of FMSD for purposes of special education, pursuant to program in the charter petition, in accordance with Education Code Section 47641(b). However, the school reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter but will result in a change in any applicable Memorandum of Understanding ("MOU") to reflect full legal and fiscal responsibility of the KIPP middle school as an LEA 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 with the District, or as otherwise agreed. The language is not meant to preclude alternative arrangements.~~

~~As long as the KIPP middle school functions as a public school of FMSD solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), then the school anticipates that a Memorandum of Understanding ("MOU") will be developed between KIPP and FMSD, which shall delineate the respective responsibilities of the KIPP middle school and FMSD with regard to the funding and delivery of special education and related services and in alignment with Education Code Section 47646 and 20 USC 1413. The KIPP middle school shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.~~

~~The KIPP middle school acknowledges the importance of cooperating with FMSD~~  
KIPP Heritage shall be its own local educational agency ("LEA") and shall be a member of the El Dorado County Charter SELPA, in conformity with Education Code Section 47641(a). As a member of the El Dorado County Charter SELPA, KIPP Heritage assumes full responsibility for providing special education and related services to eligible students of the Charter School, in accordance with state and federal law. KIPP Heritage agrees to follow policies and procedures of the El Dorado County Charter SELPA and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. KIPP Heritage 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 Heritage is in good standing with the El Dorado County Charter SELPA, as documented in Appendix 15. KIPP Heritage 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 Heritage will participate in internal validation review.

In the event KIPP Heritage seeks membership in a different state-approved SELPA, KIPP Heritage will provide notice to the District, the SELPA, and the California Department of Education before June 30<sup>th</sup> 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 Heritage charter, it may require an update of the parties' MOU to reflect these changes in legal status.

### **Services for Students Under the "IDEA"**

KIPP Heritage 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 that the District can provide.

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

KIPP Heritage agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow FMSD the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The KIPP middle school believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification and implementation) shall be divided in a manner consistent with their allocation between FMSD and its school sites. The language below is meant to summarize the terms that the KIPP middle school anticipates will be included in the MOU based upon industry standard and applicable law, but KIPP does not intend to unilaterally bind FMSD to the terms below as the special education terms will ultimately be agreed upon in the MOU applicable District or SELPA obligations imposed by law.

### ***Search and Serve***

### **The KIPP middle school shall have the responsibility to identifyStaffing**

All special education services at KIPP Heritage 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 Heritage 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 Heritage shall ensure that all special education staff hired or contracted by KIPP Heritage is qualified pursuant to SELPA policies, as well as meet all legal requirements. KIPP Heritage 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 and KIPP Heritage 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 to ensure that all aspects of the IEP and any possible 504 plans are properly implemented.

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

### **Identification and Referral**

KIPP Heritage 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 Heritage shall identify, refer, and work cooperatively in locating Charter School students ~~enrolled in the school~~ who have or may have exceptional needs that qualify them to receive special education services. ~~The KIPP middle school will implement FMSD or SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.~~

It is KIPP's understanding that FMSD shall provide the KIPP middle school with any assistance that KIPP Heritage 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 Heritage 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 Heritage shall never use assessment or evaluation as a means of denying admission for any student.

As an independent LEA for special education purposes, KIPP Heritage shall be solely responsible for compliance with state and federal Child Find requirements. KIPP Heritage shall implement policies and procedures of the SELPA in which it generally provides its schools in theis a member to ensure timely identification and referral processes, and will ensure that the KIPP middle school is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the KIPP middle school from a District school. FMSD shall have unfettered access to all Charter School student records and information in order to serve all of KIPP middle school's students with special needs.

~~The KIPP middle school will follow FMSD child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.~~

~~Upon the commencement of the KIPP middle school's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, the KIPP middle school will work to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Principal and faculty will then convene the Student Study Team for that student.~~

~~Students possibly in need of special education will be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.~~

~~For~~of ~~students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and a KIPP middle school faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful. Such a plan will include, but not be limited to, the appropriate individual tutoring schedule, classroom accommodations, and other strategies and techniques to enhance the student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. The KIPP middle schoolsuspected of having a disability. The Charter School may also ~~choose to~~ refer a student for services through the provisions of a Section 504 Plan, if appropriate.~~

~~Parents will be informed that special education and related services are provided at no cost to them.~~

## Assessments

### *Interim and Initial Placements of New Students*

~~If a student enrolls at the KIPP middle school with an existing IEP, the KIPP middle school will notify FMSD or SELPA within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the KIPP middle school shall work with FMSD or SELPA to implement the existing IEP at the KIPP middle school or as otherwise agreed by the District and the parent/guardian.~~

### *Referral for Assessment*

~~The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The KIPP middle school's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the KIPP middle school within 15 days. The KIPP middle school will notify FMSD of the assessment request within 5 days of receipt. Parents will be informed via KIPP's Special Education Director that special education and related services are provided at no cost to them.~~

### *Assessment*

~~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. The DistrictKIPP Heritage will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with FMSD's general practice and procedure and applicable law. The KIPP middle schoolHeritage shall work in collaboration with FMSD to obtain parent/guardian consent to assess KIPP middle school students. The KIPP middle school and no assessment or evaluation shall not conduct special education assessments unless directed by FMSDbe used for admissions purposes.~~

~~The Principal will be responsible for gathering all pertinent information and sharing such information with FMSD. As an independent LEA for special education purposes, then, in the event that KIPP Heritage 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. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed.~~ 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 record, reports, and work samples, and parent input.~~

- Individual testing
- Teacher~~Unless conflicting with FMSP policies~~ observations
- Interviews
- Review of school records, reports, and ~~procedures, the work samples~~
- Parent input

KIPP ~~middle school~~ Heritage will follow the following assessment guidelines. If a conflict with ~~FMSP~~ SELPA policies and procedures exists, then ~~FMSP~~SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the ~~school~~ Charter 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 ~~must~~ will ~~be selected and administered so as not to be racially, culturally, or sexually discriminatory.~~
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need/eligibility for special education. ~~FMSD, in coordination with the Charter School~~ KIPP Heritage 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 Heritage 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 ~~of IEP~~ and Review**

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

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

KIPP Heritage 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 KIPP's understanding that FMSD 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 Heritage 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 Heritage'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 Charter School. Once the request is received, KIPP Heritage will have thirty (30) days, not including school vacations greater than five (5) days, to hold the IEP meeting.

### IEP Meetings

KIPP Heritage shall arrange and notice the necessary IEP meetings ~~unless the District directs the KIPP middle school to do so.~~ IEP team membership shall be in compliance with state and federal law. ~~The KIPP middle school~~ Heritage shall be responsible for having the following individuals in attendance at the IEP meetings ~~or as otherwise agreed upon by FMSD and KIPP: the Principal and/or KIPP's: the School Leader and/or KIPP Heritage~~ 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 ~~KIPP middle school~~ Charter School representatives who are knowledgeable about the regular education program at ~~the KIPP middle school~~ Heritage and/or about the student. KIPP Heritage 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.

~~It is KIPP's understanding that FMSD shall arrange for the attendance~~ KIPP Heritage will provide ~~an interpreter at IEP meetings if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation of all~~ 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 ~~legally necessary participants./guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by KIPP Heritage. The contents~~ IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the IEP 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 Education 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 Heritage shall comply with all applicable legal requirements and applicable FMSD policies and procedures. Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. KIPP Heritage 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 Heritage from another school outside of the same SELPA as KIPP Heritage, with a current IEP within the same academic year, KIPP Heritage 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 Heritage from a different school within the same SELPA as KIPP Heritage, within the same academic year, KIPP Heritage shall continue to provide services comparable to those described in the existing approved IEP, unless the parent(s)/guardian(s) and KIPP Heritage agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

KIPP Heritage 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 ~~The KIPP middle 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 FMSD's IEP process. Programs, services and placements shall be provided to all eligible KIPP students in accordance with the policies, procedures and requirements of FMSD and of the SELPA and State and Federal law.~~

~~The KIPP middle school shall promptly notify FMSD of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.~~

### **Heritage Staff**

KIPP Heritage 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

~~A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies.~~

~~Pursuant to FMSD policy and how FMSD operates special education at all other public schools in the district; the District shall be responsible for all school site implementation of the IEP. The KIPP middle school shall assist FMSD in implementing IEPs, pursuant to FMSD and SELPA policies in the same manner as any other school of the District. FMSD and the KIPP middle school will need to be jointly involved in all aspects of the special education program, with FMSD holding ultimate authority over implementation and supervision of services. As part of this responsibility, the KIPP middle school shall provide FMSD and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the KIPP middle school's non-special education students, whichever is more. The KIPP middle school shall also provide all home to school coordination and information exchange unless directed otherwise by FMSD. The KIPP middle school shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by FMSD. The KIPP middle school shall comply with any directive of FMSD as relates to the coordination of the KIPP middle school and FMSD for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify FMSD of~~

relevant circumstances and communications immediately and act according to FMSD administrative authority. The KIPP middle school shall ensure that all appropriate staff and faculty at the school are informed of the contents of the IEP for appropriate implementation.

## **Staffing**

~~Although FMSD will hold ultimate responsibility for providing Special Education services (so long as the KIPP middle school operates as a school of FMSD for purposes of special education), the KIPP middle school is committed to assuring all IEPs are properly implemented at the school.~~

~~All special education services at the KIPP middle school will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. The KIPP middle school staff shall participate in all mandatory FMSD in-service training relating to special education.~~

~~It is the KIPP middle school's understanding that FMSD 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 unless FMSD directs the KIPP middle school that current FMSD practice is for the individual school sites to hire site special education staff or FMSD and the KIPP middle school agree that KIPP may hire on-site special education staff. In that instance, the KIPP middle school shall ensure that all special education staff hired by KIPP are qualified pursuant to FMSD and SELPA policies, as well as meet all legal requirements. FMSD may review the qualifications of all special education staff hired by KIPP (with the agreement of FMSD) and may require pre-approval by the District of all hires to ensure consistency with FMSD and SELPA policies. FMSD shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to the KIPP middle school students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.~~

~~It is the goal of the KIPP middle school to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential.~~

## **Reporting**

~~The KIPP middle school, in collaboration with FMSD, will collect and maintain all information on disabled students as necessary to ensure KIPP and District compliance with the IDEA.~~

## **Procedural Safeguards**

~~The KIPP middle school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year as required by law. The KIPP middle school will utilize the Notice of Procedural Safeguards used by FMSD or the SELPA.~~

## **Dispute Resolution**

In the event that a parent/guardian files a request for a due process hearing or request for mediation, FMSD and the KIPP middle school shall work together to defend the case, so long as the KIPP middle school operates as a school of FMSD for special education purposes. In the event that FMSD determines that legal representation is needed, the KIPP middle school agrees that it shall be jointly represented by legal counsel of FMSD's choosing.

So long as the KIPP middle school operates as a school of FMSD for special education purposes, FMSD may initiate a due process hearing or request for mediation with respect to a student enrolled in the KIPP middle school if FMSD determines such action is legally necessary or advisable. The KIPP middle school agrees to cooperate fully with FMSD in such a proceeding.

So long as the KIPP middle school operates as a school of FMSD for purposes of special education, the KIPP middle school understands that FMSD shall have sole discretion to settle any matter in mediation or due process. FMSD shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any KIPP middle school student necessary to protect its rights.

## **Complaint Procedures**

The KIPP middle school shall follow FMSD policies as they apply to all FMSD schools for responding to parental concerns or complaints related to special education services. The KIPP middle school shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to FMSD unless otherwise directed by the District. The KIPP middle school shall immediately notify FMSD of any concerns raised by parents. In addition, the KIPP middle school and FMSD shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with KIPP's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The KIPP middle school shall allow FMSD access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The KIPP middle school and FMSD shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. FMSD, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the KIPP middle school shall comply with FMSD's decision.

The KIPP middle school and FMSD shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

## **Professional Development for KIPP Middle School Staff**

~~The Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by FMSD or the SELPA as well as implementation of best practices for students with disabilities.~~

### **Non-Public Placements/Non-Public Agencies**

~~The KIPP middle school is committed to serving students in the least restrictive environment in accordance with the IEP. In the event that a student requires services of a non-public agency or a non-public school, FMSD shall have the sole authority~~KIPP Heritage shall be solely responsible ~~for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The KIPP middle school shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of FMSD. The KIPP middle school shall immediately notify FMSD of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.~~

### **Non-discrimination**

It is understood and agreed that all children will have access to ~~the KIPP middle school~~KIPP Heritage and no student shall be denied admission nor counseled out of ~~the school~~KIPP Heritage 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**

#### **SELPA Representation**

~~It is the KIPP middle school's understanding that FMSD shall represent the KIPP middle school at all SELPA meetings and report to the KIPP middle school of SELPA activities in the same manner as is reported to all schools within the District.~~

### **Funding**

~~The KIPP middle school anticipates, based upon State and Federal law, that the fiscal relationship could be summarized as follows:~~

#### *~~Retention of Special Education Funds by the District~~*

~~FMSD shall retain all state and federal special education funding allocated for KIPP middle school students through the SELPA Annual Budget Plan, and shall be entitled to count KIPP middle school~~KIPP Heritage~~, 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 as its own for all such purposes.~~

#### *~~Retention of ADA Funds by the District for Non-Public Placements~~*

- The Parties acknowledge that FMSD may be required to pay for or provide KIPP middle school students with placements at locations other than at the KIPP middle school's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or disabilities being provided special education services in other FMSD schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at FMSD expense, the District shall be entitled to receive from the KIPP middle school the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on by age, grade, category of disability and the number of instructional days or minutes per day that the student is not at the KIPP middle school site. students with disabilities who are English Learners
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from KIPP Heritage 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 Heritage. 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 Heritage 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 Heritage is committed to the assessment, identification, and placement of students with special needs in the appropriate and least restrictive environment. KIPP Heritage understands the requirement under the IDEA to follow procedures to provide access to due process and the protections conferred by procedural safeguards, which are required by federal law.

KIPP Heritage 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 Heritage 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 Heritage shall include in its policies and procedures the employee(s) responsible for receiving complaints, investigating complaints and ensuring compliance. KIPP Heritage’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 Heritage 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 Heritage 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 Heritage 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 Heritage shall defend the case.

### **SELPA Representation**

*Contribution to Encroachment*

~~The KIPP middle school shall contribute its fair share to offset special education's encroachment upon FMSD's general fund. Accordingly, the KIPP middle school shall pay to FMSD a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, FMSD shall invoice the KIPP middle school for the school's pro-rata share of the district-wide Encroachment for that year as calculated by the total unfunded special education costs of FMSD (including those costs attributable to the KIPP middle school) divided by the total number of District ADA (including KIPP middle school students), and multiplied by the total number of KIPP middle school ADA. The KIPP middle school ADA shall include all KIPP middle school students, regardless of home district.~~

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

### Funding

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

### **Section 504 of the Rehabilitation Act**

~~The KIPP middle school shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the school shall be accessible for all students with disabilities in accordance with the ADA.~~

~~The KIPP middle school~~KIPP Heritage 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 ~~the school.~~Any KIPP Heritage. A student, who has ~~an objectively identified disability which a physical or mental impairment that~~ substantially limits ~~a one or more~~ major life ~~activity including but not limited to learning activities,~~ has a record of such an impairment, or is regarded as having such an impairment, is eligible for ~~accommodation by the school~~protections under Section 504.

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

A 504 team will be assembled by the Principal School Leader and shall include the parent/guardian, the student, ~~a qualified staff member, (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 ~~who,~~ 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 ~~include~~including those tailored to assess specific areas of educational need, and not merely those ~~which are~~ designed to provide a single general ~~intelligent~~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 ~~will or will not~~is eligible for services under Section 504 must be identified as a person with a disability is made by the 504 team ~~in writing and~~Written notice is given in writing 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 ~~have a disability~~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 ~~the free and appropriate public education ("FAPE")~~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 ~~Principal~~site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

## English Language Learners

The KIPP ~~middle school~~Heritage will comply with all ~~federal, state, and judicial mandates~~applicable legal requirements for English ~~Language~~Language Learners ~~(ELL)~~, including long-term English Learners ("LTEs") or English Learners at risk of becoming long-term English Learners, as ~~it~~they pertain to annual notification to parents, student identification, placement, program options, ~~ELL~~EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing ~~requirement~~. An evaluator will test and assess the English proficiency of students having an ELL classification using the California English Language Development Test

(CELDT) requirements. KIPP Heritage will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. KIPP Heritage will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Given the demographics 2017-2018 academic year, 21.7% of FMSD and KIPP Bay Area Schools' San Jose-related historical data, the KIPP middle school presumes that up to 70% of incoming Heritage students will be classified as ELL. The school 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 school's Charter School's core curriculum, enrichment programs, and life-skills curriculum, and culturally responsive pedagogy.

Differentiation is an essential component to all instruction at KIPP. Students at the KIPP middle school Heritage with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school's Charter School's services and teaching methods. ELL students may receive pull-out services from and that support English language specialist for a determined number of hours each week depending on their CELDT levels. Specific subject matter vocabulary development, front-loading of concepts and small group content specific instruction are part of the daily general instruction. The KIPP middle school in each of the four domains: listening, reading, writing, and speaking. KIPP Heritage will have the necessary supports to ensure that ELL regardless of English proficiency, all EL students are not excluded from included in curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL. The Charter School will also make certain that EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language whenever possible to encourage participation in the school by all members of the school community.

The KIPP middle school Heritage will directly provide or make referrals to appropriate support services that may be needed by ELL 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 upon a student's enrollment into the Charter School (on enrollment forms). For students who are not new to the state public school system, we will determine their EL classification based on prior records.

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<sup>28</sup> and at least annually thereafter between July 1 and October 31, until re-designated as fluent English proficient. On the initial assessment, if the

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<sup>28</sup> 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.

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 Heritage'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 and provided academic supports to ensure their retention of the material and English language development.

KIPP Heritage will notify all parents/guardians of the Charter School's responsibility to conduct ELPAC testing and will inform parents/guardians of ELPAC testing results within 30 calendar days following receipt of test results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act 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 English Immersion Program**

In accordance with ~~KIPP's philosophy of no-excuses~~ research on language acquisition and ~~more time-on-task~~ state goals, all students who are ~~ELL are expected~~ EL will be supported to become proficient in the English language ~~at a rapid pace~~ as quickly as possible. Based on a substantial research base proving the benefits of a structured English immersion program, ~~the KIPP middle school will implement~~ Heritage implements a comprehensive structured immersion program for its EL students<sup>29</sup>. ~~It is the goal of the KIPP middle school that all of its students leave the school proficient in the English language and with pride and support for their home language.~~

~~English Proficient~~ It is the goal of KIPP Heritage 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 language arts program with a curriculum based on the California Content Common Core State Standards.

and College and Career Readiness Standards. Teachers of English Language Learners at the KIPP middle school Heritage will teach based on the English Language Development standards as set forth by the California Department of Education. KIPP Heritage teachers are will be trained to use Specially Designed Academic Instruction in English ("SDAIE") techniques and/or systematic English Language Development ("ELD") techniques to meet the needs of English Language Learners. Students of limited English proficiency will receive the same academic content as those students

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<sup>29</sup> *The Benefits of English Immersion* (Educational Leadership Magazine of the Association for Supervision and Curriculum Development, January 2000).

who are native English speakers. In addition to core content, students who are assessed as ELL receive assistance in oral language development. The KIPP middle school Heritage 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 ELL 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 school's Charter School's extended day schedule, there will be ample time in the school schedule that can be used for additional intensive English language instruction. For example, students who enter the school Charter School with an EL label designation can be tutored during study hall or the intervention/enrichment period periods. The school 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:

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

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

story, or inventing a puppet show to highlight character traits" (2001, p. 280).

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

~~In addition, KIPP teachers employ the following techniques:~~

- ~~• Language experience approach~~
- ~~• Dialogue journals~~
- ~~• Questioning techniques~~
- ~~• Books on tape~~
- ~~• Graphic organizers~~
- ~~• Caption television~~
- ~~• Pre-teaching vocabulary~~

~~Using culturally~~Examples of practices used to serve new EL students include the following, from the report "Helping Newcomer Students Succeed in Secondary Schools and Beyond" by Center for Applied Linguistics:

1. Set academic and social goals for the students a build a program to meet them
2. Define entry criteria and exit criteria for the students
3. Develop a separate literacy course or set of courses for students with interrupted educational background if program has both preliterate and literate newcomers
4. Provide content-based ESL and sheltered instruction
5. Use technology to its fullest potential (e.g., language learning, translation, visual scaffolds for content concepts, student motivation, tracking of student progress)
6. Promote development of students' native language skills and incorporate native language instruction into the curriculum where possible
7. Provide extra learning time through an extended school day, after-school, and summer school

Examples of practices used to serve long term EL students include the following, from "What Works? Emerging Practices for Long Term English Language Learners" within *Meeting the Unique Needs of Long Term English Language Learners: A Guide for Teachers from the NEA LTEL*

### Characteristics (Olson 2010):

1. Specialized English Language Development instruction designed for LTELs (separate from other English Learners), emphasizing writing, academic vocabulary, active engagement, and oral language
2. Clustered placement in heterogeneous and rigorous grade level content classes mixed with English proficient students and taught with differentiated instructional strategies
3. Explicit academic language and literacy development across the curriculum
4. Systems for monitoring progress and triggering support and a master schedule designed for flexibility and movement as students progress
5. School-wide focus on study skills, metacognition, and learning strategies
6. Data chats and testing accommodations
7. Affirming school climate and relevant material texts
  - Repetition
  - Modeling
  - Song, raps, chants
  - Jigsaws

Teachers at ~~the KIPP middle school~~ Heritage will use techniques that maximize comprehensible input. Teachers will create learning environments that allow students to practice academic English and produce comprehensible output. At ~~the KIPP middle school~~ Heritage, 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 ~~ELL~~ EL and in techniques for detecting whether a student has English language deficiencies. ~~The KIPP middle school~~ Heritage will provide staff with specialized curricular materials to enable EL students to achieve proficiency. In addition, staff may be trained in various teaching strategies such as, scaffolding techniques, ~~songs and chants~~, and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.

### **Identification of English Language Learners**

~~At the beginning of the school year, the KIPP middle school will have a trained evaluator test and assess the English proficiency of students having an ELL classification, using the California English Language Development Test (CELDT). In addition, the school will administer a home language survey to every student's family as part of the enrollment process. All students who are of foreign birth or come from a home where language other than English is spoken will be subject to an informal, standardized interview conducted by school staff (in the English language). If the interviewer determines that the student speaks some or no English, that student will be assessed~~

using the CELDT. If the student scores below the established cut-off point on this test, the student will be classified as an EL student. If the student scores above the established cut-off point on the written test, the student is determined not to be an EL student.

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment<sup>30</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

The KIPP middle 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, he/she will be monitored regularly via various assessment techniques to ensure their retention of the material.

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

### Monitoring and Re-Designation of EL Students

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

Upon a student's reaching proficiency in the English language, specialized English-learning services 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, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- 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

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<sup>30</sup> 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 CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

### 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 ~~re-classification~~reclassification, all parents/guardians will receive a ~~re-classification~~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: and reported for four years.

The KIPP ~~middle school~~Heritage 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 are made. In addition, ~~the KIPP middle school~~Heritage will annually evaluate the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

### **Parental Waiver Process**

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

### **Special Education and English Language Learners**

The KIPP ~~middle school~~Heritage will apply the same high standard of learning to all students, regardless of disability or language barriers. English ~~Language~~ 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 ~~ELL~~ELL students are as fully integrated as possible into the programs of KIPP ~~middle school~~Heritage, so are students with disabilities. ~~ELL~~ELL students with ~~IEP's~~IEPs will be given the necessary materials, mandated services, and equipment to support their learning. The ~~school's~~Charter School's extended day and year model allows for significant time for staff to work in a variety of settings with English ~~Language~~ 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 Heritage 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 parent/guardian program choice options
- Monitoring availability of adequate resources

### **Annual Goals and Actions to Achieve the Eight State Priorities**

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

Attached, as Appendix 16, is the most recent LCAP, which is also on file with the District. This LCAP complies with all requirements pursuant to Education Code sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), 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). The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

### **Sharing Best Practices and Collaboration**

As mentioned in the Means to Achieve Mission and Vision section above, KIPP Heritage is proud of its history of collaboration with FMSD. KIPP Heritage will continue to carry out the spirit of partnership and looks forward to collaborating with FMSD to close the achievement gap for years to come.

Furthermore, 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. Additional 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<sup>31</sup> outlining achievement and attainment data for each school in the KIPP network.

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<sup>31</sup> KIPP National Results. (<http://www.kipp.org/results/national-results/>)

## ELEMENT B: MEASURABLE STUDENT OUTCOMES

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Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the **charter** school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the ~~school’s educational program~~ **charter school’s educational program**. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide 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).

### ~~Student Outcome Goals~~

Commitment to KIPP’s educational philosophy ~~will empower~~ **empowers** KIPP Heritage students ~~at the KIPP middle school~~ to achieve the following measurable student outcome goals, ~~which~~. The following is true of our goals:

- Goals are explicitly aligned with the ~~school’s~~ **Charter School’s** definition of what it means to be a 21<sup>st</sup> century learner, the Charter School’s mission, promotion requirements, and curricula aligned to the State Standards.
- Goals will be measured by multiple and varied benchmark assessments that are aligned to state priorities, and the State Standards, 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 Heritage works with KIPP Bay Area’s regional academics team to set goals for our students and our Charter School community that will enable our students to become lifelong learners who are well-prepared for college and beyond. Goals and outcomes may be modified over time.

### **Goals, Actions, and Measurable Outcomes that Align with the Eight State Priorities**

As discussed in Element A, pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), KIPP Heritage’s annual goals, actions, measurable student outcomes, and methods of measurement (both school-wide and for subgroups), which address the eight state priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. KIPP Heritage shall submit its LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. Please refer to Appendix 16 for the most recent LCAP for KIPP Heritage. 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 in Education Code Section 47607.

## Student Outcome Goals

### **Figure 2.1: Student Academic Outcome Goals**

As referenced above, KIPP Heritage has included, as Appendix 16, its most recent LCAP. Also included in Table 11, below, which outlines a simplified set of measurable student outcomes and targets, which operate as exit outcomes.

KIPP Heritage’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 Heritage at the school site.

**Table 11: KIPP Heritage’s Measurable Outcomes for Students**

<b>Academic Goals</b>		<b>Benchmark</b>
1. Students will demonstrate proficiency in the understanding and application of mathematical computation and problem solving <u>Priori</u> ty	Student Mathematics will exceed the average performance levels of their peers in schools with similar demographics in the District <u>Method of Measurement</u>	<u>Target Outcomes</u>
2. Students will become proficient readers of the English language.		Student English-Language Arts will exceed the average performance levels of their peers in schools with similar demographics in the District.
3. Students will become proficient writers of the English language.		Students writing assessments will exceed the average performance levels of students in schools with similar demographics in the District.

Students will demonstrate competency and understanding in the application of scientific concepts, principles, reasoning, and theories. <u>Student achievement</u> 4.	<u>CAASPP Assessments</u>	<p><del>Student science assessments will exceed the average performance levels of students in schools with similar demographics in the District.</del><u>Percentage of students meeting or exceeding expectations on SBAC will increase by 2 percentage points each year.</u></p> <p><u>Percentage of students at Level 1 on SBAC will decrease by 2 percentage points each year.</u></p>
5.—Students will understand, analyze, and evaluate history, geography, and social studies.		Student social studies assessments will exceed the average performance levels of students in schools with similar demographics in the District.
<u>High school readiness</u>	6. Students will demonstrate competency in their knowledge and understanding of fundamental concepts. <u>Percentage of students scoring in top quartile of the NWEA MAP assessment</u>	<p>Students will possess a strong foundation of basic academic skills and will maintain progress towards benchmarks of proficiency in all academic subjects as defined by state content standards.</p> <p><del>100% of English Language Learners who started the KIPP middle school in fifth grade will gain English proficiency by the time they matriculate to high school.</del><u>Percentage of eighth graders scoring in top quartile by Spring administration increases by 2 percentage points each year.</u></p>

**Figure 2.2: Student Character Outcome Goals**

Character Goals	Benchmark
1.—Students will demonstrate strong study skills.	At least 90% of daily homework assignments will be completed and turned in.
2.—Students will demonstrate a strong work ethic.	At least 95% of students will attend school on a daily basis.

3.—Students will demonstrate teamwork.	Each year, 100% of the KIPP middle school students will work collaboratively within a small group to complete and present a group project in at least one class.
4.—Students will demonstrate high school and college awareness and involvement.	Beginning in the fifth grade, 90% of students will visit and evaluate at least one high school and / or university each year.
5.—Students will develop strong social skills.	At least 80% of all extended learning enrichment programs that the KIPP middle school students attend will report that the KIPP middle school students were hard working, responsible, and respectful.

## Core Academic Life-Long Skills

As indicated, all students will maintain progress toward the achievement of standards through demonstration of proficiency on benchmarks in each subject area. Benchmarks, based on state common core curriculum standards, will be supplemented with additional standards and benchmarks, and through the in addition of even more challenging content and materials.

### Sample Curriculum Standards

Below is a small sample of the curriculum standards the KIPP middle school students will learn. These curriculum standards are to the state priority-aligned to the Common Core State Standards.

goals articulated above, KIPP Heritage

**Figure 2.3: Sample Curriculum Standards, English Language Arts, Grade 5-8 Students**

Topic	Grade 5—8: English Language Arts
Reading Standards for Literature	<p>Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>
Reading Standards for Informational Text	<p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>
Writing Standards	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a.—Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b.—Provide logically ordered reasons that are supported by facts and details.</li> <li>c.—Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d.—Provide a concluding statement or section related to the opinion presented.</li> </ul> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Gather relevant information from multiple print and digital sources,</p>

	<p>using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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Topic	Grade 5—8: English Language Arts (cont.)
Speaking and Listening Standards	<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a.—Plan and present an argument that: supports a claim; acknowledges counterarguments; organizes evidence logically; uses words and phrases to create cohesion; and provides a concluding statement that supports the argument presented.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
Language Standards	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a.—Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b.—Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c.—Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d.—Recognize and correct inappropriate shifts in verb tense.</p> <p>e.—Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a.—Vary sentence patterns for meaning, reader/listener interest, and style.</p>

	<p>b.—Maintain consistency in style and tone.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a.—Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b.—Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c.—Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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**Figure 2.4: Sample Curriculum Standards, Literacy in History/Social Studies, Science, and Technical Subjects, Grade 6–8 Students**

Topic	Grade 5–8 Students:
Reading Standards for Literacy in History/Social Studies	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Reading Standards for Literacy in Science and Technical Subjects	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a.—Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b.—Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c.—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d.—Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e.—Establish and maintain a formal style and objective tone.</p> <p>f.—Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

**Figure 2.5: Sample Curriculum Standards, Mathematics, Grade 5–8 Students**

Topic	Grade 5—8: Mathematics
The Number System	<p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>Know that there are numbers that are not rational and approximate them by rational numbers.</p> <p>Extend the properties of exponents to rational exponents.</p> <p>Use properties of rational and irrational numbers.</p>
Ratios and Proportional Relationships	<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p>
Expressions and Equations	<p>Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>Reason about and solve one-variable equations and inequalities.</p> <p>Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>Use properties of operations to generate equivalent expressions.</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p>
Geometry	<p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Classify two-dimensional figures into categories based on their properties.</p> <p>Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>Draw, construct and describe geometrical figures and describe the relationships between them.</p> <p>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>Solve real-life and mathematical problems involving volume of cylinders, cones, and spheres.</p> <p>Understand congruence and similarity using physical models, transparencies, or geometry software.</p> <p>Understand and apply the Pythagorean theorem.</p>

Statistics and Probability	<p>Develop understanding of statistical variability.</p> <p>Summarize and describe distributions.</p> <p>Use random sampling to draw inferences about a population.</p> <p>Draw informal comparative inferences about two populations.</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>Investigate patterns of association in bivariate data.</p>
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Topic	Grade 5—8: Mathematics, cont.
Functions	<p>Define, evaluate, and compare functions.</p> <p>Use functions to model relationships between quantities.</p> <p>Interpret functions that arise in applications in terms of the context.</p> <p>Analyze functions using different representations.</p> <p>Build a function that models a relationship between two quantities.</p> <p>Build new functions from existing functions.</p> <p>Interpret expressions for functions in terms of the situation they model.</p>
Algebra	<p>Work with radicals and integer exponents.</p> <p>Understand the connections between proportional relationships, lines and linear equations.</p> <p>Analyze and solve linear equations and pairs of simultaneous linear equations.</p>

### Life-Long Learning Skills

KIPP believes that ~~for our students to become successful, contributing members of society they must also achieve~~develop crucial non-academic goals. ~~During their tenure at the KIPP middle school, students will develop the following:~~ in order to become successful 21<sup>st</sup> Century learners and lead choice-filled lives. These skills encompass interpersonal, community-building, and self-management skills, including:

### Social Skills

All students will develop specific social skills ~~necessary to exist positively~~situationally appropriate to various situations in society, including but not limited to:

- Making and maintaining eye contact
- Shaking hands in a proper manner
- Addressing adults and peers with respect
- Understanding where and when responses are appropriate

## Work Ethic

All students will learn to approach their required work with attitudes and skills necessary to be successful in life, including but not limited to:

- Perseverance
- Integrity
- Attention to detail
- Completeness
- Accuracy
- Neatness

## Study Skills

All students will develop academic skills necessary to be successful in subsequent schools, including but not limited to:

- Research techniques
- Reading for a variety of reasons
- Reading informational texts
- Note-taking skills
- Organizational skills
- Literary analysis

## Community Awareness and Involvement

All students will develop the character traits and skills that allow and encourage them to become concerned and active citizens of their communities, nation, and the world beyond.

## Additional School Outcome Goals

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

### High-Quality Educational Program

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

~~One of the most important indicators of the school's success will be measured by the state's Academic Performance Index (API). The API is part of California's Public School Accountability Act, and is measured using the results of the Standard Testing and Reporting System (STAR). STAR consists of a series of criterion-referenced California Standards Tests. Its purpose is to measure the~~

academic performance and growth of schools in California. Each school is given a numeric index from 200 to 1000 based on the STAR results. The statewide performance target for all public schools is 800.

The KIPP middle school's **Outcome and API Goals** are the following:

- ~~The school will achieve and maintain an API above 800 and will exceed the average performance levels of schools in similar areas on the Academic Performance Index.~~
- ~~The school's mobility, truancy, and drop-out rates will be below the district norm.~~
- ~~The school's attendance rates will be 95% or higher.~~
- ~~The school will successfully track at least 90% of students as they leave KIPP in 8<sup>th</sup> grade into their college years.~~
- ~~The school will share best practices and lessons learned with other KIPP Schools as well as charter and District schools within FMSD, and across the state.~~

~~KIPP is a national model of education reform that has established a successful track record and partnerships with other high performing schools nationwide to extend the reach of best practices for charter schools and other public schools. Lessons learned are shared throughout the family of KIPP Schools to increase their effectiveness. The goal of the KIPP middle school is to further contribute to the dissemination of best practices.~~

### **Fiscally Sound Business and Management Structure**

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

### **Parent and Community Involvement**

#### **~~The KIPP middle school will become a strong force~~Parent Engagement**

Parents are the experts on their children and strong influencers and partners in student decisions, which makes them 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. KIPP Bay Area's Advocacy and Community Engagement Team and KIPP Heritage regularly provide parents with opportunities for involvement and feedback. Parents will understand how to engage in these opportunities and that their voice and partnership are critically important. Examples of this can include participating in and leading a KIPP Family Association ("KFA") at the Charter School, engaging with Charter School leadership through School Leader coffees, engaging in parent-teacher conferences, and responding to surveys. There are also regular opportunities for parents and community to plan and celebrate accomplishments of the Charter School and students, including, for example, music performances, Cultural Heritage Day and Team and Family lunches. Please see Element D for additional details for engaging families and the broader community at KIPP Heritage.

### **Community Involvement**

KIPP Heritage will remain a strong institution and resource in the East San Jose community, uniting parents, community members, and educators across diverse cultures. KIPP Heritage will continue to share best practices and lessons learned with other KIPP Schools as well as charter and District schools within the Franklin-McKinley School District, and across the state. The ultimate goal of ~~the school~~ KIPP Heritage is to ~~have~~ be a ~~catalytic impact on~~ force in creating the tipping point to change the way education is viewed and implemented, particularly for first-generation, college-bound students.

**Figure 2.6: Educational Program Goals**

<b>High Quality Educational Program</b>	<b>Benchmark</b>
<del>1. Students will demonstrate competency in their knowledge and understanding of fundamental concepts.</del>	<del>• Students will exceed the average performance levels of similar schools on the Academic Performance Index (API).</del>
<del>2. The school will create a small, personalized learning environment that addresses the needs of each child.</del>	<del>• Attendance rates will be above the District norm for schools with similar demographics. • KIPP will successfully track at least 90% of students as they leave KIPP in 8<sup>th</sup> grade and go on to high school and college.</del>

**Figure 2.7: Business and Management Goals**

<b>Fiscally Sound Business and Management Structure</b>	<b>Benchmark</b>
<del>1. The school will implement fiscal policies and controls.</del>	<del>• The school will involve at least one business and finance expert as a board member or advisor. • The school will meet 100% of state financial reporting deadlines. • The school will receive an unqualified audit opinion on annual audits.</del>
<del>2. The school will maintain a healthy budget and cash flow.</del>	<del>• The school's budget will be approved by its Board of Directors by July 1 each year. • The school will meet student recruitment and enrollment goals. • The school will maintain at least a 5% cash reserve.</del>

**Figure 2.8: Parent and Community Involvement Goals**

Parent and Community Involvement	Benchmark
1. Parents will be welcomed and involved in the school.	<ul style="list-style-type: none"><li>80% of parents or guardians will participate in parent-teacher conferences at the school.</li><li>80% of parents or guardians will participate in a school activity throughout the year.</li></ul>
2. The school will involve members of the community in a variety of ways.	<ul style="list-style-type: none"><li>Opportunities at the school will involve volunteers and instructors from the community.</li></ul>

## ELEMENT C: ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

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*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).*

### **Assessment of Student Outcome Goals**

~~The KIPP middle school's~~Heritage affirms that, 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 ("SARC"). Specific methods of measurement are identified for each student outcome in Element B.

~~KIPP Heritage's~~ mission is to prepare our students to succeed in high school, college and beyond by developing in them the knowledge, skills, and character essential to ~~thrive academically, shapesucceed while maintaining~~ their ~~futures, identities~~ and ~~positively impact the world connections to this community~~. This includes ~~takingworking with~~ "at-risk" populations ~~and puttingto place~~ them onto a college track. While understanding that such skill mastery occurs in gradual steps, ~~the KIPP middle school~~Heritage will continue to measure the impact and success of its academic programs utilizing several forms of evaluation and assessment.

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

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

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

~~Tools to check for student understanding of academic content and skills include informal verbal check-ins throughout lessons, class work and homework. These assessment tools allow a teacher to~~

gauge the level of understanding for individual lesson objectives. Quizzes, tests, essays, projects and other performance-based assessments provide more formal gauges of a student's mastery of a particular unit of study and the corresponding state academic standards.

The KIPP middle school students will participate in the STAR standardized testing program or a new state testing program built on the common core standards. Students will take the California Standards Tests (or a new state test) to officially assess student mastery of state academic standards. Students designated as English Language Learners will take the CELDT to assess literacy and communication levels in the English language. Students will also take the NWEA MAP assessment to assess growth in mathematics, language and reading. This data is used in particular to inform instructional decisions and compare student performance at The KIPP middle school to that of other KIPP students across the nation and measure year-over-year growth for students.

Student assessment will begin in summer school. During the summer session, the school will assess the current skill level of students in all subject areas. To collect additional baseline measures, each teacher will either choose or design a comprehensive diagnostic subject area assessment for their subject to be administered during the summer session, or will utilize a KIPP Bay Area Schools' common assessment. This will allow the school to determine the relative strengths of the students as a whole and individually. It will also frame the plan for each subject so that each individual teacher can design instructional units to best meet the needs of his/her students and bring them up to the school and state standards.

### **Multiple, Varied Assessments**

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

These assessments measure progress towards content and performance standards constructed by the teacher at the beginning of the year. These assessments may or may not be graded, but serve an essential role in communicating a student's deficits and growth to the student, his or her family, and teachers. Some of these assessments assess basic content and skill knowledge. Other assessments measure more sophisticated performance abilities, such as writing a speech in English class, participating in a debate in social studies class, or solving a complex equation in math class. Teachers modify their instructional plans based upon the results of these assessments. In addition to the assessments outlined in Figure 3.1 the following performance evaluation and assessment tools to be used include:

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

- ~~KIPP Bay Area Schools' common assessments~~
- ~~Projects~~
- ~~Homework~~
- ~~Class attendance~~

### **Alignment of Assessments**

The student outcome and performance goals from Element B will be assessed as indicated in the following table. Please note that these assessments may change with the state's implementation of the common core standards.

#### **Figure 3.1: Student Academic Outcome Goals & Corresponding Assessment**

KIPP Heritage's assessment strategy is based on two core beliefs:

- **Common assessments ensure everyone has a high bar.** Common assessment data helps us to understand and calibrate KIPP Heritage'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 17 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 Heritage utilizes can be considered as two measures of progress leading to the same summit: college readiness.

The first - **Standards Mastery** - has many guideposts to ensure students are staying on the right path during their climb. Rather than only mid- and end-of-year milestones, there are numerous checkpoints for feedback on progress and independent abilities. Daily teaching and learning should be focused on this grade-level, sequential progression towards mastery of college-ready standards over time.

The second measure of progress - **Growth** - provides guideposts along the way, but tells students how they compare to others on the climb. Students have their "vitals" taken at the start of this climb so that they know what kind of progression they need to make to maintain or exceed the pace of their peers. At each milestone, students and teachers will understand if they are climbing the mountain at the rate necessary to maximize their potential. However, teachers do not utilize this data to inform daily instruction. Instead, it is used to set appropriately rigorous goals, occasionally adjust student groupings, and monitor college readiness levels over time.

The two measures are inherently related, as rigorous efforts on the standards mastery path pay off in

the form of substantial growth and ultimate college-ready achievement, whereas milestone growth checks inform whether our curricular and instructional choices are paying off over time.

### **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 assessments for each assessment type to comprise an effective annual assessment plan. Please see Appendix 18 for KIPP Bay Area's assessment vision and plan across the organization for the 2018-19 school year.

**Table 12: KIPP Heritage Assessment Types, Descriptions, and Frequencies**

Academic Goals	Benchmark Type	Description of Assessment	How to Use the Data	Frequency
Diagnostic	<b><u>Diagnostic and progress monitoring</u></b>	<ul style="list-style-type: none"> <li>● Fountas and Pinnell ("F&amp;P")</li> <li>● MAP in Reading and Math</li> <li>● ELPAC</li> </ul>	<ul style="list-style-type: none"> <li>● Students will demonstrate proficiency in the understanding and application of mathematical computation and problem solving. Inform reading instruction and interventions</li> <li>● Monitor math and reading</li> </ul>	<p>Student mathematics will exceed the average performance levels of their peers in schools with similar demographics in the District. F&amp;P: 4x/year MAP: 3x/year ELPAC: 1x/year for students new to public school</p> <ul style="list-style-type: none"> <li>● California Standards Test (CST)</li> <li>● California Modified</li> <li>● Assessment (as appropriate)</li> <li>● Benchmark Exams</li> </ul>

			<u>growth</u> <u>1. Determine EL status and inform supports</u>		
<u>2. Students will become proficient readers of the English language.</u>		Student English-language arts will exceed the average performance levels of their peers in schools with similar demographics in the District.	<ul style="list-style-type: none"> <li>—CST</li> <li>—California Modified <u>Assessment</u> (as appropriate)</li> <li>—Benchmark Exams</li> <li>—Biannual DRA testing</li> </ul>		
<u>3. Students will become proficient writers of the English language.</u> <u>Formative</u>	<u>Daily / Weekly</u>	<ul style="list-style-type: none"> <li>• <u>Exit Tickets (Eureka, teacher-created)</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Students writing assessments will exceed the average performance levels of students in schools with similar demographics in the District.</u> <u>Measure end of lesson mastery to inform instruction for the following day or following week</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>CST (Grade 7)</u></li> <li>• <u>California Modified</u></li> <li>• <u>Assessment (as appropriate)</u></li> <li>• <u>Sample portfolios and writing samples</u></li> <li>• <u>California English Language Development Test (CELDT)</u></li> <li>• <u>Benchmark Exams Daily and, in some cases, weekly</u></li> </ul>	
<u>4. Students will demonstrate competency and understanding in the application of scientific concepts, principles, reasoning, and theories.</u>	<u>Curriculum Based</u>	<ul style="list-style-type: none"> <li>• <u>Student science assessments will exceed the average performance levels of students in schools with similar demographics in the District.</u> <u>Teacher-created weekly assessments</u></li> <li>• <u>Eureka Topic Assessments</u></li> <li>• <u>Eureka mid- and end-of- module assessments</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>CST (Grade 8)</u></li> <li>• <u>California Modified</u></li> <li>• <u>Assessment (as appropriate)</u></li> <li>• <u>Lab reports</u> <ul style="list-style-type: none"> <li>• <u>Teacher-made tests</u> <u>Measure mastery of taught standards, strategies, and skills.</u></li> </ul> </li> <li>• <u>Use to identify re-teaching needs, grouping of students, remedial strategies,</u></li> </ul>	<u>Mid- and end-of-module.</u>	

		<ul style="list-style-type: none"> <li>● <u>Teacher created Checkpoints and end-of-module assessments</u></li> <li>● <u>Other subject end-of-unit tests (i.e. Amplify for Science, History Assessments of Thinking for Social Studies)</u></li> </ul>	<u>enrichment strategies, or other RTI strategies.</u>	
<u>Students will understand, analyze, and evaluate history, geography, and social studies.</u>	<u>Interim</u>	<ul style="list-style-type: none"> <li>● <u>Student social studies assessments will exceed the average performance levels of students in schools with similar demographics in the District.</u></li> <li>● <u>Smarter Balanced-aligned performance tasks</u></li> </ul>	<ul style="list-style-type: none"> <li>● <u>CST (Grade 8)</u></li> <li>● <u>California Modified Measure mastery of standards to date (some provide predictive data ahead of summative) Assessment (as appropriate)</u></li> <li>● <u>Teacher-made tests</u></li> </ul>	<u>Math: 2x/year</u> <u>ELA: 3x/year</u>
<u>Summative</u>	<u>End-of-Year</u>	<ul style="list-style-type: none"> <li>● <u>Students will demonstrate competency in their knowledge and understanding of fundamental concepts.</u></li> <li>● <u>SBAC</u></li> <li>● <u>MAP in Reading and Math</u></li> <li>● <u>ELPAC</u></li> <li>● <u>CAST</u></li> </ul>	<p>Students will possess a strong foundation of basic academic skills and will maintain progress towards benchmarks of proficiency in all academic subjects as defined by state content standards.</p> <ul style="list-style-type: none"> <li>● <u>100% of English Language Learners who started the KIPP middle school in fifth grade will gain English proficiency by the time they matriculate to high school.</u></li> <li>● <u>Measure annual achievement and growth</u></li> <li>● <u>Inform class and group placement</u></li> <li>● <u>Inform growth goals</u></li> </ul>	<ul style="list-style-type: none"> <li>● <u>California English Language Development Test (CELDT)</u></li> <li>● <u>Number of students reclassified as Fully English Proficient</u></li> <li>● <u>Biannual DRA testing</u></li> <li>● <u>State Assessments: Annually</u></li> <li>● <u>MAP: 3x/year</u></li> <li>● <u>ELPAC: 1x/year for all ELs</u></li> </ul>

			and college readiness	
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## Assessment

### **Figure 3.2: ~~of Student Character Outcome Goals & Corresponding~~ Assessment**

#### **Student Assessment and Data Driven Instruction**

KIPP Heritage teachers and leaders use data to drive decision making on a daily basis. Using the MAP and Fountas and Pinnell assessments in the summer, teachers determine students' learning levels. The MAP assessment 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 student 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 of the State 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 student, by groups of students, 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 student achievement, the data analysis, and the action plan. During this data conference, the coach may push for clarity, serve as a thought partner, or guide the discussion depending on the teacher's skillset. After the data conference, the coach 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 students 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 student.

These interim assessment cycles are the main measure for determining whether scholars are meeting their achievement targets. They help teachers see whether students have retained information over

time and are periodic touch points that are aligned to the CAASPP. With this alignment, the KIPP Heritage team knows that students are on track to meeting CAASPP goals. These cycles also allow the Leadership Team to track progress toward school wide achievement goals. The Leadership Team uses this data 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 Heritage, 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 Heritage uses 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 are expected to bring together exit tickets to analyze student performance as a form of feedback on their teaching.

### **Progress Monitoring and Data Gathering**

Goals are rigorous and individualized to ensure that students 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 Heritage 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 Heritage leadership team and the structures in place for responding to that data throughout the year. The Leadership team evaluates all of the following data on an ongoing basis.

**Table 13: Structures for Responding to Data**

Character Goals frequency	Assessment Benchmark	Assessment Response Structure
1. Students will demonstrate strong study skills. Ongoing	At least 90% of daily homework assignments will be completed and turned in. Weekly Formative and Summative Assessments (including Exit Tickets)	<ul style="list-style-type: none"> <li>“Paychecks” and Grade reporting One-on-one and Content Team meetings—leadership meets with appropriate teachers and CTs to support and hold accountable.</li> </ul>
2. Stu	At least 95% of	<ul style="list-style-type: none"> <li>Student attendance</li> </ul>

<p>students will demonstrate a strong work ethic. 8-10 week cycles</p>	<p>students will attend school on a daily basis. Interim and / or module Assessments</p>	<p>reporting Data Days and Data Conferences—time to make plans, tweak these plans and be held accountable toward implementing them.</p>
<p>3. Students will demonstrate teamwork. 3xs / year</p>	<p>Each year, 100% of the KIPP middle school students will work collaboratively within a small group to complete and present a group project in at least one class. F&amp;P</p>	<ul style="list-style-type: none"> <li>Teacher-made project rubrics Weekly, AP dives into the data and adjusts these meetings based on trends.</li> </ul>
<p>4. Students will demonstrate high school and college awareness and involvement. Mid-Year and End of Year</p>	<p>Beginning in the fifth grade, 90% of students will visit and evaluate at least one high school and / or university each year. MAP</p>	<ul style="list-style-type: none"> <li>Attendance at field lessons PD right after winter break—time to step back and analyze growth and achievement according to MAP goals.</li> </ul>
<p>5. Students will develop strong social skills. Annual</p>	<p>At least 80% of all extended learning enrichment programs that the KIPP middle school students attend will report that the KIPP middle school students were hard working, responsible, and respectful. CAASPP</p>	<ul style="list-style-type: none"> <li>Survey administered to extended learning enrichment partners 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.</li> </ul>

## Administration Use of Data

Charter School staff, students, and parents use data on student progress and outcomes to guide instruction, understand individual student needs, and develop strategies for meeting individual and school-wide goals.

KIPP Heritage collects, analyzes, and reports student data and performance by subject and grade level. The data will also be disaggregated annually in KIPP Bay Area's own annual report as well as the SARC to

clearly identify the academic performance of students by subgroups. Relevant information about the Charter School is communicated clearly to parents and community members.

### **How Staff Use Student Data**

On a regular basis, data from assessments is reviewed alongside other school data through staff Communities of Practice, wherein School Leaders, Assistant Principals and Instructional Leaders meet on a monthly basis and analyze the data and progress towards goals. This information informs school-wide professional development and teacher-level coaching needs.

All KIPP Heritage staff also participates in regional professional development days, taking place several times throughout the school year, where all KIPP Bay Area teachers gather to calibrate and discuss student work and identify opportunities for ongoing improvement to their practice and instruction. Teachers review and interpret interim assessment results on both the ~~State and National Tests~~ 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 regional leadership and the regional Academic Supports Team also closely review student and school-level data on a regular basis to determine how to provide the resources, strategies and supports for our schools. The regional team also enables schools across our region to compare aggregate data and work together to share best practices. Please see the section on “Classroom, School-wide, and Region-wide Assessment” below for additional details about how KIPP uses data and measures at a regional level.

### **How Students Use Their Own Data**

KIPP Heritage students 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 receive report cards for each marking period as well as regular reports on academic progress. Report cards and progress reports are mastery-based in order to develop an orientation toward how their own agency and effort can impact academic goals. Students also know and understand the results from their individual CAASPP and MAP assessments and the implications for reaching college readiness. In addition to reports, students learn to track and interpret individual data generated through personalized learning platforms and content.

### **How Families Use Student Data**

KIPP Heritage parents and guardians have regular access to information and data on their students’ experience, both academically and socially. At the core of keeping parents informed of student progress and experience are relationships – parents have ready and easy access to their students’ teachers via phone, text, email and opportunities to meet in-person. KIPP Heritage maintains a culture of open

contact and availability of teachers to both students and parents.

In addition, parents receive report cards for their students at each marking period. All parents of students of concern are 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 Heritage and, ultimately, in college and beyond.

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

The KIPP middle school will administer all state and national tests for grades five through eight as determined by the state and national testing schedule. The school administers the following tests at each grade level as outlined in Figure 3.3 below. The shaded boxes below indicate times when a test is not administered.

, School-wide, and Region-wide  
**Figure 3.3: KIPP Middle School Testing Schedule by Grade**

	STAR	GELDT (if	NWEA MAP	Physical Fitness
5 <sup>th</sup> Grade	X	X	X	X
6 <sup>th</sup> Grade	X	X	X	
7 <sup>th</sup> Grade	X	X	X	X
8 <sup>th</sup> Grade	X	X	X	

### **Additional Assessments**

Constant measurement and assessment is a hallmark of all KIPP Schools. In addition to administering the STAR system, KIPP middle school may administer the Northwest Evaluation Association Measures of Academic Progress (MAP) assessment. The MAP was chosen because it allows the school to compare student performance with many KIPP schools across the country and to measure year-over-year student growth. This data is used to compare different sets of classes, gains and losses across years and within-year student gains, all in an effort to improve instructional materials, school-developed assessments, instructional methods and sequencing.

Each year, school-wide STAR and MAP data will be disaggregated by race and socioeconomic status. The KIPP middle school expects students in each racial and each socioeconomic group to demonstrate substantially similar improvements in STAR and MAP scores. Data for individual students will be reported to each student's family. As soon as data is released, it will be carefully examined by the faculty; substantial disparities in improvement across racial or class lines may

result in modification of curriculum, schedule, school staffing, or provision of support services.

## Assessment of School Outcome Goals

The school outcome goals listed in Element B are assessed as indicated in the following table:

**Figure 3.4: School Outcome Goals and Corresponding Assessment**

School Outcome Goals	Assessment
1. The school will achieve and maintain an API above 800 and will exceed the average performance levels of schools in similar areas on the Academic Performance Index.	• STAR system, which includes the California Standards Test or a new state test based on the Common Core standards.
2. The school's mobility, truancy, and dropout rates will be below the district norm.	• Student attendance and reporting forms.
3. The school's attendance rates will be 95% or higher.	• Student attendance and reporting forms.
4. The school will successfully track at least 90% of students as they leave KIPP in 8 <sup>th</sup> grade into their college years.	• School placement database/tracking system.
5. The school will share best practices and lessons learned with other KIPP schools as well as charter and District schools within FMSD and across the state.	• Attend at workshops, local and national charter conferences.

KIPP Heritage

Other indicators of progress include parent, student, and teacher satisfaction, attendance rates, and teacher retention rates.

## Classroom and School-wide Assessment

The KIPP middle school's staff will be held accountable for assessing their students, classrooms, and the school 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 may include the use of the following data: are tied to KIPP Bay Area's six essential questions. This framework is used to assess whether our schools, regions and national network are effectively serving the broader KIPP mission. The following performance indicators are reviewed on a regular basis by the KIPP Bay Area Regional Leadership Team and the KIPP Bay Area Board to assess the health of the Charter School.

Pre-

**Table 14: Six Essential Questions and post-assessments of class Performance Indicators**

<u>KIPP Bay Area's Six Essential Questions</u>	<u>Performance Indicator</u>
<u>Q1: Who is our student community?</u>	<ul style="list-style-type: none"> <li>● <u>Enrollment</u></li> <li>● <u>% students who qualify for FRPM</u></li> <li>● <u>% students with an IEP</u></li> <li>● <u>% English Learners</u></li> </ul>
<u>Q2: Are we creating positive school cultures where students stay and thrive?</u>	<ul style="list-style-type: none"> <li>● <u>Student retention</u></li> <li>● <u>Chronic absenteeism</u></li> <li>● <u>Suspension rate</u></li> <li>● <u>Middle to high school matriculation</u></li> <li>● <u>Students who feel they belong</u></li> <li>● <u>% of parents who would recommend KIPP</u></li> </ul>
<u>Q3: Are our students progressing and achieving academically?</u>	<ul style="list-style-type: none"> <li>● <u>Student outcomes on MAP assessments</u></li> <li>● <u>Student outcomes on SBAC assessments</u></li> <li>● <u>High school students, grades 10-12, taking, passing AP Exams</u></li> <li>● <u>Student outcomes on ACT (11<sup>th</sup> grade)</u></li> </ul>
<u>Q4: Are our students prepared to lead choice filled lives?</u>	<ul style="list-style-type: none"> <li>● <u>High school graduation rate</u></li> <li>● <u>College matriculation</u></li> <li>● <u>College persistence rate</u></li> <li>● <u>Estimated college completion rate</u></li> <li>● <u>Actual college completion rate</u></li> </ul>
<u>Q5: Are we building a diverse and inclusive people model?</u>	<ul style="list-style-type: none"> <li>● <u>Teacher retention</u></li> <li>● <u>Non-teacher staff retention</u></li> <li>● <u>Percentage of staff and percentage of leadership who identify as people of color</u></li> <li>● <u>Variance in promotion and retention by race/gender</u></li> <li>● <u>Percentage of staff that agree to the following statement on the TNTP survey: My school/region has an inclusive culture where staff from diverse backgrounds and perspectives can excel</u></li> </ul>
<u>Q6: Are we building a responsible financial model?</u>	<ul style="list-style-type: none"> <li>● <u>Schools meeting enrollment target</u></li> <li>● <u>Attendance rate</u></li> <li>● <u>Cash as % of annual expenses</u></li> <li>● <u>Operating cash flow</u></li> <li>● <u>Philanthropy Raised/Target</u></li> </ul>

Stakeholder feedback and satisfaction is a critical input into our school and regional evaluations. KIPP Heritage 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. 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 Charter School leadership analyze the results of each survey, with the ability to learn from each other, and benchmark against other schools in the Bay Area region and across KIPP schools nationally. The results of our stakeholder surveys are key components in the annual performance using subject-specific criteria (e.g., scored essays, mathematics assessments, and standardized evaluations for KIPP Heritage leadership and KIPP Bay Area's regional leadership.

### **Additional Accountability Provision**

- KIPP Heritage is accountable to multiple constituencies: students and their families, the KIPP Bay Area Board of Directors, the KIPP Foundation, the Franklin-McKinley 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 Heritage and KIPP Bay Area staff complete a cycle of inquiry in which all collected student data including test scores from the STAR and MAP), daily attendance records, examples of student work and student/parent surveys are evaluated, strengths and weaknesses are identified, and a course for school wide improvement and growth is charted for the upcoming year.

- ~~Participation in co-curricular activities~~
- ~~Student, parent and teacher satisfaction (as determined by surveys and retention rates)~~
- ~~Percentage of graduated students enrolled in college-preparatory high schools and colleges~~

While the above evaluations and assessments are necessary to ensure KIPP Heritage is meeting our objectives, the ultimate evaluation is the continued success of our graduates completing college and growing into fulfilling, choice-filled lives. In addition to the data collected during the students' high school years, student success is monitored in college and used to evaluate KIPP Heritage's success in seeing students graduate from college.

## ELEMENT D: GOVERNANCE AND LEGAL ISSUES

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*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 Affirmations Structure

The ~~KIPP middle school~~ Charter School will ~~be non-sectarian in its programs, admissions policies, employment practices~~ continue to be a directly funded independent charter school, and ~~all other operations, will not charge tuition, and will not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).~~

The ~~KIPP middle school and~~ be operated by KIPP Bay Area Schools ~~will comply with all applicable federal, state and local laws. KIPP Bay Area Schools will retain its own legal counsel when necessary. Both the KIPP middle school and KIPP Bay Area Schools will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of FMSD's insurance program or its own insurance program.~~

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

The ~~KIPP middle school, the KIPP Bay Area Schools Board of Directors, any administrators, managers or employees, and any other committees of the school will comply with federal, state, and local laws, nonprofit integrity standards, and the District's policies and regulations regarding ethics and conflicts of interest.~~

~~KIPP Bay Area Schools is solely responsible for the debts and obligations of the KIPP middle school.~~

### Legal Structure

The ~~charter holder and applicant of this charter petition is KIPP Bay Area Schools~~, a non-profit ~~organization~~ 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 ~~State of California and FMSSD District~~ for the implementation of ~~the KIPP middle school~~ Heritage's charter. KIPP Bay Area ~~Schools~~ exists to ensure that ~~the KIPP middle school~~ Heritage adheres to the proven success of the KIPP model and to this charter, and that ~~the KIPP middle school~~ Heritage has the resources and support necessary to be successful. The Board of KIPP Bay Area ~~Schools will govern the~~ governs KIPP ~~middle school~~ Heritage.

~~KIPP Bay Area Schools is a duly constituted California Nonprofit Public Benefit Corporation, is governed in accordance with applicable California Corporations Code sections, and is wholly accountable to FMUSD's Board of Education. KIPP Heritage will continue to 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 H~~Appendices 19, 20 and 21 for the organizational documents of KIPP Bay Area Schools, including ~~articles~~the Articles of incorporation, bylawsIncorporation, Bylaws, and ~~draft conflicts code~~Conflict of Interest Code.

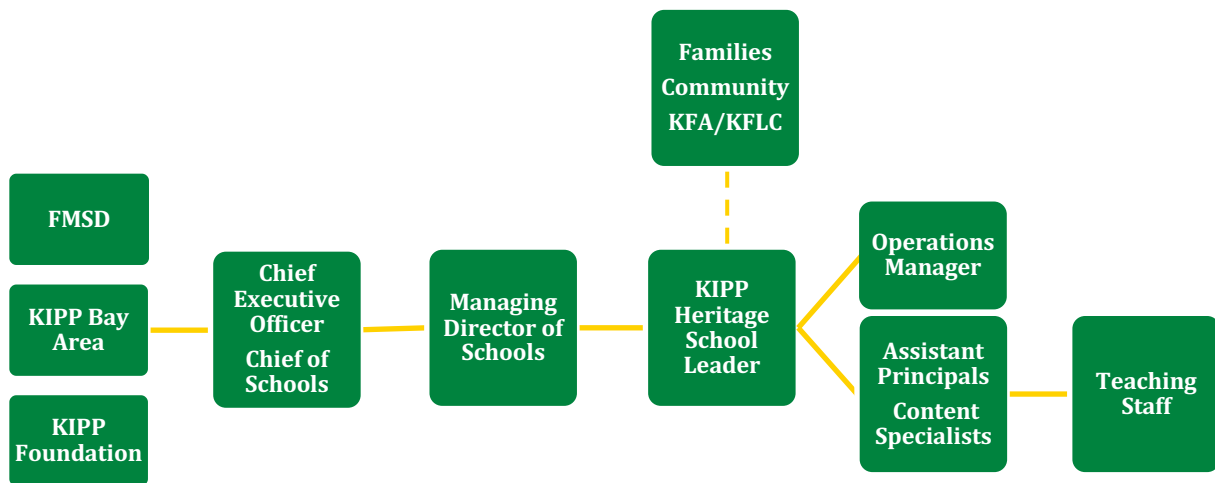
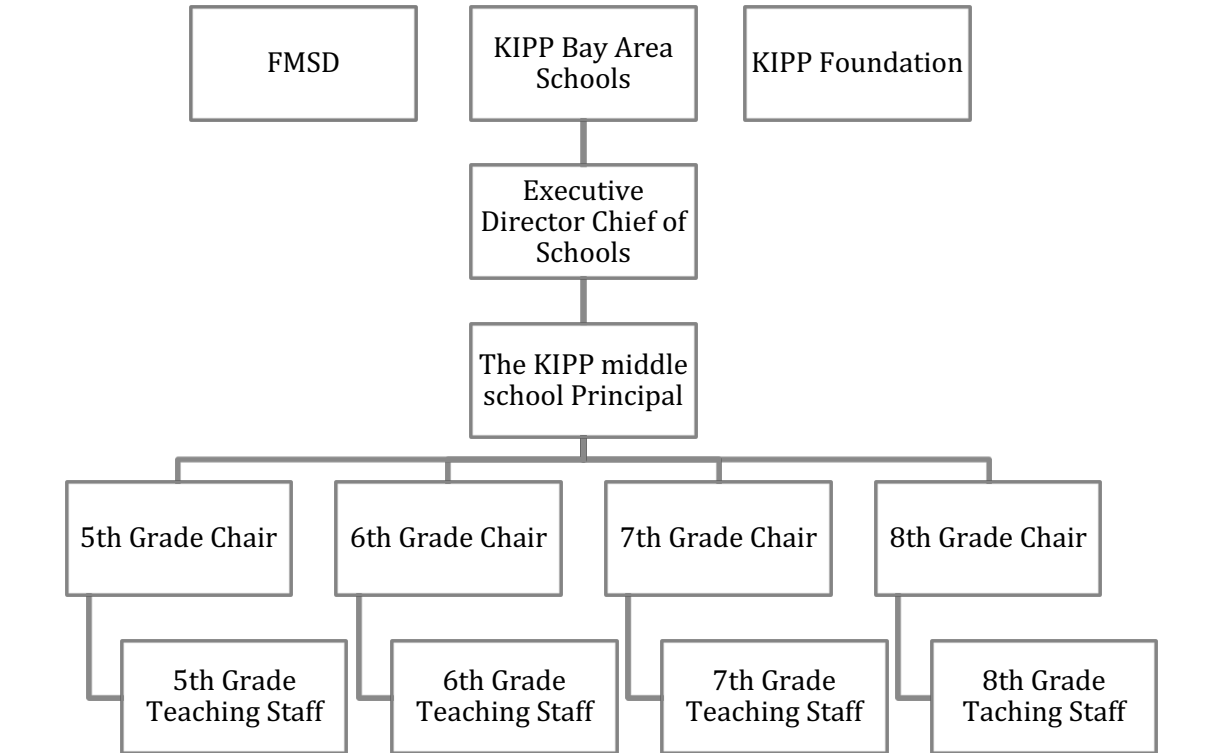
## **Governance Structure**

The governance structure of KIPP Bay Area ~~Schools achieve~~sserves three primary objectives:

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

Below is an organizational chart of ~~the KIPP middle school's~~Heritage's governance structure, ~~including the KIPP Bay Area Schools Board of Directors and the KIPP middle school teaching staff.~~;

Figure 4.1:10. KIPP ~~middle school~~Heritage Organizational ~~Reporting~~Structure



Assistant  
Principals  
Content  
Specialists

## **Board of Directors**

### **The KIPP Bay Area Board of Directors**

~~The KIPP Bay Area Schools (“the Board of Directors (“the Board”) will be”) is~~ the governing body of ~~the KIPP middle school~~Heritage. Please see Appendix 122 for the Board’s job description, list of ~~board~~Board members, and their biographies.

Governance, policy-making authority, and fiduciary responsibility for ~~the KIPP middle school will rest~~Heritage rests with the KIPP Bay Area ~~Schools’~~ Board of Directors. The Board ~~will work~~works closely with its Chief Executive Director/Officer and the Principal/School Leader of ~~the KIPP middle school~~Heritage to implement KIPP’s educational philosophy ~~as set forth in the Five Pillars. KIPP Bay Area Schools and the KIPP middle school will maintain in effect general liability and board errors and omissions insurance policies. Governance, policy-making authority, and fiduciary responsibility for KIPP Bay Area Schools will rest with the Board of Directors.~~

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

### **Composition of KIPP Bay Area SchoolsArea’s Board of Directors**

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

~~KIPP Bay Area Schools’ bylaws, attached and incorporated by reference herein, permit one representative of the District to serve on the organization’s Board of Directors, should the District choose to appoint one. The District representative will help to facilitate communication and mutual understanding between KIPP Bay Area Schools and FMSSD.~~

KIPP Bay Area’s Board will be comprised of 20 directors for the 2018-19 school year, pursuant to its bylaws, which allows for no less than 15 and no more than 27 directors. Board members are elected to serve three-year terms and may serve up to three consecutive terms. In accordance with Education Code Section 47604(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~~Board member ~~and completion of a nomination form.~~
- Cultivation of prospective Board member
- The Board's Governance Committee reviews nominations quarterly and ranks prospective members based on their ~~qualifications and desire to serve.~~ability to meet KIPP's strategic goals and maintain KIPP Bay Area's best-in-class Board

The Governance Committee cultivates prospective ~~board~~Board members in the following ways:

- ~~Delivers an information packet with~~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,~~ Board member roles and responsibilities, meeting schedule, committee structure, etc.).
- Prospective ~~board~~Board member visits one or more schools operated by KIPP Bay Area ~~Schools~~.
- Prospective ~~board~~Board member meets with the Chief Executive ~~Director~~Officer of KIPP Bay Area ~~Schools~~.
- Prospective ~~board~~Board member interviews with the Governance Committee ~~Member.~~member(s)
- Prospective ~~board~~Board member interviews with the Board ~~Chair or Vice Chair.~~Chairperson
- Governance Committee presents formal recommendation to the full ~~board~~Board of KIPP Bay Area
- ~~Schools~~; Board votes on prospective candidate(s).
- Board ~~Chair~~Chairperson meets with the candidate and extends offer to join KIPP Bay Area ~~Schools~~ Board of Directors.

## Board Selection Process

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

- A dedication to furthering the vision and mission of KIPP Bay Area ~~Schools~~.
- Willingness to volunteer for one or more ~~board~~Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.
- Ability to work within a team structure.
- Expectation that all ~~children~~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 ~~Principals~~School Leaders of KIPP Bay ~~Area Schools~~Area's respective charter schools, including KIPP Heritage. The Board is empowered to:

- Ensure that ~~the KIPP middle school~~Heritage adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP Bay Area ~~Schools~~ policies.
- Hold the ~~Principal~~School Leader of ~~the KIPP middle school~~Heritage and the ~~Chief~~ Executive ~~Director~~Officer of KIPP Bay Area ~~Schools~~ accountable for the academic and fiscal performance of the ~~school~~Charter School
- ~~Provide support to the KIPP middle school for additional fund-raising, marketing and other services as needs arise.~~
- Advocate on behalf of ~~the KIPP middle school~~Heritage 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' Area~~ mission, vision, and strategic direction:
- Recruit, support, and evaluate the ~~Chief~~ Executive ~~Director~~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~~Board members.
- Assess ~~board~~Board performance.
- The KIPP Bay Area SchoolsProvide support to KIPP Heritage for additional fundraising, marketing and other services as needs arise

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached as Appendix 21.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual Board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

### **Board Meetings**

The KIPP Bay Area Board of Directors meets at least quarterly. Meetings follow Robert's Rules of Order. Meeting notices and agendas are posted publicly in high-traffic areas at the school, such as the administrative office, as well as on the school's KIPP Bay Area website, in compliance with the requirements of the Brown Act. Approved minutes from the previous Board meeting will be available, upon request, in the administrative office. The Board Secretary will be 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 will be limited to members of the full board of KIPP Bay Area Schools; however, non-board-a Board committee may invite individuals who are not directors to participate in Board committee meetings, but these individuals shall not have voting power and shall not be held out as members may serve as advisors to board committees of the Board committee. 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 constant health and effectiveness of the full board and the work it performs for the organization. The committee focuses on board evaluation, composition, recruiting, nominating, training and education.
- Audit and Risk Management. The Audit and Risk Management Committee 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 also includes several advisory committees, whose membership is not limited to directors. Advisory committees of the board include the following:

- Development. The Development Committee ensures that the full board is focused on

~~fundraising, provides valuable input into the fundraising plan and engages the entire board in the fundraising effort without detracting from the Board's governance responsibilities.~~

- ~~● **Facilities.** The Facilities Committee assists the Board in the Board's oversight of the organization's facility needs, operations and planning.~~

~~The KIPP Bay Area Schools~~The KIPP Bay Area 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 will have~~has and ~~exercise~~exercises the right to regularly inspect and evaluate the operations and performance of ~~the KIPP middle school~~Heritage to ensure that the ~~school's~~Charter School's educational programs are closely monitored and maintaining KIPP standards.

## **Role and Responsibilities of the Chief Executive Director~~Officer~~ in Governance**

The Chief Executive ~~Director~~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 schools within it. The Chief Executive ~~Director's~~Officer's primary goal is to ensure the high quality, strategic growth and operational sustainability of KIPP schools in their region. Key responsibilities include:

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

Please see Appendix ~~J~~23 for job descriptions of KIPP Bay ~~Area Schools'~~Area's Chief Executive ~~Director~~Officer and the regional leadership team.

## **Methods for Holding Governance Structure Accountable to Engaging Parents and Schoolthe Community**

### **Parent and Family Engagement**

KIPP Bay Area Schools'Heritage operates under the premise that the teachers, parents/families, and students must work together as partners to create the potential for a quality education. Parents and families are a vital part of this partnership. KIPP Heritage involves parents and families as key stakeholders in the Charter School. KIPP Heritage utilizes opportunities for parent and family engagement and seeks feedback from them as key partners in the success of the Charter School.

Opportunities for family involvement include participation in the KIPP Family Association ("KFA") 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 Heritage parents are encouraged to join the KFA/KFLC, a direct forum for the School Leader and families to engage in ongoing collaboration to ensure the success of the Charter School. The KFA/KFLC advises and assists 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 leadership, or via the KFA/KFLC. In addition, we seek opportunities for members of the Board and regional leadership to reach out with parents, either by hosting in-person Q&A sessions onsite at the Charter School or by enabling parents to present their testimony during Board meetings. Parents and family members are welcome at KIPP Heritage and are encouraged to volunteer at the Charter School through a variety of opportunities, although there will not be a required number of volunteer hours or days.

### **School Site Council**

KIPP Heritage has voluntarily established a School Site Council ("SSC") as its chosen method of meeting federal requirements applicable to Title I recipients, as well as to meet Single Plan for Student Achievement/Local Educational Agency Plan/Single School District Plan requirements. The SSC will operate while KIPP Heritage receives Title I funds. The SSC shall be composed of: the School Leader; teachers selected by teachers at the Charter School; other Charter School personnel selected by other Charter School personnel at the Charter School; and parents of students attending the Charter School and/or community members selected by such parents. Half of the SSC will be made up of Charter School staff, the majority of which must be teachers, and half will be made up of parents (this half may include elected community representatives at parents' discretion).

SSC members must be chosen by their peers. No additional membership qualifications may be required. Beyond the composition requirements stated above, no member position on the SSC may be reserved for any group or individual. SSC membership may be determined by ballot or may be decided in an open meeting by voice vote. The SSC will elect members for a two-year term, with elections for half the members held in even years and half in odd years. This practice ensures that the SSC will not be composed entirely of new members each year.

### **Community Engagement**

Building strong links with the local community is critically important to KIPP Heritage's success. KIPP Heritage respects and honors the East San Jose neighborhood and San Jose community and its history and traditions. In an effort to celebrate the richness the community has to offer, KIPP Heritage seeks to partner with individuals and organizations in the community that complement KIPP's mission. KIPP Heritage also utilizes opportunities for parental involvement as a way to solicit feedback from the community.

KIPP Heritage creates 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's management team and/or Board of Directors ~~will respond~~responds to all parent and community concerns. Any individual or group may bring complaints or concerns to the management team and/or Board for any reason. Such complaints or concerns directed to the Board ~~will be~~are submitted to the Board ~~at least up to~~at least one week prior to the next ~~board~~Board meeting. Complaints submitted later will be addressed at the subsequent Board meeting ~~of the Board~~. Emergency issues ~~will be~~are dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort ~~will be~~is made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, shall direct the Principal/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.

## **Parental and Community Involvement**

### **Parental Involvement**

~~The KIPP middle school will operate under the premise that the teachers, parents, and students must work together as partners to create the potential for a quality education. Parents will be a vital part of this partnership. Throughout the school development process and beyond, the KIPP middle school will involve parents as key stakeholders in the school~~

~~Other opportunities for parent involvement include parent-teacher conferences, report card pick up, parent night and newsletters, local field trips, and a multitude of student sponsored events each year. The KIPP middle school plans to provide seminars for parents on the college admissions and financial aid process as well as on other pressing needs of the student population. Parents will be encouraged to join the KIPP Parent Association.~~

### **Community Involvement**

~~Building strong links with the local community is critically important to the KIPP middle school's success. The KIPP middle school will seek to partner with individuals and organizations in the community that complement KIPP's mission. These outreach efforts may include working with community organizations such as the Boys and Girls Club, Castilleja School, Harker School, the~~

~~YMCA, Girls for Change, CTY, Teach For America and other community organizations and businesses in the neighborhoods in which most of our students live and where the school is located.~~

~~The KIPP middle school will also create opportunities to involve members of the community in supporting the school. The school's volunteer program may be composed of community members, the business community, college students, middle school students, and parents. Volunteers may perform duties that include small group tutorials, office assistance, career days, and hosting job shadowing visits.~~

~~The school's health curriculum will include various community-based organizations that will help students understand nutrition, hygiene, drug and alcohol abuse, and family crisis management. The school will strive to foster a supportive family environment inside the classroom and throughout the school and community so that students have pride in themselves, their school, their family, their heritage, and their community.~~

## ELEMENT E: EMPLOYEE QUALIFICATIONS

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

### **Teacher Certification**

~~The KIPP middle school will conform~~Heritage conforms to the legal requirement of Education Code Section 47605(l) that all core, college preparatory charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other certification equivalent to that which a teacher in other public schools would be required to hold. ~~KIPP Bay Area Schools will employ teachers at KIPP middle school who are highly qualified and fully compliant with No Child Left Behind requirements. Certified teachers will be~~Certified teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the ~~school's~~Charter School's operational policies. ~~KIPP Bay Area Schools will maintain a current copy of teacher certificates on file and ready for inspection. The Principal~~School Leader, together with the Human Resources team at KIPP Bay Area ~~Schools, will monitor, monitors~~ the credentials and ~~ensure that the necessary documentation is on file.~~ensures teachers hold their certification(s). KIPP Bay Area ~~Schools~~ may also employ or retain non-certificated instructional support staff at the ~~school~~Charter School in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the ~~school's~~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 staff are available upon request. A valid and appropriate teaching credential is the qualification that teachers must meet in order to work at KIPP middle school.~~

### **Commitment**

KIPP Heritage 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 Heritage will be a School of Choice and no employee will be required to be employed. KIPP Heritage 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 staff at KIPP Heritage.

## **Staff Commitments**

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

All KIPP ~~middle school~~Heritage faculty will commit to:

- Abide by applicable federal, state, and local laws.
- Maintain a professional relationship with all students and a high level of professional conduct.
- Refrain from the abuse of alcohol or drugs during the course of professional practice.
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property.
- Comply with state, federal, and local laws regarding the confidentiality of student records.
- Fulfill the terms and obligations detailed in ~~KIPP middle school's~~the Charter School's charter.
- File necessary reports of child abuse.
- Adhere to all guidelines in KIPP Heritage's Staff Handbook (Appendix 11) and KIPP Bay Area Staff Handbook (Appendix 12).
- Unquestioned integrity and commitment to KIPP Bay Area 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 24 for the KIPP Leadership and Competency Model.

Biographies for the 2018-2019 KIPP Heritage team, including the leadership team, can be found in Appendix 25. The following detail the roles, responsibilities, and qualifications of KIPP Heritage's leadership team:

### **School Leader**

Reporting to a Managing Director of Schools for KIPP Bay Area, the School Leader coordinates all school-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 Heritage'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. The role of the School Leader is to realize the mission and vision of KIPP Heritage 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's 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 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 Charter 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 regional activities and practices, helping to ensure the success of all KIPP Bay Area students.
- 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 and Content Specialists**

The Assistant Principal and Content Specialists support the Charter School in driving academic and social emotional learning outcomes for students as a key member of the Charter School’s leadership team. The Assistant Principal and Content Specialists are expected to lead both instruction and school culture, while developing the skills of the Charter School’s emerging leaders. The Assistant Principal and Content Specialists will be actively developed for school leadership, should consider themselves 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.

#### **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 regional team, 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 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, KIPP regional and Charter 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 Heritage 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. middle school's-Teachers will additionally be responsible for ensuring the Charter School's values are lived through the Charter School's culture. Teachers at KIPP Heritage 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 they will relish the opportunity to imbue our students with a love for learning. Teachers must also be committed to KIPP Bay Area's mission, while possessing the beliefs, character traits, and skills necessary to ensure student growth and achievement.

### **Qualifications, skills, and qualities:**

- Hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
- Commitment to Excellence 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, 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 include, but are not limited to:**

#### Individualized Educational Program Case Management

- Responsible for academic progress of students while working with staff and families to provide excellent educational opportunities for exceptional students.
- Appraise academic, behavioral, and perceptual 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.
- Develop Individual Education Plans in accordance with federal, state, SELPA and KIPP standards.
- Facilitate Individual Education Plans meetings.
- Ensure Individual Education Plans 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 and school specific guidelines.

#### Training/Consultation

- Consults with the rest of the IEP team to ensure all team members are aware of student strengths and needs to ensure the "total child" is addressed.
- 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 programs for Charter School and community personnel.
- Provide parent education to assist parents in the understanding and remediation of exceptional needs when appropriate.

#### Interpersonal and Agency Relations / Communications

- Confer frequently 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 related service providers to ensure students receive all prescribed Individual Education Plan 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 Individual Education Plans.
- Keep attendance records, computerized Individual Education Plans records and all other records pertinent to the special education program for the state reports and program accountability.
- Participate in KIPP Bay Area's Special Education Community of Practice for maintenance of standards and evaluation of special education services.
- Perform other duties as assigned.

#### **Qualifications, skills, and qualities:**

- Valid California Credential or license authorizing service in grade levels and areas assigned as an Education Specialist.
- Two years of successful, full time teaching experience in Special Education, preferred.
- Possession of either BCLAD or CLAD certification is highly desirable.
- Demonstrated success teaching students from educationally under-served 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.
- Unquestioned integrity and commitment to KIPP Bay Area and our students.

## **Non-Instructional Staff**

The following section details the roles, responsibilities, and qualifications of the KIPP Heritage 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.

#### **Responsibilities may include, but are not limited to:**

- Under the direction of the Education Specialist, 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 which may involve use of approved positive reinforcement strategies, behavior modification, other skills or knowledge to establish and maintain appropriate behaviors.

- 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 testing accommodations, including supervising students completing tests in a separate location or during an extended time.
- Provide Education Specialist with information on student progress through observation, daily contact, and maintenance of accurate data trackers, student progress records/logs.
- Assist in establishing and maintaining a clean, safe, and cooperative classroom and learning environment.
- Assist physically disabled students with personal hygiene and grooming functions, including toileting, diapering, eating, dressing, and other self-help skills.
- Report suspected health problems to the appropriate school personnel.
- 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 Specialist.
- Attend and participate in IEP meetings, parent-teacher conferences, and Student Study Meetings.
- Maintain professional standards and competence through participation in professional growth opportunities provided by KIPP Bay Area and in self-directed professional growth activities.
- Perform other duties as assigned.

#### **Qualifications, skills, and qualities:**

- Demonstrate at least one of the following:
  - Completed at least two years of study at an institution of higher education - defined as completion of 48 semester hours (or equivalent trimester hours) of college coursework;
  - or
  - Obtained an associate (or higher) degree; or
  - Pass the CBEST or a local assessment of knowledge and skills in assisting in instruction that is appropriate to the responsibilities to be assigned to the paraeducator.
- Paid or volunteer experience working with or serving individuals with autism or behavioral deficits is preferred.
- Proficiency in the native language(s) of the community preferred.
- A deep passion for social justice and equity for all children; believes that all students can achieve at the highest levels, regardless of demography.
- Experience working with a diverse staff and students.
- Excellent organizational, planning, and implementation skills.
- Excellent communication and interpersonal skills.
- Results-oriented team player who is dedicated to getting the job done.
- Unquestioned integrity and commitment to KIPP Bay Area's mission and values.

## **Mental Health Counselor**

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

### **Responsibilities:**

#### **Mental Health Services**

- Create and implement educationally related mental health service for the purposes of fostering better mental health and positive learning environments for students.
- 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.
- Provide crisis intervention, assessments, and triage of students.

#### **Case Coordination**

- Coordinate with other Charter School support staff (i.e. School Psychologist) to provide direct counseling services to student.
- Complete educationally related mental health services ("ERMHS") assessments including observations, interviews, standardized tests, and report writing for students in special education; present assessment findings (i.e. ERMHS report) at IEP meeting and make determination about eligibility for mental health services.
- Determine IEP goals and services for students qualifying for ERMHS and monitor student progress toward IEP goal attainment using special education database system ("SEIS")
- Participate as a member of the IEP team.
- Collaborate with and be part of any coordinated meetings as the mental health professional.

#### **School Team, Parents and Community**

- 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
- Maintain relationships and effectively communicate with Charter School leadership team, teachers, and parents in all facets of the position. Attend and participate in a variety of meetings, conferences and workshops, including, but not limited to, IEP and SELPA meetings.
- 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.

#### **Professional Practice**

- Adhere to the ethical standards and codes of the profession and to the established rules, regulations, and laws governing special education programs.
- Adhere to IDEA timelines and to schedules, policies and procedures as determined by KIPP Bay Area.
- Develop and maintain appropriate administrative and treatment records related to client care in accordance to standards and policies specified by KIPP Bay Area.

- Practice professional renewal through a variety of means such as attending conferences, workshops, and seminars and through participation in professional growth opportunities provided by KIPP Bay Area.
- Perform other duties as assigned (not to include non-counseling or other duties that could compromise potential counseling relationships).

#### **Qualifications, skills, and qualities:**

- Required: Possession of counseling licensure (or intern) as dictated by the California Board of Behavioral and Social Sciences or relevant state licensing board.
- Master's Degree in Psychology, Social Work, Counseling, Marriage and Family Therapy, or a related field. PPS Credential in School Psychology preferred.
- At least one year of experience (2+ years preferred) providing mental health services in school-based settings, and/or in a community mental health setting.

#### **Other Requirements:**

- 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 the philosophy, goals, and mission of KIPP Bay Area and to providing community-based, culturally competent, and client centered mental health treatment and prevention services for the Charter School community.
- Strong interpersonal skills and the ability to work effectively, function independently, and interact professionally with a diverse, multicultural, and interdisciplinary staff of all levels.
- Knowledge of crisis intervention, strong work ethic, demonstrated flexibility, superior time management and boundary-holding skills.
- 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.
- Unquestioned integrity and commitment to KIPP Bay Area's mission and values.
- Demonstrated success with students from educationally underserved areas.
- Ability to travel within SF Bay Area with own transportation (mileage reimbursed).

## **Hiring Procedure**

~~The KIPP middle school will recruit~~ Heritage recruits teachers through various channels including but not limited to Education Week, Teach ~~For~~ for America, ~~RISE~~ Idealist, Ed-Join, the KIPP Bay Area ~~Schools~~ website, ~~and~~ graduate schools of education, Teacher Residency Programs, LinkedIn and referrals. The KIPP Bay Area ~~Schools~~ Regional Support Office ~~will support the~~ supports KIPP ~~middle school~~ Heritage with talent recruitment, primarily by advertising open positions and conducting early-stage interviews.

Prospective teachers usually teach ~~a demonstration~~ lesson/lessons that must be student-driven and exhibit a strong command of the subject area. Each applicant ~~will undergo~~ undergoes formal and informal interviews to ensure that his/her values are aligned with the KIPP educational philosophy. The

~~Principal will be~~ School Leader is responsible for the final hiring decision ~~of all Charter School employees.~~

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~~ are required to provide a full disclosure statement regarding prior criminal records. ~~All staff will be required to produce documents for U.S.~~ The Charter School shall verify employment authorization. For medical safety, eligibility of all staff must have medical clearance including proof of medical examination ~~Charter School staff pursuant to all applicable state and federal requirements. In accordance with Education Section 49406 and Health and Safety Code Sections 121525 -121555, all Charter School employees shall undergo a Mantoux tuberculosis (TB) test.~~ Charter School staff pursuant to all applicable state and federal requirements. In accordance with Education Section 49406 and Health and Safety Code Sections 121525 -121555, all Charter School employees shall undergo a Mantoux tuberculosis (TB) test. ~~and examination, if necessary, upon hire and every four years thereafter.~~

## Compensation

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

It is ~~KIPP's~~ KIPP Bay Area'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~~ are 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 has a formalized salary scale that will be updated as necessary to adjust for cost of living standards. Standards of professional conduct ~~will be~~ are clearly explained in the Employee Handbook.

## School Management

~~The Principal will be responsible for the implementation of all aspects of this charter, and for the day-to-day operations and management of the school.~~

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

## Role and Responsibilities of the Principal

~~Reporting to the Chief Schools Officer for KIPP Bay Area Schools, the Principal coordinates all campus level planning and decision making that involve the school's professional staff, parents, and community members. The Principal coordinates with these stakeholders in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This structure allows the Principal, teachers, parents, and the community~~

to make school-based decisions within the boundaries of the decisions and policies set by the executive team and Board of Directors of KIPP Bay Area Schools.

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

The qualifications, skills, and qualities of the Principal include the following:

- ~~Bachelor's degree (required); Master's degree (preferred).~~
- ~~A minimum of 3-5 years teaching in a low income school with demonstrated exemplary results.~~
- ~~At least 2 years of leadership in a low income school with demonstrated exemplary results.~~
- ~~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 work with diverse student body and staff.~~
- ~~Ability to exercise excellent judgment in decision-making.~~
- ~~Strategic thinking and proactive problem-solving.~~
- ~~Ability to effectively balance the larger vision and plan for the school with ensuring that day-to-day operations are sound.~~
- ~~Team player.~~
- ~~Ability to effectively manage instructional and non-instructional personnel.~~
- ~~Ability to evaluate instructional programs and teaching effectiveness.~~
- ~~Excellent communication, public relations, and interpersonal skills.~~
- ~~Ability to implement effective business systems that ensure proper stewardship of school funds.~~
- ~~Knowledge in the selection, training and supervision of personnel.~~

## **Role and Responsibilities of Teachers**

~~Reporting to the Principal, teachers 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 school's values are lived through the school's culture.~~

## **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. ~~The KIPP middle school will hire~~Heritage prioritizes hiring outstanding, committed teachers familiar with the population of students the ~~school~~Charter School serves. Much is expected of KIPP teachers. In addition to the extended time in class, teachers are expected to be wholly focused on the ~~school's~~Charter School's mission, committed to its values, and open to collaboration and constant learning.

In return, KIPP Bay Area teachers are treated as the professionals that they are. They are supported in their professional growth with ~~ample~~ time for planning and collaboration, ~~stipends for conferences and school visits~~ coaching, and resources for improving instruction. Teachers at KIPP Heritage are encouraged to regularly visit each other's classrooms to create consistency in content of lessons as well as classroom culture, and to learn from their peers. To continually improve instruction and the implementation of the KIPP model at the ~~school~~ Charter School, teachers have the opportunity to receive feedback from ~~their peers and the school's~~ 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, ~~a desk~~, and high-speed Internet access. In addition to school-site professional development budgets, Teachers have the opportunity to apply for funds from KIPP Bay Area ~~Schools~~ to support their professional growth.

## Professional Development

At ~~the KIPP middle school~~ Heritage, the Principal ~~School Leader~~ and instructional leadership team ~~will~~ set the tone and develop the conditions under which staff members ~~will~~ become the keepers of the ~~school's~~ Charter School's culture and values and grow as teachers and learners. As a result, staff development ~~will support~~ supports the ~~school's~~ Charter School's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning in staff orientation before summer school, the Principal ~~School Leader~~ and instructional leadership team ~~will~~ ensure that teachers fully understand and support the ~~school's~~ Charter School's mission, goals, and basic values, emphasizing a rigorous, standards-based college-preparatory program. This orientation involves specific activities designed to align the staff and foster teamwork, such as ~~visiting other KIPP schools~~ learning about our community through community, student, and schools of excellence ~~family panels~~.

During the school year, staff development continues through professional development days, whole staff meetings, and department and grade level team meetings. Over the course of the year, teachers may receive two weeks of professional development during which they are trained to function effectively within the parameters of the ~~school~~ Charter School and to meet the goals outlined in the accountability plan. Teachers are encouraged to observe each other and other excellent teachers in the community and receive regular feedback on their performance, goals, and growth.

Prior to the summer program for students, teachers ~~will~~ attend staff development sessions ~~in order to provide teachers with an opportunity~~ to design their goals, objectives, and curriculum for the summer and the upcoming school year. Once the summer program has ended, teachers ~~will~~ continue their preparation by ~~designing a~~ adapting curriculum ~~for the fall that~~ to address the specific needs and interests of the students identified during the summer.

KIPP teachers consistently exchange best practices with each other and teachers at similar schools. Professional development involves structured whole staff and small group practice, and is individualized to best serve each teacher's needs. Teachers may also receive approximately 40 hours of professional development at conferences sponsored by the KIPP Foundation, including the KIPP School Leadership Programs and the Research for Better Teaching programs. Finally, staff may participate in online communities of teachers throughout the KIPP network of schools.

## Staff Evaluation Plan

The ~~Principal~~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~~is based on those standards.

The ~~school will establish~~Charter School has established clearly defined criteria for performance reviews that ~~may include~~includes:

- ~~Commitment to the school's~~Charter School's mission and goals
- ~~Successful implementation of the curriculum and educational philosophy~~
- ~~High level of professionalism~~
- ~~High level of accomplishment~~
- ~~Effective participation in the school's~~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~~
- Evaluation based on the KIPP Bay Area's Teaching Excellence Rubric

Those teachers failing to adhere to the guidelines outlined above, and/or failing to meet the specifications of the evaluation plan, will be subject to dismissal or may not have their employment renewed at the request of the ~~Principal~~School Leader. See ~~Figure 5.1~~Table 15 for a sample teacher evaluation plan.

**Figure 5.1: Table 15: Sample Staff Evaluation Plan**

Frequency	Mode of Evaluation
<b>Weekly</b>	<ul style="list-style-type: none"> <li>•• <del>5-10-15</del> minute observations focused on a particular aspect of teaching excellence</li> </ul>
<b><del>Six-Month</del>Mid-Year Evaluation</b>	<ul style="list-style-type: none"> <li>•• <del>Full class observation</del></li> <li>•• <del>Review professional goals: means of achievement and criteria for success</del></li> <li>•• <del>Describe performance related to criteria</del></li> <li>• <del>Compare performance to criteria</del></li> <li>•</li> </ul>
<b>Annual End of Year Evaluation</b>	<ul style="list-style-type: none"> <li>•• <del>Discuss evaluation</del></li> <li>•• <del>Convey findings of evaluation</del></li> <li>•• <del>Discuss goals for next year</del></li> <li>•• <del>Supervisor summarizes goals, criteria, and findings</del></li> <li>•• <del>Teacher reads summary and responds</del></li> </ul>

## ELEMENT F: HEALTH AND SAFETY PROCEDURES

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*Governing Law:* The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in [Education Code] Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, KIPP Bay Area ~~Schools will adopt~~adopts and ~~implement~~implements full health and safety procedures and risk management policies at the KIPP ~~middle school~~Heritage site in consultation with its insurance carriers and risk management experts. ~~A full draft will be provided to the District for review at least 30 days prior to operation.~~KIPP Heritage's Emergency Handbook is available as Appendix 26.

The following is a summary of the health and safety policies ~~that will be implemented at the school of~~KIPP Heritage:

### Employees

#### The Procedures for Background Checks

KIPP ~~middle school~~Heritage and KIPP Bay Area ~~Schools will~~ comply with all provisions and procedures of Education Code Sections 44237 and 45125.1, ~~including the requirement that~~ for all employees and contractors and employees (to submit to a condition of criminal background check and to furnish a criminal record summary. All applicants for employment for each new employee not possessing a valid California Teaching Credential) must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. ~~All employees of KIPP Bay Area Schools will be fingerprinted upon employment.~~KIPP Heritage shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Human Resources ~~Manager~~Department of KIPP Bay Area ~~Schools~~ shall monitor compliance with this policy, and will report to the KIPP Bay ~~Area Schools~~Area's Board of ~~Directors~~ on a regular basis. 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.~~

#### The KIPP ~~middle school~~ will comply with the requirement that all students and staffMandated Child Abuse Reporters

All staff at KIPP Heritage are mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

#### Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students,

and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### **Drug Free/Alcohol Free/Smoke Free Environment**

KIPP Heritage shall function as a drug, alcohol and smoke free environment.

## **Students**

### **Immunizations and Health Screenings**

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations to the same extent that this is required for non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster. ~~The Additionally, KIPP middle school shall provide for the~~Heritage complies with applicable student immunization and health screening requirements.

### **Medication at School**

KIPP Heritage adheres to Education Code Section 49423 regarding administration of students' medication in school. Students requiring prescription medications and other medicines during school hours are accommodated. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

### **Vision, Hearing, Scoliosis**

Students will be screened for vision, hearing, and scoliosis to the same extent that is required for non-charter public schools in accordance with Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the ~~school.~~ Charter School.

### **Diabetes**

~~The KIPP middle school will adhere to Education Code Section 49423 regarding administration of medication in school. The KIPP middle school~~Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

~~As stated in Element E (Employee Qualifications), 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. 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, and to follow all mandated child abuse reporting laws. Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.~~

1. The KIPP middle school~~A description of type 2 diabetes~~
2. A description of the risk factors and warning signs associated with type 2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
4. A description of treatments and prevention methods of type 2 diabetes
5. A description of the different types of diabetes screening tests available

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

### **Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

### **Blood Borne Pathogens**

KIPP Heritage shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the Charter School. KIPP Heritage has established an infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

### **Comprehensive Discrimination and Harassment Policies and Procedures**

KIPP Heritage is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon ~~such factors as~~ 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, pregnancy, physical or mental disability, childbirth or related medical conditions, 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 ~~of the characteristics listed in Education Code Section 220. The school~~ other basis protected by federal, state, local law, ordinance or regulation. KIPP Bay Area has developed a comprehensive policy to prevent and immediately address any concerns about ~~sexual~~ discrimination or harassment at the ~~school~~ Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the ~~school’s~~ Charter School’s anti-discrimination and harassment policy, which is outlined in detail in the ~~school’s Employee~~ KIPP Bay Area Staff Handbook: (Appendix 12).

## Safety Plan

~~The KIPP middle school Heritage~~ shall adhere to a safety plan, as outlined in the ~~Employee KIPP Heritage Emergency Handbook, which shall be~~ drafted specifically to meet the needs of the school site ~~in conjunction with law enforcement and the Fire Marshall. (Appendix 26).~~ The safety plan ~~will include~~includes a comprehensive set of health, safety and risk management policies that ~~will~~ address, at a minimum, policies and procedures for responses to disasters and emergencies, including fires and earthquakes; ~~policies relating to the administration of prescription drugs and other medicines;~~ blood borne pathogens, and a policy establishing ~~the school KIPP Heritage~~ as a drug, alcohol and tobacco free workplace. Instructional and administrative staff shall also receive training in emergency response including “first responder training” or its equivalent.

## Facility Safety

~~The KIPP middle school Heritage~~ shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code.

KIPP Heritage  
~~Pursuant to Proposition 39, the school will seek District facilities beginning in the school’s first year of operation as a charter school, starting August 2014. In the event that the school, for any reason, operates wholly or partially in facilities other than those provided by FMSD, the school will not be hampered in meeting the goals and objectives set forth in this charter. The school~~ shall ensure that prior to commencement of operations such facilities shall comply with local building and zoning ordinances ~~and that school shall have obtained permits under local ordinances for operating a school in such facilities. The school will maintain complete records documenting said compliance, and will maintain on file a copy of all facility inspection records, including the Certificate of Occupancy. The school agrees to.~~ KIPP Heritage will test sprinkler systems, fire extinguishers, and fire alarms ~~annually~~ at its facilities to ensure that they are maintained in an operable condition at all times. ~~If located in FMSD facilities, the school shall conduct fire drills in conjunction with the District.~~

## ELEMENT G: MEANS TO ACHIEVE ETHNIC AND RACIAL BALANCE

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*Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

KIPP Heritage 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. ~~The KIPP middle school may take any of the following steps to ensure that students who are representative of the school's respective communities be recruited and feel welcome:~~ KIPP Heritage strives 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 Franklin-McKinley School District.

KIPP Heritage may take any of the following steps to recruit and welcome all students who are representative of San Jose's diverse communities:

- ◆◆ Bring diverse staff on recruiting visits, including ~~relevant foreign language-speaking teachers~~those fluent in the native languages of families
- ◆◆ Post flyers and notices in ~~community hubs, including~~ local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhoods
- ◆◆ Develop marketing materials in multiple languages ~~and with appropriate cultural context~~
- ◆◆ Visit and speak at local community based organizations in targeted low-income neighborhoods
- ◆◆ Visit and explain to prospective students and their families the purpose of ~~the KIPP middle school~~Heritage
- ◆◆ Conduct parent information sessions to elaborate on the commitment involved with attending ~~the KIPP middle school~~Heritage
- ◆◆ Canvas neighborhoods to reach interested families
- ◆◆ Promote the ~~school~~Charter School at neighborhood ~~festivals~~events
- ◆◆ Make local school visits
- ◆◆ Encourage referrals from ~~other KIPPsters~~students and families ~~at other KIPP schools~~
- ◆◆ Speak at civic organizations, with a particular focus on local community populations
- ◆◆ Place advertisements in local newspapers and community association newsletters

- ◆● Speak on local radio stations
- ◆● Invite local television and print media reporters to report on the ~~school~~Charter School
- ◆● Encourage teacher referrals from other campuses

~~The KIPP middle school will keep on file documentation of the efforts the school made to achieve student-KIPP Heritage shall evaluate its~~ racial and ethnic balance and ~~the results it achieved~~adjust recruitment practices, as ~~well as an accurate accounting of the needed~~, in order to build a school community that reflects the racial and ethnic ~~and racial~~ balance of ~~students enrolled in the school~~the general population residing within the geographic boundaries of the District.

## ELEMENT H: ADMISSIONS REQUIREMENTS ADMISSION POLICIES AND PROCEDURES

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*Governing Law: Admission ~~requirements, if applicable, policies and procedures, consistent with~~ [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).*

KIPP Heritage ~~Academy will be~~ is a free public school that is open to all residents of the State of California. ~~The school will~~ KIPP Heritage ~~does~~ 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 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any-. KIPP Heritage shall be nonsectarian in its programs, admission policies, and all other characteristic that is contained in operations, and will not charge tuition. Families' inability to pay for materials or activities will not preclude students from being admitted to the definition of hate crimes set forth Charter School or participating in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics); these activities.

KIPP Heritage ~~Academy~~ shall admit all pupils who wish to attend the ~~school~~ Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the ~~school~~ Charter School. KIPP Heritage ~~Academy~~ will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or of his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

KIPP Heritage ~~Academy, when fully grown (after four years of enrolling one new grade per year) will~~ continue to serve approximately ~~400~~448 students in grades five fifth through eight eighth grade. Formal recruitment of incoming students ~~begins in or after the~~ may begin as early as fall of each calendar year for the following school year. KIPP Heritage ~~Academy will~~ shall advertise open enrollment, and interested families ~~will~~ shall be able to meet with staff to review the expectations of the Charter School. The Charter School's website includes information that allows students and parents to be informed about the Charter School's operation as a charter school—, its educational programs, and the academic expectations of students.

### Public Random Drawing

Following the open enrollment period each year, (typically between October and February), applications shall be counted to determine whether any grade level has received more applications than ~~available~~ seats availability. In the event ~~that~~ applications exceed capacity, a public random drawing will be held (typically 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.

~~In~~ Enrollment preferences in the ~~event~~ case of a public random drawing, ~~enrollment preference~~ shall be

as follows:

1. Siblings<sup>32</sup> of current students~~and children~~
- ~~1.2. Children~~ of employees
- ~~2.3. Students who reside within the District and are eligible for free and reduced price meals (FRPM).~~
- ~~3.4. Students who reside within the District and are not eligible for FRPM~~
- ~~4.5. Students who reside outside the District and are eligible for FRPM~~
6. ~~If additional spaces remain in any grade after all such interested students have been enrolled, the balance will be filled by other interested students. If more such students apply than the number of available spaces remaining, a waiting list will be kept for each grade in the event that additional spaces become available. This wait list~~All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Leader). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of 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.

~~Notwithstanding~~ The public random drawing process will be open to the public, transparent, and fair. It will be held in a public space large enough to accommodate all interested in attending the drawing and a neutral member of KIPP Bay Area's regional staff will conduct the drawing process. Parents and

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<sup>32</sup> Siblings given preference in the public random drawing are defined as those who share a biological parent, legal guardian or primary caregiver.

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 above, 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.

All applicants who have been admitted must submit the following registration documents:

1. Basic student and parent/guardian information
2. Indication of whether the student may require special education or related services, the student's home language and whether the student may be an English Learner
3. Authorization for the Charter School to request and receive student records from all schools the student has previously attended or is currently attending
4. Proof of full immunization or exemption from a medical professional
5. Proof of health examinations and oral examination required by the Health and Safety Code
6. Proof of age
7. Emergency Card
8. Proof of residency
9. KIPP Through College Consent Form (8th graders only)

Pursuant to federal and state guidelines, KIPP Heritage ~~Academy~~ reserves the right to modify the admissions and public random drawing ~~processes and~~ 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~~ Charter School receives ~~PCSGP~~such funds. Such changes to comply with ~~the~~ PCSGP ~~will or CSP shall~~ not be deemed a material revision of the charter and KIPP ~~middle school~~ Heritage is authorized to pledge compliance with ~~the PCSGP's~~ PCSGP and/or CSP admissions requirements as a condition of receipt of these funds. ~~Such changes to comply with the PCSGP will require approval of the District Superintendent. Any changes to the admissions and public random drawing processes and procedures other than as necessary to comply with the PCSGP shall be deemed a material revision of the charter and shall be processed in accordance with Education Code Sections 47607 and 47605.~~

## ELEMENT I: FINANCIAL AUDIT

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*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 ~~the KIPP middle school~~ Heritage will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the ~~school~~ Charter School will be kept in accordance with generally accepted accounting principles, (“GAAP”), and as required by applicable law ~~and~~, 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 the KIPP middle school’s financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and~~ Risk Management Committee. This audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide, and will verify the accuracy of ~~the KIPP middle school’s~~ Heritage’s financial statements ~~(including its Balance Sheet, Income Statement and Cash Flow Statement)~~, attendance and enrollment accounting practices, and internal controls.

The Audit and Risk Management Committee annually oversees the selection of an independent auditor who has experience in education finance, and will oversee the completion of an annual audit of KIPP Heritage’s financial books and records. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required by applicable federal law, the scope of this audit will be expanded to include any relevant items or processes identified in applicable Office of Management and Budget Circulars. KIPP Bay Area ~~Schools~~ will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The ~~school~~ Charter School will also make available the receivable and disbursement files.

The annual audit will be completed each year and will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15<sup>th</sup> of December of each year. KIPP Bay Area’s most recent audit report is included in Appendix 27.

The Audit ~~and~~ Risk Management Committee will review any audit exceptions or deficiencies and report recommendations to the ~~full board of~~ KIPP Bay Area ~~Schools~~ Board as to how these have been, or will be, resolved. The Board will act upon these recommendations, and report its actions to the District, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disagreement ~~by~~ between the District ~~and the Charter School~~ concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element 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 ~~the KIPP middle school Heritage~~ will be public record, to be provided to the public upon request. KIPP Bay Area will budget in the cost of a full financial audit in its yearly budgeting process.

## ELEMENT J: STUDENT DISCIPLINE, SUSPENSION AND EXPULSION PROCEDURES

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Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

The KIPP Bay Area Schools Board of Directors has established a KIPP Bay Area 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 Heritage staff seeks 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 Charter School community even after strong disciplinary actions such as suspensions.

KIPP Heritage implements restorative justice practices. KIPP Heritage builds on an understanding of the history and context of San Jose 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** ~~(please refer to Appendix L)~~

KIPP Heritage staff are committed to providing a safe learning environment for all students. KIPP Heritage 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 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 school. When the Charter School. In creating this policy is violated, it may be, 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 to suspend or expel a student from regular classroom instruction. The policy, modification of the lists of offenses for which students are subject to suspension or expulsion. The Pupil Suspension and Expulsion Policy shall serve as the KIPP middle school's Heritage'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. The Policy has been updated to reflect changes in law regarding due process for students who are facing suspension, expulsion, and involuntary removal, consistent with AB 1360, which became effective on January 1, 2018. Such revisions include greater emphasis of the due process already established for suspension of fewer than 10 days, which includes notice of the charges, an explanation of the evidence to support the charges, and an opportunity for the student to present his or her side of the story; for suspensions of longer than 10 days and expulsion, which includes timely written notice of the charges against the student and an explanation of the student's basic rights, as well as a hearing adjudicated by a neutral officer; and add a statement regarding student involuntary removal.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the Student Handbook and 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 Heritage 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 Heritage also does not dismiss students with special needs who do not meet criteria for 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 ~~the KIPP middle school~~ Heritage shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that ~~these the~~ Policy ~~and Administrative Procedures are~~ is available on request at the Principal's School Leader's office.

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

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

- ~~Skirts and dresses must be worn no more than two inches above the knee~~
- ~~All pants must be worn with a belt that fits around the waist~~
- ~~All shirts must be tucked in~~
- ~~Makeup is not allowed~~
- ~~Sleeveless or cut-off shirts, blouses, and dresses are not tolerated~~
- ~~Overalls (jumpers) are not permitted~~
- ~~Earrings that are larger than one inch are not allowed~~
- ~~All sweatshirts must bear the logo of the KIPP middle school~~
- ~~Outer jackets may only be worn outside of the classroom~~

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

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

- ~~● Additional assignments to be completed at home and/or at school~~
- ~~● Detention after school~~
- ~~● Mandatory homework study hall after school~~
- ~~● Loss of incentives and school trips~~

## ELEMENT K: RETIREMENT ~~SYSTEM~~SYSTEMS

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*Governing Law:* The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

KIPP Bay Area ~~Schools~~ is committed to providing ~~a generous~~the most competitive benefit package to its teachers and staff. ~~that it can reasonably afford.~~ All KIPP ~~middle school~~Heritage staff ~~will~~ participate in the ~~federal social security~~Federal Social Security system. ~~In addition, staff will~~KIPP Heritage employees have the option to participate in ~~the~~ KIPP Bay ~~Area Schools~~Area's sponsored 401(~~Kk~~) retirement savings plan. ~~Today,~~ KIPP Bay Area ~~Schools~~currently matches eligible individual contributions up to 4% annually, of eligible compensation (including regular wages, overtime pay and the match vests over discretionary pay such as bonuses and stipends), capped at their annual salary. Employees are fully vested after three ~~(3)~~ years of service. Policies may change during the term of the charter. KIPP Bay ~~Area Schools will~~Area's Retirement Administrative Committee<sup>33</sup> routinely ~~review~~reviews potential retirement options for its faculty and staff and will provide the most valuable and convenient options to its employees that the organization can sustain. The Retirement Administrative Committee and Human Resources ~~Manager~~Department of KIPP Bay Area ~~Schools~~ is responsible for ensuring that all appropriate arrangements for retirement coverage have been made for employees.

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<sup>33</sup> KIPP Bay Area's Retirement Administrative Committee is a staff committee supervised by the Director of Human Resources.

## ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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*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~~may be required to attend ~~the KIPP middle school Heritage~~. The parent or guardian of each pupil enrolled in the ~~school~~Charter School shall be informed on admissions forms that the pupils have no right to admission to a particular school of ~~any~~any local education agency (or program of ~~any~~any local education agency) as a consequence of enrollment in ~~the KIPP middle school Heritage~~, except to the extent that such right is extended by the local education agency. A student who resides within the District who chooses not to attend ~~the KIPP middle school Heritage~~, or whose conduct requires that student's involuntary transfer from the ~~school~~Charter School, may attend ~~either a local public school within the District according to which s/he is assigned District policy or chooses. In addition, s/he can pursue an~~ at another school district or school within the District through the District's intra- and inter- district transfer ~~in accordance with existing enrollment and transfer policies of FMSD.~~

## ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

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*Governing Law: ~~A description of the~~ 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 ~~the KIPP middle school.~~ Permanent employees ~~Heritage. Employees~~ of ~~the~~ FMSD who leave their positions to work at ~~the KIPP middle school~~ Heritage will have no automatic rights of return to the District after employment by the ~~school~~ Charter School unless specifically granted by the District through a leave of absence or other agreement. ~~The KIPP middle school's~~ Heritage's employees shall have any right upon leaving the District to work in ~~the school~~ KIPP Heritage that the District (or its collective bargaining agreement) may specify, any rights of return to employment in a school district after employment in ~~the KIPP middle school~~ Heritage that the District may specify, and any other rights upon leaving employment to work in ~~the KIPP middle school~~ Heritage that the District determines to be reasonable and not in conflict with any law. ~~To the extent that it is consistent with the District's policies, as well as KIPP Bay Area Schools' adopted personnel policies, such employees may opt to purchase employee benefits from the District, or have the school purchase employee benefits on their behalf.~~

~~All employees of the KIPP middle 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.~~ Heritage. Employment by KIPP ~~Bay Area Schools~~ Heritage provides no rights of employment at any other entity, including any rights in the case of closure of ~~the school~~ KIPP Heritage. The District will determine whether former employees continue to earn service credit while employed at KIPP Heritage.

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

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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 the~~/KIPP ~~middle school~~Heritage and the District pursuant to their policies and; (b) ensuring the high operational standards of ~~the KIPP middle school~~Heritage while minimizing the oversight burdens on the District. With respect to each of these procedures, it is KIPP Bay ~~Area Schools'Area's~~ intention that all public commentary regarding the disputes 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 Heritage is amenable to altering said areas through a memorandum of understanding process to be mutually agreed upon.

### Disputes between KIPP Bay Area ~~Schools and/or~~ KIPP Middle ~~School~~Heritage and the District

KIPP Bay Area ~~Schools and/or the KIPP middle school~~Heritage and FMSD will be encouraged to attempt to resolve any disputes with FMSD amicably and reasonably without resorting to formal procedures. ~~The KIPP middle school and KIPP Bay Area Schools acknowledge the District's ongoing right to inspect or observe the school under Education Code Section 47607, et seq., and such inspection and observation is not subject to this dispute resolution mechanism.~~

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

The ~~Principal~~School Leader of ~~the KIPP middle school~~Heritage, the Chief Executive ~~Director~~Officer of KIPP Bay Area ~~Schools~~, and ~~the~~ Superintendent of FMSD, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, ~~not later if practicable, no more than five (5)~~ business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards

who shall jointly meet with the Superintendent, ~~the Principal of the KIPP middle school,~~ and the School Leader of KIPP Heritage and the Chief Executive Director/Officer of KIPP Bay Area ~~Schools,~~ or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from ~~receipt of the dispute statement~~ initial informal meeting. If this joint meeting fails to resolve the dispute, the Superintendent, ~~Chief Executive Director, and Principal Officer,~~ and School Leader, or their respective designees, 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, including whether the results are binding, shall be developed jointly by the Superintendent and the ~~Chief Executive Director/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 ~~FMSD~~ the District and ~~the KIPP middle school.~~ Heritage. If mediation does not resolve the dispute either party may pursue any other binding or nonbinding 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 ~~FMSD~~ the District and KIPP Bay Area ~~Schools.~~

## **Internal Disputes**

KIPP Heritage shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. KIPP Heritage will maintain a Uniform Complaint Policy and Procedures, as required by state law. KIPP Heritage'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 Heritage.

## **ELEMENT O: LABOR RELATIONS**

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*~~Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).~~*

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

ELEMENT O:

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

## **ELEMENT P: SCHOOL CLOSURE PROCEDURES**

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*Governing Law: ~~A description of the~~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)(~~PO~~).*

Should ~~the~~KIPP ~~middle school~~Heritage cease operation, KIPP Bay Area ~~Schools~~ shall comply with all portions of Education Code section 47605, ~~subdivision~~(b)(5)(~~PO~~) 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 ~~the~~KIPP ~~middle school~~Heritage shall be documented by official action of the Board of Directors of KIPP Bay Area ~~Schools~~. ("Closure Action"). The ~~action~~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. Written notification toClosure of the Charter School will be documented by official action of the Board of Directors of KIPP Bay Area ("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.
1. ~~The Charter School will promptly notify parents/guardians/caregivers of the enrolled and students of the KIPP middle school will be issued by the school within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to~~Charter School, the District ~~and other Districts whose attendance boundaries~~, the Santa Clara County Office of Education, the Charter School's SELPA, the KIPP middle schools ~~reside in within~~retirement systems in which the same time frame.
  - a. ~~The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.~~
  - b. ~~The process for transferring student records to the receiving schools shall be in accordance with District procedures for students moving from one school to another.~~
  - c. ~~Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework~~Charter School's employees participate, and credits that meet graduation requirements.
2. ~~Written notification to FMSD and other relevant Districts of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.~~
3. ~~Transfer of student records, including cumulative files, to the receiving schools, within seven calendar days from the determination of an Action to Close.~~

- ~~4. Written notification to the California Department of Education, the SELPA, and the federal social security system of the Closure Action shall be made by KIPP Bay Area Schools by registered mail within 72 hours of the decision to Closure Action.~~
- ~~5.2. All written notifications regarding the Closure Action shall include 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.~~
- ~~6. KIPP Bay Area Schools shall allow FMSD access, inspection and copying of all school records, including financial and attendance records, upon written request by the District.~~
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.
- ~~7.5. As applicable, KIPP Bay Area Schoolsthe Charter School will provide parents/guardians, students and FMSDthe 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. KIPP Bay Area SchoolsThe Charter School will ask FMSDthe District to store original records of the KIPP middle schoolCharter School students. All student records of the KIPP middle schoolCharter School shall be transferred to FMSDthe District upon Charter School closure. If FMSDthe District will not or cannot store the records, the KIPP middle schoolCharter School shall work with FMSDthe District to determine a suitable alternative location for storage.~~
- ~~8.6. All state assessment results, special education records, and personnel records will be transferred to and maintained by KIPP Bay Area Schoolsthe entity responsible for closure-related activities in accordance with applicable law.~~
- 1.7. A financial closeout audit of the school will be paid for by KIPP Bay Area Schools to determine the disposition of all assets and liabilities of the KIPP middle school, including plans for disposing of any net assets. 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 ~~KIPP middle school. The assets of the KIPP middle school shall first be prioritized towards paying any debts of the KIPP middle school including any overpayment or over apportionment of state funding, and any and all fees or sums owed to FMSD. All other assets shall be distributed in accordance with the applicable laws and regulations and, to the extent permitted, may be distributed by KIPP Bay Area Schools to other charter schools operated by KIPP Bay Area Schools. The final independent audit shall be completed within six months from the last day of student attendance and will be provided to FMSD promptly upon its completion.~~Charter School.

- ~~2. This audit~~The Charter School will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by the KIPP middle school will be the responsibility of KIPP Bay Area Schoolscomplete and not FMSD. KIPP Bay Area Schools understands and acknowledges that it will cover the outstanding debts or liabilities of the KIPP middle school. Any unused monies at the time of the audit will be returned to the appropriate funding source.
  - ~~3. KIPP Bay Area Schools understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds. Any FMSD property that is used by the KIPP middle school remains District property, is not an asset of the KIPP middle school, and must be returned to FMSD when the KIPP middle school closes.~~
  - ~~4. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the KIPP Bay Area Schools Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.~~
  - ~~5. The KIPP Bay Area Schools Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.~~
  - ~~6.8. In addition to a final audit, KIPP Bay Area Schools will also submit any required year-end financial reports and file any annual reports required pursuant to Education Code Section~~section 47604.33 to the California Department of Education and the District, in the form and time frame required.
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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 29, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **BUSINESS OPERATIONS**

### **MISCELLANEOUS CHARTER PROVISIONS**

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#### **Financial Plan and District Impact Statement**

~~The KIPP middle school will operate~~Heritage operates with a sound financial model. The operation of the ~~school~~Charter School is designed to be self-sufficient. However, KIPP Bay Area ~~Schools~~ may contract with FMSD for various operational services including leasing of facilities, food service, and special education services.

#### **Financial Position**

Due to a focus on a fiscally sound business and management structure, KIPP Bay Area ~~Schools~~ has received unqualified audit opinions year after year, ~~maintains~~. As of June 30<sup>th</sup>, 2017, KIPP Bay Area had a fund balance of approximately 50201% of annual expendituresexpenses, and held cash reserves totaling approximately 40123% of annual expenses. Similarly, as of June 30, 2011-30<sup>th</sup>, 2018, KIPP Bay Area had a fund balance of approximately 183% of annual expenses and held cash reserves totaling approximately 118% of annual expenses.<sup>34</sup>

~~The KIPP middle school's~~Heritage's funding sources ~~will be~~are 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, the~~, KIPP ~~middle school will supplement~~Heritage supplements public funding through philanthropic efforts in order to provide for the full KIPP educational program ~~and to offset state budget cuts. This fiscal year, . If KIPP Bay Area Schools raised more than \$6 million for its 2,500 students across seven schools. Although the fiscal year runs July 1 through June 30, the fundraising goal for each fiscal year is completed on a calendar year basis, so that the organization maintains a forward funding cycle. If the KIPP middle school's fundraising goal~~Heritage's financial goals were to fall short, the organization's substantial fund balance would provide a cushion while the ~~school~~Charter School made necessary changes to its operating model.

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

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<sup>34</sup> The financial information provided as of June 30<sup>th</sup>, 2018 has not yet been audited. The annual audit will occur in October 2018 to be completed by December 15<sup>th</sup>, 2018.

## Budgeting

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

The Chief Executive Director/Officer of KIPP Bay Area ~~Schools~~ will submit an annual budget for ~~the KIPP middle school~~ Heritage to its Board during the spring of each year. ~~The organization's~~ KIPP Bay Area's 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 middle school~~ Heritage is based on KIPP Bay ~~Area Schools' Area's~~ experiences to date. ~~Historical experience provides an amount of certainty in the budget development process. The KIPP middle school~~ KIPP Heritage makes the following assumptions:

- ~~The school~~ At steady state, the Charter School will ~~start with an enrollment of around 100 students in the fifth grade, and add one grade level each year until reaching full-scale~~ maintain enrollment of approximately ~~400~~ 450 students.
- ~~The school~~ Charter School will ~~include~~ employ approximately ~~five~~ 25 to 30 team members on staff, which includes core and elective teachers ~~per grade level at full scale, counselors, assistant principals, a Dean of Students, Dean of Instruction, an Operations Manager, the School Leader~~ principal, and ~~part-time staff in program and administrative roles~~ operations staff
- ~~The school~~ Charter School receives revenue principally from the following sources: state and local general purpose funds, categorical block grant, economic impact aid, and state lottery funds.
- ~~The school~~ Charter School applies directly for funds not included in ~~the charter school categorical block grant including federal entitlement~~ LCFF General Purpose funds.
- ~~The school~~ Charter School makes inflation assumptions of approximately 2% to 3% for both revenues and expenditures.

As required by Education Code Section 47605(g), please refer to Appendix M29 for multi-year financial projections, ~~and including~~ a projected ~~first-year~~ budget ~~including start-up costs~~ and cash flow: for the next three years of operation. These documents are based upon the best data available to the petitioners at this time.

## Financial Reporting

~~The KIPP middle school~~ Heritage shall provide reports to the District and County Superintendent of Schools as follows as required by Education Code Section 47604.33, and ~~may~~ 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 ~~school's~~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-, and County Superintendent of Schools.
- 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 ~~school's~~Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

### **Audits**

As mentioned above, KIPP Bay Area will conduct yearly independent financial audits, to be completed by December 15 of each year. An auditor with knowledge and experience in auditing publicly funded schools will be engaged. The Charter School will also keep records of what other information has been requested by the various ad-hoc audits it undergoes throughout the year so that it can prepare for them in advance from year to year. Please see Appendix 27 for KIPP Bay Area's most recent audited financial statements.

### **Potential Users of Financial Information**

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow will be prepared by KIPP Bay Area. Financial statements will be used by the independent auditors hired each year.

KIPP Bay Area also expects the financial statements to be requested by such institutional sources of financing as KIPP Heritage 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 will submit its annual audited financial statement to the appropriate authorities within the California Department of Education, the Santa Clara County Office of Education, and FMSD.

## Administrative Services

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

KIPP Bay Area ~~Schools will provide~~provides or ~~procure~~procures most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor, and is responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The ~~Principal, School Leader, Chief Executive Director~~Officer, and the KIPP Bay Area ~~Schools~~-Board of Directors ~~will has~~ also ~~develop~~developed other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, and student information systems.

## Systems for Managing Cash Flow, Purchasing, Payroll, Reporting and Audits

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

## Attendance Accounting

~~The KIPP middle school will report attendance requirements directly to the FMSD in a format acceptable to FMSD. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.~~

## Tools Used for Tracking and Reporting Financial Matters

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

## **Attendance Accounting**

KIPP Heritage will report attendance requirements directly to the FMSD in a format acceptable to FMSD. Required reports regarding daily attendance will be completed and submitted to FMSD and Santa Clara County Office of Education.

## **Payroll**

Payroll expenses ~~will be~~ approximately two-thirds of ~~the KIPP middle school's~~ Heritage'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 ~~KIPP Bay Area Schools~~ Board of Directors ~~will be~~ responsible for approving ~~the KIPP middle school's~~ Heritage's annual budget, with substantial input from the ~~Principal~~ School Leader and ~~Chief Executive~~ Director/Officer. The ~~Principal will develop~~ School Leader developed the budget proposal in coordination with the ~~Executive Director~~ finance and ~~Director of Finance~~ 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. ~~KIPP Bay Area Schools is responsible for soliciting bids from various vendors (e.g., for food services, office supplies, furniture, telecommunications).~~

## **Audits**

~~As mentioned above, KIPP Bay Area Schools will conduct yearly independent financial audits, to be completed by December 15 of each year. An auditor with knowledge and experience in auditing publicly funded schools will be engaged. 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 N 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 the KIPP middle school may require, including commercial banks and issuers of bonds. The financial statements will also be available for review as desired by any of the school's administration, managers, or board members who want to assess the school's financial condition. In addition, board members will use the financial statements to confirm existing policies or to create new policies. Finally, KIPP Bay Area Schools will submit its annual audited financial statement to the appropriate authorities within the California Department of Education and FMSD.~~

## Food Services

KIPP Bay Area ~~Schools~~ may contract for food services with FMSD. Eligible students ~~will be~~are provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. ~~We expect that approximately 75~~During the 2017-2018 school year, 69% of ~~the school's~~KIPP Heritage students ~~will be~~were eligible for this program, ~~and all~~. All eligible students will be included in FMSD's reported student counts.

## Insurance Coverage

~~KIPP Bay Area Schools' insurance coverage includes Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than \$5,000,000 per single occurrence. FMSD's Board of Education will be named as the "other named insurers." The policy will also provide specifically that any insurance carried by the District, which may be applicable to any claims or loss, will be deemed excess, and KIPP Bay Area Schools' insurance primary, despite any conflicting provisions in the charter school's policy. Coverage will be maintained with a deductible no greater than \$10,000.~~

## Role of Authorizing Agency

~~The FMSD has the right to monitor the KIPP middle school through site visits and reviews of reports. The school shall annually set aside as much as 1% of its public revenues to go to FMSD for oversight fees.~~

## SUPPLEMENTAL INFORMATION

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### Oversight

Pursuant to California law, the District is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of 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 charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).*

~~Pursuant to Proposition 39, the KIPP middle school will seek to use FMSD facilities beginning in the school's first year of operation as a charter school, starting in August 2014. The KIPP middle school intends to locate in East San Jose. To ensure that the KIPP middle school~~KIPP Heritage is committed to serving the East San Jose community. KIPP Heritage secured a long-term lease from the District and constructed a new facility for the 2017-2018 school year in order to provide a stable, safe learning environment for students and families. KIPP Heritage's long-term facility is located at 423 Los Arboles Street, San Jose, CA 95111. This facility is a 30,000 square foot one-story campus located adjacent to Los Arboles Literacy & Technology Academy. To ensure that the KIPP Heritage is able to provide its entire academic program and extra-curricular activities necessary for a middle school, the facility ~~will require access to the following~~includes:

- ~~● Classrooms: A minimum of 4 classrooms in year one, 8 in year two, 12 in year three and 16 in year four of at least 960 square feet per classroom~~
- 20 classrooms
- ~~Multipurpose room, gymnasium and /cafeteria, amphitheater, music room and lunch kitchen~~
- Sufficient bathrooms for students and staff
- Office space for administrative staff ~~(principal in year one, vice principal, deans, and college counselors as staffroom~~
- Grass field access and outdoor basketball/volleyball court

- If needed in years 2-4), KIPP Heritage may exercise its rights under Proposition 39 to secure affordable, quality facilities.
  - ~~Fields large enough for physical education and after school sports programs~~
  - ~~Indoor footprint of a minimum of 25,000 square feet in year one, with expected growth in years 2-4 to approximately 45,000 square feet~~

~~Insurance Requirements,~~

## **Potential Civil Liability, and Indemnity Effects**

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

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

~~The KIPP middle school Heritage~~ shall be operated ~~as by KIPP Bay Area~~, 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. ~~The KIPP middle school Heritage~~ shall work diligently to assist FMSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other FMSD-requested protocol to ensure the District shall not be liable for the operation of the ~~school~~ Charter School.

Further, ~~the KIPP middle school and the District shall~~ Heritage intends to enter into a memorandum of understanding ~~with the District~~, wherein the ~~school~~ Charter School shall indemnify the District for the actions of the ~~school~~ Charter School under this charter. The KIPP Bay Area ~~Schools~~ Board of Directors ~~will institute~~ institutes 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 FMSD 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'~~ Area employees, or by any person, firm, or corporation employed directly or indirectly by ~~the KIPP middle school Heritage~~
- Any injury to person or property sustained by any person, firm, or corporation caused by an act, neglect, default, or omission of ~~the KIPP middle school Heritage~~, 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 ~~tortuoustortious~~ conduct of ~~the KIPP middle schoolHeritage~~, the Board of Directors or their officers and employees. KIPP Bay Area ~~Schools~~ has complete liability for all actions of the ~~school~~ Charter School and its employees in the performance of their duties. KIPP Bay Area ~~Schools~~ will further indemnify and hold harmless the FMSD ~~and the California Department of Education~~ of any present or future liability for the ~~school's~~ Charter School's actions.

In order to mitigate both the potential legal and fiscal liabilities of ~~the KIPP middle schoolHeritage~~, KIPP Bay Area ~~Schools~~ will have in force at all times prepaid liability insurance for ~~the KIPP middle schoolHeritage~~. The FMSD's Board of Trustees will be named as ~~"other named additionally insured on the KIPP Heritage's general liability insurance of the school. Supplementary coverage will cover the after-hours and weekend activities at the school and their programs.~~

At minimum, coverage will include:

- ♦♦ Workers' compensation with limits of \$1,000,000 per accident as required by the Labor Code of the State of California and Employers' Liability.
- ♦♦ Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than \$~~5~~1,000,000 per single occurrence. ~~The FMSD's Board of Trustees will be named as the "other named insurers."~~ additionally insured on KIPP Heritage'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'Area's~~ insurance primary, despite any conflicting provisions in the charter school's policy. ~~Coverage will be maintained with no self-insured retention.~~
- ♦♦ Commercial Crime ~~including Fidelity Bond~~ coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least \$50,000 per occurrence ~~with no self-insured retention.~~
- ♦♦ Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if ~~the KIPP middle schoolHeritage~~ does not operate a student bus service. If ~~the KIPP middle schoolHeritage~~ provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

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

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

Should ~~the KIPP middle school~~Heritage deem it prudent and/or desirable to have insurance coverage for damage or theft to ~~school~~the Charter 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 school. Additionally, the KIPP middle school will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures. Charter School.

## Oversight, Reporting, Revocation, and Renewal

FMSD may inspect or observe any part of ~~the KIPP middle school~~Heritage at any time, but shall provide reasonable notice of at least three (3) working days to the ~~school~~Charter School prior to doing so. In the event that FMSD believes a cause exists to revoke this charter, it shall follow the requirements of Education Code Section 47607 and all applicable regulations.

~~KIPP Bay Area Schools agrees that it will annually provide FMSD with a fiscal and programmatic audit and performance review.~~ In the event that FMSD does not believe that ~~the KIPP middle school~~Heritage is making satisfactory progress towards achievement of the goals set forth in this charter, it shall notify KIPP Bay Area Schools in writing, within two months of the receipt of the ~~each~~ performance review, of the specific basis for its conclusions. No later than 120 days prior to the expiration of this charter, KIPP Bay Area Schools will present FMSD 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.~~ Sections 47605 and 47607, and all applicable regulations. KIPP Heritage's charter may be renewed by FMSD 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, 2014 and expiring on June 30, 2019. KIPP Bay Area Schools will comply with all processes and timelines set forth by FMSD for charter renewal. The KIPP middle school charter may be renewed by FMSD for additional five-year terms.~~

### Scope of Charter

KIPP Bay Area Schools shall not operate under ~~the KIPP middle school~~Heritage name satellite schools, campuses, sites, resource centers or meeting spaces not identified in this charter without the prior written approval of the Superintendent of ~~the~~ FMSD.

### Term of Charter

The term of this renewed charter shall be for five years beginning July 1, 2019 and expiring on June 30, 2024.

## **Material Revisions**

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

## **Amendments**

This petition may be altered, amended, changed, or modified only by agreement in writing executed by KIPP Bay Area and the President of the FMSD Board of Education authorized to so execute by action of the Board on behalf of FMSD. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in California Education Code sections 47605 and 47607.

## **Force Majeure**

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

## **Severability**

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

## **No Waiver**

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

## **Amendments**

~~This petition may be altered, amended, changed, or modified only by agreement in writing executed by KIPP Bay Area Schools and the President of the FMSD Board of Education authorized to so execute by action of the Board on behalf of FMSD. Material revisions and amendments will be made pursuant to the standard, criteria, and timelines in California Education Code sections 47605 and 47607.~~

## Notices

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

To KIPP Bay Area ~~Schools~~ and KIPP ~~middle school~~: Heritage:

KIPP Bay Area Public Schools

Attn: Beth Thompson, Chief Executive Director ~~Officer~~ / Amy Tran, School Leader

~~1404 Franklin Street~~ 1000 Broadway Avenue, Suite ~~500~~ 460

Oakland, CA ~~94612~~ 94607

To Franklin-McKinley School District:

~~John R. Porter Jr.~~ Juan Cruz, Superintendent

Franklin-McKinley School District

645 Wool Creek Dr.

San Jose, CA 95112